

## Geography – South America and The Rainforest

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

Understand geographical similarities and differences through the study of human and physical geography of a region of South America.

Describe and understand key aspects of physical geography: biomes and vegetation belts.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

## Religious Education

### Belief, Authority, Expressions of Belief.

Why should people with a religious faith care about the environment?

Demonstrating understanding of the impact of religious faiths on actions. Introduction of how Christian, Buddhist and Muslim values will affect views on the environment

### Impact of beliefs

What is the significance of Christmas and its related symbols?



## TERM 1: Secrets of the Rainforest

### Art -Rainforest Animals

Pupils should be taught:

- \* to improve their mastery of art and design techniques, including drawing with a range of materials (for example, pencil (inc. water colours), charcoal, paint).

Theme Day – Carnivals

## Science

### Light

- Pupils should be taught to:
- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

### Electricity

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram.

Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Recording data and results of increasing complexity using scientific diagrams and tables.

### Computing – Information leaflets

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. (Link to anti-bullying week)

### Focus: Design- Understanding contexts users & purposes

- I use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

### Technical Aspect: Electrical systems

- I can understand and use electrical systems in my products (e.g. circuits including switches, bulbs, buzzers and motors).

## TERM 1: Non-Theme



### Physical Education

1. Swimming intervention
2. Yoga
3. Tag Rugby / Football
4. Sportsball Athletics
5. Golf

Pupils should be taught to:

- ➔ use running, jumping, throwing and catching in isolation and in combination
- ➔ play competitive games, modified where appropriate (for example, football and tag rugby), and apply basic principles suitable for attacking and defending
- ➔ develop flexibility, strength, technique, control and balance (for example, through athletics and yoga)
- ➔ compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- ➔ swim competently, confidently and proficiently over a distance of at least 25 metres ➔ use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) ➔ perform safe self-rescue in different water-based situations.

### Music – Christmas Performance

Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.

### French

Present ideas and information orally to a range of audiences.

Unit 13: Bon appétit

Expressing likes, dislikes and preferences about food and drinks. Making simple statements about food and drinks. Following and writing instructions (e.g. a recipe).

### PHSCE / Health and Well-Being

### Respectful Relationships

### Internet Safety

### Online Relationships

# Y5/6 Term One Theme: Secrets of the Rainforest

| Vocabulary       | Knowledge  |                |
|------------------|--|----------------|
| Andes            | I know that there are 12 countries in South America.   |                |
| Emergent Layer   |  |                |
| Canopy Layer     | I know that Brazil is the largest and most populated country in South America                                      |                |
| Understory Layer |  |                |
| Indigenous       | I know that the Amazon is the longest river in South America   |                |
| Bromeliad        | I know that Sao Paulo is the largest city in Brazil.   |                |
| temperate        |  |                |
| Capybara         | I know that Spanish is the most popular language spoken in South America. However, Portuguese is spoken in Brazil. |                |
| Deforestation    |  |                |
| Sustainability   |  |                |
| Biome            |  |                |
| Biodiversity     | I know that The Andes are the most significant mountain range in South America                                     |                |
| Palm Oil         |  |                |
| Equator          | I know that Machu Picchu is significant historical site in South America.  |                |
| Prime Meridian   |  |                |
| Brazil           | Peru   | Guyana         |
| Argentina        | Suriname   | Ecuador        |
| Chile            | Bolivia  | Pacific Ocean  |
| Venezuela        | Uruguay  | Atlantic Ocean |
| Columbia         | Paraguay   | Lake Titicaca  |
| Atacama Desert   | Amazon   |                |

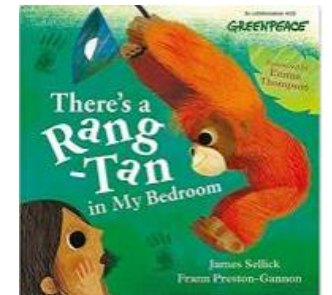
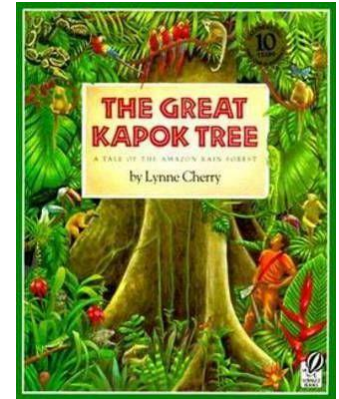


