



English		Maths	
<i>See English Plan</i>		<i>See Maths Plan</i>	
Science	Computing	Geography	
<p><b>Key Question/Theme (Continued from Spring 1)</b> <i>Living Things and Their Habitats</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 Question/Theme:</b> <i>Can computers compose music?</i></p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Using technology purposefully to create, organise, store, manipulate and retrieve <b>digital content</b></li> <li>Recognising common uses of information technology beyond school</li> </ul>	<p><b>Key Question/Theme:</b> <i>What are the differences between Japan and where I live?</i></p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li><u>Physical characteristics</u> - Main physical characteristics of England and Japan (rivers and mountains)</li> <li><u>Knowledge of global climates</u> - Identify seasonal and daily weather patterns ( in London and in Tokyo);</li> <li><u>Human characteristics</u> - Main human characteristics of London and Tokyo</li> <li><u>Unusual features</u> - To discuss unusual features of London and Japan</li> <li><u>Location knowledge</u> - England and Japan location</li> </ul>	
PSHE	RE		Design & Technology
<p><b>Key Question/Theme:</b> <i>Who likes chocolate?</i></p> <p><b>Key Skills:</b> <b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>Recognising where different foods come from.</li> <li>Understanding the difference between a custom and a ritual.</li> <li>Appreciating why we celebrate special events with different food.</li> <li>Appreciating how much chocolate we eat.</li> <li>Understanding where chocolate comes from.</li> <li>Exploring why we need fair trade principles.</li> </ul>	<p><b>Key Question/Theme</b> <i>The Importance of Water (Continued from Spring 1)</i></p> <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 Question/Theme:</b> <i>Japanese Cooking</i></p> <p><b>Key Skills:</b> <b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li></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> <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>