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| **WHAT NATURAL RESOURCES DO I DEPEND ON? SPRING 1 CHAIPEL (Y5/Y6)****DT****MECHANICS*** **Apply their understanding of how to strengthen, stiffen and reinforce more complex structures,**
* **Refine their product after testing it and explain what they have improved and why**

**CONSTRUCTION*** **Measure accurately to ensure precision,**
* **Demonstrate that their product is strong and fit for purpose,**
* **Refine and further improve their product,**
* **Critique, evaluate and demonstrate that their product is strong and fit for purpose,**
* **Refine and further improve their product,**
* **Identify and address their own design problems during the construction process.**
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**Computing**

**INFORMATION TECHNOLOGY**

* **Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts**
* **Use sequence, selection, and repetition in programs, work with variables and various forms of input and output**
* **Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.**
* **Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.**

**Science**

**PLANTS**

* **Describe the life process of reproduction in some plants and animals.**

**Geography**

**HUMAN AND PHYSICAL GEOGRAPHY**

* **Describe and understand the impact on human geography through distribution of natural resources.**
* **Present their research through self- selected representations. E.g. reports, leaflets, drama, art, multimedia,**
* **Interpret other people’s arguments for change, analysing and evaluating their viewpoints.**
* **Explain a range of geographical processes and the effects on people and places**
* **Make careful measurements (e.g.: rainfall, population, temperature, sea level) and input them into the appropriate form (e.g.: table, tally, graph)**

**GEOGRAPHICAL ENQUIRY**

* **Identify the links between human and physical geography,**
* **Make links between their own geographical location and other localities (local, national, global) with reference to human, physical and economical features.**

**Key Vocab:**

**Male, female, sexual reproduction, gestation, offspring, embryo, fertilisation, pollination, filament, anther, petal, stigma, sepal, stamen, mating, hermaphrodites, nectar pollen, mammals, insects, birds, reptiles.**

**PE**

**DANCE**

* **Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.**
* **Compose dances by using adapting and developing steps, formations and patterning from different dance styles.**
* **Perform dances expressively, using a range of performance skills.**
* **Organise their own warm-up and cool-down activities to suit the dance.**
* **Show an understanding of why it is important to warm up and cool down. Describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context.**
* **Explore, improvise and combine movement ideas fluently and effectively.**
* **Create and structure motifs, phrases, sections and whole dances.**
* **Begin to use basic compositional principles when creating their dances.**
* **Understand why dance is good for their fitness, health and wellbeing.**
* **Prepare effectively for dancing.**
* **Understand how a dance is formed and performed.**
* 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**

**Key Vocab:**

**United Kingdom, agriculture, industrial land, population, rural, urban, topography, tax, economy, economic activity, sector, job, manufacture, process, raw materials, industry, consumption, efficient, greenhouse gases, sustainable,** **desalination, drought, finite, fossil fuels, hydrologist, reservoir, virtual, earth elements, sustainable, waste.**

**Key Vocab:**

**Pillars, beams, span, gaps, support, deck, parapets, girders, effectiveness, trusses, bridges, strengthen, bridge deck, gravity, force, downward, stretch, twist, bend, abutments, compression forces, Lattice, Warren, Pratt, engineering/engineers, construction, spanning, flexible, hard-wearing, brittle, shatter, compression, tension, mortar, arch frame, design criteria, prototype, scale model, analyse, brief.**

**French**

**En Ville – around town Intercultural Understanding**

* **Talk about, discuss information about a particular country’s culture**

**Listening**

**Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given,**

* **Understand the main points and some detail from a short-spoken passage**

**Speaking**

* **Use simple conjunctions to build more complex sentences**
* **Prepare a short presentation on a familiar topic**
* **Present to an audience about familiar topics (e.g. role-play)**
* **Use connectives to link together what they say so as to add fluency.**

**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**

* **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**

**Grammar**

* **Use verbs in the correct form (e.g. first person “I” or third person “he”, “she”**
* **Use verbs in the correct form (e.g. first person “I” or third person “he”, “she”**

**PSHE**

**DREAMS AND GOALS**

* **When I grow up,**
* **Investigate jobs and careers,**
* **My dream job: why I want it and the steps to get there,**
* **Dreams and goals of other people in different cultures,**
* **How can we support each other,**
* **Rallying support.**
* **Personal learning goals,**
* **Steps to success,**
* **My dream for the world,**
* **Helping to make a difference**
* **Recognising my achievements.**

**Key Vocab:**

**3D, CAD, data, ID card, memory, output, responsible, safe, algorithm, compression, drag and drop, online, pixels, RGB, community, binary image, CPU, fetch, decode, execute, JPEG, operating system, RAM, ROM.**

**Music**

**Topic**

* **Use pitches simultaneously to produce harmony by building up simple chords**
* **Use expression to communicate the mood and meaning of a song**
* **Explore sounds made on different orchestral instruments ·**
* **Perform a variety of styles to an audience, both as a group and a s a solo player ·**
* **Perform in mixed groups on a range of instruments with confidence and accuracy · Lead/ conduct a group of instrumental performer**
* **Use conventional and graphic notation to record rhythmic or melodic compositions · Layer rhythmic and melodic ostinatos and play music with syncopation**

**RE**

**HINDUISM (2)**

**. 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,**

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

**. Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.**

**Key Vocab:**

**Melody, rhythm, dynamic, tempo, composition, fanfare, pitches, chords, solo, simultaneously, ukulele, instruments.**

**Key Vocab: en ville around/in town; tournez à droite - turn right; le centre commercial - the shopping centre; tournez à gauche - turn left; le musée - the museum ; allez tout droit - go straight on; le supermarché - the supermarket; …et puis… ...and then... ;le restaurant - the restaurant; en face de… opposite… ; la pharmacie - the pharmacy; à coté de... next to…; la piscine - the swimming pool; Excusez-moi ! -Excuse me!; l'école - the school; Merci beaucoup ! Thank you very much!; l'hôpital - the hospital; De rien - You're welcome; la gare - the station; la bibliothèque - the library; Où est… ? Where is…? ; C'est loin ! It's far away!; C'est tout près ! It's nearby!.**

**Key Vocab:**

**Dream, hope, goal, feeling, achievement, money, grown-up, lifestyle, job, career, profession, salary, contribution, determination, perseverance, motivation, aspiration, culture, country, sponsorship, community, rallying, team work, cooperation.**

**Dream, hope, goal, learning, strengths, achievement, personal, success criteria, success, global, issue, concern, hardship, suffering, empathy, motivation, admire, respect, praise, compliment, contribution, recognition.**

**Key Vocab:**

**Hinduism, dharma, samsara, moksha, ahimsa, Ghandi, atman, Brahman, Vraj, Simran.**

**Key Vocab:**

**DANCE:**

**Canon, choreography, dynamics, formation. posture, space, timing, transition, unison, collaborate, pathway. action, aesthetic, choreography, express, formation, freeze-frame, mood, motif, pose, stimulus, transition.**

**TENNIS:**

**Abide, double, official recover, placement, serve, service, stance, volley.**