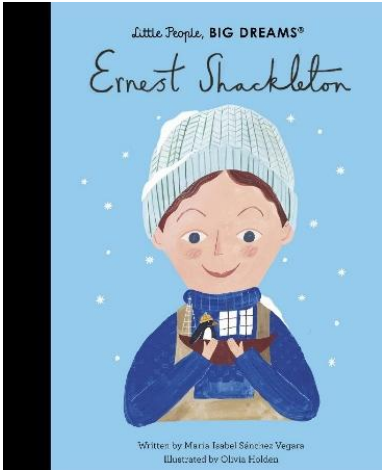


<p><b><u>History</u></b></p> <p><b><i>What was the impact of World War 2 on the people of Britain?</i></b></p> <p>Knowledge:</p> <ul style="list-style-type: none"><li>• Identify the causes of World War 2.</li><li>• Identify the different phases in the Battle of Britain.</li><li>• Make deductions about the Blitz from photographs.</li><li>• Describe how children may have felt when evacuated.</li><li>• Evaluate the accuracy, reliability and usefulness of sources.</li><li>• Describe the impact WW2 had on women’s and African-Caribbean migrant lives.</li></ul>	<p><b><u>Science</u></b></p> <p><b><i>Living things and their habitats – How and why do we classify animals?</i></b></p> <ul style="list-style-type: none"><li>• Describe 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>• Give reasons for classifying plants and animals based on specific characteristics</li></ul> <p><b><i>Looking after our Environment</i></b></p> <ul style="list-style-type: none"><li>• To learn about climate change.</li><li>• Explore ways to reduce how much waste is sent to landfill.</li><li>• Explore ways to reduce energy consumption.</li><li>• Explore how climate change impacts our planet.</li><li>• Explore what is being done to reduce climate change.</li><li>• Explore how data can demonstrate climate change.</li></ul>	<p><b><u>Geography</u></b></p> <p><b><i>Where does our energy come from?</i></b></p> <p>Knowledge:</p> <ul style="list-style-type: none"><li>• Describe the significance of energy.</li><li>• Give examples of sources of energy and their trading routes.</li><li>• Define renewable and non-renewable energy.</li><li>• Discuss the benefits and drawbacks of different energy sources.</li><li>• Describe the significance of the Prime Meridian.</li><li>• Identify human features on a digital map.</li><li>• Discuss how transport links have changed over time.</li><li>• Locate UK cities on a map.</li><li>• Use six-figure grid references to identify features on an OS map.</li><li>• Consider and justify the location of energy sources.</li><li>• Design and use interview questions.</li><li>• Plot points on a sketch map.</li></ul>	
<p><b><u>Computing</u></b></p> <p><b><i>AI- machine learning for kids</i></b></p> <ul style="list-style-type: none"><li>• Train an AI model and use it within a program</li></ul> <p><b><i>Computational thinking</i></b></p> <ul style="list-style-type: none"><li>• Know how to decompose a design or code to focus on specific parts</li><li>• Know how to use abstraction to hide complexity in my design or code</li></ul>	<p><b>Ernest Shackleton</b></p> <p><b>Spring Curriculum</b></p>		<p><b><u>R.E</u></b></p> <p><b><i>What do Hindus believe about God?</i></b></p> <p>Religions covered: Hinduism, Sikhism, Buddhism</p> <ul style="list-style-type: none"><li>• Brahman is God in Hindu Dharma</li><li>• There are many aspects to God shows through many forms</li><li>• The main 3 forms of Brahman are shown in the Trimurti</li></ul>

<ul style="list-style-type: none"> <li>• Know how to recognise and make use of patterns in my design and code</li> <li>• Know how to critically evaluate my work and suggest improvements</li> </ul>		<ul style="list-style-type: none"> <li>• Hindus believe in reincarnation and aim to reach Moksha</li> <li>• Hindus generate good karma by following dharma, caring for others and by showing devotion through worship (puja)</li> </ul>
<p><b>PSHE</b>  <b>Story Project</b>  <b>Aaron Slater, Illustrator by Andrea Beaty</b></p> <ul style="list-style-type: none"> <li>• To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.</li> <li>• Know there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life.</li> <li>• To recognise their individuality and personal qualities</li> <li>• To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</li> <li>• How to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.</li> </ul> <p><b>On the Tip of a Wave, by Joanna Ho and Illustrated by Catia Chien</b></p> <ul style="list-style-type: none"> <li>• That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or</li> </ul>		<p><b>P.E</b>  <b>Invasion game –Netball</b></p> <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Perform dance using a range of movement patterns.</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>

backgrounds), or make different choices, or have different preferences or beliefs.			
<ul style="list-style-type: none"><li>• Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</li><li>• The conventions of courtesy and manners.</li><li>• The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.</li></ul>			
<p><b><u>Art</u></b> <b><i>Drawing</i></b> <b><i>Painting</i></b> <b><i>3D</i></b> <b><i>Formal element: Line, Shape, Texture</i></b> <b><i>Artist: William De Cooning and Elaine De Cooning, Lascaux Caves</i></b></p> <ul style="list-style-type: none"><li>• Interpret the texture of a variety of surfaces, using a range of mark-making.</li><li>• Develop their mark making through a variety of media – to confidently use media in different ways</li><li>• Explore William De Cooning’s connections to Lascaux Caves and associated artworks.</li></ul>	<p><b><u>Design Technology</u></b> <b><i>Cooking and nutrition- come dine with me</i></b></p> <ul style="list-style-type: none"><li>• Use research and design products fit for purpose.</li><li>• Use a wide range of tools and equipment to perform tasks.</li><li>• Evaluate ideas and products against their design.</li></ul>	<p><b><u>Music</u></b> <b><i>You’ve got a friend in me</i></b></p> <ul style="list-style-type: none"><li>• Listen and appraise</li><li>• Performance</li></ul>	<p><b><u>MFL</u></b> <b><i>French Playground Games – Numbers and Age</i></b></p> <ul style="list-style-type: none"><li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li><li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li><li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li><li>• Present ideas and information orally to a range of audiences.</li></ul>

			<ul style="list-style-type: none"><li>• Write phrases from memory, and adapt these to create new sentences to express ideas clearly.</li><li>• Use familiar vocabulary in phrases and simple writing.</li></ul>
--	--	--	---