



English		Maths	
<i>See English Plan</i>		<i>See Maths Plan</i>	
Science	Computing	Geography	
<p>Key Question/Theme: <i>What are skeletons for?</i></p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Making and record relevant observations of bones and skeletons • Making observations and comparisons relating to exercise and rest • Identifying a question and turn it into a form that can be tested making a prediction to decide precisely what body measurement to make, and to make it • Using bar charts or pictograms to present measurements • Saying what the evidence shows and whether it supports the prediction. 	<p>Key Question/Theme: <i>How can I stay safe when surfing?</i></p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Using technology safely, respectfully and responsibly. • Recognising acceptable/unacceptable behaviour online. • Identifying a range of ways to report concerns about content and contact. 	<p>Key Question/Theme: <i>Global Warming - Myth or Fact?</i></p> <p>Key Skills:</p> <ul style="list-style-type: none"> • <u>Human and physical characteristics</u> - How is the global warming transformed our world • <u>Knowledge of global climates</u> - Impact of climate change for different societies. • To discover how wildlife is at risk from climate change. 	
PSHE	RE		Art & Design
<p>Key Question/Theme: <i>Who likes chocolate?</i></p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Understanding what the real cost of chocolate can be. • Understanding the principles behind fair trade. • Understanding the potential influence of consumer power. • Understanding how the media presents information. • Understanding that advertising can influence what we buy. • Recognising and challenging stereotypes. 	<p>Key Question/Theme (Continued from Spring 1) <i>Christianity</i></p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Referring to religious figures, artefacts and buildings • Explaining the practises and lifestyles involved in belonging to the Christian faith. • Understanding religious practises and lifestyles. • Identifying the impacts of beliefs and practices on people's lives. 		<p>Key Question/Theme: <i>Bodies</i></p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Learning about great artists, architects and designers in history. • Continuing to create a sketch books to record their observations and use them to revisit their ideas. • Improving their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

Music	French	PE
<p>Key Question/Theme: <i>Music Express Unit</i></p>	<p>Key Question/Theme: <i>French</i></p>	<p>Key Question/Theme: <i>PE Skills & Swimming (Specialist Teacher)</i></p>
<p>Key Skills:</p> <ul style="list-style-type: none"> • Playing and performing 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 understand 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"> • Speaking in sentences. • Using familiar vocabulary and phrases. • Being aware of basic language structures. 	<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. <p>Swimming & Water Safety</p> <ul style="list-style-type: none"> • Swimming competently, confidently and proficiently over a distance of at least 25 metres • Using a range of strokes effectively. • Perform safe self-rescue in different water-based situations.