






COMPUTING

Subject: Databases	Term: Spring Term 2 2024	Topic: Computing
--------------------	--------------------------	------------------

The Big Question: What are data bases and why do we use them?

Skills Builder focus this term



	Week One	Week Two	Week Three	Week Four	Week Five
Learning objectives Sequential steps 	To understand and explain what a database is To identify records and fields of a database.	To select appropriate data to add to a database To create a collaborative class database	To insert records into a database. To insert information into fields of a database.	To make a chart from information in a database. To be able to read and compare information on a chart.	To accurately analyse and interpret database information .
Question Driver	What are <u>data bases</u> and why do we use them?	What does collaboration mean? What happens if it 'goes wrong'?	How do we successfully complete a database working together?	What is a chart and how will we use it? What kinds of charts could we use?	What does analyse mean? What have you found out from your results?
Assessment for learning opportunities	Can you identify the correct fields of a <u>data base</u> and explain the definitions?	Can you start to add information to a shared <u>data base</u> ?	Can you start to add information to a shared <u>data base</u> ?	Can you turn the information in a database into a chart?	Can you analyse a <u>data base</u> and explain the results?



Personal Social Health Education

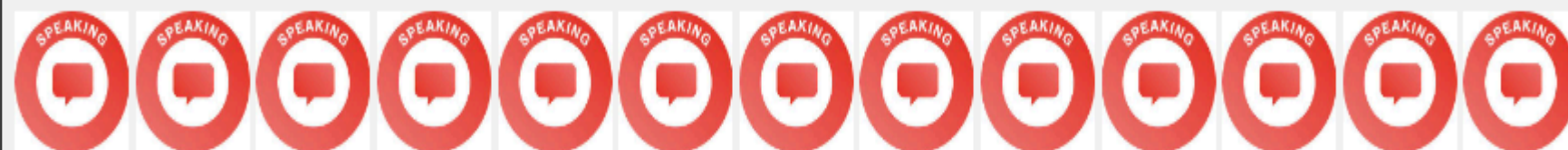
Subject: Jigsaw - Healthy me


