

RE	PSHE
<p>Why do Christians call the day Jesus died 'Good Friday'? [Salvation]</p> <p>Make sense of belief:</p> <p>Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live</p> <p>Offer informed suggestions about what the events of Holy Week mean to Christians</p> <p>Give examples of what Christians say about the importance of the events of Holy Week</p> <p>Understand the impact:</p> <p>Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities</p> <p>Describe how Christians show their beliefs about Jesus in worship in different ways</p> <p>Make connections:</p> <p>Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.</p>	<p>Relationships and Sex Education</p> <ol style="list-style-type: none"> 1. To know scientific names for male and female sexual parts and use them confidently. 2. To understand times to talk about private body parts, how they change and identify trustworthy and approachable adults. 3. To value their own body and recognise its uniqueness. 4. To understand the benefits of carrying out regular personal hygiene routines. 5. To consider who is responsible for their personal hygiene now, and how this will change the future. 6. To understand a range of ways illness and disease, e.g. colds, chickenpox, head lice, might be spread and how they are able to reduce this. 7. To understand what I have learned and be able to share it with others.

Expressive Arts	Computing
<p>Design and Technology: Cooking and Nutrition, eating seasonally</p> <p>Food around the world</p> <p>Seasonal Food</p> <p>Cutting and Peeling</p> <p>Tasting seasonal ingredients</p> <p>Making a mock up</p> <p>Evaluating seasonal tarts</p>	<p>Creating Media – Photo Editing</p> <p>Changing digital images</p> <p>Changing the composition of images</p> <p>Changing images for different uses</p> <p>Retouching Images</p> <p>Fake images</p> <p>Making and evaluating a publication</p>

MFL French	Music
<p>The Hungry Caterpillar in French:</p> <ul style="list-style-type: none"> • listening to, and understanding, a familiar story read in French. • Starting to learn to use the French/English dictionaries to look up key nouns from the story, like "caterpillar" and "egg" • learning new nouns (different fruits) • recapping days of the week and numbers • Then making little Days of the Week/Hungry Caterpillar booklets • Starting to understand the grammar point that all nouns in French are either masculine or feminine. • Starting to understand the difference between Le and La ("the" for a masculine noun and "the" for a feminine noun) and Un and Une ("one/a" for a masculine noun and "one/a" for a feminine noun) • Starting to understand that to pluralise a noun in French, you usually just add an "s" (like in English), but not always (like in English) <p>Easter words and Easter cards (writing the greeting in French)</p>	<p>Unit 4 – Pitch</p> <p>Begin to create simple rhythmic patterns, melodies and accompaniments.</p> <p>Begin to aurally identify, recognise, respond to and use musically graphic notation to represent basic changes in pitch within a limited range</p>
PE	Enrichment Activities
<p>Badminton</p> <p>Can watch, track, and catch a shuttle successfully.</p> <p>To perform a basic forehand action with increasing accuracy.</p> <p>To perform a basic backhand shot with increasing control.</p> <p>To keep a rally going using a range of shots.</p> <p>To hit a shuttle into space (at different speeds and heights) to try beat an opponent.</p> <p>To compete with others.</p> <p>Football</p> <p>To stop the ball with my feet.</p> <p>To pass the ball with the inside of my feet.</p> <p>To dribble the ball using my feet.</p> <p>To make a standing tackle.</p> <p>To shoot a stationary football.</p> <p>To participate in a group football game.</p>	<p>Veg Power – Eat more veg whole school competition.</p> <p>World Book Day</p> <p>NSPCC</p>