



English		Maths	
<i>See English Plan</i>		<i>See Maths Plan</i>	
Science	Computing	History	
<p>Key Question/Theme: <i>Forces and Magnets</i></p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Comparing how things move on different surfaces. • Noticing that some forces need contact between two objects but magnetic forces can act at a distance. • Observing how magnets attract or repel each other and attract some materials and not others. • Comparing and grouping together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. • Describing magnets as having two poles. • Predicting whether two magnets will attract or repel each other, depending on which poles are facing. 	<p>Key Question/Theme: <i>Digital Media (Manipulating Images)</i></p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Using hardware such as cameras to capture images. • Selecting, using and combining a variety of software (including internet services) on a range of digital devices. • Presenting digital data to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 	<p>Key Question/Theme: <i>Why was the Tudor Dynasty so famous?</i></p> <p>Key Skills:</p> <ul style="list-style-type: none"> • <u>Using chronological knowledge</u> Applying correct spaces on the timeline indicating the time in history. • <u>Understanding of history</u> Researching key information about Tudor London. • <u>Using historical enquiry</u> Analysing a period of history. • <u>Developing cross curricular links</u> 	
PSHE	RE	Art & Design	
<p>Key Question/Theme: <i>Dear Diary</i></p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Knowing where to go for help. • Understanding what 'taking responsibility' means. • Knowing how to make wise choices. • Appreciating the feeling of loss. • Recognising some ways we can deal with worries. • Knowing ways of supporting each other. 	<p>Key Question/Theme: <i>Seeds of Unity</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 expressing feelings about their own identities and relating these to religious beliefs or teachings. 	<p>Key Question/Theme: <i>Tudor Art</i></p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Creating sketch books to record observations and using them to revisit their ideas. • Improving mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. • Learning about great artists, architects and designers in history. 	

Music	French	PE
<p>Key Question/Theme: <i>Ukulele Lessons</i> <i>(Taught by Ealing Music Service)</i></p>	<p>Key Question/Theme: <i>French</i> <i>(Specialist Teacher)</i></p>	<p>Key Question/Theme: <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.