



Our Value—Courage

'Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.' Joshua 1:9

Science

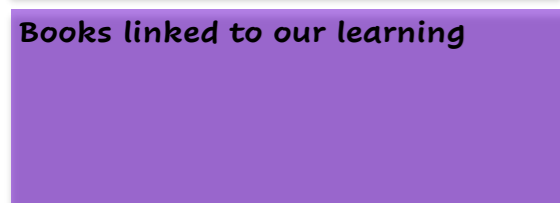
Animals Including Humans

Prior learning
Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals, including humans)

Vocabulary for learning
Puberty – the vocabulary to describe sexual characteristics

Small step progression
Describe the human life cycle.
Explain how a baby grows in the womb and in the first year
Describe what happens when I am a teenager.
Describe what happens when I am a senior.

Outcome: Children will be able to name and describe the main stages of the human life cycle. Explain how the fetus grows in the womb at different stages.



Geography/History

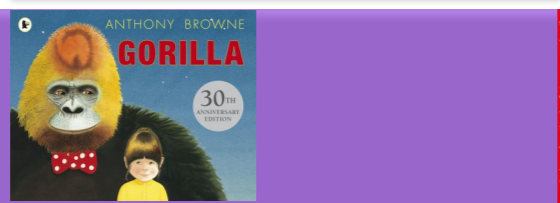
Why are rainforests so important?

Prior learning
Y2: Understand why countries are hot and cold in our world in relation to the equator.
Y3: Locate areas of similar environmental regions. I.e. Rainforest, desert and temperate
Y4: Distribution of resources, warmer climates

Vocabulary for learning Biodiversity, biome, canopy, climate, commercial farming, deforestation, drip tips, ecosystem, endangered, equatorial climate, evergreen, extinction, logging, monsoon, overgrazing, plantations, silt, soil erosion, subsistence farming, temperate rainforest, tropical rainforest, undergrowth, understory.

Small step progression
What is longitude and latitude?
What are climate zones?
What is a rainforest?
Trip to Eden to experience life in a rainforest and gather information about South America and Brazil.

Outcome
Children will know what a rainforest is and where they can be found. They will understand climate zones.



RE

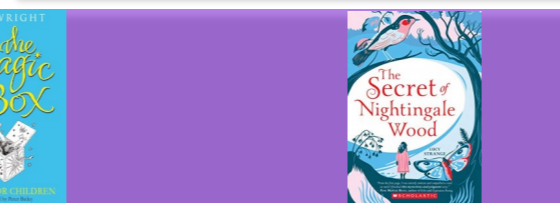
How do festivals and worship show what matters to a Muslim?

Prior learning
This unit builds on the Year 2 double unit "Who is Muslim and how do they live?" which introduced the Five Pillars and Shahadah, exploring Muslim ideas about God and his Messenger, Prophet Muhammad.

Vocabulary for learning
Allah, Five Pillars, Hajj, Ibadah, Imam, mosque, Prophet, Qu'ran, Ramadan, Shahadah, Tawhid.

Small step progression
What do we already know about Muslims and Islam?
What does the opening chapter of the Qur'an teach Muslims about God?
Why does prayer matter to Muslims?
Why is the mosque a special place for Muslims?
Why do Muslims celebrate at the end of Ramadan?
How do festivals and worship show what matters to a Muslim? What can I learn from this?

Outcome
Children will identify some beliefs about God in Islam. They will also give examples of Ibadah.



PSHE

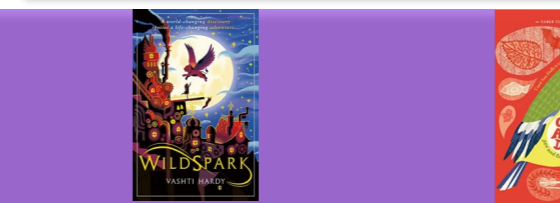
Keeping Safe

Prior learning
Year 3/4 have previously discussed levels of risk and how different things can help or harm.

Vocabulary for learning
Instructions strategies phishing fake news browsing profile, personal information cyber bullying pressure influence perception norms

Small step progression
To recognise the features of face to face and online bullying and the strategies that deal with it.
To reflect on the consequences of not keeping personal information private and the risks of social media.
To reflect on risk and the different factors and outcomes that might influence a decision.
To explain why someone might give a dare.

Outcome Children can support someone being bullied, They can protect information online They can suggest what to do in risky situations.



Computing

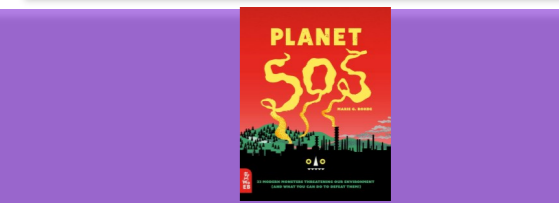
Programming A – Selection in physical computing

Prior learning
Children will have prior experience of programming using a block-based language (eg Scratch) and understand the concepts of sequence and repetition. At key stage 1 units focus on floor robots and Scratch Jr.

