Year 3/4 Into The Blue

	MFL	PSHE	RE	COMPUTING	PE
National Curriculum objectives and coverage **Curriculum Enrichment** **Visit to The Deep** **Local river study**	**French** **Subject Endpoints** **Skills** Identify words/short phrases and recognise/compare different sounds. Ask and answer a wider range of questions. Memorise and present a short spoken text. Read and understand a range of familiar written phrases. Read a wider range of words, phrases and sentences aloud. Write some familiar words and phrases without help. **Knowledge** Discuss festivals and celebrations in different cultures. Compare aspects of everyday life at home and abroad. Identify similarities in some traditional stories. Use a wider range of 'classroom language'.	**Health and wellbeing-Aiming High** Focus on goals and aspirations. **Subject Endpoints** **Skills** Discuss achievements. Recognise positive attitudes that help us succeed. To develop a growth mind-set to new challenges. Realise the importance of resilience. **Knowledge** Share aspirations for the future with regard to employment and personal goals. Relate personal goals and aspirations to different jobs and roles. **Living in the wider world-Money Matters** **Subject Endpoints** **Skills** Discuss the difference between things we want and things we need. To realise the need to prioritise spending. To consider what influences spending and how we can keep track of what we spend. **Knowledge** To know where money comes from and how it can be used. Identify ways of prioritising and tracking spending. To realise why people might need to borrow money and the consequences. **Relationships – VIPs** (Very Important Persons) **Subject Endpoints** **Skills** Know the qualities of a good friend. Know how to maintain friendships. Develop strategies to deal with disputes. Develop coping strategies when faced with bullies. **Knowledge** Develop positive, long lasting friendships. Use positive ways to address disputes. Know effective ways to deal with bullies.	**Christianity with a focus on the Creation** **Subject Endpoints** **Skills** Pupils understand what impact religious stories have on Christians lives. Pupils consider their own beliefs. **Knowledge** Pupils create their own story that shows what they believe about creation. **Christianity** **Subject Endpoints** **Skills** Pupils discuss the impact music can have on people (calm, excited, sad). Explore Christian music (a Christmas carol, a hymn, contemporary Christian music). Consider issues important to them and the world they live in. **Knowledge** Pupils create a song with the purpose of encouraging people to clean up the oceans.	**Programming and Algorithms** **Subject Endpoints** **Skills** Understand that a computer program runs sequentially. Discuss what a program does based on its code. Break down a problem into its smaller steps. Plan what needs to be written for each stage. Write a computer program containing a loop, conditionals and variables. Show care and precision to avoid errors. Use some terminology for loops and selection when discussing an algorithm. To discuss sort and search algorithms. **Knowledge** Create a program which includes sequence, selection and repetition. Use logical reasoning to detect and correct errors in algorithms and programs. Explore the effect of changing the variables in simulations. Debug a program after testing it. Write an algorithm for a task. Debug an algorithm after testing it. Evaluate the efficiency of an algorithm. Record a more complex algorithm using a flowchart. **Finding Out** **Subject Endpoints** **Skills** Use a spreadsheet program to automatically create charts and graphs from data. Use the 'more than', 'less than' and 'equals' tools to compare different numbers and help to work out solutions to calculations. Describe a cell location in a spreadsheet using the notation of a letter for the column followed by a number for the row. Add a formula to a cell to automatically make a calculation in that cell. **Knowledge** To use data to interpret and answer a specific question. Make practical use of a spreadsheet. Store and access data using a database. Turn questions into search criteria and use database tools to find answers. Represent data in a database using appropriate data types. **Online Safety** We follow 'Education for a Connected World'. **Subject Endpoints** **Skills** To have strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution. Privacy and Security **Knowledge** To know how personal online information can be used, stored, processed and shared. Develop both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.	**Indoor Athletics (Sportshall Athletics).** To develop flexibility, strength. control and balance. **Subject Endpoints** **Skills** Develop flexibility, strength, technique, control and balance: **Knowledge** To compare performances with previous ones and demonstrate improvement to achieve their personal best. To develop an understanding of how to improve in different physical activities. **Gymnastics** **Subject Endpoints** **Skills** Explore different methods of travelling. Learn about symmetrical and asymmetrical balances and Explore different types of balances. Begin to explore different types of jumps and rolls. Begin to develop flexibility, strength, technique, control and balance. **Knowledge** Know how to travel in different ways. Use experience to perform balances, jumps and rolls effectively. Begin to evaluate and recognise their own success. **Orienteering** **Subject endpoints** **Skills** To read simple maps. Give simple directions to peers. Follow simple directions given to them by their peers. **Knowledge** To take part in outdoor and adventurous activity challenges both individually and within a team. **Tag Rugby** **Subject endpoints** **Skills** Improve ball handling skills and become more confident holding the ball. Learn about the correct technique to pass a rugby ball. Gain an understanding of the need to move into space in order to keep possession of the ball. **Knowledge** Understand the application of basic principles suitable for attacking and defending. Work together as part of a team in order to achieve a common goal.