## Geography Objectives

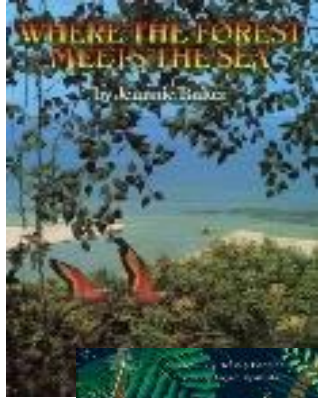
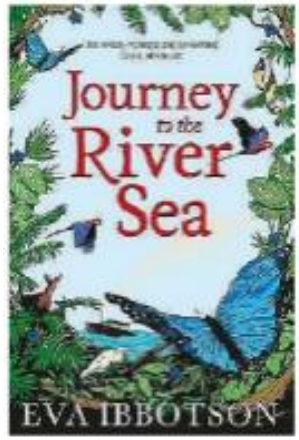
### Geography – South America and The Rainforest

- Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Understand geographical similarities and differences through the study of human and physical geography of a region of South America.
- Describe and understand key aspects of physical geography: biomes and vegetation belts.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

## Exciting Books



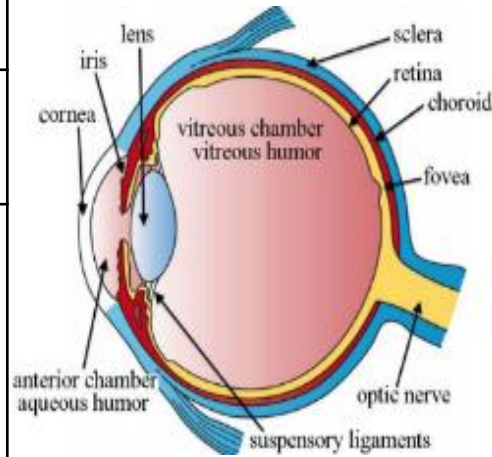
# Y5/6 Term One Theme: Secrets of the Rainforest

| Vocabulary  | Knowledge   |   | Exciting Books   |
|---|---|---|--|
| <p><b>Perspective</b><br/> <b>Foreground/ middle ground/ background</b><br/> <b>Smudge</b><br/> <b>Atomiser</b><br/> <b>Tone</b><br/> <b>Cross-hatch dimensions</b></p>   | <p>Understanding of foreground, background and middle-ground.<br/>           Understand where the main components will sit on the page. (Spacing)</p> <p>I understand different media and their uses.</p> <p>I know how to use a variety of techniques to create a 3D effect in my sketching - different tones, - cross- hatching.</p>  |   |   |
| <p><b>Advent wreath,</b><br/> <b>Symbolism,</b><br/> <b>Sacrifice,</b><br/> <b>Liturgical cycle,</b><br/> <b>Cycle,</b><br/> <b>Awe,</b><br/> <b>Founder,</b><br/> <b>Gospels,</b><br/> <b>Secular,</b><br/> <b>Ritual,</b><br/> <b>Epiphany of our Lord,</b><br/> <b>Creed,</b><br/> <b>stewardship,</b><br/> <b>environment,</b><br/> <b>impact,</b><br/> <b>creation,</b><br/> <b>Buddhism,</b><br/> <b>Dalai Lama,</b><br/> <b>Chenrezig,</b><br/> <b>Avalokitehvara,</b><br/> <b>Brahma,</b><br/> <b>Moksha,</b><br/> <b>Dharma,</b><br/> <b>karma</b></p> | <p>I can use perspective to represent distance in my sketching.</p> <p>I can describe these teachings may have for them and for others.</p> <p>I have a detailed knowledge and understanding of the teachings of Christianity, Buddhism, and Islam in relation to care of the natural world by humans</p> <p>I can show understanding of some of the ways Christians, Buddhists and Muslims may act on these teachings.</p> <p>I can reflect on my own feelings and values in relation to care for the natural world.</p> <p>I know the different religious symbols associated with Christmas.</p> <p>I know different secular symbols associated with Christmas.</p> <p>I know the significance of the birth of Jesus to Christians.</p> <p>know that there are different versions of the Christmas story in the four Gospels.</p> |   | <p><b>Art and RE Objectives</b></p>  |
|   |   | <p><b>Art -Rainforest Animals</b></p> <p>Pupils should be taught:<br/>           to improve their mastery of art and design techniques, including drawing with a range of materials</p>   |  |
|   |   | <p><b>Religious Education</b></p> <p><b>Belief, Authority, Expressions of Belief.</b><br/>           Why should people with a religious faith care about the environment?<br/>           Demonstrating understanding of the impact of religious faiths on actions. Introduction of how Christian, Buddhist and Muslim values will affect views on the environment</p> <p><b>Impact of beliefs</b><br/>           What is the significance of Christmas and its related symbols?</p> |  |