Term: Spring Term 2 2024

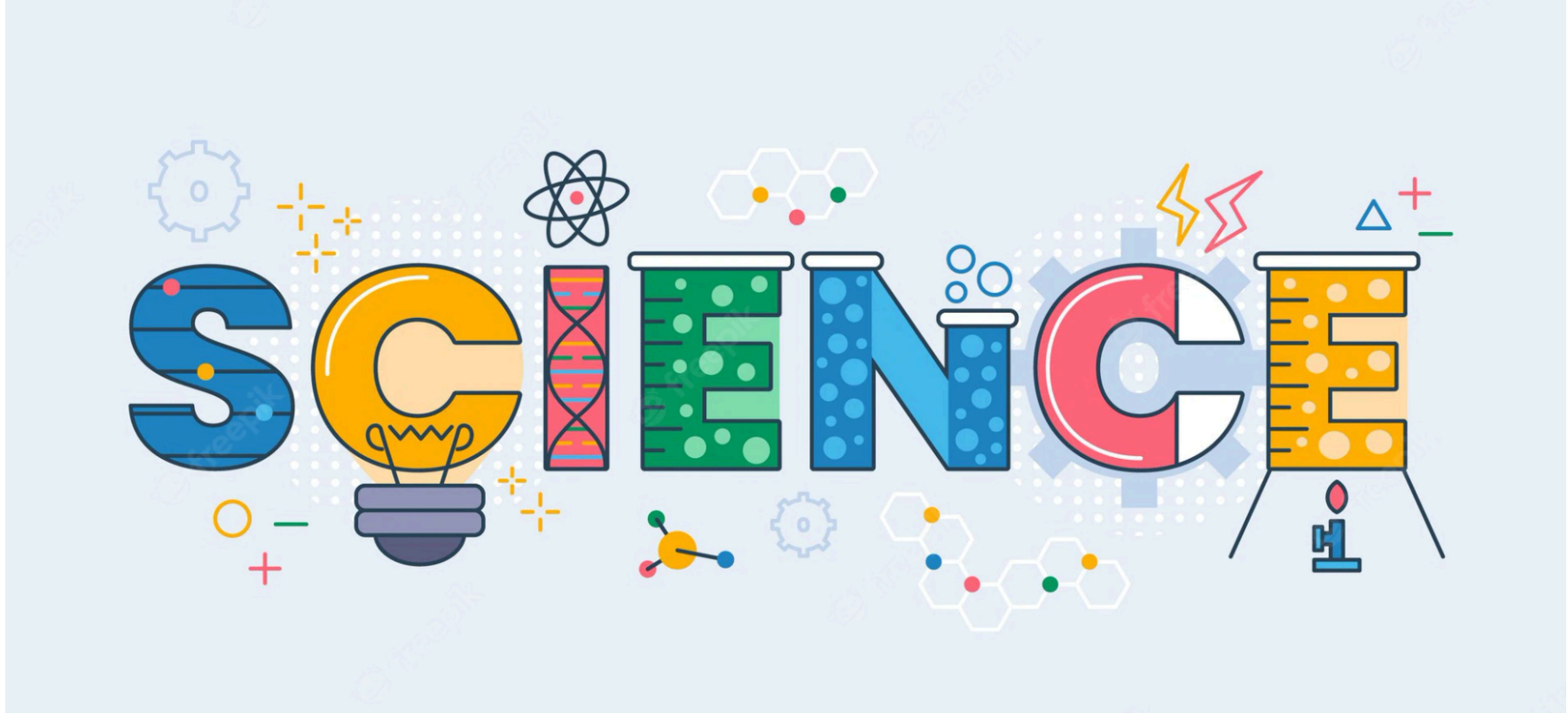
Topic: PHSE

The Big Question: How can I keep myself safe and healthy?

Skills Builder focus this term



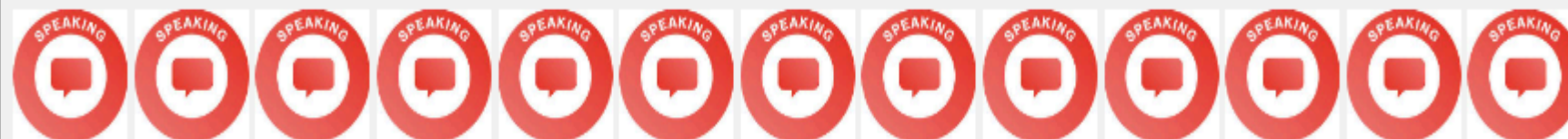
	Week One	Week Two	Week Three	Week Four	Week Five
Learning objectives	To understand how exercise affects my body.	To know that the amount of calories, fat and sugar I put into my body will affect my health	To tell you my knowledge and attitude towards drugs (medicines)	To identify things, people and places that I need to keep safe from know some strategies for keeping myself safe, who to go to for help and how to call emergency services.	To identify when something feels safe or unsafe.
Sequential steps					
					
Question Driver	What are the different ways to exercise? Why should we exercise?	What are calories? Are all calories bad?	What are medicines? Why do we need medicines?	Who helps to keep me safe? How can I keep myself safe?	What is the difference between safe and unsafe?
Assessment for learning opportunities	Can you describe the effect that exercise has on the body?	Can you explain what calories are and what the effect of too many/too few calories?	Can you name some medicines? Can you describe appropriate use of them?	Can you identify people who <u>keeps</u> you safe? Do you know the emergency services?	Can you identify safe and unsafe situations and act accordingly?




Subject: Science	Term: Spring Term 2 2024	Topic: Animals including humans (continued)
------------------	--------------------------	--

The Big Question: How does our body work?

