



<b>English</b>		<b>Maths</b>	
<p><b>Fiction:</b> 'Varjak Paw' - S. F. Said  <b>Non-fiction:</b> Information Texts  <b>Poetry:</b> 'The Lion and the Unicorn' &amp; 'I'm a Gnu'</p>		<p><i>Following the Collins 'Busyant' scheme of work.</i></p>	
<b>Science</b>		<b>Computing</b>	
<p><b>Key Question/Theme:</b>  <i>What happens in our bodies when we eat?                  (The Digestive System)</i></p>		<p><b>Key Question/Theme:</b>  <i>How can I stay safe when surfing?</i></p>	
<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Asking relevant questions and using different types of scientific enquiries to answer them.</li> <li>Setting up simple practical enquiries, comparative and fair tests</li> <li>Making systematic and careful observations and recording and reporting findings in different ways.</li> <li>Using results to draw simple conclusions, make predictions for new values &amp; suggest improvements.</li> <li>Identifying differences, similarities or changes related to simple scientific ideas and processes.</li> <li>Describing the simple functions of the basic parts of the digestive system in humans.</li> <li>Identifying the different types of teeth in humans and their simple functions.</li> </ul> <p>Constructing and interpreting a variety of food chains, identifying producers, predators and prey.</p>		<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Using technology safely, respectfully and responsibly.</li> <li>Recognising acceptable/unacceptable behaviour online.</li> <li>Identifying a range of ways to report concerns about content and contact.</li> </ul>	
<b>Geography</b>		<b>Art &amp; Design</b>	
<p><b>Key Question/Theme:</b>  <i>Global Warming - Myth or Fact?</i></p>		<p><b>Key Question/Theme:</b>  <i>Bodies</i></p>	
<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li><u>Human and physical characteristics</u> - How is the global warming transformed our world</li> <li><u>Knowledge of global climates</u> - Impact of climate change for different societies.</li> <li>To discover how wildlife is at risk from climate change.</li> </ul>		<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Learning about great artists, architects and designers in history.</li> <li>Continuing to create a sketch books to record their observations and use them to revisit their ideas.</li> </ul>	
<b>PSHE</b>		<b>RE</b>	
<p><b>Key Question/Theme:</b>  <i>Living in the Wider World                  (Continued from Spring 1)</i></p>		<p><b>Key Question/Theme:</b>  <i>Christianity                  (Continued from Spring 1)</i></p>	
<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li><b>Identity</b> (personal qualities, attitudes, skills, attributes and achievements and what influences these)</li> <li><b>Risk</b> (identification, assessment and how to manage</li> </ul>		<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Referring to religious figures, artefacts and buildings</li> <li>Explaining the practises and lifestyles involved in belonging to the Christian faith.</li> <li>Understanding religious practises and lifestyles.</li> </ul>	

<p>risk rather than simply the avoidance of risk for self and others) and <b>safety</b> (including behaviour and strategies to employ in different settings)</p> <ul style="list-style-type: none"> <li>• <b>Diversity</b> and <b>equality</b> (in all its forms)</li> <li>• <b>Rights</b> (including the notion of universal human rights), <b>responsibilities</b> (including fairness and justice) and <b>consent</b> (in different contexts)</li> </ul> <p><b>Career</b> (including enterprise, employability and economic understanding)</p>	<ul style="list-style-type: none"> <li>• Identifying the impacts of beliefs and practices on people's lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Improving their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</li> </ul>
<b>Music</b>	<b>French</b>	<b>PE</b>
<p><b>Key Question/Theme:</b> <i>Music Express Unit</i></p>	<p><b>Key Question/Theme:</b> <i>French</i></p>	<p><b>Key Question/Theme:</b> <i>PE Skills &amp; Swimming (Specialist Teacher)</i></p>
<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Playing and performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Improvising and composing music for a range of purposes using the inter-related dimensions of music</li> <li>• Listening with attention to detail and recall sounds with increasing aural memory</li> <li>• Using and understanding staff and other musical notations</li> <li>• Appreciating and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Developing an understanding of the history of music.</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Speaking in sentences.</li> <li>• Using familiar vocabulary and phrases.</li> <li>• Being aware of basic language structures.</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Using running, jumping, throwing and catching in isolation and in combination</li> <li>• Playing competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>• Developing flexibility, strength, technique, control and balance.</li> <li>• Performing dances using a range of movement patterns</li> <li>• Taking part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• Comparing their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b>Swimming &amp; Water Safety</b></p> <ul style="list-style-type: none"> <li>• Swimming competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• Using a range of strokes effectively.</li> <li>• Perform safe self-rescue in different water-based situations.</li> </ul>