| **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. |