

<p><u>Events</u></p> <p>-</p>	<p><u>RE & Values</u></p> <p><u>RE:</u></p> <p><u>Values:</u></p> <p><u>Jan:</u> Year A: Year B:</p> <p><u>Feb:</u> Year A: Year B:</p> <p><u>March:</u> Year A: Year B:</p> <p><u>April:</u> Year A: Year B:</p>	<p><u>Topic: CARNIVAL</u></p> <p><u>Geography:</u></p> <p>Location knowledge:</p> <ul style="list-style-type: none"> - Locate the world's countries, using maps, to focus on Europe (including the location of Russia) and N/S America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities. - Identify the position and significance of Equator, N/S Hemisphere, Tropics of Cancer and Capricorn. <p>Place knowledge:</p> <ul style="list-style-type: none"> - Compare a region in the UK with a region in N or S America with significant differences and similarities. <p>Human and physical geography:</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts - Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries
	<p><u>Computing: Bringing Images to Life</u></p> <ul style="list-style-type: none"> - To understand that digital images can be changed and edited and that this can have an impact on how we think and feel. - To understand that most digital images are made up of dots called pixels and that the denser the pixels, the higher quality the image. - To understand computers have internal components to support different processing tasks. - To understand digital image editing software is made up of programs which instruct a computer to carry out specific tasks. - To understand the need to seek consent before capturing and/or using the images of others. - To understand that some digital images may not be appropriate and know what to do if such materials are accessed. - To understand that the appearance of movement can be created in inanimate objects using stop-motion animation. - To understand animation can be used to convey a message/idea. - To know animation software includes a range of different features and tools. - To understand the importance of planning an animation project. - To know we can animate objects using a precise sequence of steps. - To know that an algorithm can be used to support us in writing a related computer program. - To know that a program can be used to control the behaviour and appearance of different onscreen objects. - To use appropriate file-name conventions and understandable folder structure to save, organise and retrieve their work. 	<p><u>Art and Design:</u></p> <p>Mixed media:</p> <ul style="list-style-type: none"> - Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures - Use collage as a means of collecting ideas and information and building a visual vocabulary - Create printing blocks using a relief or impressed method - Create repeating patterns - Print with two colour overlays - Plan, design and make models from observation or imagination <p><u>3D Sculpture:</u></p> <ul style="list-style-type: none"> - Join clay adequately and construct a simple base for extending and modelling other shapes - Create surface patterns and textures in a malleable material - Use papier-mâché to create a simple 3D object <p><u>Design and Technology (carnival floats):</u></p> <p>Planning and investigation:</p> <ul style="list-style-type: none"> - Investigate similar products to the one to be made to give starting points for a design - Draw/sketch products to help analyse and understand how products are made - Think ahead about the order of their work and decide upon tools and materials - Plan a sequence of actions to make a product - Record the plan by drawing (labelled sketches) or writing <p>Construction (cross-curricular science link):</p> <ul style="list-style-type: none"> - Develop more than one design or adaptation of an initial design - Propose realistic suggestions as to how they can achieve their design ideas - Add notes to drawings to help explanations - Incorporate a circuit with a bulb or buzzer into a model - Create shell or frame structures, strengthen frames with diagonal struts - Make structures more stable by giving them a wide base - Prototype frame and shell structures - Measure and mark square selection, strip and dowel accordingly to 1cm - Use glue gun with close supervision (one to one)

PE

Dance (Zumba)

- Confidently improvises with a partner or on their own.
- Beginning to create longer dance sequences in a larger group.
- Demonstrating precision and some control in response to stimuli.
- Beginning to vary dynamics and develop actions and motifs.
- Demonstrates rhythm and spatial awareness.
- Modifies parts of a sequence as a result of self-evaluation.
- Uses simple dance vocabulary to compare and improve work.

