



<b>English</b>		<b>Maths</b>	
<p><b>Fiction:</b> 'Skellig' - David Almond  <b>Non-fiction:</b> Non-Chronological Reports</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>Properties and Changes of Materials</i></p>		<p><b>Key Question/Theme:</b>  <i>How does sound aid communication?</i></p>	
<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Comparing and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</li> <li>Knowing that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>Using knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>Giving reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> <li>Demonstrating that dissolving, mixing and changes of state are reversible changes.</li> <li>Explaining that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul>		<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Selecting, using and combining a variety of software on a range of digital devices to design and create content that accomplish given goals.</li> <li>Evaluating digital content.</li> <li>Using technology safely, respectfully and responsibly, recognising acceptable/unacceptable behaviour.</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>Sikhism                  (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> </ul>		<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Understanding beliefs and teachings</li> <li>Explaining the practises and lifestyles involved in belonging to the Sikh faith.</li> </ul>	
<b>Geography</b>		<b>Art &amp; Design</b>	
<p><b>Key Question/Theme:</b>  <i>Why is Italy a great country to live in?</i></p>		<p><b>Key Question/Theme:</b>  <i>The Great Artists of Italy</i></p>	
<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li><u>Developing contextual knowledge of the location</u> - Researching key information about Italy.</li> <li><u>Human and physical characteristics</u> - Finding differences between physical and human characteristics in Italy</li> <li><u>Knowledge of global climates</u> - Learning how Italian climate differs to UK</li> <li><u>Developing cartography skills</u> - Drawing Italian map with accuracy.</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</li> </ul>	

<ul style="list-style-type: none"> <li>• <b>Risk</b> (identification, assessment and how to manage 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)</li> <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> <li>• <b>Career</b> (including enterprise, employability and economic understanding)</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining how religious beliefs shape the lives of individuals and communities.</li> <li>• Recognising and expressing feelings about their own identities and relate these to religious beliefs or teachings.</li> </ul>	<p>observations and use them to revisit their ideas.</p> <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; Games (Specialist Teacher)</i></p>
<p><b>Key Skills:</b> <b>Pupils will be able to:</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 compose 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>• Reading carefully and showing an understanding of words, phrases and simple writing.</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>