Vocabulary for learning
Programming, Circuit, Electricity, Microcontroller, Code, LED, Algorithm, motor, sequence, debugging.

Small step progression
To control a simple circuit connected to a computer
To write a program that includes count-controlled loops
To explain that a loop can stop when a condition is met
To explain that a loop can be used to repeatedly check whether a condition has been met
To design a physical project that includes selection

Outcome
Children will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment.





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Art/DT Mixed Media lands and city scapes	Music CLASSROOM JAZZ 1	French JE ME PRESENTE	PE Tag Rugby	PE Gymnastics
<p>Prior learning</p> <p>Y3/4 Explored working with gestural marks and mixed media. Developed skills in working from original sources. Understood how you use your body, media, tools and intent affect outcome</p>	<p>Prior learning</p> <p>The children will understand and appreciate a variety of musical styles from different times and traditions. They will recognise the sound of musical instruments and basic features of key musical styles.</p>	<p>Prior learning</p> <p><i>recall the months of the year. recall the ten colours. recall the days of the week. -understand that some sounds are pronounced differently French.</i></p>	<p>Prior learning</p> <p>The children will know the consequence of an inaccurate pass in a game and why we need to support the ball carrier. The children have combined passing and moving.</p>	<p>Prior learning</p> <p>The children will know how to create sequences with bridge balances and what it means to create excellent balances and movements in gymnastics.</p>
<p>Vocabulary for learning</p> <p>Landscape, Cityscape, Working from Life, Mixed Media, Senses, Spirit, Energy, Capture, Format</p> <p>Retrieval vocab: composition</p>	<p>Vocabulary for learning</p> <p>Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo</p>	<p>Vocabulary for learning</p> <p>Numbers 1-10 will be revisited along with the language to express feelings. Asking and answering the questions related to basic personal details (name, age, where you live and nationality) will be taught for the first time.</p>	<p>Vocabulary for learning</p> <p>Tactics, transition, outwit, offside, loop pass, miss pass</p>	<p>Vocabulary for learning</p> <p>Excellent gymnastics, flow, levels, interesting, counter balance, counter tension, unison, canon</p>
<p>Small step progression</p> <p>To understand that artists often work outside, finding inspiration from the land and city scapes</p> <p>To extend my sketchbook by adding pages of different sizes and ratios to make my drawings more interesting.</p> <p>To create lots of mixed media drawings/paintings in my sketchbook that capture the spirit and energy of my environment.</p> <p>To display the work made through the half term and reflect on the outcomes.</p>	<p>Small step progression</p> <p>Understand the structure of 'the three note Bossa.'</p> <p>Learn and perform 'the three note Bossa.'</p> <p>Learn to improvise with 'the three note Bossa.'</p> <p>Understand the structure of '5 note swing.'</p> <p>Learn and perform '5 note swing.'</p> <p>Learn to improvise with '5 note swing.'</p>	<p>Small step progression</p> <p>Ask and answer the question 'How are you?' in French.</p> <p>Ask and answer the question 'What is your name?' in French.</p> <p>Count to 20 in French.</p> <p>Ask and answer the question 'How old are you?' in French</p>	<p>Small step progression</p> <p>Refine passing and moving to create attacking opportunities</p> <p>Explore different passes that can be used to outwit defenders</p> <p>Refine defending as a team</p> <p>Create and apply defending tactics, develop officiating</p>	<p>Small step progression</p> <p>Introduction to counter balance</p> <p>Application of counter balance learning onto apparatus</p> <p>The focus of the learning is to apply, "excellent gymnastics" to pupils' developing sequences</p> <p>To explore the new concept of counter tension.</p> <p>Sequence completion</p> <p>Perform their completed sequences</p>
<p>Outcome</p> <p>Mixed media drawings/paintings in sketchbooks</p>	<p>Outcome</p> <p>The children will be able to improvise using 3/5 rhythm.</p>	<p>Outcome</p> <p><i>-Children can ask how someone is feeling and answer the same question.</i></p> <p><i>-ask and answer the question 'What is your name?'</i></p>	<p>Outcome</p> <p>Children to play a Level 1 tournament</p>	<p>Outcome</p> <p>Children will perform their sequences and their peers will assess their performance.</p>

Guided Reading

In **Guided reading**, we will be reading Journey to the River Sea by Eva Ibbotson. The story is set in the Amazon Rainforest in a town called Manaus in Brazil. This links particularly well with our Geography unit after half term.

We have Guided Reading at least three times a week and enjoy answering a range of VIPERS questions based on the text.

