

<p><b>English</b></p> <p>Character description          Setting description          Fantasy story          Sci-Fi story          Fairy tale with modern twist          Email          Non Chronological Report          Biography          Discussion text          Persuasive speech</p>	<p><b>Science – Living things and their habitats.</b></p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.          Describe the life process of reproduction in some plants and animals.</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.          Give reasons for classifying plants and animals based on specific characteristics.</p> <p><b><u>Working scientifically - year 5</u></b></p> <p>Sort and classify with precise reasons          Make predictions and explain why          Plan how to collect evidence/information/data to test out an idea/prediction or answer a question          Plan ways to test out their own/someone else’s ideas          Set up and carry out fair tests          Select the most appropriate way to communicate findings, evaluating the evidence as well as describing it          Observe, describe and compare in careful detail</p> <p><b><u>Working scientifically - year 6</u></b></p> <p>Sort and classify with precise reasons          Make predictions based on scientific facts and ideas          Collect evidence/information/data to test out an idea/prediction or answer a question from a wide range of sources          Plan ways to test out their own/someone else’s ideas          Independently set up and carry out fair tests</p>	<p><b>PSHE – dreams and goals</b></p> <p>Know their own learning strengths          Know what their classmates like and admire about them          Know a variety of problems that the world is facing          Know some ways in which they could work with others to make the world a better place          Know what the learning steps are they need to take to achieve their goal          Know how to set realistic and challenging goals          Understand why it is important to stretch the boundaries of their current learning          Be able to give praise and compliments to other people when they recognise that person’s achievements          Empathise with people who are suffering or living in difficult situations          Set success criteria so that they know when they have achieved their goal          Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances</p> <p><b>PSHE – Healthy Me</b></p> <p>Know how to take responsibility for their own health          Know what it means to be emotionally well          Know how to make choices that benefit their own health and well-being          Know about different types of drugs and their uses          Know how these different types of drugs can affect people’s bodies, especially their liver and heart          Know that stress can be triggered by a range of things          Know that being stressed can cause drug and alcohol misuse</p>
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	<p>Select the most appropriate way to communicate findings, evaluating the evidence as well as describing it</p> <p>Observe, describe and compare in careful detail using the correct language</p>	<p>Know that some people can be exploited and made to do things that are against the law</p> <p>Know why some people join gangs and the risk that this can involve</p> <p>Are motivated to care for their own physical and emotional health</p> <p>Suggest strategies someone could use to avoid being pressured</p> <p>Can use different strategies to manage stress and pressure</p> <p>Are motivated to find ways to be happy and cope with life's situations without using drugs</p> <p>Identify ways that someone who is being exploited could help themselves</p> <p>Recognise that people have different attitudes towards mental health/illness</p>
<p><b>History</b></p>	<p><b>Geography</b></p> <p>To know the location of the continent SA and its countries as well as surrounding seas and oceans.</p> <p>To understand the topographical features of SA</p> <p>To understand the Biomes in SA.</p> <p>To understand the physical features of Brazil.</p> <p>To understand the impact of people on the landscape.</p> <p>To use maps, atlases and globes to locate and describe countries studied.</p> <p>To understand the impact people have on a landscape.</p> <p>To describe and understand the distribution of natural resources within Brazil.</p> <p>To learn about the trade and economic activity that relate to the natural resources found in SA.</p> <p>Use the physical and human features – including the similarities and differences between countries.</p>	<p><b>RE –</b></p> <p>The Easter story and holy week.</p> <p>How do Christians use Lent to prepare for Easter?</p> <p>What is repentance?</p> <p>What is sacrifice?</p> <p>What does Jesus' death and resurrection mean to Christians?</p> <p>How do Christians use Lent to prepare for Easter?</p> <p>What is repentance?</p>