Games

- Vary skills, actions and ideas and link these in ways that suit the games activity.
- Shows confidence in using ball skills in various ways, and can link these together, e.g. dribbling, bouncing, kicking
- Uses skills with co-ordination, control and fluency.
- Takes part in competitive games with a strong understanding of tactics and composition.
- Can create their own games using knowledge and skills.
- Works well in a group to develop various games.
- Compares and comments on skills to support creation of new games.
- Can make suggestions as to what resources can be used to differentiate a game.
- Apply basic skills for attacking and defending.
- Uses running, jumping, throwing and catching in isolation and combination

- Cut slots
- Cut internal shapes
- Use lolly sticks/card to make levers and linkages
- Use linkages to make movement larger or more varied.
- Use and explore complex pop ups
- Create nets

Evaluation:

- Identify the strengths and weaknesses of their design ideas
- Decide which design idea to develop
- Consider and explain how the finished product could be improved
- Discuss how well the finished product meets the design criteria and how well it meets the needs the needs of the user.

Science:

Circuits and components (cross-curricular D&T link):

- identify common appliances that run on electricity
- identify mains operated and battery operated devices
- describe some of the dangers associated with mains electricity
- name some components of a simple electrical circuit
- know that batteries are sources of electricity
- recognise that for a circuit to work it must be complete
- construct a working circuit
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- make drawings of simple working circuits (pictorial only circuit symbols covered in year 6)
- make circuits from drawings provided
- 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
- are methodical in tracing faults in simple circuits

Music

Wider opportunities: cello / tenor horn (other aspects to be completed through class teaching)

- Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture).
- Perform with control and awareness of what others are singing/ playing.
- Improvise within a group using more than 2 notes.
- Compose and perform melodies using three or four notes.
- Make creative use of the way sounds can be changed, organised and controlled (including ICT).
- Create accompaniments for tunes using drones or melodic ostinati (riffs).
- Create (dotted) rhythmic patterns with awareness of timbre and duration.
- Listen to several layers of sound (texture) and talk about the effect on mood and feelings.
- Use more musical dimensions vocabulary to describe music—duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.
- Know how pulse stays the same but rhythm changes in a piece of music.
- Combine sounds expressively (all dimensions).
- Know that sense of occasion affects performance.
- Describe different purposes of music in history/ other cultures.

MFL

- Understand a range of familiar spoken phrases, eg basic phrases concerning myself/family/school.
- Answer simple questions and give basic information, eg about the weather/brothers and sisters/pets
- Know how to pronounce single-letter sounds.
- Show an awareness of sound patterns.
- Be clearly understood.
- Understand some familiar written phrases, eg simple weather phrases, basic descriptions of objects.
- Write one or two short sentences with support, eg shopping list, holiday greetings, email/postcard.
- Begin to spell some commonly-used words correctly.
- Identify similarities and differences in my culture to that of another.
- Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.



- describe the effect of making and breaking one of the contacts on a circuit
- explain why some circuits work and others do not
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- describe how switches work
- construct a home-made switch
- identify materials as conductors or insulators
- construct simple circuits and use them to test whether materials are electrical conductors or insulators
- recognise some common conductors and insulators, and associate metals with being good conductors
- relate knowledge about metals and non-metals to their use in electrical appliances
- describe the use of conductors and insulators in components including connecting wires
- identify playdough and graphite as non-metal conductors and explain why this is unusual

Sound:

- recognise and describe many sounds and sound sources
- state that they hear sounds through their ears
- recognise that when sounds are generated by objects, something moves or vibrates
- identify how sounds are made, associating some of them with something vibrating
- identify what is vibrating in a range of musical instruments
- generalise that sounds are produced when objects vibrate
- describe how sounds are generated by specific objects
- suggest ways of producing sounds
- recognise that vibrations from sounds travel through a medium to the ear
- recognise that sounds travel through solids, water and air
- explore how sound travels through a variety of materials
- distinguish between pitch and volume (loudness)
- describe differences in pitch and volume
- find patterns between the pitch of a sound and features of the object that produced it
- know that altering vibrations alters the pitch or volume
- describe ways in which the pitch of a sound made by a particular instrument or vibrating object can be raised or lowered
- generalise the effects of changes on sound (e.g. the tighter the tension the higher the pitch)
- explore how to vary the pitch and volume of sounds from a variety of objects or instruments
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- suggest how to change the loudness of the sounds produced by a range of musical instruments
- recognise that sounds get fainter as the distance from the sound source increases
- describe what they observe when they move further away from a source of sound
- group instruments independently by the way sounds are produced
- identify suitable materials to use for sound insulation
- recognise that sound can be reflected from a surface which can cause an echo