

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

Global citizenship, linking to disaster relief.

Design Technology – Emergency Relief Engineering (Centre for life)

Technical knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Bridges/Pylons

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.

Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Use test results to make predictions to set up further comparative and fair tests. + Steam week

French

Unit 15

En route pour l'école

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.

PE

- Swimming intervention
- Basketball
- Dance
- Mini Tennis
- 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.

TERM 2:
Non Theme



Religious Education

What do we know about the Bible and why is it important to Christians?

Demonstrating an understanding of the importance of the Bible, its impact on worship, values and daily living.

Authority, Impact of Belief

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

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

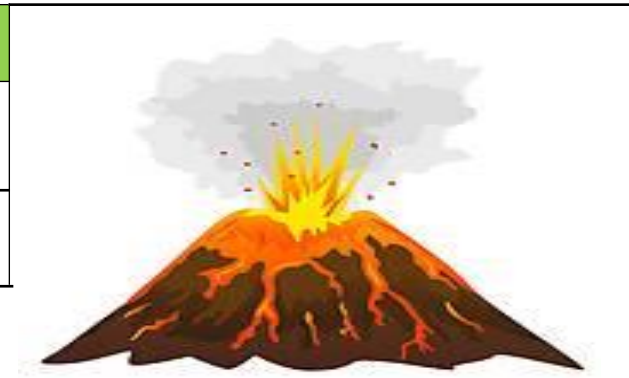
Belief, Authority, Expressions of Belief.

Celebration of Cultures

Y5/6 Term Two Theme: 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	
Magnitude	
Landslide	
Tectonic Plate	I know how to strengthen, stiffen and reinforce more complex structures.
Volcano	I can understand that thousands of people are made homeless each year due to man-made problems and from this knowledge design a shelter for them.
Earthquake	
Plate boundary	I can understand that effective shelter can be made from widely available materials
Richter scale	I know how to design a shelter and evaluate the final design, looking at how to improve my work.
hurricane	

Frame, structure, stiffen, strengthen, reinforce, triangulation, stability, temporary structure, permanent structure, design specification, prototype, annotated sketch, purpose, innovation, functional



Geography and Design Technology Objectives

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

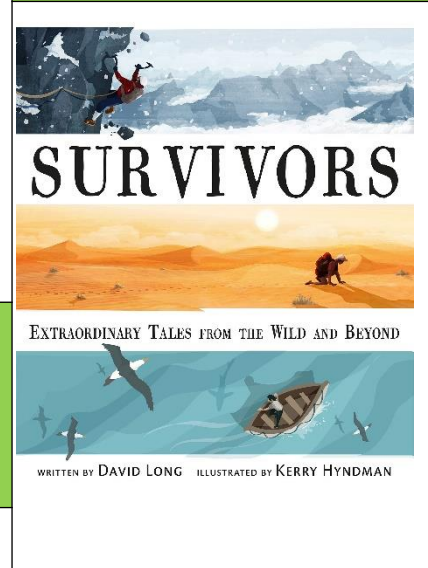
Locational knowledge
Locate the world's countries using maps to concentrate on key physical characteristics.

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).

Design Technology – Emergency Relief Engineering (Centre for life)

Technical knowledge
Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
Bridges/Pylons

Exciting Books


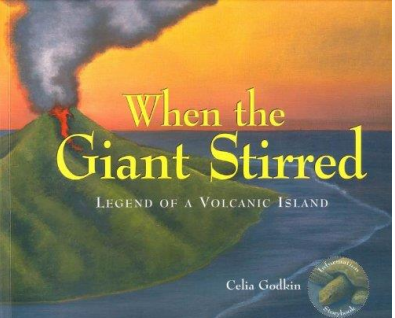


Assessment

I can describe and understand key aspects of physical geography, including volcanoes and earthquakes.

