



# North America



## Year 4 knowledge

### Geography: North America

- Use maps to locate the different countries and major cities of North America.
- Understand and investigate the differences in climate across North America.
- Understand the different biomes that exist across North America.
- Explain the difference between human and physical geographical features.
- Identify key physical and human features across North America.
- Explore trade and industry in North America.
- Understand human and physical geographical similarities and differences through a study of a region of North America (Mexico/UK).
- Use the scale bar on a map to estimate distances.
- Confidently use and understand maps at more than one scale.
- Use atlases, maps, globes and begin to use digital mapping to recognise and describe physical features and human features in countries studied.
- Use atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.
- Find countries and features of countries in an atlas using contents and index.
- Use atlases, maps, globes and digital mapping to locate countries studied.
- Begin to locate features using the 8 points of a compass.
- Identify the 8 compass points on an OS map.

### Design Technology – Cooking Mexican dishes

- Understand seasonality and know where and how ingredients are grown.
- Understand and apply the principles of a healthy and varied diet.
- Plan, prepare, cook and evaluate a dish, using a variety of cooking techniques.
- Follow food safety and hygiene procedures.
- Understand about seasonality, how this may affect the food availability and plan recipes accordingly
- Experiment with different techniques such cutting, binding and mixing
- Become more confident following a recipe.
- Independently follow a recipe., adapting and refining by altering ingredients.
- Weigh out ingredients using scales and make choice about utensils.
- With support, use a heat source, showing awareness of temperature control.
- Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs

## Year 5 knowledge

### Science:

#### Forces

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Identify the effects of air resistance, water resistance and friction that act between moving surfaces.
- Recognise that some mechanisms, including levers, pulleys and gears allow a smaller force to have a greater impact.

Ask relevant questions and use different types of scientific enquiry to answer them.

Begin to plan different types of scientific enquiries to answer questions.

Begin to recognise when controlling variables is necessary.

Set up tests, including fair tests, explaining why the test is fair using the language of variables.

Use prior understanding to predict the outcomes of an investigation.

Take accurate measurements using standard units, using a range of equipment.

Begin to make informed predictions and justify them using scientific knowledge.

Take measurements, using a range of scientific equipment, with increasing accuracy and precision.

Begin to recognise when to repeat tests and measurements.

Use measuring equipment, reading scales with increasing accuracy.

Use standard units to measure and compare, including decimals.

Read a wide variety of scales with unmarked intervals between numbers.

Use straightforward scientific evidence to answer questions or support their findings.

Use test results to make predictions to consider further investigations.

Use results to draw simple conclusions, hypothesise for new values, suggest improvements and raise further questions.

Use straightforward scientific evidence to answer questions or support their findings.

Begin to report and present findings, including conclusions, causal relationships and explanations of degree of trust in results.

## PE:

### Gymnastics:

- Explore and develop ways of travelling.
- Develop balance and flexibility.
- Develop ways of travelling into and out of a roll.
- Perform more complex jumps and jump combinations.
- Combine and perform gymnastic sequences in front of an audience.
- Explore a range of apparatus and incorporate some into a routine.

### Dodgeball:

- Develop agility, balance and coordination.
- Move quickly (dodge) with good control.
- Increase accuracy and consistency of throws.
- Employ strategies and tactics in game situations.

### **Music: *At the movies***

- Learn about the use of sound effects in movies.
- Interpret notation and use a storyboard to structure sounds.
- Compose sound effects to perform with a movie.
- Identify changes in temp and their effects.
- Evaluate and refine compositions.
- **Play instruments with increasing control and rhythmic accuracy.**
- **Play instruments in two or more parts with increasing control of tempo and rhythm.**
- **Perform music from a pictorial or graphic score.**
- **To perform music from a simple written score.**
- **Present work to other groups or another class using appropriate volume control.**
- **Rehearse and perform in front of an audience.**
- **Explore musical ideas and structures e.g. ABA pattern.**
- **Develop secure rhythmic and melodic material.**
- **Combine musical ideas to create a performance.**
- **Combine and organise musical ideas to create a performance that demonstrates a variety of skills and different effects**

## Computing:

### Systems and searching:

- Explain that computers can be connected together to form systems.
- Recognise the role of computer systems in our lives.
- Identify how to use a search engine.
- Explain how search engines select and rank results.
- Recognise why order of results is important and to whom.

## PSHE:

### **Self-image and Self-identity**

- Demonstrate ways to use the internet and social media for positive self-promotion and deal with negative comments.

### **Copyright and Ownership**

- Understand the concept of software licensing and content licensing.

### **Online Bullying**

- Describe how bullying can occur in a range of media e.g gaming.

### **Privacy and Security**

- Understand security online and know about security software.
- Understand apps permissions and how to choose apps.
- Know a range of ways to report inappropriate behaviour.

### **Managing information**

- Assess information and work out fact, opinion and belief.
- Explain how online anonymity can permit some people to express extreme views.
- Know that just because a lot of people share an opinion/belief it does not make it true.

## Religious Education:

### Peace and The Christmas Story:

- Understand the significance of light to a religious group I can describe what light means to me.
- Explore the idea of the 'Power For Good'.
- Understand the meaning behind The Prayer Of St. Francis.
- Consider the meaning of the word peace.
- Discuss the importance of Bethlehem for many Christians.
- Retell key parts of the Christmas story.

### Art: Portraits – Frida Kahlo

- Understand the significance Frida Kahlo's art for her and her legacy.
- Know that colours, tones and tints can enhance the mood of a piece of art.
- Draw a self-portrait in the style of Frida Kahlo.
- Paint a self-portrait and background, in the style of Frida Kahlo.
- **Use sketchbooks to develop ideas and test colours.**
- **Use sketchbooks to plan ideas.**
- **Interpret the style of an artist in own work.**
- **Look at a range of portraits, including self-portraits by famous artists.**
- **Compare and contrast the work of artists and designers using relevant vocabulary confidently.**
- **Be able to express an opinion about different works of art, craft and design and think critically.**
- **Develop knowledge of painting genres by looking at townscapes and portraits.**
- **Experiment with surfaces and collage – mixed media.**
- **Begin to use colour to show emotions (Expressionists/ Cubists).**



