



English		Maths	
<i>See English Plan</i>		<i>See Maths Plan</i>	
Science		Computing	
Geography			
Key Question/Theme: <i>How do plants survive and grow?</i>		Key Question/Theme: <i>What does an algorithm do?</i>	
Key Skills: <ul style="list-style-type: none"> Identifying and describing the functions of different parts of flowering plants; roots, stem/trunk, leaves and flowers. Exploring the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant. 		Key Skills: <ul style="list-style-type: none"> Designing, writing and debugging programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Using sequence, selection, and repetition in programs; work with variables and various forms of input and output. Using logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 	
Key Skills: <ul style="list-style-type: none"> <u>Physical characteristics</u> - Main physical characteristics of London and Bolivian village. <u>Knowledge of global climates</u> - Identify seasonal and daily weather patterns (in London and in La Paz); <u>Human characteristics</u> - Main human characteristics of London and Bolivian village. <u>Develop cartography skills</u> - Sketching South American continent with accuracy <u>Unusual features</u> - To discuss unusual features of London and Bolivian village. 			
PSHE		RE	
Design & Technology			
Key Question/Theme: <i>Daring to be Different</i>		Key Question/Theme: <i>Prayer and Worship (Continued from Spring 1)</i>	
Key Skills: <ul style="list-style-type: none"> Recognising similarities and differences. Know how to feel good about yourself in difficult situations. Knowing what a surprised feeling looks/feels like. Recognising hopeful and disappointed feelings. Understanding how to hide or show my feelings. Understanding how to stand up for myself. 		Key Skills: <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 	
Key Skills: <ul style="list-style-type: none"> Designing innovative, functional, appealing products that are fit for purpose. Generating, developing, modelling and communicating their ideas in a range of ways. Choosing and using appropriate tools and equipment. Evaluating against design criteria and make improvements. 			

Music	French	PE
<p>Key Question/Theme:</p> <p>UKULELE LESSONS (TAUGHT BY EALING MUSIC SERVICE)</p>	<p>Key Question/Theme:</p> <p><i>French</i> <i>(Specialist Teacher)</i></p>	<p>Key Question/Theme:</p> <p><i>PE Skills and Games</i> <i>(Specialist Teacher)</i></p>
<p>Key Skills:</p> <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. 	<p>Key Skills:</p> <ul style="list-style-type: none"> • Exploring the patterns and sounds of French language through songs and rhymes. • Linking the spelling of French words to their sound and meaning. 	<p>Key Skills:</p> <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.