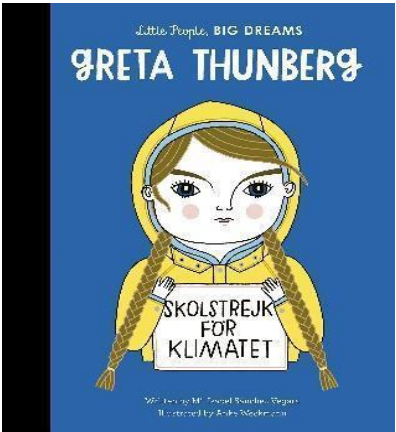|		
History *What changed in Britain after the Anglo-Saxon invasion?* - Explain how the Britons felt when the Romans left Britain. - Suggest reasons for the Anglo-Saxon invasion of Britain. - Name the key features of Anglo-Saxon settlements. - Identify changes and continuities in settlements from prehistoric Britain. - Make inferences about artefacts. - Describe how Anglo-Saxon beliefs changed. - Explain how missionaries spread Christianity. - Explain the threat the Vikings posed to the Anglo-Saxons. - Identify the qualities needed to be a monarch in 1066.	**Science** *Living things and their habitats – Why do we group animals?* - Recognise that living things can be grouped in a variety of ways - Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment - Recognise that environments can change and that this can sometimes pose dangers to living things. *Electricity- What makes a circuit run?* - identify common appliances that run on electricity - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - recognise some common conductors and insulators, and associate metals with being good conductors	**Geography** *Where does our food come from?* - Identify that different foods grow in different biomes and say why. - Explain which food has the most significant negative impact on the environment. - Consider a change people can make to reduce the negative impact of food production. - Describe the intentions around trading responsibly. - Explain that food imports can be both helpful and harmful. - Describe the journey of a cocoa bean. - Locate countries on a blank world map using an atlas. - Use a scale bar correctly to measure approximate distances. - Collect data through an interview process. - Analyse interview responses to answer an enquiry question. - Discuss any trends in data collected.
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	# Greta Thunberg # Spring Curriculum	**Religion and Worldviews** *How are the stories of Holy Week important to Christians?* - What is the significance of Palm Sunday to Christians? - What do the gospels say about the Last Supper? - What do the gospels say about Good Friday?

• Use logical reasoning to detect and correct errors in programs		• What do the gospels say about Easter Sunday and why is the resurrection is so important? • How do Christians celebrate Holy Week today?

Little People, BIG DREAMS
GRETA THUNBERG

SKOLSTREJK FOR KLIMATET

PSHE
Story Project
The Grand Hotel of Feelings
- I can tell you a range of feelings words and can explain when I have felt these feelings.
- I can tell you why it is important to listen to our emotions.
- I can describe examples of how people experience more than one feeling at a time
- I can explain how my feelings might change as I grow up.
- I can tell you what I could do if my feelings are too big to handle by myself.

The Proudest Blue
- I can tell you about my cultural heritage
- I can tell you about ways my family and friends support me
- I can tell you how I show respect to people who have different beliefs to me
- I can tell you about different types of bullying and strategies to resist this
- I can tell you about the impact of bullying on mental health

P.E
Dance
- Perform dances using a range of movements
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best

Netball

- Use running, jumping, throwing and catching in isolation and combination
- Play competitive games and apply basic principles for attacking and defending

Art
Monochromatic- how do artists draw perspective?
Practical Knowledge – Pupils will know the definition of line, shape, form, and value, using value and line to create form and will revise how we can control a pencil to create lines and values. They will learn how to draw a basic

Design Technology
Electrical Systems-torches
- Identify electrical products and explain why they are useful.

Music

- Listen and appraise
- Performance

Ukulele
Play and perform in solo and ensemble

MFL French

French numbers, calendars and birthdays
French weather and the water cycle
- Say the numbers to 31 in French.
- Read and calculate Maths sums correctly in French.

shape with the appearance of form, know the definition of perspective, and understand artists can use lines and values to create perspective. They will learn to use one-point perspective with a vanishing point and horizon line, understand how artists create atmospheric perspective and learn how to shade using hatching, cross-hatching and stippling. **Theoretical Knowledge –** Pupils will know that art can involve experimentation and begin to understand that artists have not always known how to capture perspective (challenge activity). **Disciplinary Knowledge –** Pupils will consider what makes an artist successful, discuss a response to their work, and consider what it means to be inspired by artists' work. They will also evaluate their own art process.	● 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.	contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	● Say all the days of the week, working out the words for the days that are yesterday and today. ● Match most of the French months to their English equivalents. ● Ask when someone's birthday is and give the number and month of their own birthday. ● Say the seasons of the year. ● Translate the date from English to French. ● Say the similarities and differences between birthdays in the UK and France.