Year 5/6 What A Wonderful World

	MFL	PSHE	RE	COMPUTING	PE
National Curriculum objectives and coverage 	**French** **Subject Endpoints** **Skills** Listen to and understand the main points from a short spoken passage. Listen and speak with increasing confidence (converse briefly without prompts). Prepare and perform a short presentation. Read aloud with confidence, enjoyment and expression, in chorus or individually. Read and understand the main points – and some detail – from a short text. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Write several sentences from memory and develop a short text using a model. **Knowledge** Demonstrate an understanding of and respect for cultural diversity. Present ideas and information orally to a range of audiences. Understand basic French grammar. Know how to apply grammatical rules- for instance, to build sentences; and how these differ from or are similar to English.	**Relationships - Be Yourself** **Subject Endpoints** **Skills** Develop a positive view of 'self'. To recognise the importance of being proud of individuality. Recognise situations where they need to make positive choices in order to do the right thing. Explore how to avoid being led into tricky situations and how to recognise and respond to peer pressure. How to manage uncomfortable feelings. Investigate how to make things right when they make a mistake. **Knowledge** Develop positive relationships. Ability to manage emotions. Apply a growth mind-set approach to life. **Living in the wider world-One World** **Subject Endpoints** **Skills** Develop responsibility. To make the right choices to care for the environment. Explore the idea of sustainability to minimise depletion of the Earth's natural resources. **Knowledge** Take steps to reduce the harmful effects of global warming. Know how to make the world a better place for living things.	**Hinduism and Islam** Pupils understand the impact of religion on a believer e.g. Hindus and Ahimsa/Muslims and Zakat. **Subject Endpoints** **Skills** Pupils consider their own beliefs about how they should live their lives and why. Pupils understand the impact humans have on the world around them. **Knowledge** Pupils understand what Muslims and Hindus believe about God and how they should live. Pupils create a poster showing the importance of taking care of the Earth. **Hinduism** **Subject Endpoints** **Skills** Consider the concept of a 'hero' and what characteristics they have. Research religious and non-religious leaders and their impact on the world. **Knowledge** Pupils give their opinions about the beliefs of others. Pupils are able to compare a world leader to Gandhi. Pupils share information about someone who inspires them and why.	**Programming** **Subject Endpoints** **Skills** Break down a problem into its smaller steps. Plan what needs to be written for each stage. Write a computer program with several steps in order to achieve a goal. Debug a program after testing it. Use a variable and relational operators within a loop. Plan what needs to be written for each stage. Design solutions by decomposing a problem and creating a sub-solution for each of the parts. Know that different solutions exist for the same problem. Know the difference between, and appropriately use, 'if' and 'if, then and else' statements. **Knowledge** Design, write and debug programs that accomplish specific goals and solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs. Work with variables and various forms of input and output. **Finding Out** **Subject Endpoints** **Skills** Use the 'how many' tool. Create simple formulae that use different variables. Create charts using appropriate data to interpret and answer a specific question. Create a spreadsheet to answer a mathematical question and solve real-life problems. **Knowledge** Collect, analyse, evaluate and present data and information. Identify and collect appropriate data to answer my questions. Interrogate a database using sensible questions. **Online Safety** We follow 'Education for a Connected World'. **Copyright and Ownership** **Subject Endpoints** **Skills** To have strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution. **Knowledge** Know how personal online information can be used, stored, processed and shared. Develop both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.	**Fitness (Circuit Training).** Develop flexibility, strength, technique, control and balance. **Subject Endpoints** **Skills** Collaborate with others to improve on a consistent basis. Compete with others (and the past self) at various fitness stations and be able to feedback to the group about own progress. Develop a detailed understanding of how to improve in different physical activities and be able to explain to others how to improve and the effect on the body of the various exercises. **Knowledge** Compare performances with previous achievement and demonstrate improvement to achieve their personal best. Continue to develop flexibility, strength, technique, control and balance. **Gymnastics** **Subject Endpoints** **Skills** Develop and refine different ways to travel. Develop the ability to link gymnastic elements together. Link together jumps and rolls to create a sequence. **Knowledge** Develop flexibility, strength, technique, control and balance. Evaluate and recognise their own success. **Hockey** **Subject Endpoints** **Skills** To look up whilst dribbling the ball. Push pass accurately. To be able to tackle somebody and win the ball. Develop running, jumping and stick handling skills **Knowledge** Build on and consolidate the application of principles suitable for attacking and defending. Use running, jumping and stick handling skills in isolation and in combination. **Orienteering** Take part in outdoor adventurous activity challenges: **Subject Endpoints** **Skills** To read more complex maps. To give directions to peers. Follow directions given by peers. **Knowledge** Take part in outdoor and adventurous activity challenges both individually and within a team.