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| **HOW DOES MY BODY WORK? TERM 1 AUTUMN 2 CHAIPEL (Y5/Y6)** |

**French**

**Chez Moi – at home; Noël Intercultural Understanding**

* **Talk about, discuss information about a particular country’s culture**
* **Respect and understand cultural diversity**

**Listening**

* **Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions.**
* **Understand longer and more complex phrases and sentences and with some unfamiliar words**

**Speaking**

* **Prepare a short presentation on a familiar topic**
* **Present to an audience about familiar topics (e.g., presentation)**
* **Use connectives to link together what they say so as to add fluency.**

**Reading**

* **Begin to use a bilingual dictionary to look up new words**
* **Independently use a bilingual dictionary to find the meaning of words 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)**

**Grammar**

* **Use il y a + indefinite article**
* **Use several verbs in 1st person**
* **Using et and mais to make longer sentences**

**D.T.**

**COOKING AND NUTRITION**

* **Know that seasons may affect the food available**
* **How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking**
* **Demonstrate a range of baking and cooking techniques**
* **Know that recipes can be adapted to change the appearance, taste, texture and aroma.**
* **Understand how food is processed into ingredients that can be eaten or used in cooking**
* **Know that different foods contain different substances - nutrients, water and fibre - that are needed for health**
* **Understand the need for correct storage**
* **Measure accurately and calculate ratios of ingredients to scale up or down from a recipe**
* **Create and refine recipes, including healthy seasonal ingredients, methods, cooking times and temperatures**

**Computing**

**COMPUTER SCIENCE**

* **Combine sequences of instructions and procedures to turn devices on or of**
* **Understand input and output**
* **Use an ICT program to control an external device that is electrical and/or mechanical**
* **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**
* **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**

**Science**

**ANIMALS INCLUDING HUMANS**

* **Describe the changes as humans develop to old age**
* **Use basic ideas of inheritance, variation and adaptation to describe how living things have changed over time**
* **Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood**
* **Recognise the impact of diet, exercise, drugs and lifestyle on the way their body functions**
* **Describe the ways in which nutrients and water are transported within animals, including humans**

**RE**

**HINDUISM – OVER ONE WHOLE TERM**

**Making Sense of Beliefs:**

**• Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately**

**• Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.**

**Understanding the Impact:**

**• 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.**

**Give evidence and examples to show how Hindus put their beliefs into practice in different ways**

**Making Connections:**

**• Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus**

**• Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.**

**Key Vocab:**

**The Circulatory System:**

**heart, lungs, arteries, blood, veins, heart rate, absorb, aorta, atrium, blood vessels, deoxygenated blood, nutrients, pulse, vena cava, ventricles, villi.**

**Aging Process:**

**Baby, toddler, child, teenager, adult, senior, egg, sperm, womb, fertilised, death, puberty, birth, conception, foetus, growth change.**

**Key Vocab:**

**Abattoir, adaptation, balanced, brand, cook, cross-contamination, cut, design, hygiene, ingredients, label, measure, nutrient, nutrition, nutritional, value, preference, press, ingredients, reared, process, recipe, safety, theme.**

**Key Vocab:**

**Agility, consistent, drive, dynamic, motivate, persevere, power, react, rhythm, stable, stamina, static, strength.**

**Ball carrier, close down, communicate, decision, delay, deny, drive, maintain, protect, rebound, receiver, situation, sportsmanship, tactics, technique, tournament.**

**Abdominals, agility, calves, co-ordination, consistent, drive, engage, measure, motivate, persevere, power, quadriceps, record, rhythm, stable.**

**Abide, angle, ball carrier, ball side, barrier, create, dormant, draw, maintain, rebound, sportsmanship, support, tactics, transition, turnaround.**

**Music**

**Topic**

* **Points from progress ladder**
* **Points from progress ladder**

**Vocabulaire**

**Où habites-tu ? Where do you live? J’habite dans… I live in...; en ville - in town; à la campagne - in the countryside; à la montagne - in the mountains; au bord de la mer - by the sea; dans un village - in a village**

**une cuisine - a kitchen; une salle à manger- a dining room; une maison - a house; une salle de bains - a bathroom; un appartement - an apartment; une chambre - a bedroom; une buanderie - a utility room; un sous-sol - a basement; un bureau - an office / a study; un salon - a living room; un garage - a garage; un jardin - a garden; et – and; mais - but**

**Chez moi il y a... In my home there is… / there are…**

**Chez moi Chez moi il n'y a pas de... In my home there is not… / there are no…**

**Noël – Christmas le père noël – father Christmas le sapin de noël – Christmas tree**

**l’étoile – the star le cadeau – present la renne - reindeer**

**Art**

**DRAWING**

* **Use drawing pencils, to become experienced in elements - pattern, texture, line, shape, form and space,**
* **Know how to create a sense of distance, fore/back and middle ground and proportion in a drawing,**
* **Show total qualities using hatching, pointillism, sidestrokes, use of rubber to draw/highlight,**
* **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,**
* **Know how to mix colours with colour pencils to create a wide tonal range.**

**Key Vocab:**

**mark making, Maya, Mayan mural, representative, street art, symbol, symbolic, technique, tonal, tone,** **aesthetic, audience, character traits, chiaroscuro, commissioned, composition, expressive, graffiti, guerilla, imagery, impact, interpretation**

**Key Vocab:**

**List of vocabulary associated with topic**

**Key Vocab:**

**Culture, conflict, difference, similarity, belong, Culture wheel, racism, colour, racial, discrimination, ribbon, bullying, name-calling, racist, homophobic, cyber-bullying, texting, direct/indirect, happiness, continuum, developing world.**

**Normal, ability/disability, visual impairment, empathy, perception, medication, blind, transgender, gender diversity, courage, fairness, rights, responsibilities, power, struggle, imbalance, control, harassment, bullying, argument, recipient, para-Olympian, accolade, achievement, perseverance, stamina, sport.**

**PSHE**

**CELEBRATING DIFFERENCES**

* **Different cultures**
* **Racism**
* **Rumours and Name calling**
* **Types of bullying**
* **Does money matter?**
* **Celebrating differences across the world.**
* **Am I normal?**
* **Understanding differences**
* **Power struggles**
* **Why bully?**
* **Celebrating differences (double lesson)**

**PE**

**FITNESS**

* **Understand how speed, strength, agility and balance helps in other sports and apply this**
* **Understand how co-ordination and stamina helps in other sports and apply this**
* **Develop awareness of what your body can do**
* **Develop speed and stamina**
* **Develop strength using my own body weight**
* **Develop co-ordination, agility and balancing with control**

**BASKETBALL – 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:**

**Algorithm, animation, apps, block, Bluetooth, code black, connection, create, debug, decomposed, designing, desktop, download, loop, load, pairing, pedometer, program, polling.**

**Key Vocab:**

**Hindus, dharma, karma, samsara, moksha, Brahman, namaste, deities, Trimurti, Vishnu, Shiva, Hinduism, symbolise, monotheism, polytheists, diversity, atman, Vedas, worship, ahimsa, Gandhi,**