Skills Builder focus this term



	Week One	Week Two	Week Three	Week Four	Week Five
Learning objectives Sequential steps 	To sort animals into groups Discuss similarities and differences between animal skeletons and human skeletons.	To main major muscles in the human body.	Science week activities throughout *see book for more	To explain how bones and muscles work together to help us move.	Assessment
Question Driver	How can you sort animals into groups? Do you notice anything about human skeletons and animal skeletons?	How many muscles does a human have? What are muscles used for?		How do we move? What happens if we don't have muscles and bones?	
Assessment for learning opportunities	Can you correctly classify animals? Can you give similarities and differences of human/animal skeletons?	Can you name any major muscles? Can you describe what muscles are used for?		Can you correctly explain how muscles and bones work together to help us move?	End of unit assessment and green pen added to pre unit assessment.



Subject: Personal fitness


Term: Spring Term 2 2024

Topic: Indoor PE

The Big Question: Can you challenge yourself to achieve your personal best?

Skills Builder focus this term



	Week One	Week Two	Week Three	Week Four	Week Five
Learning objectives Sequential steps 	Record their reps during exercise. Increase flexibility and range of movement. Explain why water is important after exercise.	Build on last <u>weeks</u> amount of reps. Describe interval training. Explain why rest is important.	Work to maximum effort for a time period. Perform balanced based movements. Improve on previous exercise results.	Perform a <u>super set</u> and describe its features. Explain why sleep is important.	Carry out pyramid work and explain how it works. Use repeated movements to improve quality.
Question Driver	What are reps? What is a full range of movement?	What is interval training and what does it involve?	What is maximum effort? How can you achieve this?	What is a <u>super set</u> ? Can you explain the benefits of supersets?	What is pyramid training? What are the benefits to training like this?
Assessment for learning opportunities	Can you record your reps? Can you explain what you have to do?	Can you beat last <u>weeks</u> score? Can you describe what interval training is?	Can you work to your maximum? Can you perform a balanced movement?	Can you give an example or demonstration of a super set?	Can you perform a pyramid exercise? Can you explain what you have to do?

Subject: Outdoor PE	Term: Spring Term 2 2024	Topic: Basketball
---------------------	--------------------------	-------------------

The Big Question: How do you play basketball and what are the rules?

Skills Builder focus this term



	Week One	Week Two	Week Three	Week Four	Week Five
Learning objectives	Use basic ball handling skills	Use short passess	Get into a defensive position.	shooting - using two hands	Apply rules to a game situation.
Sequential steps	Dribble to keep possession	Look to attack the basket.	Use contact rules for defending	create opportunities to shoot.	
Question Driver	How do you control the ball? How do you dribble efficiently?	When is <u>best</u> to pass? How can you give a good pass?	What is a defensive position and when would you use it?	What is the correct technique to shoot?	What are the rules of basketball? What do you need to do to become successful as a team?
Assessment for learning opportunities	Can you control the ball when dribbling?	Can you give accurate passes to a <u>team mate</u> ?	Can you try to stop the attack? Can you block the ball?	Can you use the correct shooting technique to score a basket?	Can you play within the rules of the game? Can you work as part of a team?

