

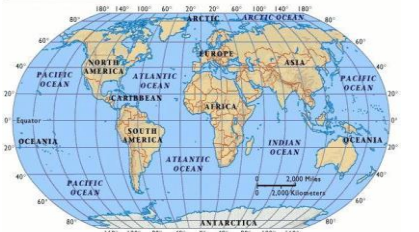
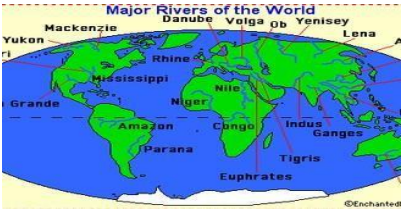
Geography – Developing knowledge of the wider world

Key Vocabulary	
Latitude	Invisible horizontal lines that measure the distance from the equator in degrees
Longitude	Vertical lines that measure the distance east or west from Greenwich Meridian
Equator	The invisible line that goes around the centre of the Earth.
Southern hemisphere	The bottom part of the Earth below the equator
Northern hemisphere	The top part of the world above the equator
Greenwich Meridian Time	The line of longitude that passes through Greenwich in London.

- National Curriculum**
- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North 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)
 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Key knowledge

The World



Children will:

- recognise the continents of the world and their major landmarks.
- locate the major oceans and mountain ranges of the world.
- Use an atlas index to locate countries and their capital cities.
- Identify the positions of latitude, longitude, hemispheres, the equator, the tropics, and Greenwich Meridian on a globe.
- identify physical and human characteristics of countries around the world.

Geography – Our Changing World

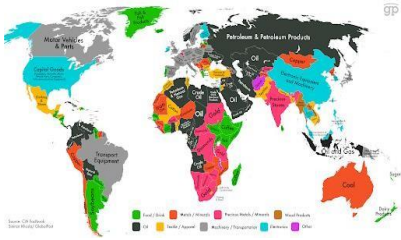
Key Vocabulary	
region	An area; a part of a country or of the world
Economic activity	How money is used within a country or part of the world
Trade links	How things are bought or sold within the world
Climate zones	The regular weather conditions in a particular area
Biomes	A biome is an area of the planet that can be classified according to the plants and animals that live in it

National Curriculum

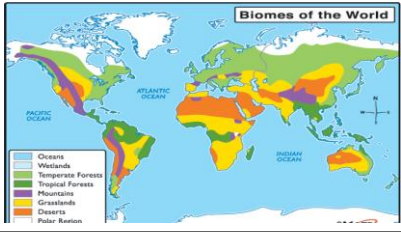
- understand geographical similarities and differences through the study of human and physical geography of a **region** of the United Kingdom, a region in a European country, and a region within North or South America.
- human geography, including: types of settlement and land use, **economic activity** including **trade links**, and the distribution of natural resources including energy, food, minerals and water
- physical geography, including: **climate zones, biomes** and **vegetation belts**, rivers, mountains, volcanoes and earthquakes

Key knowledge

A map to show global economy – what each country produces and makes money from.



A map to show world biomes



Children will:

- compare regions of the UK, Europe and The Americas and study their economic activity, trade links, climate zones and environmental issues.
- Identify biomes around the world. Create a fact file on different regions and describe the flora and fauna located there.

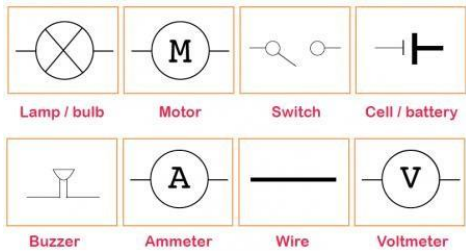
Science – Electricity

Key Vocabulary	
Simple series circuit	A path that an electrical current can flow around.
Electrical conductor	A material that allows electricity to flow through it.
Electrical insulator	A material that doesn't allow electricity to flow through it.
voltage	The force that makes the electric current move through the wires. The greater the voltage, the more electrons will flow through.
components	The various parts in a circuit (buzzer, lamp etc)

National Curriculum

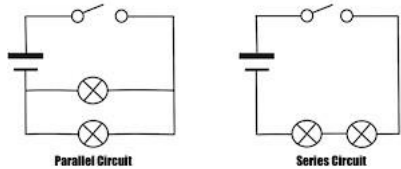
- associate the brightness of a lamp or the volume of a buzzer with the number and **voltage** of cells used in the **circuit**
- compare and give reasons for variations in how **components** function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use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

