



Key Questions: How has train transport changed over time?

Visit to the National Railway Museum,

English Links: e.g. Class Novel / Cross-curricular Writing: Non-chronological report about George Stephenson, “Oliver who travelled far and wide” by Bergman.

Science

Content: Materials and their suitability, plants (growing) and seasonal changes from Spring to Summer.

Skills: Materials - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. **Working scientifically** – perform simple tests, gathering and recording data to help in answering questions. **Seasonal change**- observe changes across the four seasons, observe and describe weather associated with the seasons. **Plants** - Observe and describe how seeds and bulbs grow into mature plants and find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Assessment Notes:

Computing

Content: Music and Sound

Skills:

- Understand that I can compose music using icons to represent musical phrases.
- Understand that I can locate, listen, play sounds and add them to presentations.
- Know that I can record sound using ICT; it can then be stored and played back.
- Understand that adding music or a sound can affect the mood/atmosphere of my work.
- Use software to explore sound and musical phrases. Edit and refine musical phrases for a specific purpose.
- Talk about the choices I have made.
- Can select and use devices for recording sounds for a specific purpose.
- Explore a range of sounds on an electronic keyboard, and can choose appropriate sounds for a purpose.
- Use music software to organise and change musical phrases using icons.

Assessment Notes:

D&T

Content: Design, make, test and evaluate a balloon car

Skills:

- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
- design purposeful, functional, appealing products for themselves and other users based on design criteria
- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- evaluate their ideas and products against design criteria

Assessment Notes:

RE

Content: Who is a Muslim and what do they believe?

Skills:

- understand that people have different beliefs about what is important to them.
- understand that people have different beliefs about God.
- understand who Prophet Muhammad is and why he is so important to Muslims.
- talk about why places and objects can be special to people including those that are special to Muslims.
- describe what a mosque is and explain what happens in a mosque.

Assessment Notes:

<p>History Content: How train transport has changed over time, Important People (George Stephenson). Skills:</p> <ul style="list-style-type: none"> • Pupils should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. • Pupils should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • Pupils should understand some of the ways in which we find out about the past. <p>Assessment Notes:</p>	<p>Geography Content: Map work (four countries of the UK and their capital cities) Skills:</p> <ul style="list-style-type: none"> • Name, locate and identify the characteristics of the four capital cities of the UK and its surrounding seas using atlases and globes. • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. <p>Assessment Notes:</p>	<p>PE Content: Athletics Skills:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] <p>Assessment Notes:</p>
<p>Music Content: Listening: ‘Short Ride in a Fast Machine’ by John Adams Skills:</p> <ul style="list-style-type: none"> • Use the term : tempo to talk about this piece • Collaborate to design a vehicle that this piece might be about • In groups compose a similar piece using the untuned percussion instrumnts-think about strategies for starting and stopping, & structure :beginning, middle and end <p>Ongoing skills</p> <ul style="list-style-type: none"> • Sing clearly & in tune Doh, Re Mi Soh La • Continue with steady beat movement work: gross & fine motor <p>Assessment Notes:</p>	<p>Forest School Content: Tracks and Trails. Henry The Explorer by Mark Taylor. Skills:</p> <ul style="list-style-type: none"> • Discuss and explore how to find and identify tracks left by different forest animals. • Investigate trails – Recognise birds, animal, human footprints to discover who has been in the forest • Compare shapes, sizes and patterns of footprints • Read Henry The Explorer – Create and share our own trails • How to make your own individual trail using different materials • Use sand, sticks, stones, pebbles, paper, colours • Find and Follow different tracks made by classmates • Use directions to create a good, easy to follow trail <p>Assessment Notes</p>	