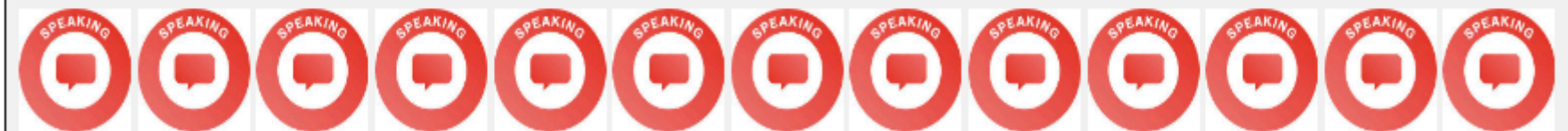
DESIGN


TECHNOLOGY

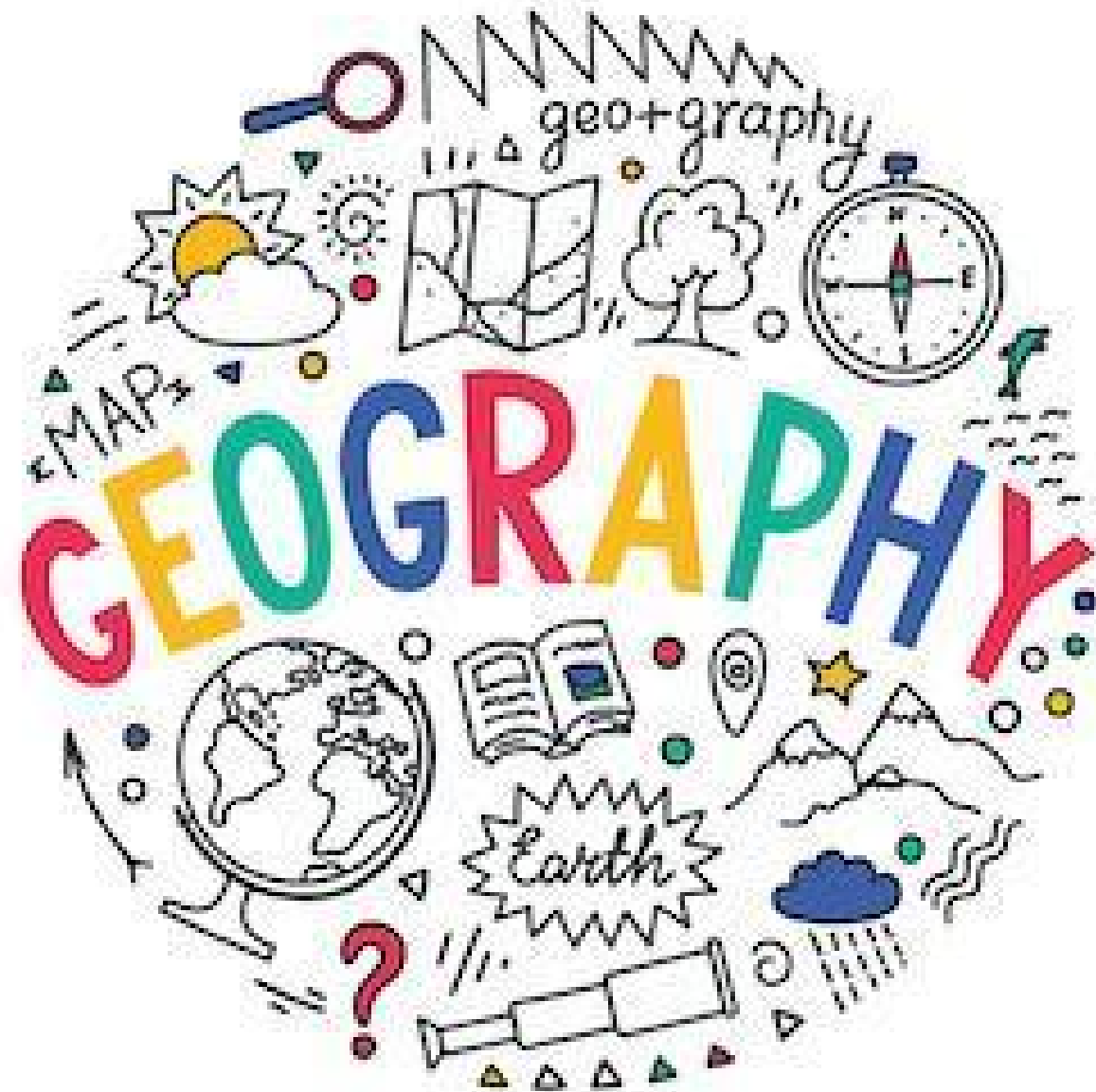
Subject: DT Term: Spring Term 2 2024 Topic: Healthy Eating

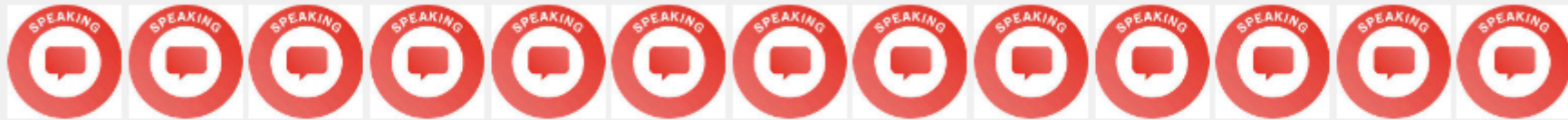

The Big Question: What do we know about healthy eating?

