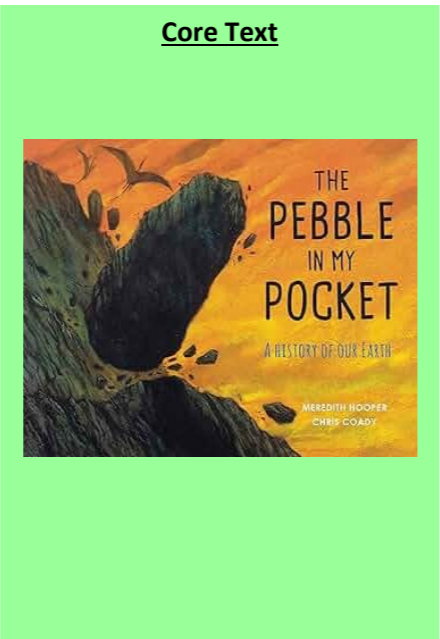


- **RE-** What kind of world did Jesus want?
- Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus
- Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'
- Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian
- Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways



Trips and visits
Cambrian Railway

Diversity

- Earth Summer 1**
- Maths**
- Decimals
 - Mass and capacity
 - Money
 - Time
 - Shape
 - Statistics

- Music— Playing Rhythms**
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
 - improvise and compose music for a range of purposes using the inter-related dimensions of music
 - listen with attention to detail and recall sounds with increasing aural memory
 - use and understand staff and other musical notations
 - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
 - develop an understanding of the history of music.

- Science—Living things and their habitats**
- All living things, which can also be called organisms, have to do certain things to stay alive. These are the life processes: (MRS NERG)
 - Living things can be grouped according to different criteria (where they live, what type of organism they are, what features they have). For example, a camel can belong in a group of vertebrates, a group of animals that live in the desert, and a group of animals that have four legs.
 - A classification key is a tool that is used to group living things to help us identify them.
 - Habitats can change throughout the year and this can have an effect on the plants and animals that live there.
 - Humans can have positive and negative effects on the environment:

Computing
Creating media -photo editing, Changing digital images, Recolouring, Cloning, Combining, Creating, Evaluating

- Art—Water colour paint and drawing**
- Names of tools, techniques and formal elements taught.
 - Different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes.
 - Know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities.

Spanish

- Food and the Eweather

DT
A project involving a simple electrical circuit.

Reading

Analyse and comment on the use of language in texts, including some figurative language, and talk about the effect it has on the reader, begin to use technical terms such as simile, metaphor, imagery and descriptive language when explaining my ideas, compare different accounts of the same event and discuss the viewpoints of authors and characters, discuss how characters change and develop through a story by using evidence and clues from the text, read aloud and perform texts (including poems learned by heart) with clear expression and appropriate intonation to engage the audience, retrieve and record information from non-fiction texts, use non-fiction materials to find information for a purpose, including in subjects such as history, geography and science, and in real-life contexts where I want to find things out.

Writing

Writing: write for a wide range of different purposes, choose interesting, ambitious and imaginative vocabulary in my writing, write sentences in a clear order so my ideas make sense, organise my writing using paragraphs that group related ideas, use expanded noun phrases and descriptive detail to add interest and clarity, plan my writing carefully before I begin, proofread, edit and improve my writing to make it more accurate and effective, read through my work to check for sense, flow and any errors.

Vocabulary, punctuation and grammar: use punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists, apostrophes and inverted commas for speech, use fronted adverbials and remember to use a comma after them, write sentences that are grammatically correct and keep the same tense throughout, use paragraphs correctly and appropriately to organise my writing, use a range of coordinating and subordinating conjunctions to extend and improve my sentences, use adverbs, prepositions and prepositional phrases to express time, place and cause.

Handwriting: write using a fluent, joined handwriting style, present my writing neatly so that others can read it easily, use consistent letter sizing and clear spacing between words.

PSHE
All children should be able to: • discuss where money comes from; • list four payment methods people can use to pay for items; • give examples of things people want and need; • offer reasons people might need to borrow money; • talk about ways we can keep money safe; • discuss what value for money means; • explain what it means to budget

- Geography—The active planet**
- What is a mountain, how is it formed and what are the key features; what are the main continental mountain ranges?
 - What is a volcano, where are famous volcanoes around the world and how can we describe where they are in relation to the northern and southern hemispheres and the equator?
 - How can we identify hills, mountains and volcanoes on OS maps and why do we use contour lines?
 - What causes a volcano to erupt and what happens?
 - What are the different types of volcanoes and what are their key features?
 - Why do people live in volcanic areas and how do people and the environment adapt?

P.E— Tactics and gameplay/ Athletics

Apply and follow rules fairly.

Understand and begin to apply the basic principles of invasion games.

Know how to play a striking and fielding game fairly.

Run with coordination and rhythm. Show control when sprinting and jogging. Run at different speeds with control (sprint, middle distance). Begin to understand pacing.

Jump for distance using a short run-up. Begin to explore jumping for height.

Throw underarm and overarm with control. Begin to use push (shot), sling (discus), and heave (javelin) actions.