

Would you like to live in the desert?

Year 4/5

<p><u>PE</u></p> <p>Gymnastics</p> <ul style="list-style-type: none">• To know - To know a range of actions, body shapes and balances• To know how to perform skills and actions more accurately and consistently• To know how to create gymnastic sequences that meet a theme or set of conditions.• To know how to use compositional devices when creating their sequences, such as changes in speed, level and direction	<p><u>Science</u></p> <p>Electricity</p> <ul style="list-style-type: none">• Know how to identify common appliances that run on electricity• Know how to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.• Know how to 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• Know how to recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit• Know how to recognise some common conductors and insulators, and associate metals with being good conductors.	<p><u>Geography</u></p> <ul style="list-style-type: none">• To know the name of many countries and major cities in Europe and North and South America.• To know the location of key physical features in countries studied.• To name and describe some of the world's vegetation belts.• To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones.• To know vegetation belts are areas of the world that are home to similar plant species.• To name and describe some of the world's vegetation belts.• To know which factors are considered before people build settlements.• To know a line graph can represent variables over time.• To know that natural resources can be used to make energy.• To know some negative impacts of humans on the environment.• To know that contours on a map show height and slope.• To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.• To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.• To know that a pie chart can represent a fraction or percentage of a whole set of data.	<p><u>MFL</u></p> <p>6/1//26: Le fete des rois</p> <p><u>Les Habitats</u></p> <ul style="list-style-type: none">• To know the key vocabulary for habitats in French.• To know how to ask and say what the habitat of a person or creature is.• To know the various habitats in different regions in France.	
<p><u>Key Vocab:</u> perform, dance, paired, construct, compose, evaluate</p>	<p><u>Key Vocab:</u> electricity, series circuit, cell, battery, bulb, switch, electrical conductor, electrical insulator</p>	<p><u>Key Vocab:</u> Agriculture, airstrip, arid, barren, biome, climate, desert, desertification, drought, flash flood, mesa, mining, mushroom rock, national park, natural arch, nature reserve, rainfall, ranching, renewable energy, salt flat, sand dune, sparse, time zone, tourist attraction, vegetation, weather</p>		
<p><u>DT</u></p> <p>Textiles: Fastenings</p> <ul style="list-style-type: none">• To know that a fastening is something that holds two pieces of material together.• To know that different fastening types are useful for different purposes.• To know that creating a mock-up (prototype) of their design is useful for checking ideas and proportions.	<p><u>Computing</u></p> <p>Photo Editing</p> <ul style="list-style-type: none">• To know that the composition of digital images can be changed• Know that colours can be changed in digital images• Know how cloning can be used in photo editing• Know that images can be combined• Know how to combine images for a purpose• Know how changes can improve an image	<p><u>Music</u></p> <p>Classroom Jazz 1</p> <ul style="list-style-type: none">• To know the pulse, rhythm, pitch, tempo, dynamics, texture and structure• To know how to work together to make a song sound interesting• To know how to keep the internal pulse.• To know how to take on a musical leadership role, creating musical ideas for the group to copy or respond to.	<p><u>R.E.</u></p> <p>What can be done to reduce racism? Can religion help?</p> <ul style="list-style-type: none">• To know what racism is and why it is unfair• To know what we can learn from the stories of two statues in Bristol• To know how St Peter learned that 'God has no favourites• To know the Golden Rule and the Silver Rule - can these rules reduce racism?• To know about anti-racist people from different religions and what we can learn from them• To know how I can express my own vision for justice and equality	<p><u>P.S.H.E.</u></p> <p>Dreams and goals</p> <ul style="list-style-type: none">• To know how it feels to be disappointed and ways to stay positive.• To know what it means to be resilient and to have a positive attitude.• To know why being resilient /having a positive attitude contributes to having a greater chance of success.
<p><u>Key Vocab:</u> Criteria, fabric, fastening, fix, mock-up, stitch, template</p>	<p><u>Key Vocab:</u> ask, design, code, loop, repetition, infinite, loop, clone, compose</p>	<p><u>Key Vocab:</u> 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><u>Key Vocab:</u> Fairness, Prejudice, Racism, Ethnicity, Justice, Hate speech, White privilege</p>	<p><u>Key Vocab:</u> Goal, determination, perseverance, resilience, hopes, dreams, commitment</p>