Skills Builder focus this term



	Week One	Week Two	Week Three	Week Four	Week Five
Learning objectives Sequential steps 	To learn that food can be divided into different groups and that sandwiches can form part of a healthy diet.	World Book Day Book week Whole school activities linked in with world book day.	To taste a variety of different breads and sandwiches and examine flavours and textures.	To design and plan a sandwich for a particular purpose.	To be able to create a healthy sandwich. To be able to evaluate a finished product.
Question Driver	What is healthy? What is not?		What do you know about bread varieties?	What's on your sandwich?	Evaluate!
Assessment for learning opportunities	Can the children list the different food <u>groups</u> .		Can the children examine flavours and describe bread <u>textures</u> .	Can the children have a particular purpose for their sandwich and design it accordingly?	Can the children create a healthy sandwich and evaluate their product?



Subject: Geography		Term: Spring Term 2 2024				Topic: Mapping Skills
The Big Question: Map it out, what is our land used for?						
Skills Builder focus this term						
						
	Week One	Week Two	Week Three	Week Four	Week Five	
Learning objectives Sequential steps 	Pre Assess To name and locate areas of high ground in the Uk. To use an atlas to find areas of high ground.	To identify important landmarks in my locality, draw a simple sketch map including familiar landmarks and features.	To tell you the reasons why we use symbols on a map, identify landmarks using a key choose symbols to use for a key and use symbols and a key on a map	To talk about ways we use land in the UK, describe an area as urban or rural. give reasons why urban or rural land is a good thing.	To tell you what most rural land is used for in the UK, explain what the different types of farm are in the UK. and remember some key facts. Post Assess	
Question Driver	What is high ground and why is it necessary?	Can you map out your local area?	Do you know what a key is?	What is land used for?	What is land used for?	
Assessment for learning opportunities	Can the children name and locate areas of high ground in the Uk?	Can the children draw a simple sketch map including familiar landmarks and features?	Can the children use symbols and a key on a map?	Can the children give reasons why urban or rural land is a good thing?	Can the children explain what the different types of <u>farm</u> are in the UK?	

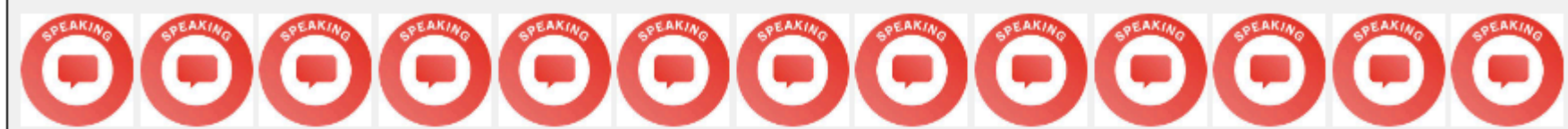



Religious Education

Subject: RE	Term: Spring Term 2 2024	Topic: Easter
-------------	--------------------------	---------------

The Big Question: The Easter Story...why?

