

RE: Hinduism

- *To explore how Hindus worship at home and in the Mandir.
- *To identify the importance of individual, family and communal worship.
- *To understand the importance of music, dance, artefacts, mantras, food and stories in Hindu celebrations and worship.
- *To identify the role of religious pilgrimages and how beliefs can be expressed through visits to sacred sites.

PHSCE

- *To explore worries and how to deal with them.
- *To explore the concept of being brave and it is what you do and not how you feel.
- *To explore the niggling voice in our head and what it is and how to deal with it.
- *To explore helpful and unhelpful thoughts.
- *To build up a bank of strategies to use when worried or anxious

PE (Athletics and cricket)

Athletics:

- *To develop running at different speeds, changing speeds and directions.
- *To link running and jumping activities with some control.
- *To throw a variety of objects (different sizes and weights) at a target accurately.

Rounder:

- *To throwing and catching in isolation and in combination.
- *To participate in a rounders game and understand rules.

Geography:

Mountains

- *To know what a mountain is and where the main mountains in the world are
- * To know the physical and human features of the Cambrian Mountains.
- *To know the different types of mountains.
- * To know what a reservoir is and the positive and negative effects.

Science (Forces and Magnets)

- *Compare how things move on different surfaces.
- *Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance
- *Observe how magnets attract or repel each other and attract some materials and not others
- *Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- *Describe magnets as having 2 poles
- *Predict whether 2 magnets will attract or repel each other, depending on which poles are facing

Art: Abstract Shape and Space

- *Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.
- *Use hands and tools confidently to cut, shape and join materials for a purpose.
- *Consider how to display artwork, understanding how artists consider their viewers and the impact on them.
- *Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.
- *Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.

Mountains

Music

Recorder Unit:

- *Consolidate prior learning of a recorder playing various notes
- *Charanga: Bringing us together (disco):
- Bringing us together
- *Listen and appraise different songs
- *Explore different ways to accompany songs
- *Revise the pulse and rhythm of a song
- *Know the style indicators of disco music

French

Speaking and listening:

- *Revise greetings and days of the week
- *Revise phrases to describe the weather
- *Count to 30
- *Recognise and say words to describe their family

Computing:

E-Safety:

- *Describe what it means to know someone online and who they can trust
- *Know the importance of consent before sharing information online
- Desktop publishing:
- *Understand that text and images communicate meaning
- *Use templates to create their own work