


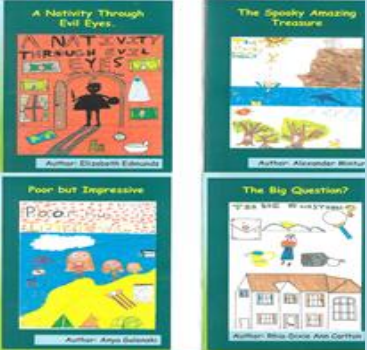

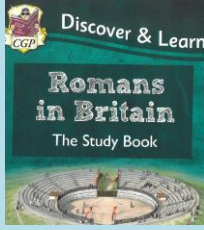





Our Topic	Our learning	Aspects of The National Curriculum we will cover	Questions we might answer	Books we may read	How we may enrich our learning further...
<p style="text-align: center;"><b>Spring Term 2024</b></p>  <p style="text-align: center;"><b>All Creatures Great and Small</b></p>	 <p>As scientists we will observe, measure, question and report.</p>	<p>KS2 – use decimetres, centimetres, millimetres and micrometers to investigate micro-organisms</p>	<ul style="list-style-type: none"> <li>• How do viruses spread?</li> <li>• Are micro-organisms beneficial to humans?</li> <li>• How do natural materials decay?</li> <li>• Are animals part of the decaying process?</li> </ul>	<p style="text-align: center;"><b>Developing Experts</b></p>  <p style="text-align: center;"><b>Our Own Novels</b></p>  <p style="text-align: center;"><b>inspired by...</b></p>  <p style="text-align: center;"><b>Discover &amp; Learn</b></p> 	<p style="text-align: center;"><b>A visit to The Broads</b></p>  <p style="text-align: center;"><b>Animatronics</b></p>  <p style="text-align: center;"><b>Primary Investigations</b></p>  <p style="text-align: center;">Looking for objects which are <b>decaying</b>. We are comparing natural materials with materials produced by humans!</p>
	<p>As historians, we will consider reasons people have for moving to new locations.</p>	<p>KS2 – understand change, cause and consequence, know the history of Britain as a chronological narrative. Create structured accounts of the Romans.</p>	<ul style="list-style-type: none"> <li>• What is cultural diversity?</li> <li>• Why did people travel and create empires?</li> <li>• What is currency?</li> <li>• Did Romans bring new technologies?</li> </ul>		
	<p>As technicians, we will step in the shoes of programmers to sequence, and control algorithms.</p>	<p>KS2 – use animatronics to record sound, receive instruction and adapt to commands.</p>	<ul style="list-style-type: none"> <li>• What is debugging?</li> <li>• How are commands used in everyday life?</li> <li>• Can a programme be adapted for purpose?</li> <li>• Use technology safely and respectfully</li> </ul>		
	<p>As part of our social, moral, spiritual and cultural understanding we will explore British Values.</p>	<p>KS2 - to understand the importance of identifying and combatting discrimination, making moral judgements.</p>	<ul style="list-style-type: none"> <li>• Do I have a voice?</li> <li>• How can I improve my confidence?</li> <li>• What is mutual respect?</li> <li>• Can I learn to put trust in myself and others?</li> </ul>		
	<p>In RE we will ask – What does it mean to be part of the global Christian community?</p>	<p>We shall look at how Christianity is celebrated and shared around the world.</p>	<ul style="list-style-type: none"> <li>• How is Christianity different in other countries?</li> <li>• What is similar for all Christians?</li> <li>• Does it matter where Christians live?</li> </ul>		
	<p>As musicians we will learn to sing and to use our voices to the next level of musical excellence. To understand and explore how music is created</p>	<p>KS2 - play in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<ul style="list-style-type: none"> <li>• How can we improve our singing?</li> <li>• Why did the composer chose those particular instruments?</li> <li>• Where do you think the composer found inspiration?</li> </ul>		

	As artists we will design our books using hand-drawn images and CAD.	KS2 – develop techniques and choose suitable media, recognise common uses of technology	<ul style="list-style-type: none"><li>• How can we use technology to enhance results?</li><li>• What is CAD (computer aided design) &amp; graphic design?</li><li>• Is scale important?</li></ul>		