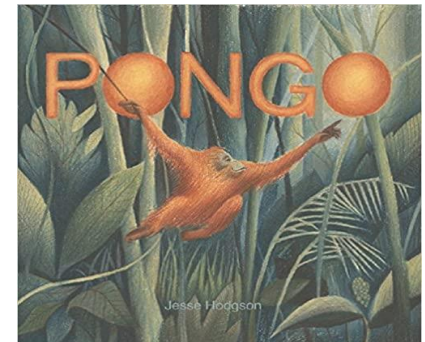
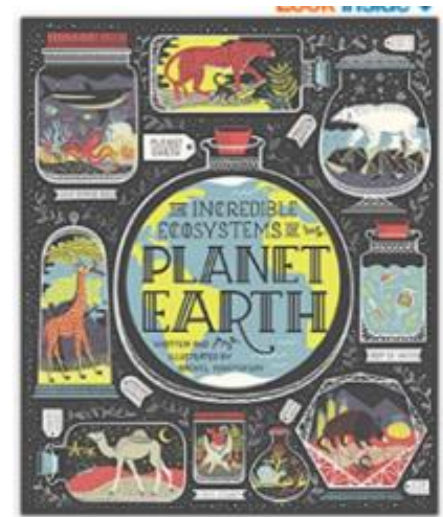
# Y5/6 Term One : Science

## Subject Specific Vocabulary

|                     |   |
|---------------------|---|
| <b>light wave</b>   | I know that light travels in a straight line                        |
| <b>pupil</b>        | I know the scientific symbols for a battery, lamp, buzzer and motor |
| <b>iris</b>         |   |
| <b>cornea</b>       | I know that brightness is measured in volts                         |
| <b>retina</b>       |   |
| <b>Emits</b>        | I know that brightness is measured in volts                         |
| <b>Light source</b> |   |
| <b>prism</b>        |   |
| <b>spectrum</b>     |   |
| <b>lens</b>         |   |
| <b>convex</b>       |   |
| <b>concave</b>      |   |
| <b>filters</b>      | I know that light can travel through some matter but not others.    |
| <b>opaque</b>       |   |
| <b>Translucent</b>  | I know that we can see things because light travels into our eyes.  |
| <b>transparent</b>  |   |
| <b>Reflects</b>     |   |
| <b>refraction</b>   |   |
| <b>Light source</b> |   |
|                     |   |



## Exciting Books



## Objectives

### Light

Pupils should be taught to:

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

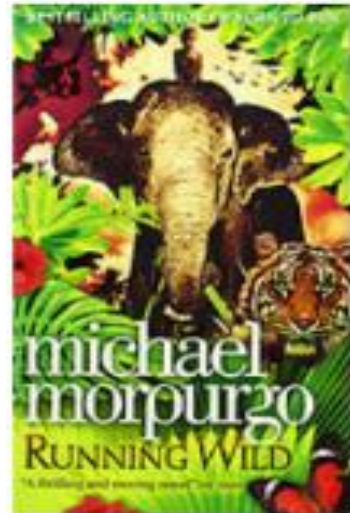
# Y5/6 Term One : Non Theme Science and French

| Vocabulary      |        | Knowledge   |
|-----------------|--------|---|
| Conductor       |        | I know the scientific symbols for a battery, lamp, buzzer and motor     |
| insulator       |        | I know that brightness is measured in volts                             |
| socket          | energy | Know that the brightness of a bulb is associated with the voltage.      |
| electrons       |        |   |
| series circuits |        |   |
| components      |        | Use recognised symbols when representing a simple circuit in a diagram. |
| circuit         | cells  | Construct simple series circuits.                                       |
| volts           | amps   |   |


