



English		Maths	
<i>See English Plan</i>		<i>See Maths Plan</i>	
Science	Computing	History	
<p><b>Key Question/Theme</b> <i>Living Things and Their Habitats (Continued from Spring 1)</i></p>	<p><b>Key Question/Theme:</b> <i>How does a photo get from a camera to a piece of paper? How are cartoons made?</i></p>	<p><b>Key Question/Theme:</b> <i>How did the Great Fire of London help London to become a better place to live?</i></p>	
<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Developing scientific knowledge and conceptual understanding.</li> <li>Gathering and recording data to help answer questions.</li> <li>Making observations, using simple equipment. <i>Eg. Using magnifying glasses and hoops to identify living things in different areas.</i></li> <li>Asking simple questions and understand that these can be answered in different ways. <i>Eg. How do different habitats provide for the needs of different animals?</i></li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Purposefully using hardware such as digital cameras and scanners.</li> <li>Manipulating digital content using computer software.</li> <li>Retrieving digital content in order to edit it.</li> <li>Storing their work in order to retrieve and manipulate it.</li> <li>Evaluating their use of technology and make changes.</li> </ul>	<p><b>Key Skills:</b></p> <p><u>Use chronological knowledge</u> - by applying correct spaces on the timeline indicating the time during Great fire of London.</p> <p><u>Understand diversity of societies</u> - To interpret picture and written sources understand the reality of life of Londoners during 'Great fire.'</p> <ul style="list-style-type: none"> <li>Investigate how 'Great fire' changed London architecture.</li> </ul>	
PSHE	RE		Art & Design
<p><b>Key Question/Theme:</b> <i>Money Matters</i></p>	<p><b>Key Question/Theme</b> <i>The Importance of Water (Continued from Spring 1)</i></p>		<p><b>Key Question/Theme:</b> <i>Landscapes and Cityscapes</i></p>
<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Understanding why we have money.</li> <li>Discussing ideas of how to keep money safe.</li> <li>Understanding the meaning of affording something.</li> <li>Exploring the difference between wants and needs.</li> <li>Understanding the different meaning of 'being rich'.</li> <li>Discussing and set a simple goal.</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Identifying how religion and belief is expressed in different ways.</li> <li>Identifying possible meanings for symbols and other forms of religious expression.</li> <li>Recognising similarities and differences in features of religions and beliefs.</li> <li>Asking questions about their own and others' feelings and experiences.</li> </ul>		<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Developing a wide range of art and design techniques in using colour and texture and line.</li> <li>Knowing about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines.</li> </ul>

Music	French	PE
<p><b>Key Question/Theme:</b> <i>Music Express Unit</i></p>	<p><b>Key Question/Theme:</b> <i>French (Specialist Teacher)</i></p>	<p><b>Key Question/Theme:</b> <i>Multi-Skills (Specialist Teacher)</i></p>
<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Using their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Playing tuned and untuned instruments musically.</li> <li>• Listening with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Experimenting with, creating, selecting and combining sounds using the inter-related dimensions of music.</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Listening attentively to spoken language.</li> <li>• Showing and understanding of French language by joining in and responding.</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Mastering 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</li> <li>• Participating in team games, developing simple tactics for attacking and defending</li> <li>• Performing dances using simple movement patterns.</li> </ul>