Geography – Escape from Pompeii – Christina Balit

Earthquakes and Volcanoes:

Describe and understand key aspects of physical geography including volcanoes and earthquakes.

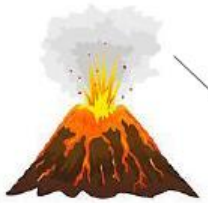
Locational knowledge

Locate the world's countries using maps to concentrate on key physical characteristics.

Geographical Skills and Fieldwork:

Use maps, atlases and globes and digital/computer mapping to locate countries and describe features studied. (Volcanic areas, fault lines and plates)

Term 2:
What a Disaster!



PSHE

Mental Well-Being
First Aid

Design Technology

Focus: Make- Practical skills & techniques – I can select and use a wider range of tools and equipment to perform practical tasks accurately.
I select and use a wider range of materials, including construction materials according to their functional and aesthetic qualities.
Technical Aspect: Structures - Framework – I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures.

Computing

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

Science

Properties and changes of materials – Making Volcanoes

Pupils should be taught to:
- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Scientific Enquiry
Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
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Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
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Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

French

Unit 15
En route pour l'ecole
Describing a journey to school
Simple directions
Landmarks in Paris
Read carefully and show understanding of words phrases and simple writing.

Music – Zone of Relevance (T)

Listen with attention to detail and recall sounds with increasing aural memory. (Vocabulary)

Art – Gaudi Mosaics

Learn about great architects in history.

TERM 2:
Non Theme

Religious Education

What do Christians believe about God?

Why are Good Friday and Easter Day the most important days for Christians?

Authority, Impact of Belief

Demonstrating an understanding of crucifixion and resurrection as a basis for Christianity and significance for Christians today.
Belief, Authority, Expressions of Belief.

PE

1. Swimming intervention
2. Basketball
3. Dance
4. Mini Tennis
5. Outdoor and Adventurous Activity (Residential)

Pupils should be taught to:
- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, basketball and tennis], and apply basic principles suitable for attacking and defending
- perform dances using a range of movement patterns
- 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.
- *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.*

Y5/6 Term Two: What a Disaster!

Vocabulary	Knowledge
Eruption	I know that eruptions happens when magma erupts from the Earth's crust.
After shock	
Tsunami	I know that there are an estimated 1,510 active volcanoes in the world and that 1 in 10 people live within the danger range of volcanoes.
Magma / Lava	I can explain that earthquakes are caused when rock underground suddenly breaks along a fault.
Dormant / Active / Extinct	I know that buildings in earthquake zones are designed and constructed to be earthquake resistant.
Fault line	
	I know a Tsunami is a series of large waves generated by an abrupt movement along the ocean floor
Magnitude	
Landslide	I understand that many people depend on volcanoes for their everyday survival.
Tectonic Plate	I know that not all web pages are reliable and that they often contain bias.
Plate boundary	I understand the importance of wording searches accurately.
Richter scale	
Technology	I know that in order to research effectively I need to look at a range of websites, not just the first few in the search.
Search engines	
Privacy settings	
Fake news	
Wikipedia	
reliability	
bias	

Geography and Computing Objectives

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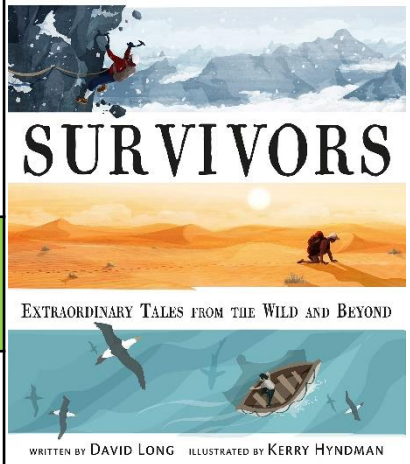
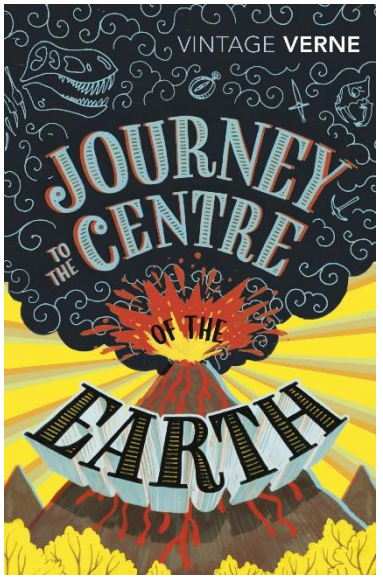
Text Progression





