



English		Maths	
<i>See English Plan</i>		<i>See Maths Plan</i>	
Science	Computing	History	
<p>Key Question/Theme: <i>Properties and Changes of Materials</i></p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Using a range of scientific equipment with increasing accuracy and precision. • Recording data and results of increasing complexity using scientific diagrams and labels. • Testing results to make predictions to set up further comparisons and fair tests. • Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. 	<p>Key Question/Theme: <i>Blogging (Communication & Collaboration)</i></p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Understanding computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. • Using technology safely, respectfully and responsibly; recognising acceptable/unacceptable behavior. • Identifying a range of ways to report concerns about content and contact. 	<p>Key Question/Theme: <i>Who made the Vikings successful?</i></p> <p>Key Skills:</p> <ul style="list-style-type: none"> • <u>Use chronological knowledge</u> by applying correct spaces on the timeline indicating the time in history, • <u>Understanding of history</u> by researching key information about Viking pagan religion using internet, • <u>Use historical enquiry</u> to analyse a period of history. • <u>Develop cross curricular links</u> by designing Viking ship using specialist Art resources. 	
PSHE	RE	Design & Technology	
<p>Key Question/Theme: <i>Joining in and Joining Up</i></p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Being aware of anti-social behaviour and the consequences of crime. • Knowing why we need rules and laws. • Being aware of the legal system and local courts • Understanding the process of voting and debating • Having a say in the school community • Being able to work as a group to set goals and work on a project to raise money. 	<p>Key Question/Theme (Continued from Spring 1) <i>Sikhism</i></p> <p>Key Skills: Pupils will be able to:</p> <ul style="list-style-type: none"> • Understanding beliefs and teachings • Explaining the practises and lifestyles involved in belonging to the Sikh faith. • Explaining how religious beliefs shape the lives of individuals and communities. • Recognising and expressing feelings about their own identities and relate these to religious beliefs or teachings. 	<p>Key Question/Theme: <i>Viking Longboats (Pulleys, levers and gears)</i></p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Communicating ideas through a range of mediums. • Understanding how key events and individuals in design and technology have helped shape the world • Understanding and using mechanical systems. • Selecting from and using a wider range of construction materials according to their functional properties. • Evaluating their ideas and products against their own design criteria and considering the views of others to improve their work. 	

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 & Games (Specialist Teacher)</i></p>
<p>Key Skills: Pupils will be able to:</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 compose 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"> • Reading carefully and showing an understanding of words, phrases and simple writing. 	<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.