



English		Maths	
<i>See English Plan</i>		<i>See Maths Plan</i>	
Science	Computing	Geography	
<b>Key Question/Theme:</b> <i>Micro-Organisms</i>	<b>Key Question/Theme:</b> <i>Moviemaker</i>	<b>Key Question/Theme:</b> <i>Coastlines</i>	
<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Describing how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</li> <li>• Developing scientific enquiry skills by planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> <li>• Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> <li>• Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>• Using test results to make predictions to set up further comparative and fair tests.</li> <li>• Reporting and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.</li> <li>• Identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• Selecting, using and combining a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>• <u>Developing contextual knowledge of the location</u> Coastline location</li> <li>• <u>Human and physical characteristics</u> Knowing why settlements are often found near the coast.</li> <li>• <u>Knowledge of global climates</u> Understanding the impact of erosion.</li> <li>• <u>Developing atlas skills</u> Locating Osmington Bay on a map and relate its position to major cities in the area.</li> <li>• <u>Field Trip to Osmington Bay</u></li> </ul>	

PSHE	RE	Design & Technology
<p><b>Key Question/Theme:</b> <i>Transition to High School</i></p>	<p><b>Key Question/Theme:</b> <i>Islam (Summer 1 &amp; 2)</i></p>	<p><b>Key Question/Theme:</b></p>
<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>To learn that it is normal to have mixed feelings about going to secondary school.</li> <li>To learn that when I go to secondary, many things in my life will stay the same.</li> <li>To know how change can interfere with our feeling of security and confidence.</li> <li>To learn that change can bring about positive outcomes.</li> <li>To learn strategies for managing feelings when changing schools.</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Explaining the practices and lifestyles involved in belonging to a faith community.</li> <li>Explaining how some teaching and beliefs are shared between religions.</li> <li>Recognising and expressing feelings about their own identities. Relate these to religious beliefs and teachings.</li> <li>Expressing their own values and remaining respectful of those with different values.</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Researching and developing design criteria to inform the design of a functional product.</li> <li>Developing ideas through discussions, diagrams and computer aided designs.</li> <li>Selecting from a range of materials and equipment according to their functional properties.</li> <li>Evaluating their ideas against their own design criteria and consider views of others to improve their work.</li> </ul>
Music	French	PE
<p><b>Key Question/Theme:</b> <i>Music Express Unit</i></p>	<p><b>Key Question/Theme:</b> <i>French (Specialist Teacher)</i></p>	<p><b>Key Question/Theme:</b> <i>PE Skills and Games (Specialist Teacher)</i></p>
<p><b>Key Skills:</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 composing 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>Understanding basic grammar (eg. Masculine, feminine, plural).</li> <li>Understanding key features and patterns in French and how to apply these.</li> <li>To find similarities and differences between French and English.</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>