



English		Maths	
<i>See English Plan</i>		<i>See Maths Plan</i>	
Science	Computing	Geography	
<p><b>Key Question/Theme:</b> <i>All Living Things</i></p>	<p><b>Key Question/Theme:</b> <i>Databases</i></p>	<p><b>Key Question/Theme:</b> <i>The Expansion of European Settlements (Germany)</i></p>	
<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Recognising that living things can be grouped in a variety of ways</li> <li>Exploring and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>Recognising that environments can change and that this can sometimes pose dangers to living things.</li> <li>Developing Sc1 enquiry, planning, investigation and evaluation skills.</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Collecting, recording and organising data to answer questions and present findings.</li> <li>Interpreting findings, questioning plausibility and recognising that poor-quality information leads to unreliable results.</li> <li>Understanding the need for collecting information in a format that is suitable for processing.</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li><u>Developing contextual knowledge of the location</u> Researching how German borders changed over the centuries.</li> <li><u>Developing atlas skills</u> Finding differences and similarities in relation to how German borders changed in 1914, 1918, 1939 and 1945.</li> <li><u>Analysis of geographical facts</u> An analysis of how the 'Treaty of Versailles' changed European borders.</li> </ul>	
PSHE	RE		Art & Design
<p><b>Key Question/Theme:</b> <i>Growing Up</i></p>	<p><b>Key Question/Theme:</b> <i>Religious Buildings (Summer 1 &amp; 2)</i></p>		<p><b>Key Question/Theme:</b> <i>Objects and Meanings (Still-life)</i></p>
<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Exploring the human life cycle</li> <li>Identifying basic facts about reproduction and pregnancy.</li> <li>Recognising the physical changes during puberty.</li> <li>Sharing wishes, hopes and dreams.</li> <li>Embracing positive change.</li> <li>Recognise and dealing with unwelcome change.</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>Creating a sketch books to record their observations and use them to revisit their ideas.</li> <li>Improving mastery of art and design techniques, including drawing, painting, sculpture, art, craft and design using a range of materials and techniques. (eg. mosaics)</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> <li>• Developing accurate pronunciation and intonation so that others understand when they are reading aloud or 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>