Key knowledge



Electrical symbols

Circuit Types



Children will:

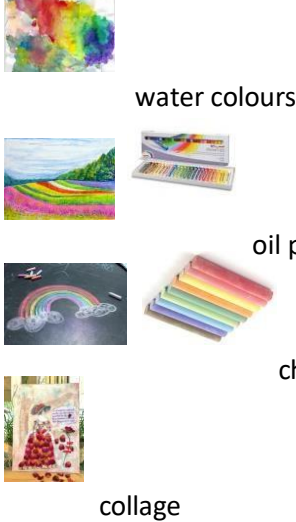
- Participate in a day's lesson and follow the 'Bright Sparks' guidelines: learning about sources of electricity, **voltage** and currents, making and drawing electrical circuits; including use of batteries, buzzers, lamps, motors and switches.
- Complete the NSI Science Assessment to consolidate learning.

Art – Wolves in the Walls (painting)

Key Vocabulary	
Mixed media	To use a range of various materials in one piece of work.
collage	A picture made by fixing small object to a surface. These can be stuck over the top of one another.
replicate	Copy in your own style.
experimentation	To try different ways of doing something.
texture	The way that the surface of something feels.

- National Curriculum**
- To create sketch books to record their observations and use them to review and revisit ideas
 - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint]

Key knowledge



Children will:

- Re-create artwork from the picture book, 'The Wolves in the Walls' using **mixed media experimentations** in their work.
- The children can use **collage**, water colour, pastel, chalk, paint and/or pencil.
- **replicate** patterns, colours and **textures**.
- Work confidently from imagination.
- be able to use language appropriate to skill and technique.

Art – Banksy and Basquait (drawing)

Key Vocabulary	
graffiti	A form of art which can be seen as vandalism by some but a form of expression by others.
Realism	A creation that looks realistic and often 3 dimensional.
Anonymity	Where a person does not reveal their identity.
Street artist	An artist that creates something in outdoor public spaces.
Artistic expression	When an artist creates a piece that has a meaning behind it or a story to tell.

National Curriculum

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- children should be taught about great artists, architects and designers in history.

Key knowledge



Jean – Michel Basquait

Children will:

- research **street artists** Banksy and Basquait and understand why they are famous. (**Anonymity, creativeness, realism**)
- experiment with colour and style and create their own **'graffiti'** pictures.
- use pencil to create black and white pictures with a splash of colour to make objects stand out.
- research other artists and how they **express** themselves – e.g Tracy Emin

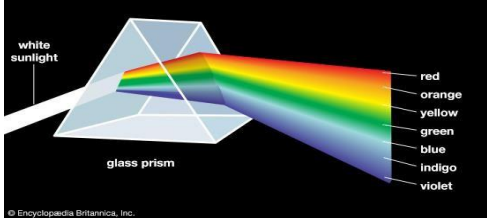
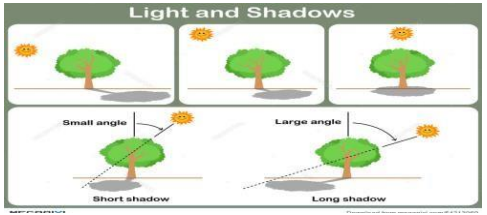
Science – Light

Key Vocabulary	
Light source	An object that makes its own light. (the sun, a lamp)
Reflection	Reflection is when light bounces off a surface, changing the direction of a ray of light.
Refraction	The point at which a ray of light enters water and bends.
prism	A glass prism breaks up light into colours of the rainbow.
shadow	When a light ray is interrupted by a solid, opaque object and cannot get through.
Incident ray	A ray of light that hits a surface.
Isaac Newton	A famous scientist who discovered that light shone through a prism separated the light into rainbow colours.

National Curriculum

- 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.

