

Design and Technology – Musical Instruments.

Make

select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

investigate and analyse a range of existing products

evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

apply their understanding of how to strengthen, stiffen and reinforce more complex structures

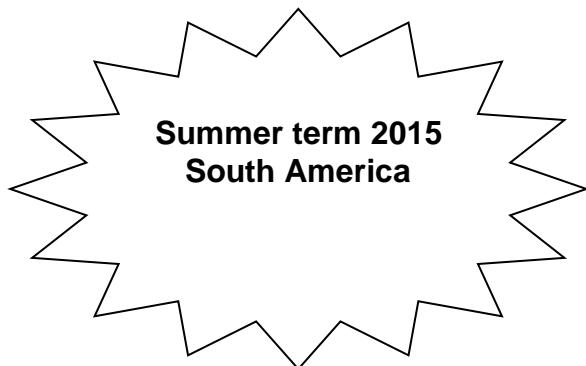
Area of learning: Music

Class Orchestra - Ukulele

History - Mayan Civilisation

a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind



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.

Geography - South America/mountains

Location knowledge

locate the world's countries, using maps to focus on and South America , concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

describe and understand key aspects of:
physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

ICT - We are bloggers/ We are architects

Become familiar with blogs as a medium and a genre of writing
Create a sequence of blog posts on a theme
Incorporate additional media
Comment on the posts of others
Develop a critical, reflective view of a range of media including text
Understand the work of architects, designers and engineers working in 3D
Develop familiarity with a simple CAD tool
Develop spatial awareness by exploring and experimenting with a 3D virtual environment
Develop greater aesthetic awareness

Area of learning: RE

Do beliefs in karma, samsara, and moksha help Hindus lead good lives?
Learning to understand the impact of certain beliefs on a Hindu's life.

What is the best way for a Christian to show commitment to God?
Learning to understand how Hindus show their commitment to God and to evaluate if there is a best way.

PE – Games - field games/athletics

use running, jumping, throwing and catching in isolation and in combination
play competitive games, modified where appropriate [for example, cricket, rounders], and apply basic principles suitable for attacking and defending
develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
take part in outdoor and adventurous activity challenges both individually and within a team
compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Area of learning: PSHE**The World of Drugs**

To understand what is meant by the term 'habit' and why habits can be hard to change.
To know which, why and how commonly available substances and drugs could damage their immediate and future health and safety.
To understand that some drugs are illegal to own, use and supply to others
To understand the rule of law (British Value)
British Values – The rule of law

Growing Up

To understand how their body will change as they approach and move through puberty to recognise how images in the media do not always reflect reality and can affect how people feel about themselves.
British Values- people's rights to individual liberty.

Democracy- Houses of Parliament*Visit to Houses of Parliament*

To understand what the function of parliament and recognise some MPs
To understand the types of laws made

Dance**Dance**

To use visual stimuli as a starting point for dance movement
To work in small groups to develop ideas
To use props as an integral part of the dance