



English		Maths	
<i>See English Plan</i>		<i>See Maths Plan</i>	
Science	Computing	Geography	
<p>Key Question/Theme: <i>May the forces be with you!</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 for increasing complexity using scientific diagrams and labels. • Using test 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>How does sound aid communication?</i></p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Selecting, using and combining a variety of software on a range of digital devices to design and create content that accomplish given goals. • Evaluating digital content. • Using technology safely, respectfully and responsibly, recognising acceptable/unacceptable behaviour. 	<p>Key Question/Theme: <i>Why is Italy a great country to live in?</i></p> <p>Key Skills:</p> <ul style="list-style-type: none"> • <u>Developing contextual knowledge of the location</u> - Researching key information about Italy. • <u>Human and physical characteristics</u> - Finding differences between physical and human characteristics in Italy • <u>Knowledge of global climates</u> - Learning how Italian climate differs to UK • <u>Developing cartography skills</u> - Drawing Italian map with accuracy. 	
PSHE	RE	Art & Design	
<p>Key Question/Theme: <i>Daring to be Different</i></p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Understanding and respecting others' opinions. • Knowing how to agree or disagree with reasoning. • Recognising and appreciating risky choices. • Knowing how to stand up for oneself and not always follow the crowd. • Understanding how to be assertive in the right way. • Knowing and using a range of strategies to prevent bullying. 	<p>Key Question/Theme (Continued from Spring 1) <i>Sikhism</i></p> <p>Key Skills:</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>The Great Artists of Italy</i></p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Learning about great artists, architects and designers in history. • Continuing to create a sketch books to record their observations and use them to revisit their ideas. • Improving their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. 	

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.