Key knowledge



Children will:

- participate in investigations to show how light travels through transparent, translucent and opaque materials. (**research**)
- be in a roadside scenario to make sure all 'drivers' can see round a corner. Reminding the children that light only travels in straight lines.
- Make their own prisms using a cup of water, a torch and mirrors. Research Isaac Newton.
- Look at shadows and how they are made – tracking the sun and looking at the length of shadows. (**observing over time**)

Music – T1 A New Year Carol

Key Vocabulary	
melody	the tune
pulse	the regular heartbeat of a song/music
rhythm	regular pattern of sound
tempo	speed of music slow/fast
dynamics	loud & soft
ostinato	repeating rhythm/ tune
unison	all singing the tune together

National Curriculum

Play & perform solo, ensemble voices and instruments.

Compose music

Listen with attention

Understand staff notation

Appreciate a wide range of high-quality music

Develop an understanding of the history of music.

Key knowledge

A New Year Carol, music of Benjamin Britten.



Identify key rhythms in the song.

Identify the structure of the song, the voices and instruments they can hear.

Discuss the musical dimensions within the song.

Describe the mood & story told.

Children will:

See above *plus* pupils will sing the song in the original style and urban gospel style.

Pupils will discuss their recorded performance using appropriate musical language.

RE curriculum is listed separately on the Curriculum Maps page.

PSHE – T1

Key Vocabulary	
friendship	the state of being friends
cooperation	working together for the same result
community	sharing certain attitudes and having interests in common
koinonia	fellowship with God and fellow Christians
Mother Tongue day	celebration of our first language
personal hygiene	how to care for your body
play leaders	training Y6 pupils to facilitate play for younger pupils.

Key knowledge



National Curriculum

Pupils should know how important **friendships** are at making us feel **happy & secure**. What the characteristics of a good friendship are. That friendships are **welcoming** not exclusive.

Respect other peoples’ **differences**
Understand the importance of being a good **citizen**.

Children will:

Through **circle time** discussion know that **caring** friendships are important. Understand what a **healthy friendship** looks and feels like. Know that the characteristics of a caring friendship are:- mutual respect, truthfulness, trust, loyalty, kindness and generosity.

Pupils will have an opportunity to participate in **Mother Tongue day** in February.

Music – Music of Carole King

Key Vocabulary	
melody	the tune
pulse	the regular heartbeat of a song/music
rhythm	regular pattern of sound
tempo	speed of music slow/fast
dynamics	loud & soft
hook	catchy bit
riff	repeating tune/ rhythm

National Curriculum

Play & perform solo, ensemble voices and instruments.

Compose music

Listen with attention

Understand staff notation

Appreciate a wide range of high-quality music

Develop an understanding of the history of music.

Key knowledge

You’ve Got A Friend



Describe style indicators of the song:- the structure, instruments and voices.

Discuss musical dimensions within the song:- harmony

Children will:

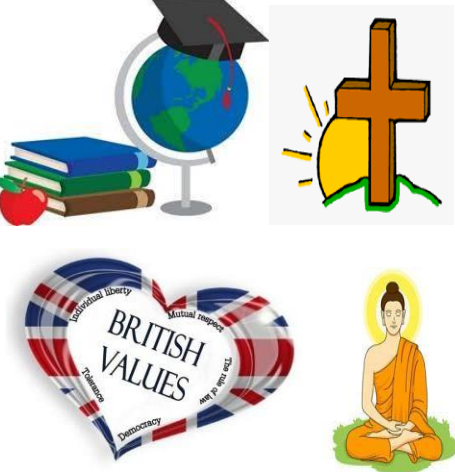
Know how the elements of music work together to make the song sound interesting and keep the internal pulse.

Will contribute by singing, playing improvising

PSHE – T2

Key Vocabulary	
Fundamental British Values	Democracy, rule of law, individual liberty, mutual respect & tolerance (June 2014)
Global Learning	Linking peoples’ lives throughout the world
Lent	Time of preparation before Easter
Easter	Most important Christian Festival celebrating Jesus’ resurrection
Reverence	To honour and respect
Buddhism	A world faith seeking enlightenment

Key knowledge



National Curriculum

Fundamental British Values must be taught in schools. According to the DfE these are:- democracy, rule of law, individual liberty, mutual respect and tolerance. (June 2014)

Understand the significance of Easter.

Children will:

Discuss in **circle time** their understanding of **Fundamental British values**. Compare and contrast these to our **Christian values**. Apply these values to our understanding of our place in the **global community**.

Learn the Key features of the **Easter festival**, celebrated around the world. Discover the similarities and differences between **Buddhists** and Christians.