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| **History*****What was life like 10,000 years ago?*** ***How did life change during prehistory?*** ***What does Skara Brae tell us about the Stone Age?*** Knowledge: * Changes in Britain from the Stone Age to the Iron Age (Stone Age).
 | **Science** ***Evolution and Inheritance – What influences us the most, nature or nurture?***Knowledge:* Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
* Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
* Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

 Scientific Enquiries: * What influences the most, nature or nurture? (observing and comparing)
* Who was Charles Darwin and why was he important? (research)
* The longer your beak, the easier it is to pick up your food? True or false? Prove it (pattern seeking STEM)
 | **Geography** ***Who lives in Antarctica?***Knowledge: * Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
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| **Computing*****AI- machine learning for kids**** Train an AI model and use it within a program

***Computational thinking**** Know how to decompose a design or code to focus on specific parts
* Know how to use abstraction to hide complexity in my design or code
* Know how to recognise and make use of patterns in my design and code
* Know how to critically evaluate my work and suggest improvements
 | **Ernest Shackleton** **Spring Curriculum**Ernest Shackleton (45) (Little People, BIG DREAMS) : Sanchez Vegara, Maria  Isabel, Holden, Olivia: Amazon.co.uk: Books | **R.E*****Why does religion look different around the world? (Part 2)***Religions covered: Hinduism, Sikhism, Buddhism |
| **PSHE*****Living in the Wider World*** * Help and advice
* Identity & community
* Diversity
* Social media
* Online privacy and data

***Health and Wellbeing*** * Mental health
* Alcohol
* Drugs
* Body image
 | **P.E*****Invasion game –Rugby**** Use running, jumping, throwing and catching in isolation and in combination

***Dance*** * Perform dance using a range of movement patterns.
* Compare their performances with previous ones and demonstrate improvement to achieve their personal best
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| **Art*****Drawing******Formal element: Line, Shape, Texture*** ***Artist: William De Cooning, Lascaux Caves*** * Interpret the texture of a variety of surfaces, using a range of mark-making.
* Develop their mark making through a variety of media – to confidently use media in different ways
* Explore William De Cooning’s connections to Lascaux Caves and associated artworks.
 | **Design Technology** ***Cooking and nutrition- come dine with me**** Use research and design products fit for purpose.
* Use a wide range of tools and equipment to perform tasks.
* Evaluate ideas and products against their design.
 | **Music*****You’ve got a friend in me*** * Listen and appraise
* Performance
 | **MFL*****French Playground Games – Numbers and Age*** * Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
* Speak in sentences, using familiar vocabulary, phrases and basic language structures.
* Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
* Present ideas and information orally to a range of audiences.
* Write phrases from memory, and adapt these to create new sentences to express ideas clearly.
* Use familiar vocabulary in phrases and simple writing.
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