



English		Maths	
<i>See English Plan</i>		<i>See Maths Plan</i>	
Science	Computing	Geography	
<p>Key Question/Theme: <i>What gets your blood pumping?</i></p> <p>Key Skills:</p> <ul style="list-style-type: none"> Knowing how the human circulatory system functions and how different factors can affect it. Planning different types of scientific enquiries to answer question, including recognising and controlling variables where necessary. 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 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 Question/Theme: <i>Spreadsheets</i></p> <p>Key Skills:</p> <ul style="list-style-type: none"> Using software to create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 	<p>Key Question/Theme: <i>Living in the Mountains</i></p> <p>Key Skills:</p> <ul style="list-style-type: none"> <u>Developing contextual knowledge of the location</u> - How different mountains are formed. <u>Human and physical characteristics</u> - How energy can be produced from mountainous regions. <u>Knowledge of global climates</u> - Impact of climate change <u>Develop atlas skills</u> - Key mountain ranges around the world + understand the terms of latitude and longitude. 	
PSHE	RE	Design & Technology	
<p>Key Question/Theme: <i>Who likes chocolate?</i></p> <p>Key Skills:</p> <ul style="list-style-type: none"> Identifying rich and poor nations. Appreciating trade links across the world. Understanding the concept of global footprints. Understanding why some people are hungry around the world. Appreciating there are different moral attitudes to fairness and responsibility. Appreciating how the news is reported. 	<p>Key Question/Theme (Continued from Spring 1) <i>Initiation Practices</i></p> <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 express feelings about their own identities and relating these to religious beliefs and teachings. Expressing their own values and remaining respectful of those with different values. 	<p>Key Question/Theme:</p> <p>Key Skills:</p>	

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.