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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 |
| **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 |
| **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. |