



English		Maths	
<p>Non-fiction: Formal Letters Poetry: 'The Lady of Shalott' - Lord Tennyson</p>		<p><i>Following the Collins 'Busyant' scheme of work.</i></p>	
Science	Computing	History	
<p>Key Question/Theme: <i>What gets your blood pumping? (The Circulatory System)</i></p>	<p>Key Question/Theme: <i>Spreadsheets</i></p>	<p>Key Question/Theme: <i>Why did the Shang Dynasty survive for almost six centuries?</i></p>	
<p>Key Skills:</p> <ul style="list-style-type: none"> To know how the human circulatory system functions and how different factors can affect it. To plan different types of scientific enquiries to answer question, including recognising and controlling variables where necessary. To record data and results for increasing complexity using scientific diagrams and labels. To use test results to make predictions to set up further comparisons and fair tests. To report and present 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 Skills:</p> <ul style="list-style-type: none"> To understand that there are different types of data, e.g: numeric, date, alphanumeric, currency etc. To understand that spreadsheets can automate functions, making it quicker to perform calculations To begin to understand how those formula are constructed. To understand that spreadsheets make it easy to test variables, e.g., when planning a budget you can change the number of items and see the changes to total cost. To explore the effects of changing variables in a spreadsheet in order to explore different scenarios. To make and test predictions. 	<p>Key Skills:</p> <ul style="list-style-type: none"> <u>Historical evidences</u> - To explore the evidence surrounding the Shang rulers. To compare historical and archaeological sources of evidence. <u>Use historical enquiry</u> to deduce what people at this time believed about life after death. <u>Understand the diversity of societies</u> - To interpret written and pictorial sources of how ordinary life was like for people during the Shang Dynasty. 	
PSHE	RE	Art & Design	
<p>Key Question/Theme: <i>Living in the Wider World (Continued from Spring 1)</i></p>	<p>Key Question/Theme: <i>Special Leaders (Continued from Spring 1)</i></p>	<p>Key Question/Theme: <i>The Shang Dynasty Bronzes</i></p>	
<p>Key Skills:</p> <ul style="list-style-type: none"> Identity (personal qualities, attitudes, skills, attributes and achievements and what influences these) Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings) Diversity and equality (in all its forms) Rights (including the notion of universal human rights), 	<p>Key Skills:</p> <ul style="list-style-type: none"> Explaining the practices and lifestyles involved in belonging to a faith community Explaining how some teaching and beliefs are shared between religions. Recognising and expressing feelings about their own identities and relating these to religious beliefs and teachings. Expressing their own values and remain respectful of those with different values. 	<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. 	

<p>responsibilities (including fairness and justice) and consent (in different contexts)</p> <ul style="list-style-type: none"> • Career (including enterprise, employability and economic understanding) 		
Music	French	PE
<p>Key Question/Theme: <i>Music Express Unit</i></p>	<p>Key Question/Theme: <i>French (Specialist Teacher)</i></p>	<p>Key Question/Theme: <i>PE Skills and Games (Specialist Teacher)</i></p>
<p>Key Skills:</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 composing 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"> • Writing phrases from memory. • Adapting sentences to make new ones. • Expressing ideas clearly. • Describing people, places, things and actions orally and in 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.