

Tudors		
<p>Science Living things and their habitats -Explore and compare the differences between things that are living, dead, and things that have never been alive -Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other -Identify and name a variety of plants and animals in their habitats, including microhabitats -Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p> <p>Working scientifically -Asking simple questions and recognising that they can be answered in different ways, observing closely -Performing simple tests -Identifying and classifying</p>	<p>Geography -Use maps, atlases and globes to find London -Use aerial views of London</p>	<p>History Great Fire of London -To find out some of the ways in which London has changed -To find out some of the ways in which how we live now is different and similar to how people lived in 1666 -To find out about how the Great Fire started and spread across London -To understand how we know about the Great Fire of London</p>
<p>Art and design -To draw and paint the Great Fire of London -Develop a range of techniques using colour, texture, pattern, shape, form and space -To comment on differences in others' work and suggest ways of improving their own work. To begin to use these suggestions to adapt and improve their own work</p>	<p>Design Technology Punch and Judy puppets -To think of ideas and plan what to do next, based on what they know about materials and components. -To select the appropriate tools, techniques and materials, explaining their choices. -To use models, pictures and words to describe their designs. -To understand that the materials they use are just</p>	<p>Computing We are photographers – Digital Imagery - Develop greater control over the digital stills or video camera -Begin to discuss the quality of their image and make decisions (e.g. delete a blurred / bad image) -Begin to select and edit and change images -Begin to change or enhance photographs and pictures (crop, re-colour)</p>

	<p>right for the job and this helps them product to work well.</p> <ul style="list-style-type: none"> -I know that they need used a number of materials and joined them so they are strong with some help. -To use their art skills to add design or detail to my product. -To recognise what they have done well in their work. To suggest things they could do in the future -To know that their product needs to be made from materials that are suitable for the job 	
<p>French</p>	<p>Religious Education Easter Explain the significance of this story for Christians today Discuss some of the feelings and emotions from the individual characters Explain why this story marked the beginning of the end for Jesus in his links with the authorities Give examples of some of the events that took place before and after this incident Be able to describe the role of some of the Jewish authorities</p>	<p>Music Charanga Musical Scheme of Work</p> <p>I wanna play in a band – How to listen to music.</p> <ul style="list-style-type: none"> - To sing the song. - To understand the geographical origin of the music and in which era it was composed. -To experience and learn how to apply key musical concepts/elements, eg finding a pulse, clapping a rhythm, use of pitch. - To play the accompanying instrumental parts with or without notated scores (optional). - To work together in a band/ensemble. - To develop creativity through improvising and composing within the song. -To understand and use the first three to five notes of a G Major scale while improvising and composing.
<p>Physical Education</p>	<p>Forest School</p>	<p>Stunning start: Hever Castle</p>

-Develop competence to excel in a broad range of physical activities-Are physically active for sustained periods of time
-Lead healthy, active lives
Outdoor- Games (unit 2, aiming, hitting and kicking)
Indoor - Dance

Marvellous middle:
Fabulous finish: