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| **Enquiry Question? What did the Greeks do for us? Term Aut2 Year 2024 Name of Class (Y4/Y5) Talland** |

**Computing**

**PROGRAMMING 2**:

**COMPUTATIONAL THINKING (Y4)**

* Make turns specifying the degrees of turn
* Give an on-screen robot specific directional instruction that takes them from x to y
* Make accurate predictions about the outcome of a program they have written

**GDS**: Explain an algorithm using sequence, repetition and selection in their own words

**D.T.**

**MECHANICS**

**Design a Greek toy.**

* Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
* Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears)
* Assess how well their product works in relation to the design criteria and the intended purpose
* Explain how they could improve their design and how their improvement would affect the original outcome
* Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
* Explain how to use mechanical systems in their products, then apply that knowledge e.g. gears, pulleys, cams, levers and linkages

**Science**

**SOUND**

* Identify how sounds are made, associating some of them with something vibrating
* Recognise that vibrations from sounds travel through a medium to the ear
* Find patterns between the pitch of a sound and features of the object that produced it
* Find patterns between the volume of a sound and the strength of the vibrations that produced it
* Recognise that sounds get fainter as the distance from the sound source increases

**Art**

**DRAWING:**

* Start to develop own style using explorations and experimentations from sketchbook
* Experiment with drawing techniques to support their observations
* Know how to create a sense of proportion in a drawing
* Use experimental drawing techniques to create atmosphere in a drawing
* Select different techniques for different purposes: shading, hatching, etc.
* Know how to create a sense of distance – fore/back and middle ground and proportion in a drawing
* Use drawing pencils, to become experienced in elements - pattern, texture, line, shape, form and space.

**History**

**EARLY CIVILISATIONS**

**Ancient Greece**

* Understand that a time line can be organised in to BC/AD,BCE/CE and eras
* Describe and order significant events and dates on a time line using prepositional language
* Ask questions and find answers about the past, from a range of sources, evaluating the reliability
* Research what life was like and the key features of a given time period
* Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.
* Identify how history can impact on the decisions that are made i.e. government, wars, monarchy, crime and punishment
* Offer explanations about why people in the past acted as they did

**Key Vocab:**

Vibrate/vibrations, volume, pitch, pinna, cochlea, eardrum.

Key Vocab:

perspective, background, foreground, midground, distance, atmosphere, accuracy, realistic, abstract, complimentary, contrasting, exhibition, gallery, dimension, form and space, tonal range.

**Key Vocab:**

Abstraction, algorithm, code, computational thinking, decomposition, input, logical reasoning, output, pattern recognition, script, sequence, variable.

**Key Vocab:**

Chassis, energy, kinetic, mechanism, air resistance, design, structure, graphics, research, model, template

**PE**

**FITNESS**

* Maintain a good running technique when sprinting and running over obstacles
* Observe a partner and give accurate feedback, saying what went well and what could be better.
* Demonstrate the ability to accelerate from a variety of static positions
* Sustain jogging and running at a consistent pace for over a minute

BASKETBALL

* Increase confidence and competence in using underarm strike in a range of contexts
* Keep an active foot position to move swiftly around the court
* Begin to develop spatial awareness and positioning
* Continue to develop spatial awareness and positioning
* Explore the use of over-arm strikes
* 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

Key Vocab:

Import, export, trade, ceramics, bronze, civilisation, complex, invade, retreat, empire, militaristic, spear, outnumber, city state, unified, tyrant, victorious, revolt.

