

English

Quality Texts: 1000 Year Old Boy



What will I learn?

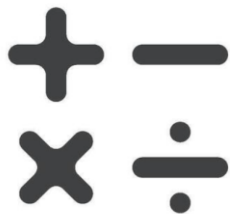
- To compare characters.
- To write a diary Entry
- To write a Viking myth.
- To use brackets, dashes and commas to indicate parentheses.
- To include sentences with relative clauses.
- To use devices to add cohesion to writing.
- To use commas accurately.
- To edit and refine writing.

Key words I will use:

- Diary - first person, direct address, facts and opinions
- Myth
- Parenthesis - brackets, dashes, commas
- Cohesion - adverbials, pronouns
- Phrase, clause, sentence
- Relative clause, relative pronoun

Maths

Shape



Shape

- Find missing lengths and angles in rectangles.
- Know the difference between regular and irregular polygons.
- Identify 3D shapes.

Position and direction

- Identify, describe and represent the position of a shape following a reflection or translation.
- Know that the shape has not changed when translated.

Decimals

- Recognise and use thousandths.
- Solve problems involving numbers up to 3 decimal places.
- Read, write, order and compare numbers with up to 3 decimal places.
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.

Key words I will use:

- Angle
- Regular
- Irregular
- Polygon

- Reflection
- Translation
- Coordinates
- Horizontal
- Vertical

- Decimal place
- Decimal point
- Tenths
- Hundredths
- Thousandths
- Order
- Compare

Science

Animals Including Humans



What will I learn?

- Humans develop as a foetus in a mother's womb.
- Children develop in childhood from baby, to toddler, to child.
- During puberty, humans experience physical and emotional changes.
- Human height changes as they get older.
- We can analyse data collection to help us draw conclusions.

Key words I will use:

- human
- mammal
- womb
- baby
- toddler
- childhood
- adolescence /adolescent
- puberty
- reproduce
- adult / adulthood
- chronological order
- elder / elderly
- measure
- result
- analyse
- conclusion

History

Enquiry question : How did the the Vikings change change Britain?



What will I learn?

- When was the Viking Age?
- Who were the Vikings?
- How did the Vikings fight?
- Why did the Vikings settle in Britain?
- What happened to the 7 kingdoms during the Viking Age?
- How was Viking society organised?
- What was life like in Viking Britain?
- Were Vikings raiders or Traders?

Key words I will use:

- Scandinavia, Settlement, Kingdom,
- Long ship, Invasion, raid, trade,
- Berserker
- Lindesfarne, monastery, monk, manuscript, priory
- Danelaw, Danegeld
- Jarls, Karls, Thralls
- hierarchy

Music

Looping and Remixing



What will I learn?

- To recognize and discuss the features of dance music using musical vocabulary.
- To know how dance music is created focussing on percussion.
- understand that music can be represented with colours
- To play a simple looped rhythm from notation.
- To explore how sound can be layered using loops.
- To play a melody line accurately and fluently.
- To select a section of a tune and perform it as a loop.
- To combine loops to create a remix.

Key words I will use:

- Accuracy
- Backbeat
- body percussion
- fragment
- layers
- loop
- looped rhythm
- melody
- melody line
- notation
- ostinato
- remix
- rhythm
- riff
- structure

Religious Education

Islam: What do Muslim people believe about Islam and Iman?



What will I learn?

- What are the 5 pillars of Islam?
- What do Muslims believe about the Qu'ran and the hadith?
- What are the benefits of Ramadan for Muslims?
- Why is the story of Bilal important to Muslims?
- Why do Muslims perform Zakat?

Key words I will use:

- Musliam, Islam
- Iman
- Allah, Muhammad
- Peace be upon him (PBUH)
- Qur'an,
- Hadith
- 5 Pillars: Shahada, Salah, Sawm, Zakah, Hajj
- Ramadan, Eid
- Mecca, Kaaba
- Mosque, minaret, muezzin

French

Clothes - Les Vetements



What will I learn?

- Recognise and recall from memory items of clothing.
- Explore the regular 'er' whole verb present tense conjugation of the verb *porter* to describe what you and possibly somebody else is wearing.
- Revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour.

Key words I will use:



un maillot de bain



un manteau



un pull



un tee shirt



un short



un pantalon



une écharpe



une robe



une chemise



une cravate



une veste



une jupe



des chaussures



des chaussettes



des collants



des bottes



des lunettes



un chemisier



une casquette



des gants



des sandales



Physical Education

Swimming and Athletics

What will I learn?

Swimming (Coach led at 1610)

- A variety of strokes
- Floats
- Jumps and dives
- Water safety

Athletics / Sports Day Practise

- To understand pace and apply different speeds over varying distances,
- To develop fluency and coordination when running for speed.
- To develop technique in changed overs.
- To build momentum and power in the triple jump.
- To develop throwing with force for longer distances.
- To develop throwing with greater control and technique.

Key words I will use:

- approach: a way of dealing with a situation
- changeover: what happens when the relay baton is passed from one runner to another
- consistent: to repeat something in the same way
- dominant: preferred side
- drive: a forceful and controlled movement to help move you forward
- event: the name of different athletic activities
- field: the collective name for jumping and throwing activities
- force: create power
- momentum: the direction created by weight and power
- stamina: the ability to move for sustained periods of time
- stride: the length of the step
- technique: the action used correctly
- track: a marked oval path, where various running, hurdling, and relay events take place