

North and South America

Year 4 knowledge

Geography: North and South America

- Use maps to locate the different countries and major cities of the Americas.
- Understand and investigate the differences in climate across both North and South America.
- Understand the different biomes that exist across North and South America.
- Explain the difference between human and physical geographical features.
- Identify key physical and human features across North America.
- Explore trade and industry in South America.
- Understand human and physical geographical similarities and differences through a study of a region of South America (Brazil/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.
 - Adapt and refine recipes by adding or substituting one or more ingredients to change the appearance, taste, texture and aroma, eg. adding herbs.
 - 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:

States of Matter

- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius.
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Properties and changes of materials

- Identify which materials are soluble in water and investigate what affects the rate of solubility.
- Understand ways different mixtures can be separated.
- Demonstrate that dissolving, mixing and changes of state are reversible changes.
- Explain that some changes result in the formation of new materials and that this kind of change is not usually reversible, including the changes associated with burning and the action of acid on bicarbonate of soda.
 - Set up tests including fair tests, explaining why the test is fair using the language of variables.
 - Begin to plan different types of scientific enquiries to answer questions and recognise when controlling variables is necessary.
 - Use prior understanding to predict the outcome of investigations.
 - Begin to make informed predictions and justify them using scientific knowledge.
 - Gather, record, classify and present data in various ways to help answer questions.
 - Begin to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs.
 - 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.

Computing:

Creating Media

- Explain what makes a video effective.
- Use a digital device to record video.
- Capture video using a range of techniques.
- Create a storyboard.
- Identify that video can be improved through reshooting and editing.
- Consider the impact of choices made when making and sharing a video.

PE:

Dodgeball (Year 5 only):

- Throw a ball at a moving target.
- Increase the pace of a side shot.
- Play catching games.
- Move quickly with control.
- Participate in games fairly.
- Use peer evaluation to discuss strategies and tactics and apply these to your own game.

Gymnastics:

- Use travel to link actions.
- Travel with confidence choosing different pathways.
- Travel on different levels at different speeds.
- Travel fluently on the floor and on/off apparatus.
- Perform 9 key shapes with good body tension (straight, star, tuck, pike, straddle, dish and arch).
- Show rhythm and creativity when working with others.
- Create longer sequences of movements, shapes, balances and rolls.
- Create longer sequences.
- Work with others mirroring and cannoning.
- Show flexibility and technique when performing gymnastic elements.
- Perform in front of others.
- Perform in front of an audience.

Swimming (Year 4 only)

- Move and float in a variety of ways unaided.
- Competently, confidently and proficiently swim unaided using a recognised stroke at least 25 metres.
- Know personal water survival skills.
- Perform safe self-rescue in different water-based situations.

Art and Design:

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).

PSHE: Online Safety

- Make safe decisions when interacting online .
 - Understand the positive and negative impacts on the internet, and social media.
 - Give examples of how to be respectful online.
 - Name examples of positive online communities and understand why it is important to be considerate and kind online.
 - Identify places online where bullying may take place and what to do when this happens.
 - Describe how bullying can occur in a range of media e.g gaming, and where to seek support.
 - Understand the short term impact of sharing information on the internet.
 - Consider why passwords are necessary and how to make them secure.
 - Understand the importance of online security and protecting personal information.
- w/c 11 November – Anti-bullying week
The theme is 'Choose Respect'.

Religious Education:

Christmas: The Prince of Peace

- Understand the significance of light to a religious group I can describe what light means to me.
 - Consider the meaning of peace.
 - Understand the meaning behind the 'Prayer of St. Francis'.
 - Discuss the importance of Bethlehem for many Christians.
 - To understand the Christmas story.
 - Retell key ideas from the Christmas story.
- Discussion, gathering information from video, story, visual resources and where possible interviews or visits.

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 tempo and their effects.
 - Understand the importance of warming up before exercise.
 - 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.