|                |  |   |
|----------------|--|---|
| Resistance     |  | Electricity comes from different sources - the power station, the wind, the sun and water                                     |
| Volt metre     |  |   |
| Thomas Edison  |  | Electricity is a type of energy that build up in one place (static), or flow from one place to another (current electricity). |
| Je voudrais    |  |   |
|                |  | I know how to order a snack in French.  |
| J'aime         |  | I know to order a drink in French.  |
|                |  | I know how to order a breakfast in French.  |
| Je desteste    |  | I can use adjective to describe food in French.   |
| Qu 'est-ce que |  | I can construct sentences about what foods I like and dislike in French.  |

| Electrical symbols |        |   |
|--------------------|--------|---|
| Component          | Symbol | Purpose   |
| Cell (Battery)     |        | Provides electrical energy                      |
| Power supply       |        | Alternative to using cells                      |
| Wire               |        | Allows current to travel                        |
| Bulb/light         |        | Converts electrical energy into heat and light  |
| Motor              |        | Converts electrical energy into movement energy |
| Buzzer             |        | Converts electrical energy into sound energy    |
| Switch             |        | Allows circuit to be opened or closed           |

| Objectives         |  |
|--------------------|--|
| <b>Electricity</b> | Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit<br>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches<br>use recognised symbols when representing a simple circuit in a diagram. |
| <b>French</b>      | Present ideas and information orally to a range of audiences.<br>Unit 13: Bon appétit<br>Expressing likes, dislikes and preferences about food and drinks. Making simple statements about food and drinks. Following and writing instructions (e.g. a recipe).   |

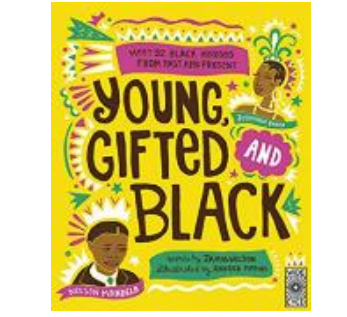
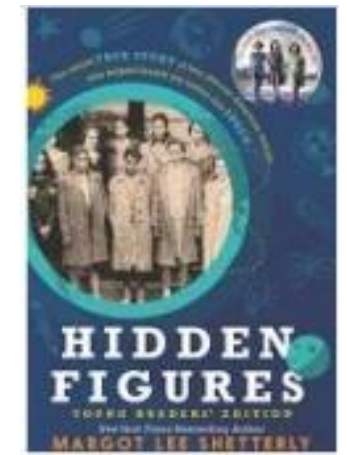
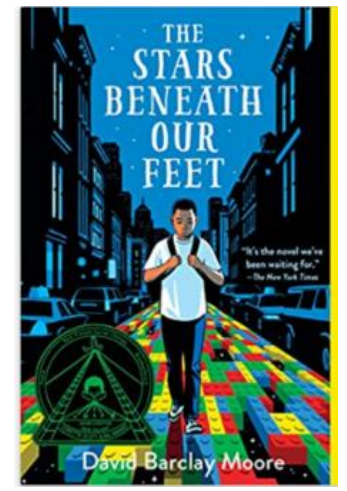


# Y5/6 Term One : Design Technology


| Vocabulary   | Knowledge  |   |
|--|--|---|
| design brief,<br>design specification,<br>ideas,<br>make, evaluate,<br>purpose,<br>function,<br>product,<br>features,<br>innovative,<br>effectiveness,<br>design features,<br>surveys, interviews,<br>questionnaires,<br>preferences,<br>conductor, insulator,<br>series circuit,<br>parallel circuit,<br>connection,<br>buzzer, crocodile clip,<br>input device,<br>output device,<br>system,<br>monitor, control,<br>program,<br>aesthetic,<br>construct | I can work confidently in a range of contexts.   |  |
|  | I can describe the purpose of my product.  |   |
|  | I can indicate the design features of my product that will appeal to the intended user.    |   |
|  | I can explain how particular parts of the product work                                     |   |
|  | I can carry out research using surveys, interviews, questionnaires or web-based resources. |   |
|  | I can identify the needs, wants, preferences & values of particular individuals & groups.  |   |
|  | I can develop a simple design specification to guide my thinking.                          |   |
|  | I can use more complex electrical circuits & components to create functional products.     |   |
| I know that electrical systems have an input, process and output   |  |   |

