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| **WHAT DO ALL LIVING THINGS HAVE IN COMMON? SUMMER 1 2024 CHAIPEL (Y5/Y6)****French****Le Week-end – the weekend.****Listening*** **Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions.**
* **Understand the main points and some detail from a short spoken passage.**

**Speaking*** **Understand and express simple opinions,**
* **Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage)**

**Reading*** **Use context and prior knowledge to determine the meaning of new words,**
* **Read and understand the main points and some detail from a short written passage.**

**Writing*** **Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank).**
* **Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank)**
* **Use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” and plurals “we” and “they” to express what they and other people do, like etc.)**

**Grammar*** **Understand and use prepositions au/à la/à l’**
* **Use sequencers d’abord, ensuite, enfin**
* **Use je vais + infinitive to talk about future plans**
* **Use adverbs and time expressions**
* **Use prepositions en and à**
* **Use on va + infinitives to talk about future plans**
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**Art**

**PRINTING**

* **Create an accurate print design that reflects a theme or ideas,**
* **Make links with printmaking and other media to help develop their work,**
* **Print using a variety of materials,**
* **Overprint using different colours,**
* **Use collage to create a mood boards of ideas.**
* **Combine techniques to produce end piece: embroidery over tie dye, etc.**

**SKETCHBOOKS**

* **Use their sketchbooks as a mode to record the learning journey,**
* **Use their sketchbooks to build and record their knowledge,**
* **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.**

**Computing**

**INFORMATION TECHNOLOGY**

* **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,**
* **Use ICT to measure sound, light or temperature using sensors and interpret the data,**
* **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,**
* **Collect live data using data logging equipment,**
* **identify data error, patterns and sequences,**
* **Use the formulae bar to explore mathematical scenarios,**
* **Create their own database and present information from it.**

**PE**

**BADMINTON**

* **Develop spatial awareness when competing with a partner,**
* **Change play type based on positioning of an opponent,**
* **Use the over-arm strike in a range of shot types,**
* **Use a range of shots to use the entire playing area and move the opponent,**
* **Communicate efficiently with peers using a clear set of instructions.**
* **Develop spatial awareness when competing with a partner,**
* **Change play type based on positioning of an opponent,**
* **Use the over-arm strike in a range of shot types,**
* **Use a range of shots to use the entire playing area and move the opponent,**
* **Communicate efficiently with peers using a clear set of instructions.**

**OAA**

* **Develop and refine orienteering and problem-solving skills when working in groups and on their own.**
* **Decide what approach to use to meet the challenge set.**
* **Adapt their skills and understanding as they move from familiar to unfamiliar environments.**
* **Understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing.**
* **See the importance of a group or team plan, and the value of pooling ideas.**
* **Improve their performance by changing or adapting their approaches as needed.**

**Science**

**LIVING THINGS AND THEIR HABITATS**

* **Describe the differences in the life cycles of a mammal, amphibians, an insects and a bird,**
* **Identify the reproductive processes of some animals,**
* **Describe the life cycles of common plants,**
* **Explore the work of well know naturalists and animal behaviourists (David Attenborough and Jane Goodall)**
* **Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals,**
* **Give reasons for classifying plants and animals based on specific characteristics.**

**Key Vocab: Habitats, movement, respiration, sensitivity, growth, reproduction, excretion, nutrition, offsprings, mammals, reptiles, amphibians, birds, life cycles, micro-organisms, classification, life processes.**

**Key Vocab:**

**Spreadsheets, cell, row, column, formula, calculate, format, average, percent, edit, insert, ascending, descending, algorithm, Micro:bit, tinkering, debugging, decomposition, sensor, temperature.**

**Key Vocab:**

**Tie Dye, technique, Marble, Crushed, Bull’s Eye, Random Circles, colour scheme, monochromatic, primary, secondary, triadic, complimentary colours, Spiral, Accordion.**

**RE**

**GOSPEL**

**Making Sense of Beliefs:** **Identify features of Gospel texts (for example, teachings, parable, narrative) Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts. Understanding the Impact: Make clear connections between Gospel texts, Jesus’ ‘good news’, and how Christians live in the Christian community and in their individual lives Making Connections: Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives, Articulate their own responses to the issues studied, recognising different points of view.**

**Music**

**I can listen to and appreciate songs from our Cornish heritage, gaining an understanding of their place in history and musical content, sung by the Polperro Wreckers.**

**I can participate in a singing workshop with visiting singer,**

**I have remembered the notes B, A and G on the recorder and can play *Razzasazza* and *5Jive!* with style!**

**I have added the note C to the notes that I know and can play *Scat Cat Swing*. My note reading is improving, and I am developing a good technique and tone on my recorder.**

**I can use my right hand to play the note E and can play *The EBGBs.***

I can perform *Razzasazza, Scat Cat Swing, The EBGBs* and 5Jive! with confidence to another class in the school.

I can reflect on my musical achievements this term.

**PSHE**

**Relationships**

* **Recognising me,**
* **Safety with online communities,**
* **Being in an online community,**
* **Gaming online,**
* **My relationship with technology.**
* **What is mental health?**
* **My mental health,**
* **Love and loss,**
* **Power and control,**
* **Being online,**
* **Using technology responsibly.**

**Key Vocab:**

A**ccent, bass, notation, texture, timbre, ostinato, chord, diction, interval, syncopation, dynamics.**

**Key Vocab:**

**Characteristics, personal qualities, self-esteem, attributes, responsibility, age limit, social network, online community, rights, risky, grooming, trolled, gambling, violence. Mental health, stress, anxiety, stigma, support, self-harm, grief, denial, power, control, influences, pressure.**

**Vocabulaire**

**le week-end - the weekend; Il est midi. It is midday; Quelle heure est-il? - What time is it?; Il est minuit - It is midnight; et quart - quarter past; et demie - half past; moins le quart - quarter to; Il est une heure - It is one o'clock; Il est deux heures - It is two o'clock; Il est trois heures - It is three o'clock. Je me lève - I get up; Je prends mon petit déjeuner - I have my breakfast; Je regarde la télé - I watch television; Je lis des bandes dessinées - I read comic books; J’écoute de la musique - I listen to music; Je joue à l’ordinateur - I play on the computer; je joue au foot - I play football; Je vais à la piscine - I go to the swimming pool; Je vais au cinema - I go to the cinema; Je me couche - I go to bed; et – and; après – after; aussi – also; . plus tard - later on; finalement - finally**

**Key Vocab:**

**BADMINTON**

**Adjust, communicate, dominant, pressure, serve, sportsmanship, situation, tactic, technique.**

**OAA**

**Cardinal points, compromise, concise, critical thinking, landmark, navigation, negotiate, orientate, solve, strategy, verbal, visual.**

**Key Vocab:**

**Christians, Mother Teresa, Jesus, teachings, love, forgiveness, generosity, justice, expression, feelings, freedom, blessed, persecution, heaven.**