

Skills and Concepts		
<p>Research</p> <p>Formulating questions, Observing, Planning, collecting data, recording data, organising data, interpreting data, presenting findings,</p>	<p>Communication</p> <p>Listening, Speaking, Reading, Writing, Viewing, Presenting, Non-verbal communication, Digital understanding</p>	<p>Self-Management</p> <p>Gross motor skills, Fine motor skills, Spatial awareness, Organisation, Time management, Safety, Healthy Lifestyle, Behaviour, Informed choices, Work ethic</p>
<p>Social</p> <p>Accepting responsibility, Group decision making, adopting a variety of group roles, respecting others, resolving conflict, Cooperating and collaborating, Social and environmental responsibility, Global awareness, Leadership, Developing entrepreneurship</p>	<p>Critical Thinking</p> <p>Knowledge acquisition, Comprehension, Application, Analysis, Synthesis, Evaluation, Didactical thought, Metacognition</p>	<p>Main Conceptual Learning</p> <p>The past helps us make sense of today</p>

Maths	English	Science / STEM
<p><u>Number: Multiplication & Division</u> The five and ten times-table Divide by five and ten</p> <p><u>Measurement: Length and Height</u> Measure in centimetres Measure in metres Compare lengths and heights Order lengths and heights Four operations with lengths and heights</p> <p><u>Mass, capacity and temperature</u> Compare mass Measure in grams Measure in kilograms Four operations with mass Compare volume and capacity Measure in millilitres Measure in litres Four operations with volume and capacity Temperature</p>	<p><u>Book focus: Rosie Revere, Engineer by Andrea Beaty</u></p> <p><u>Writing Outcomes:</u> Short explanation, advertisement, letter of advice, school report card (character description), invention description <u>Main outcome:</u> Explanation text</p> <p><u>Myths and legends:</u> Medieval stories of dragons and knights, chivalry.</p> <p><u>Writing Outcomes:</u> Fantasy stories Character profiles using adjectives/similes</p> <p><u>Non-Fiction:</u> Instructions</p> <p><u>Handwriting</u> To focus on continuing to neat legible letter formation and joining key words. Learning and spelling Common Exception words correctly.</p>	<p><u>STEM – Spring Term project</u></p> <p>Submarine STEM – links the topics of Materials, Forces, Living things and develops skills of ‘Working scientifically’</p> <p>Students will understand the scale and depth of the ocean, explore and investigate the creatures which inhabit this inhospitable environment and consider how forces and materials are integral to submersible design. Throughout the unit students plan, carry out and evaluate scientific investigations, culminating in an exciting DT challenge.</p> <p><u>Science focus: Scientific Inquiry</u></p> <ul style="list-style-type: none"> ▪ asking simple questions and recognising that they can be answered in different ways ▪ observing closely, using simple equipment ▪ performing simple tests ▪ identifying and classifying ▪ using their observations and ideas to suggest answers to questions ▪ gathering and recording data to help in answering questions.

History / Geography	Computer Science	Music and Drama	Religious Education
<p><u>History:</u> What is a Feudal System and how is it still influencing us today?</p> <ul style="list-style-type: none"> Who are some important British monarchs and why are they important? Why did monarchs build castles? Family trees and Heraldry Castle life – comparisons to our life 	<p>Children will learn the beginnings of the video editing and creation process.</p> <p>We will look at how to record a successful video, when this is appropriate (linking to our E-safety) and begin to look at some simple editing techniques to create a video different from the norm.</p>	<p>Music: Continuing our study on Peter and the Wolf- learning about the composer, the instruments and how to represent a character through music.</p> <p>Drama: To develop language skills and communication through imaginative play and storytelling.</p>	<p><u>Ceremonies</u></p> <p>The children will learn about what a ceremony is, understanding common features of religious and non-religious ceremonies.</p> <p>They will find out about what happens at:</p> <ul style="list-style-type: none"> an Aqiqah, a Bar and Bat Mitzvah, a Dastar Bandi a Hindu wedding. <p>Children will consider how people feel at these important ceremonies and will draw similarities and differences between them.</p> <p><u>The Easter Story.</u></p> <p>How do Christians remember the death of Jesus?</p>
French	PSHE	Art	PE and Swimming
<p><u>Où j’habite: I can describe where I like</u></p> <p>une maison – a house un appartement – a flat un chateau – a castle une chaumiere - a cottage un chalet – a chalet une ferme – a farm au bord de la mer – by the sea a la montagne – in the mountains en ville – in town a la campagne – in the country</p> <p><u>Ma Maison: My house</u></p> <p>une salle de bains – a bathroom une chambre - a bedroom un salon – a living room une salle a manger – a dining room une cuisine – a kitchen un grenier – an attic une cave – a cellar une entrée – an entrance un jardin – a garden un garage - a garage</p>	<p><u>Healthy Me</u></p> <p>Safety online</p> <p>Building self – esteem</p> <p>Being a good friend</p> <p>Caring for one another / respectful relationships</p> <p><u>Events:</u></p> <ul style="list-style-type: none"> International Women’s Day World Book Day – Focus on Fantastic Females (authors / characters) 	<p>To develop their knowledge and skills with clay.</p> <p>They will develop various art and design techniques using colour, texture, form and space.</p> <p>To look at the work of various artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work.</p> <ul style="list-style-type: none"> Drawing castle pictures Clay relief sculpture Coil pots 	<p><u>Basketball:</u></p> <ul style="list-style-type: none"> To be able to dribble, keeping the ball under control. To Introduce passing and receiving. To work as a team to develop both attacking and defending skills. To be able to play as an attacker. To be able to play as a defender. <p><u>Tag Rugby:</u></p> <ul style="list-style-type: none"> Introducing attacking and defending principles in tag rugby. To learn how to combine passing and moving. To be able to throw a rugby ball with accuracy. To learn how to score a ‘try’ and to learn basic rules. <p><u>Swimming:</u></p> <ul style="list-style-type: none"> Reinforce skills learnt in previous term. Continuation of school/Swim England levels.