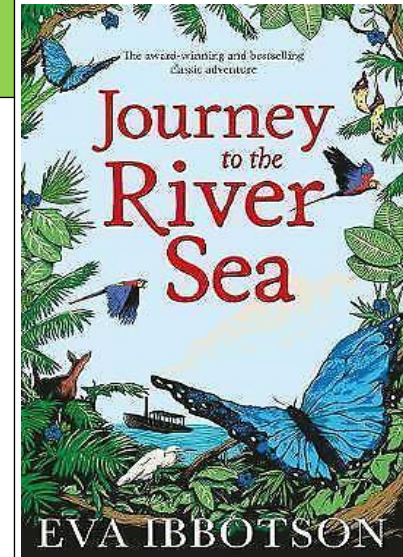
## Objectives

- Focus: Design- Understanding contexts users & purposes**
- I use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Technical Aspect: Electrical systems**
- I can understand and use electrical systems in my products (e.g. circuits including switches, bulbs, buzzers and motors).

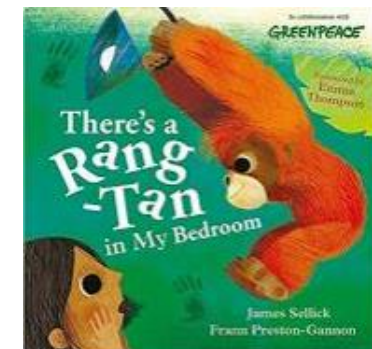


# Y5/6 Term One : Secrets of the Rainforest

| Vocabulary            |               | Knowledge  | Computing and Music Objectives   |
|-----------------------|---------------|--|--|
| Social media          |               | I know that I should not reveal any personal information online. |  |
| Search Engine         |               |  |  |
| Technology            |               | I know that I should not 'friend' strangers.                     |  |
| Cyber-bullying        |               |  |  |
| Cyber pal             |               |  |  |
| Privacy               |               | I know where to report misuse of technology or social media      |  |
| Personal information  |               |  |  |
| World wide web        |               | I understand the importance of not divulging passwords.          |  |
| Netiquette            |               | <b>phishing</b>  | <b>plagiarism</b>  |
| Cyberstalking         |               | <b>Online grooming</b>   | <b>hacking</b>   |
| <b>Lyrics</b>         | <b>melody</b> | I can keep in time with the music and melody.                    |  |
| <b>Rhythm / beat</b>  |               | I know how to project my voice to the audience.                  |  |
| <b>ensemble</b>       |               |  |  |
| <b>Pitch / tone</b>   |               | I can learn the lyrics to different songs.                       |  |
| <b>Stage presence</b> |               | I can recognise that some notes need to be higher or lower.      |  |
| <b>register</b>       |               |  |  |
| <b>intonation</b>     |               |  |  |
| <b>Vocal range</b>    |               |  |  |




Harold Monroe



Computing – Information leaflets  
 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. (Link to anti-bullying week.)

Music – Christmas Performance  
 Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.

# Y5/6 Term One : Secrets of the Rainforest

| Vocabulary   | Knowledge  | PHSCE / Health and Well-Being   |
|--|--|---|
| <p><b>Respectful Relationships –</b> tolerance, diversity, discriminate, inequality, self-respect.</p>                                     | <p>I know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> |  |
|  | <p>I know practical steps I can take in a range of different contexts to improve or support respectful relationships</p>   |   |
|  | <p>I know the conventions of courtesy and manners</p>  |   |
| <p><b>Internet safety –</b> positive content, negative content, mental well-being, physical well-being, personal information, privacy.</p> | <p>I know the importance of self-respect and how this links to their own happiness</p>   | <p><b>Objectives</b></p>  |
|  | <p>I know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p>                                       | <p><b>Respectful Relationships</b></p>  |
| <p><b>Online relationships –</b> harmful content, blocking, reporting.</p>   | <p>I know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</p> | <p><b>Internet Safety</b></p>   |
|  | <p>I know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</p>                                | <p><b>Online Relationships</b></p>  |
|  | <p>I know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (Repeated in KS2 as part of AntiBulling Week/Online safety)</p>                                |   |