Skills Builder focus this term



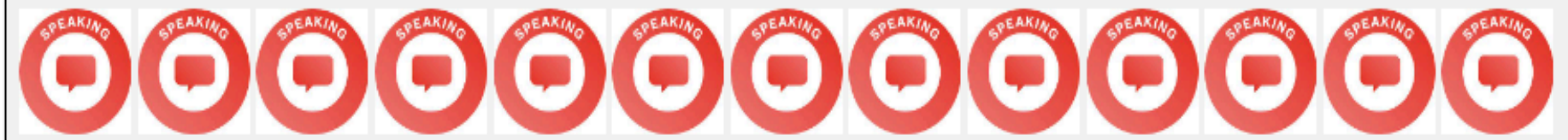
	Week One	Week Two	Week Three	Week Four	Week Five
Learning objectives Sequential steps 	Hindu Pre learning for upcoming visit. What might we see or do?	Hindu Temple Visit 5th March	Post Assess Hinduism	Easter To remember the Easter story.	Easter To learn about Palm Sunday. Post Assess
Question Driver	What might we see at the Hindu Temple?	Hindu Temple Visit	What do you know now about Hinduism?	Why did Jesus die on the cross and then resurrected?	What is the significance of Palm leaves at Easter?
Assessment for learning opportunities	Can the children explain different Hindu celebrations/traditions?	Hindu Temple Visit	Can the children recall important facts and explain what the Hindu faith believes?	Can the children explain the terms crucifixion, resurrected and disciples?	Can the children explain the importance of Palm Sunday?




Subject: Music	Term: Spring Term 2 2024	Topic: The Dragon Song
----------------	--------------------------	------------------------

The Big Question:

Skills Builder focus this term



	Week One	Week Two	Week Three	Week Four	Week Five
<p>Learning objectives</p> <p>Sequential steps</p> 	<p>Listen and Appraise - The Dragon Song by Joanna Mangona</p>	<p>Listen and Appraise - Birdsong - Chinese Folk Music</p> <p>Listen and Appraise - The Dragon Song</p> <p>How are the songs different, how are they similar?</p> <p>Performance - The Dragon Song - Sing and/or instrumental</p>	<p>Listen and Appraise - Vaishnava Jana</p> <p>Listen and Appraise - The Dragon Song</p> <p>How are the songs different, how are they similar?</p> <p>Performance - The Dragon Song - Sing and/or instrumental</p>	<p>Listen and Appraise - A Turkish Traditional Tune</p> <p>Listen and Appraise - The Dragon Song</p> <p>How are the songs different, how are they similar?</p> <p>Performance - The Dragon Song - Sing and/or instrumental</p>	<p>Listen and Appraise - Aitutaki Drum Dance</p> <p>Listen and Appraise - The Dragon Song</p> <p>How are the songs different, how are they similar?</p> <p>Performance - The Dragon Song - Sing and/or instrumental, improvise or perform your composition</p>
Question Driver	What do you think of The Dragon Song?	How are the songs different, how are they similar?	How are the songs different, how are they similar?	How are the songs different, how are they similar?	Can you improvise and perform your own composition of the Dragon Song?
Assessment for learning opportunities	Can the children talk about the song and answer the questions together using correct musical language .	Can the children explain and discuss differences between the two songs?	Can the children perform The Dragon Song?	Can the children explain and discuss differences between the two songs?	Can the children improvise or perform a composition?

FRENCH

Subject: French	Term: Spring Term 2 2024	Topic: Unit 2 <i>Je me presente (continued)</i>
-----------------	--------------------------	---

The Big Question: Can you find out more about the French language?

Skills Builder focus this term



	Week One	Week Two	Week Three	Week Four	Week Five
Learning objectives	Recap Spring 1 Say age and ask others how old they are. Say where you live and ask others where they live. Say which country you live in.	To understand and use numbers 13-20, to practise numbers 0-20	To understand and say the days of the week	To listen to the story of The Very Hungry Caterpillar in French	To learn the alphabet in French
Sequential steps					
Question Driver		Can you count to 20 in French? Can you think of any tips and tricks to remember these?	Do you know the days of the week in French? Do any of the days sound the same in English?	What happens in the story of the very hungry caterpillar? Can you identify any new French words in the story?	Do any of the <u>french</u> letters sound the same to the English ones?
Assessment for learning opportunities	Can the children recall everything they have previously covered?	Can the children recall <u>french</u> numbers 1-12 and then continue to count from 13-20?	Can the children recall the days of the week in French?	Do the children understand the story outline?	Can the children recall some of the French alphabet sounds and letters?