Y5/6 Term Two Theme: What a Disaster!

Vocabulary	Knowledge
Isolation	I know that mental wellbeing is a normal part of daily life, in the same way as physical health
Loneliness	I know that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
Cyber-bullying	
Long lasting impact	I know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
Aid	Concepts of basic first-aid, for example dealing with common injuries, including head injuries
Disaster relief	How to make a clear and efficient call to emergency services if necessary
reinforce, triangulation, stability, temporary structure, permanent structure,	I can use a wider range of materials than key stage 1, including construction materials and kits..
	I can **accurately** measure, mark out, cut and shape materials.
	I can **accurately** assemble, join and combine materials.
	I can **accurately** apply a range of finishing techniques, including those from art and design.
	I can use techniques that involve a number of steps
design specification, prototype, annotated sketch, purpose, innovation, functional	**I can demonstrate resourcefulness when tackling practical problems.**
	I can build a 3D framework using a range of materials.
	I can select the most appropriate materials and framework for my structure
	I know how to strengthen, stiffen and reinforce more complex structures.

RSE, PSHCE, Health and Well-Being and Design Technology Objectives

PSHE

Mental Well-Being
First Aid

Design Technology
Focus: Make- Practical skills & techniques – I can select and use a wider range of tools and equipment to perform practical tasks accurately.
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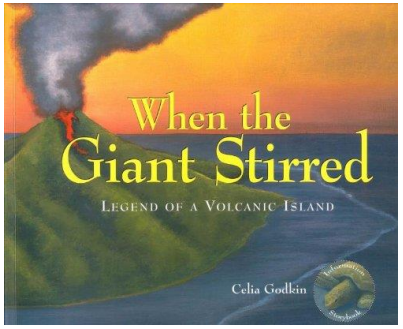

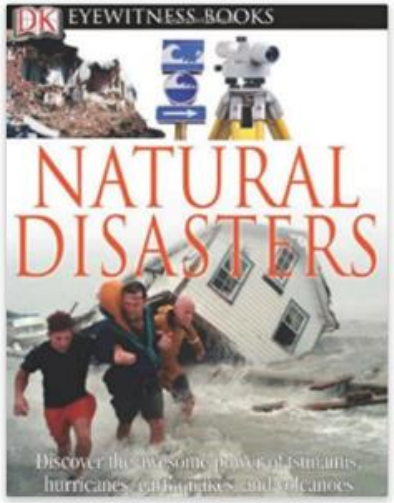

Y5/6 Term Two : What a Disaster! Science

Vocabulary	Knowledge
Evaporation **Condensation**	To understand the effects of cooling and heating.
Insulator **Transparency** **reversible**	To recognise simple properties of materials, such as strength, flexibility, transparency and that some materials are suitable for making a particular object because of their properties.
Flexible **Properties** **solubility**	To understand that gases are formed when liquids evaporate and that when a gas is cooled it condenses to form a liquid
irreversible conductivity molecules	To understand that gases differ from solids and liquids in that they do not maintain their shape and volume but spread out to fill the space they are in. To understand that good thermal insulators keep cold objects cold and warm objects warm
thermal **solubility**	To understand that some solids dissolve and some do not and that some changes are reversible and some are irreversible.

