

## Geography

- To use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.
- To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- To locate the world's countries, using maps to focus on North America, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities.
- To identify rivers and mountains.
- To explore the water cycle.
- To explore types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

## RE

- What can we learn from Christian religious buildings?
- Children will describe the interiors and exteriors of Christian religious buildings, identifying key features and explaining how they are used in worship.

## Science

- To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
- To use recognised symbols when representing a simple circuit in a diagram. find patterns between the pitch of a sound and features of the object that produced it.

# The price for progress?

## PE

- Gymnastics and games skills.

## History

- To study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: WW1.

## Literacy

- WW1 poetry
- Writing explanation and instructional texts
- Creating stories based upon 'The Varmints'

## DT

- To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams.
- To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
- To investigate and analyse a range of existing products.

## Numeracy

- 2D and 3D shape properties
- Reflecting and translating shapes on coordinate grids
- Converting between measurements
- Estimating, measuring and calculating angles

## Art—

I explore ideas and collect visual and other information to help me develop my work. I keep these in my art sketch book.

I use this in developing my work, taking account of the purpose.

I keep notes in my sketch book about how I might develop my work further.

I use the internet for research.

I look at the work I have produced and that of others and discuss whether it meets the purpose.

I keep notes in my sketchbook about my methods of working and the methods of others.

My work reflects a purpose that I write about in my sketchbook.

I choose the most appropriate materials for my collages to fit the purpose.

I can modify and change materials to be used in my collage.

I make comments on the ideas, methods and approaches in my own and others' work, relating these to the context in