

Our Wonderful World and France

Key Vocabulary:

energy, electrical, energy, conductors, insulators, water, metals materials, safety, buzzers, switches, components, electrical current, complete circuit, wires, dangerous.

Prejudice, communities, national, regional, arranged marriage, ethnic identity, Heritage, democracy, law, human rights, parliament, monarch, police, consequences, laws, rules, punishment

Geography:

Our Wonderful World and France

- To describe and understand the distribution of natural resources – energy, minerals and water.
- To describe and understand the distribution of natural resources – food.
- To describe and understand world climate zones.
- Understand human geographical similarities and differences within France.
- Understand physical geographical similarities and differences within France.

Geographical Skills

- Use atlases, maps, globes, satellite images and begin to use digital mapping to locate countries studied.
- Accurately use 4-figure grid references to locate features on a map in regions studied.
- Use atlases, maps, globes and begin to use digital mapping to recognise and describe physical features and human features in countries studied
- Find countries and features of countries in an atlas using contents and index.

Science:

Electricity

- Identify common appliances that run on electricity
Ask some relevant questions and begin to recognise which type of scientific enquiry can answer them.
Ask relevant questions and use different types of scientific enquiry to answer them.
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
Use straightforward scientific evidence to answer questions or support their findings.
- 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.
Begin to use straightforward scientific evidence to answer questions or support their findings.
Use straightforward scientific evidence to answer questions or support their findings.
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
Gather, record, classify and present data in various ways to help answer questions.
- Recognise some common conductors and insulators, and associate metals with being good conductors

PE:

Athletics with Miss Nairn

- Throw a variety of different objects.
- Throw an object using both a pushing and pulling technique.
- Jump with control.
- Combine different types of jumping.
- Run with the correct arm technique.
- Run for distance.
- Run in races.
- Run in races of varied distances.
- Compete against others.
- Take part in athletic events.
- Follow the rules.
- Perform competitively with others.

Cricket with Mrs Keane

- Throw a ball with increasing accuracy and distance.
- Run, jump and catch in combination.
- Catch a ball with increasing consistency.
- Catch a ball with good control.
- Successfully hit a ball from a tee.
- To understand the rules of cricket.
- Hit a ball with correct technique.
- Hit a ball towards a target.
- Choose fielding skills to make it difficult for an opponent.
- Use space when fielding to make it difficult for opponents.
- Work well as part of a team.
- Participate in modified competitive games, showing good teamwork.

RSHE:

Rights and Responsibilities:

Radicalisation & Extremism

- Understand what prejudice is and how this can impact on individuals/ communities
- Accept others for who they are and respect their rights
- Understand the right to freedom of expression
- Know who I am and am proud of my heritage

Equality, Prejudice & Hate Crime

- Appreciate the range of national, regional, religious and ethnic identities in the UK
- Investigate the importance and influence of immigration
- Understand why and how rules and laws are made and how these protect me and others
- Respect the role of the Police Service
- Understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
 - Name the 9 protected characteristics of the Equality Act 2010

Forced Marriage & Honour Based Abuse

- Know that some marriages are arranged by family members in some cultures/faiths

Religious Education:

Pilgrimages:

- Consider why people go on pilgrimages and make some connections between journeys to Varanasi for Hindus, Hajj for Muslims and pilgrimage to Lourdes, Iona or the 'Holy Land' for Christians.
 - Suggest how and why belonging to a community and expressing spirituality in, for example, the memories, stories, music, rituals, emotions and experiences of pilgrimages might be valuable to Hindus, Muslims or Christians.
 - Find out more about different forms of worship, prayer and meditation in the Hindu community, and write creatively and thoughtfully some songs, prayers or meditations suited to particular occasions and communities.
 - Create works of art or music which express their understanding of what it means to belong to a religion or world view, reflecting on their work on pilgrimage, symbol and religious expression.
 - Explore, discuss and apply concepts in their learning.
 - Practise the skill of seeing meaning in rituals.
 - Pupils will practise the skills of inferring beliefs and ideas about values from stories
 - Pupils will use and develop skills of expressing understanding and handling varied perspectives on pilgrimage.

French:

Chez Moi (My home):

- Say and write in French whether we live in a house or an apartment.
- Say what room we have and do not have at home using the key structure chez moi il y a... and chez moi in n'y a pas de/d'...
- Use the connective/conjunction et to link two sentences together

Art and Design:

- To draw natural forms
- To introduce the printing process
- To design and select appropriate colours for printing
- To use a print block appropriately
- To learn about basic textiles and stiches
- To know about printing on to fabric
- To add detail and know about applique

Computing:

Creating Media:

- Explain that the composition of digital images can be changed
- Explain that colours can be changed in digital images
- Explain how cloning can be used in photo editing
- Explain that images can be combined
- Combine images for a purpose
- Evaluate how changes can improve an image

Key questions for this area of learning:

What electronic appliances can you find around your home?

Can you identify any physical features of Geography in your local area?

Can you identify any human features of Geography in your local area?