I can work scientifically

Objectives

Science
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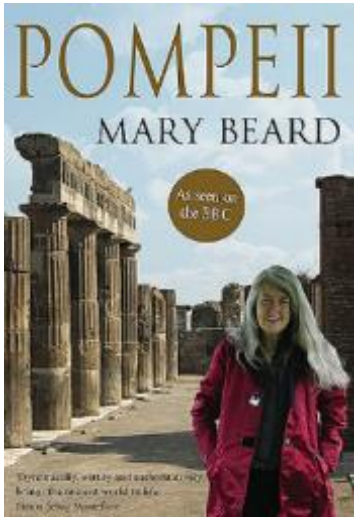
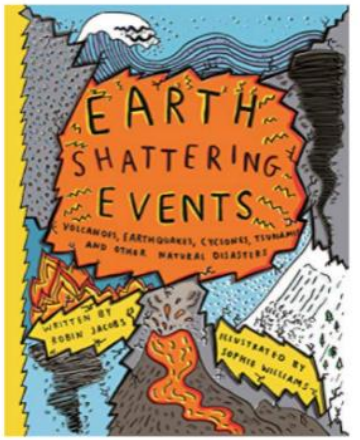
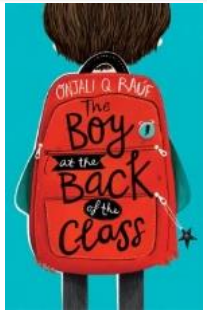
Y5/6 Term Two : What a Disaster!

Vocabulary	Knowledge	Art and Design and French Objectives	Text Progression
Mosaics, architecture, structures in nature, Modernista movement, Gothic Revival, scalloping, lancet windows, Sagrada Familia, geometric pattern. shape, form, arrange, fix.	I know that Antoni Gaudi was a Spanish architect born in Catalonia, Spain. I know that although most of Gaudi's work is in Barcelona he did travel to other places. I know that Gaudi's work was influenced by nature and by his Catholic faith. I can describe Gaudi's most famous project 'Sagrada Familia'. I can add collage to a painted or printed background. I can create and arrange accurate patterns. I can use a range of mixed media. I can plan and design a collage. I know the position of France within Europe. . I know some key landmarks in Paris	 **Art and Design – Gaudi Mosaics** Learn about great architects in history **French** Unit 15 En route pour l'ecole Describing a journey to school Simple directions Using repair strategies to keep a conversation going. Read carefully and show understanding of words phrases and simple writing.	  

French Vocabulary	
au coin	ici
Il' y a	Pres de
a gauche	a droite

Y5/6 Term Two : What a Disaster!

Vocabulary		Knowledge	Religious Education and Music Objectives	Text Progression
trinity	authority	I understand the links between Christian beliefs in God and Biblical symbols	**Religious Education** **What do Christians believe about God?** **Why are Good Friday and Easter Day the most important days for Christians?** **Authority, Impact of Belief** Demonstrating an understanding of crucifixion and resurrection as a basis for Christianity and significance for Christians today. **Belief, Authority, Expressions of Belief.** **Music – Zone of Relevance (T)** Listen with attention to detail and recall sounds with increasing aural memory. (Vocabulary)	
saviour	metaphor			
Old Testament		I know how such beliefs have an impact on the lives of Christians.		
New Testament				
infinite	Creator	I can suggest meanings for some of the ways in which beliefs about God are represented in art/symbolism		
Protector	paradise			
eternal	Gospels			
Good Friday	truth	I can respond to the questions about Christian belief in God.		
Resurrection	literal			
Crucifixion	sacred	I understand the impact of the Bible on worship, values, and daily living.		
Impact of belief	disciple			
presto	andante	I know how to compare and contrast literal and non-literal interpretations of the Bible.		
prestissimo				
Zones of relevance		I know the key events of Good Friday and the significance to the Crucifixion and Resurrection.		
Unpredictable		I know that music can evoke a range of feelings and emotions.		
Sombre	driving			
sparse	ambient	I can relate the composition of a piece of music to its purpose		
allegro	energetic			
adagio				
crescendo				