| **History*****How has Britain’s settlement impacted our lives today?*** (Britain’s settlement by Anglo-Saxons and Scots)Knowledge: * Britain’s settlement by Anglo-Saxons and Scots Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
* Scots invasions from Ireland to north Britain (now Scotland)
* Anglo-Saxon invasions, settlements and kingdoms: place names and village life
* Anglo-Saxon art and culture
 | **Science** ***States of matter – Why do puddles disappear?***Knowledge:* Compare and group materials together, according to whether they are solids, liquids or gases
* Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
* Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

Scientific Enquiries: * What would happen if the climate around the world shifted? (observing over time; comparative and fair testing)
* What things will make water evaporate more quickly? (comparative and fair testing)
* The amount of water on Earth never changes! How is this possible? (water cycle – research)
 | **Geography** ***What is life like in the Alps?***Knowledge: Human and physical geography * Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns;
* Understand how some of these aspects have changed over time
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| **Computing*****AI teachable machine**** Train an AI model and explore how more data makes it more accurate

**Computational thinking:*** Use abstraction to focus on what’s important in my design
* Write more precise algorithms for use when programming
* Use simple selection and repetition in algorithms
* Use logical reasoning to detect and correct errors in programs
 | **Greta Thunberg****Spring Curriculum**Greta Thunberg (40) (Little People, BIG DREAMS) : Sanchez Vegara, Maria  Isabel, Weckmann, Anke: Amazon.co.uk: Books | **R.E*****Just how important are our beliefs?*** Religions: Sikhism, Judaism, Islam |
| **PSHE*****Relationships Education*** * Communicating online
* Cyberbullying
* Harmful content and contact
* Hurtful behavior
* Secrets

***Living in the wider world**** Fake images
* Digital footprints
* Diverse communities
* Racism
* Prejudice and discrimination
 | **P.E*****Dance**** Perform dances using a range of movement patterns
* Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

***Netball**** Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
 |
| **Art*****Artist: John Constable Drawing******Drawing******Painting******Mixed Media*** ***Formal element: Line, shape, tone, pattern, colour**** Can colour mix tints, tones and shades and begin to demonstrate accurate observation of colours through colour matching.
* Can identify suitable equipment for the task, thicker brush for larger areas, fine brush for line work.
* Can use colour to reflect a mood, emotion or season.
 | **Design Technology** ***Electrical systems – Torches*** * Identify electrical products and explain why they are useful.
* Help to make a working switch.
* Identify the features of a torch and how it works.
* Describe what makes a torch successful.
* Create suitable designs that fit the success criteria and their own design criteria.
* Create a functioning torch with a switch according to their design criteria.
 | **Music*****Ukulele*** ***Stop*** * Listen and appraise
* Performance
 | **MFL*****French*** ***French Numbers, Calendars and Birthdays**** 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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