

The Goblet of Fire — Spring 2016

Science	<p><u>States of Matter</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p><u>Forces and Magnets</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> compare how things move on different surfaces ☐ notice that some forces need contact between two 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 two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.
Geography	<ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Computing	<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
Art & Design	<ul style="list-style-type: none"> about great artists and designers in history
D&T	<ul style="list-style-type: none"> understand and use mechanical systems in their products [levers and linkages] investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
Music	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
French	<ul style="list-style-type: none"> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
P.E.	<p><u>Games</u></p> <ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending <p><u>Swimming</u></p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively perform safe self-rescue in different water-based situations. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance