



English		Maths	
<i>See English Plan</i>		<i>See Maths Plan</i>	
Science	Computing	History	
<p><b>Key Question/Theme:</b> <i>Sound</i></p>	<p><b>Key Question/Theme:</b> <i>Introduction to Spread sheets</i></p>	<p><b>Key Question/Theme:</b> <i>Why did the Anglo Saxons surrender to the Viking invaders?</i></p>	
<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Setting up simple practical enquiries, comparatives and fair tests.</li> <li>• Taking accurate measurements using a data-logger.</li> <li>• Using results to draw simple conclusions.</li> <li>• Identifying how sounds are made, associating some of them with something vibrating</li> <li>• Recognising that vibrations from sounds travel through a medium to the ear.</li> <li>• Finding patterns between the pitch of a sound and features of the object that produced it.</li> <li>• Finding patterns between the volume of a sound and the strength of the vibrations that produced it. Recognising that sounds get fainter as the distance from the sound source increases.</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Using technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• Selecting, using and combining a variety of software on a range of digital devices to design and create content that accomplish given goals, , including collecting, analysing, evaluating and presenting data and information</li> <li>• Being discerning in evaluating digital content.</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• <u>Chronological understanding</u> Putting Anglo-Saxons on a timeline in relation to other important periods in British history.</li> <li>• <u>Using historical enquiry</u> Recognising that the past is represented and interpreted in different ways, and giving reasons for this.</li> <li>• <u>Understanding the diversity of societies</u> Interpreting written and picture sources of how ordinary life was like for people during Anglo-Saxon period.</li> </ul>	
PSHE	RE	Design and Technology	
<p><b>Key Question/Theme:</b> <i>People Around Us</i></p>	<p><b>Key Question/Theme:</b> <i>Religious Buildings</i></p>	<p><b>Key Question/Theme:</b> <i>Anglo Saxon Jewellery</i></p>	
<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Recognising there are similarities and differences between people.</li> <li>• Exploring how we are all connected.</li> <li>• Understanding how to work cooperatively.</li> <li>• Recognising and challenging prejudice.</li> <li>• Exploring gender stereotypes.</li> <li>• Identifying different jobs and careers in society.</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 a faith community.</li> <li>• Understanding religious practises and lifestyles.</li> <li>• Identifying the impacts of beliefs and practices on people's lives.</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Understanding and using electrical systems in their products.</li> <li>• Researching and developing design criteria to inform the design of a functional product.</li> <li>• Developing ideas through discussions, diagrams and computer aided designs.</li> <li>• Selecting from a range of materials and equipment according to their functional properties.</li> <li>• Evaluating their ideas against their own design criteria and consider views of others to improve their work.</li> </ul>	

Music	French	PE
<p><b>Key Question/Theme:</b> <i>Music Express Unit</i></p>	<p><b>Key Question/Theme:</b> <i>French (Specialist Teacher)</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>• Developing accurate pronunciation and intonation to help with the understanding of written language.</li> <li>• Using familiar words and phrases.</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>