<p><b>Computing – Animation</b> I can record animations of different characters and edit them together to create an interview. I can add green screen effects to a stop motion animation</p> <p><b>Computing – Video</b> I can use cutaway and split screen tools in iMovie. I can evaluate and improve the best video tools to best explain my understanding. I can further improve green screen clips using crop and resize and explore more creative ways to use the tool - wearing green clothes and the masking tool</p> <p><b>Computing – E-safety</b> I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I understand my responsibilities for the well being of others in my online social group and can demonstrate how I would support others. I can identify a range of ways to report concerns both in school and at home. I can describe how to capture bullying content as evidence (screen grab, URL, record). I can describe ways that information about people online can be used by others to make judgements about an individual. I can demonstrate responsible choices about my online identity.</p>	<p><b>Art and Design</b> Develop techniques, including control, experimentation and an increasing awareness of different kinds of art, craft and design To create realistic sketches, and record observations to be used to review and revisit ideas To deepen knowledge of colour names linked to a specific tone, e.g. magenta, Persian blue etc To explore use of symmetry, rotation and repetition to create geometric patterns of a 3d and 2d dimension To research the Brazilian artist: Beatriz Milhazes and her artistic process, style and meaning &amp; how her work reflects Brazilian culture To evaluate and discuss examples of Beatriz’s work: what materials it is made from; how has the patterns been created; how does it make you feel; how would you re-create it? Chn to explore colour and pattern in the style of the artist: developing different techniques to experiment with pattern, colour and shape Chn to design a collage, inspired by the artist in focus, which includes: use of colour and lines; layering different materials and techniques and creating further texture and pattern Chn to create their own collage, using the materials and favoured techniques practised and embedded from their skills sessions</p>	<p><b>Design and Technology</b> Assemble or cook the chosen SA inspired recipe, using a range of techniques (cut, grate, peel, mix, rubbing &amp; folding) identified in a recipe Measure accurately using different equipment to the nearest gram, and calculate ratios of ingredients to scale up and down from a recipe, for the class Understand the importance of correct storage, food hygiene and handling of ingredients Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed Know what contrasts as a healthy diet, and that people follow different diets based on their own cultural and / or religious beliefs Understand the importance of nutrition; a balanced diet and including a broad range of ingredients when choosing and preparing food</p>
<p><b>Music</b> Year 5/6 Musical futures - everyone can play ... keyboard Building on learning from the previous term students will consolidate their understanding of chords:</p>	<p><b>French – ilanguages - Weather , Easter</b> <i>Make simple sentences and short texts.</i> <i>Recognise similarities and differences between places (geographical features and places in different countries).</i> <i>Recognise the typical conventions of word order in the foreign language.</i></p>	<p><b>PE - Athletics</b> Run for increased periods of time (4 minutes). Demonstrate accuracy and distance in a push throw (chest push). Demonstrate accuracy and distance in pull throw (javelin).</p>

<ul style="list-style-type: none"> <li>• Learn about major and minor chords and identify them aurally.</li> <li>• Learn about seventh chords.</li> <li>• Learn the chords C and Am and how to move between them (two chords jam)</li> <li>• Learn the chord of F and how to move between F, Am and C (three chord jam and three chord funk)</li> <li>• Learn the chord of G and how to move between F C and G (three chord country jame and hound dog)</li> <li>• Learn to move between Am F C and G (four chord jam and little talks)</li> <li>• Learn the chord of Em and move between Em G and C (2 chord jam and 3 chord jam)</li> <li>• Learn the chord of B7 and how to move between B7 and Em (2 chord jazz)</li> <li>• Learn the chord of D and how to move between D G and C (three chord reggae and the lion sleeps tonight)</li> <li>• Perform more challenging songs using a variety of the chords covered in the unit )Wonderwall and three little birds)</li> </ul>	<p>Use actions and rhymes to aid memorisation.          Prepare a short presentation on a familiar topic.          Compare symbols, objects or products which represent their own culture with those of another country.          Manipulate language by changing an element in a sentence.          Plan and prepare - analyse what needs to be done to carry out a task.          Look at further aspects of their everyday lives from the perspective of someone from another country:</p> <ul style="list-style-type: none"> <li>• reflect on cultural issues using empathy and imagination to understand other people's experiences.</li> </ul> <p>Compare symbols, objects or products which represent their own culture with those of another country</p>	<p>Jump from two feet to two feet over a low obstacle in a steady rhythm (speed bounce).          Perform the vertical jump effectively.          Increase standing long jump distance after evaluating performance.          Make smooth transitions when performing the triple jump.</p> <p><b>PE - OAA</b></p> <p>Communicate effectively as a team to complete team building challenges (e.g. the bench challenge).          Devise the quickest way of crossing a space with a team 5, using 3 floor markers as stepping stones.          In teams, complete the drainpipe challenge and modify the rules to increase the difficulty.          Complete an orienteering course using a map to find control points and suggest ways to improve efficiency.          Using an ariel map, create your own challenging orienteering course for others to complete.          Create their own hoop memory game that offers challenge for other groups to complete.</p>
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