I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures. (Emergency Relief Engineering)
Constructing

Y5/6 Term Two Theme: What a Disaster

Vocabulary	Knowledge		Exciting Books
Emergency relief	I understand that there are different types of natural hazards and disasters		
Natural disaster	I can list some of the long and short term consequences of natural disasters.		
Escape plan	I can name a range of charities who help following a natural disaster. (Red Cross, Christian Aid, Action Aid, Oxfam)		
humanitarian			
Charity	I understand the importance of humanitarian response.	PSHCE and Computing Objectives <u>PSHE</u> Global citizenship, linking to disaster relief.	Assessment I understand the importance of Global Citizenship and the impact it has on communities.
empathy			
Technology	I know that not all web pages are reliable and that they often contain bias.		
Search engine			
Privacy Settings			
Fake news	I understand the importance of wording searches accurately.	Computing Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	I can use a search engine effectively and understand how results are selected and ranked.
Wikipedia			
bias	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.		
reliability			

Y5/6 Term Two : Non Theme Science and Art and Design

Vocabulary		Knowledge	Objectives
Evaporation		To understand the effects of cooling and heating.	Science Properties and changes of materials – Making Volcanoes Pupils should be taught to: <ul style="list-style-type: none"> 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
Condensation			
Insulator	conductivity	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.	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Use test results to make predictions to set up further comparative and fair tests. + Steam week
Transparency			
reversible	molecules		
Flexible	thermal	To understand that gases are formed when liquids evaporate and that when a gas is cooled it condenses to form a liquid	Art and Design – Gaudi Mosaics Learn about great architects in history
Properties	solubility		
irreversible		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.	
Modernista movement		To understand that good thermal insulators keep cold objects cold and warm objects warm	
Gothic Revival			
Scalloping		To understand that some solids dissolve and some do not and that some changes are reversible and some are irreversible.	
Lancet windows		I know that Antoni Gaudi was a Spanish architect born in Catalonia, Spain.	
Sagrada Familia			
architecture		I know that Gaudi's work was influenced by nature and by his Catholic faith.	
Geometric pattern		I know that although most of Gaudi's work is in Barcelona he did travel to other places.	
Mosaic			
Structures in nature		I can describe Gaudi's most famous project 'Sagrada Familia'.	



Assessment

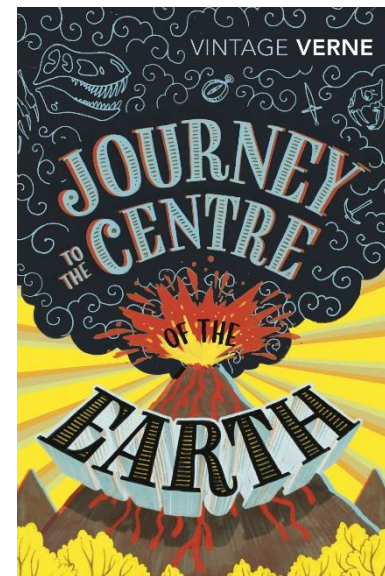
I know that some materials will dissolve in liquid to form a solution and can describe how to recover a substance from a solution.

I can use knowledge of solids, liquids and gases to decide how mixtures might be separated.

I can discuss some great architects in history.
- Collage

Y5/6 Term Two : What a Disaster!

Vocabulary	Knowledge	Religious Education, Music and French Objectives
disciple	I understand about the books of the Bible and how it is split into the Old and New Testament.	<p>Religious Education</p> <p>What do we know about the Bible and why is it important to Christians? Demonstrating an understanding of the importance of the Bible, its impact on worship, values and daily living.</p> <p>Authority, Impact of Belief</p> <p>Why are Good Friday and Easter Day the most important days for Christians? Demonstrating an understanding of crucifixion and resurrection as a basis for Christianity and significance for Christians today.</p> <p>Belief, Authority, Expressions of Belief.</p> <p>Music – Zone of Relevance (T)</p> <p>Listen with attention to detail and recall sounds with increasing aural memory. (Vocabulary)</p> <p>French</p> <p>Unit 15 En route pour l'école 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.</p>
literal sacred		
Old Testament	I know the Bible is a Holy Book.	
New Testament	I understand the impact of the Bible on worship, values and daily living.	
Gospels		
Good Friday	I know how to compare and contrast literal and non-literal interpretations of the Bible.	
Resurrection		
Crucifixion	I know the key events of Good Friday and the significance to the Crucifixion and Resurrection.	
Impact of belief		
paradise truth	I know that music can evoke a range of feelings and emotions.	
presto andante		
presitissimo	I can relate the composition of a piece of music to its purpose	
Zones of relevance		
Unpredictable	I know the position of France within Europe.	
Sombre driving		
sparse ambient	I know some key landmarks in Paris	
allegro energetic		
adagio	a gauche	a droite
crescendo	au coin	ici
	Il' y a	Pres de



Assessment

I know why the bible is important to Christians.

I can listen with attention to detail and recall sounds with increasing aural menu.

I can use appropriate vocabulary to describe the position and direction of landmarks in Paris and the position of France to neighbouring countries.