

Art & Design:

Spring 2

Mayan Art - Animals

- *Use sketch books to collect, record, review, re-visit & evaluate ideas
- *Improve mastery of techniques such as drawing, painting

Computing:

Spring 1: use sequence, selection, and repetition in programs; work with variables and various forms of input and output

Spring 2: Data processing (linked to science)

RE: Judaism Autumn 1&2

- *Why and how do Jews learn from the example of others?
- *How do Jews express their beliefs through the ways they live their lives?
- *How do Jews respond to global issues of human rights, fairness, social justice and the importance of the environment?

PSHE:

Spring 1: Good to be me (drugs)

Spring 2: Getting on & falling out

Maths:

New APP Grids/ Medium Term Plans

MFL:

- *Listen & engage
- *Engage in conversations, expressing opinion
- *Speak in simple language & be understood
- *Develop appropriate pronunciation
- *Present ideas and information orally
- *Show understanding in simple reading
- *Adapt known language to create new ideas/ describe people, places and things/ understand basic grammar, e.g. gender

Geography:

Spring 1

- *Study a region of the Americas
- *use fieldwork to record & explain areas

Mexico

English:

Spring 1

Warning Story – Caravan

Poetry Performance

Spring 2

Explanation Text (Newspapers – Aliens Invade)

Recount - Newspapers

Music:

- *Perform with control, expression, solo & ensembles
- *Improvise & compose using dimensions of music
- *Listen to detail & recall aurally
- *Use & understand basics of staff notation
- *Develop an understanding of the history of music, including great musicians & composers

History:

Spring 2

*A non-European society that provides contrasts with British history

The Aztecs (Mayan civilisation)

Design Technology:

Spring 1

- *Use mechanical & electrical systems in own products, including programming
- *analyse & evaluate own work

Wire loop 'buzz' game

Science:

Spring 2

Evolution & inheritance

- *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

Spring 1

Living things in their habitat

*describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals

*give reasons for classifying plants and animals based on specific characteristics