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| **HOW DOES THE MOON AFFECT OUR LIVES? AUTUMN 2 2023 CHAIPEL (Y5/Y6)** |

**PSHE**

**Celebrating Differences**

* **Understanding cultural differences, including racism,**
* **Rumour calling and bullying,**
* **Money matters**
* **Celebrating difference in cultures**
* **Perceptions on normality,**
* **Celebrating differences,**
* **Power struggles,**
* **Bullying,**
* **Differences – conflict and causes for celebration.**

**Music**

* **I can listen to *Mars, Bringer of War* and *Jupiter, the Bringer of Jollity* from *The Planets* by Mr Gustav Holst Ralph Vaughan Williams. I can recognise key features in both pieces and understand how they differ as well as understanding their importance in musical history,**
* **I can sing and rap *Sun Blast,***
* **I can reflect upon and improve my work on *Sun Blast,***
* **I can play at least one part of *Planets in Orbit* and perform it with others in the group whilst some of them are playing contrasting parts,**
* **I have learnt at least two parts of *Planets in Orbit* and can perform these with the rest of the class, contributing and reflecting upon our performance to make improvements,**
* **I can compose my own repetitive pattern (ostinato) and fit this with ostinati composed by other members of my group,**
* **I am showing an understanding of minimalist music and can recognise some of its key features,**
* **I can listen to and identify key features of *Tubular Bells* by Mike Oldfield, a piece of minimalist music,**
* **I can play my ostinato as part of a class performance and contribute to discussions as to how we, as a class, can refine our work.**
* **I can learn to sing songs for our Christmas performance. I can sing with confidence, expression, understand and interpret the song lyrics, control my breathing, and connect with the audience as I sing. I can play and sing *Little Donkey* and *Jingle Bells* on classroom instruments.**
* **I can take part in a Christmas performance for friends and family.**

**Computing**

**COMPUTER SCIENCE**

* **Write programs that have sequences and repetitions.**
* **Explain how an algorithm works,**
* **Detect errors in a program and correct them,**
* **Use an ICT program to control a number of events for an external device,**
* **Explore ‘what if’ questions by planning different scenarios for controlled devices,**
* **Use input from sensors to trigger events,**
* **Check and refine a series of instructions.**

**Art**

**PAINTING**

* **Create a range of shades using different kinds of paint,**
* **Develop fine brush strokes,**
* **Explain what their own style is,**
* **Apply a wide range of techniques in their work and explain why they have chosen these techniques,**
* **Have a strong understanding of colour theory and how to use it to create a balanced painting,**
* **Produce a painting that captures the colour, tone & texture of an object.**

**DRAWING**

* **Know how to create a sense of distance – fore/back and middle ground and proportion in a drawing,**
* **Communicate ideas through sketches and convey a sense of individual styles, including more abstract representations,**
* **Know when to apply different drawing techniques to support their outcomes.**

**SKETCHBOOKS**

* **Experiment with different styles which artists have used**
* **Use their sketchbooks as a mode to record the learning journey**
* **Use their sketchbooks to build and record their knowledge**
* **Compare sketchbook ideas and give supportive and constructive feedback on peer’s development**
* **Use their sketchbooks to record detailed notes and quotes explaining their drawings and ideas (E.g. Mood boards)**
* **Compare their methods to those of others and keep notes in their sketch books**
* **Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books**

**Science**

**Earth and Space**

* **Describe the movement of the Earth, and other planets, relative to the Sun,**
* **Describe the movement of the Moon relative to the Earth,**
* **Describe the Sun, Earth and Moon as approximately spherical bodies,**
* **Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.**

**Key Vocab:**

**Y5: Conflict, difference, culture wheel, colour, race, discrimination, cyber bullying, texting, developing world, racism.**

**Y6: Normal, ability, disability, visual impaired, perception, diversity, transgender, power, struggle, imbalance.**

**Key Vocab:**

**Solar System, heat, eclipse, satellite, universe, rotate, orbit, axis, celestial body, spherical, sphere, day, night, light, sun dial, shadow clock, star, planets, Moon, Sun, Earth.**

**Key Vocab:**

**Algorithm, program, errors, debug, controlled, devices, internet, instructions, devices**

**French**

* **La famille – the family**
* **I can use nouns and determiners for several family members in French.**
* **I understand how to move from using the determiner ‘a’ with a family member noun to using a possessive adjective ‘my’ in French.**
* **I can answer the question ‘As–tu des frères et soeurs ?’ (Do you have any brothers or sisters?)**
* **I can introduce family members, using ‘il/elle s’appelle’ (he/she is called).**
* **I can use my knowledge of larger numbers to be able to describe the age of family members.**
* **Noël - Christmas**
* **I can begin to use a bilingual dictionary to look up new words and to check spelling.**
* **I can talk about Christmas in French.**

**RE**

**INCARNATION Making Sense of Beliefs:**

**• Explain the place of Incarnation and Messiah within the ‘big story’ of the Bible**

**• Identify Gospel and prophecy texts, using technical terms**

**• Explain connections between biblical texts, Incarnation and Messiah, using theological terms**

**Understanding the Impact:**

**• Show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas**

**• Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible**

**Making Connections:**

**• Weigh up how far the idea of Jesus as the ‘Messiah’ — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people’s lives, giving good reasons for their answers.**

**PE**

**FITNESS**

**TO DEVELOP:**

**speed, stamina, strength using own body weight, co-ordination, agility and balance with control.**

**DODGEBALL TARGET GAMES**

* **Work cooperatively to put strategies and solutions into actions,**
* **Change the rules to increase challenge,**
* **Recognise best practice in themselves and others,**
* **Give in game feedback to improve performance.**
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**Key Vocab:**

**Speed, stamina, co-ordination, agility, balance, control, dodging, pressure, tactics, referee, stable, measure, motivate, cushion, stance, trajectory, collaborate, tactic, abide,**

**Key Vocab:**

**Retro-Futurism, background, foreground, middle ground, mixed-media, culture, colour, style, composition, tone, swatches, texture, illusion, transparency, sketch, medium.**

**Key Vocab:**

**Ukelele, guitar, pitched percussion, partner songs, harmony, minimalism, ostinato, repetition, acapella, melody, accompaniment, expression, interpret, performance.**

**Key Vocab:**

**Christianity, Christian, belief, God, Jesus, Christmas, incarnation, festival, celebrate, resurrection, saviour, anointed, Messiah, bible, prophecy, Gospel, expectation.**

**Key Vocab:**

**la famille - the family; As-tu des frères et sœurs ? Do you have any brothers or sisters? la mère - the mother; la grand-mère the grandmother; la tante - the aunt; la fille - the daughter; la sœur - the sister; le fils - the son; le frère - the brother; je suis fils/fille unique - I am an only child (boy/girl); l'oncle - the uncle; le père - the father; le grand-père - the grandfather; les parents - the parents; les grands-parents - the grandparents; Il/elle s'appelle… he/she is called; mon/ ma/ mes – my**