**French**

**Aller à l’école -** **Going to school; Noël – Christmas**

**Intercultural Understanding**

* Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own
* Talk about, discuss and present information about a particular country’s culture

**Listening**

* Listen and respond to familiar spoken words, phrases and sentences (eg simple instructions)
* Listen attentively and understand more complex phrases e.g. instructions given

**Speaking**

* Communicate by asking and answering a wide range of questions
* Develop more accurate pronunciation and intonation
* Ask and answer simple questions

**Reading**

* Accurately read a wider range of familiar written words, phrases and short sentences to another person
* Begin to use a bilingual dictionary to look up new words

**Writing**

* Write some familiar words and phrases from memory or using supported written materials (e.g. using a word bank).
* Check spellings with a dictionary

**Grammar**

* First person
* Different adjective endings
* Present tense verbs
* Understand and use agreements of adjectives (singular)
* Understand and use prepositions au/à la/à l’
* Join sentences with et

**Music**

* **Copy short phrases accurately and sing up and down in steps Independently.**
* **GDS Use selected pitches simultaneously to produce simple harmony.**
* **Compose simple rhythmic accompaniments to songs using ostinato or drones.**
* **Compose music with a recognisable structure.**
* **Improvise over a drone with given notes.**
* **Recognise and talk about contrasting styles of music in broad terms, using language such as tempo, dynamics, timber…**
* **Identify music from different times and cultures, Identifying key features.**
* **Identify rhythmic of melodic ostinato in live or recorded music.**
* **Sing independently with Increasing accuracy and confidence.**
* **Perform a small piece of music using notation (graphic or conventional).**
* **Use conventional and graphic notation to record rhythmic or melodic compositions.**
* **Layer rhythmic and melodic ostinatos and play music with syncopation.**
* **Identify metre in live or recorded music.**

**RE**

**What do Hindus believe God is like? (L2.7)**

• Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God

• Identify some Hindu deities and say how they help Hindus describe God

• Make clear links between some stories

• Offer informed suggestions about what Hindu murtis express about God

• Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali)

• Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live

• Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.

**PSHE**

**Celebrating Difference**

* Accept that everyone is different
* Include others when working and playing
* Know how to help if someone is being bullied
* Try to solve problems
* Try to use kind words
* Know how to give and receive compliments
* Accept that everyone is different
* Include others when working and playing
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* Try to use kind words
* Know how to give and receive compliments

**Key Vocab:**

Character, assumption, judgement, surprised, different, appearance, accept, influence, opinion, attitude, bullying, friend, secret, deliberate, on purpose, bystander, witness, problem solve, cyber bullying, text message, website, troll, special, unique, different characteristics, physical features, impression, changed, influence, special, different, accept, culture, conflict, difference, similarity, belong, culture wheel, racism, colour, race, discrimination, culture, ribbon, bullying, rumour, name-calling, racist, homophobic, texting, problem-solving, indirect, direct, happiness, difference, continuum, developing world, direct and indirect bullying, celebration, artefacts, display, presentation.

**Key Vocab:**

Toran, sparkles, crackers, Dhanteras, Laxmi pooja, Bhai dooj, Saree, Salwar Kameez, Kurta Temple/ Mandir, Priest, Prayer / Puja/ Aarti, Namaste, symbol, divine, worship, Ganesh, Lakshmi, Rama, Sita, Krishna, Hanuman, Ramajana, shrine.

**Key Vocab:**

**Steps, pitches, harmony, accuracy, notation, simultaneously, graphic, conventional, compose, rhythmic, ostinato, drones, accompaniment, structure, record, melodic, composition, ostinatos, syncopation, tempo, dynamics, notes, contrasting, timber, cultures, recorded, metre.**

**Key Vocab**

**Vocabulaire**

Aller à l’école – going to school; en voiture, en vélo, en bus, en metro, en taxi, en skate, en moto, en trottinette, à pied

Noël – Christmas, le père noël – father Christmas, le sapin de noël – Christmas tree, l’étoile – the star, le cadeau – present, la renne - reindeer

**Key Vocab:**

**Fitness:**

Accelerate, decelerate, dynamic, static, record, react, consistent, measure, perseverance, drive, motivate, power, stable.

**Basketball:**

Cushion, momentum, decision, pressure, react, accelerate, delay, limit, pressure, deny, ball carrier, protect, gain, option, obstruct, pivot, pass, rebound, sportsmanship, drive, dominant.