



English		Maths	
<i>See English Plan</i>		<i>See Maths Plan</i>	
Science	Computing	History	
<p>Key Question/Theme: <i>Animals Including Humans</i></p> <p>Key Skills:</p> <ul style="list-style-type: none"> Ask relevant questions and use different types of scientific enquiry to answer them. Identify differences, similarities or changes related to simple scientific ideas and processes. Identify that animals, including humans need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<p>Key Question/Theme: <i>What is a database and how can they help us?</i></p> <p>Key Skills:</p> <ul style="list-style-type: none"> Collect, record and organise data to answer questions and present findings. Interpret findings, question plausibility and recognise that poor-quality information leads to unreliable results. Understand the need for collecting information in a format that is suitable for processing. 	<p>Key Question/Theme: <i>How has Southall changed since WWII?</i></p> <p>Key Skills:</p> <ul style="list-style-type: none"> <u>Use chronological knowledge</u> - by applying correct spaces on the timeline indicating the time in history of MODERN Southall, <u>Understand diversity of societies</u> - To interpret picture sources of changes in the area of Southall <u>Develop cartography skills</u> by drawing key streets, objects and monuments of Southall map <u>Investigate</u> how the canals and railway changed Southall over the years. 	
PSHE	RE		Art & Design
<p>Key Question/Theme: <i>Live Long, Live Strong</i></p> <p>Key Skills:</p> <ul style="list-style-type: none"> Explore the differences between males and females and to name the body parts. Consider touch and to know that a person has the right to say what they like and dislike. Explore different types of families and who to go to for help and support. Understand what helps to make people feel happy. Explore how to keep healthy. Understand what helps us to overcome barriers to reaching goals. 	<p>Key Question/Theme: <i>Prayer and Worship</i></p> <p>Key Skills:</p> <ul style="list-style-type: none"> Understanding practises and lifestyles. Explaining the practises and lifestyles involved in belonging to a faith community. Identifying the impacts of beliefs and practices on people's lives. Recognising and express feelings about their own identities and relating these to religious beliefs or teachings 		<p>Key Question/Theme: <i>British Art</i></p> <p>Key Skills:</p> <ul style="list-style-type: none"> Pupils must continue to create a sketch books to record their observations and use them to revisit their ideas. Pupils can improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Pupils will be able to communicate about great artists, architects and designers in history.
Music	French		PE

Key Question/Theme: UKULELE LESSONS (TAUGHT BY EALING MUSIC SERVICE)	Key Question/Theme: <i>French</i>	Key Question/Theme: <i>PE Skills and Games</i>
Key Skills: <ul style="list-style-type: none"> • Playing and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvising and composing music for a range of purposes using the inter-related dimensions of music • Listening with attention to detail and recall sounds with increasing aural memory • Using and understanding staff and other musical notations • Appreciating and understanding a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Developing an understanding of the history of music. 	Key Skills: <ul style="list-style-type: none"> • Exploring the patterns and sounds of French language through songs and rhymes. • To link the spelling of French words to their sound and meaning. 	Key Skills: <ul style="list-style-type: none"> • Using running, jumping, throwing and catching in isolation and in combination • Playing competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Developing flexibility, strength, technique, control and balance. • Performing dances using a range of movement patterns • Taking part in outdoor and adventurous activity challenges both individually and within a team • Comparing their performances with previous ones and demonstrate improvement to achieve their personal best.