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| Spring 2025 **Were the Vikings raiders, traders or something else?** | | | |  |
| Design and Technology  **Make a pop up book**  Storyboarding ideas for a book.  Following a design brief to make a pop up book, neatly and with focus on accuracy.  Making mechanisms and/or structures using sliders, pivots and folds to produce movement.  To understand that mechanisms can be used to change one kind of motion into another.  To understand how to use sliders, pivots and folds to create paper-based mechanisms.  To know that a design brief is a description of what I am going to design and make. | Science  **Evolution**  Recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago  Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents  Use test results to make predictions to set up further comparative and fair tests  Identify scientific evidence that has been used to support or refute ideas or arguments  Report and present 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 | History  **Were the Vikings raiders, traders or something else?**  Exploring different representations from the period, e.g. archaeological evidence, museum evidence, cartoons and books.  Reaching conclusions that are substantiated by historical evidence.  Identifying weaknesses in historical accounts and arguments.  To know that change can be brought about by advancements in trade.  To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.  To know the legacy and contribution of the Vikings to life today in Britain. | Geography  **Why do oceans matter?**  Describing and understanding economic activity, including trade links.  Recognising geographical issues affecting people in different places and environments.  Describing and explaining how humans can impact the environment both positively and negatively, using examples.  To know why the ocean is important.  To know some positive impacts of humans on the environment.  To know some negative impacts of humans on the environment. | Modern Foreign Languages  **Ma famille**  Use nouns and determiners for family members in French  Move from using ‘the’ with a family member to ‘my’ in French  Answer the question “do you have any brothers or sisters” in French  Introduce family members, saying what they are called  Learn larger numbers to be able to describe the age of family members  Key vocabulary  ma famille, mon, ma, mes, il/elle s’appelle, il/elle a, j’ai, frere, soeur, grand-parents, pere, mere |
| P.E  **Gymnastics**  Physical: symmetrical and asymmetrical balances, rotation jumps, straight roll, forward roll, straddle roll, backward roll, cartwheel, bridge, shoulder stand  **Dodgeball**  Physical: throw, catch, dodge, block  Social: co-operation, respect, communication  **Hockey**  Physical: run, dribble, pass, receive, tackle, intercept |
| key vocabulary  criteria, design, input, mechanism, model, motion, reinforce, research | key vocabulary  inherit, adaptation, epiphytes, natural selection | key vocabulary  exchange, trade route, primary and secondary sources of information, legacy | key vocabulary  atmosphere, biodegradable, buffer  coral bleaching, renewable energy, single use plastic, water cycle | key vocabulary  symmetrical and asymmetrical balances, rotation jumps, throw, catch, dodge, block, run, dribble, pass, receive, tackle, intercept |
| Art  **Monotypes**  That Monotype is a process where we make images by transferring ink from one surface to another to make a single print.  That we can use the “distance” that monotype gives us between mark making and outcome to make images with texture and a sense of history/process.  That we can combine monotype with other disciplines such as painting and collage.  That we can make art by expressing our own personal response to literature or film. | Computing  **Mars Rover 1**  Learning that a separate computer can program external devices.  Recognising that computers transfer data in binary and understanding simple binary addition.  Learning that messages can be sent by binary code, reading binary up to eight characters and carrying out binary calculations.  Mars Rover is a motor vehicle that collects data from space by taking photos and examining rock samples.  What numbers using binary code look like and be able to identify how messages can be sent in this format.  RAM is Random Access Memory and acts as the computer’s working memory. | Music  **Musical Effects and Moods**  Work with vocal and instrumental sounds, developing improvisation skills - exploring dynamics, pitch, tempo and articulation to achieve effects  Explore how harmony can create moods and atmosphere  Learn how composers use music to communicate characters, settings and mood (John Williams)  Work in small groups to compose film sound effect rhythms, soundscapes etc and represent them using a combination of graphic and standard notation. | Religious Education  **Making Sense of Beliefs:**  • Identify and explain Muslim beliefs about God, the Prophet\* and the Holy Qur’an (e.g. Tawhid; Muhammad as the Messenger, Qur’an as the message)  • Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur’an guidance on Five Pillars; Hajj practices follow example of the Prophet  **Understanding the Impact:**  • Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)  • Give evidence and examples to show how Muslims put their beliefs into practice in different ways | Personal, Social, Health and Mental Health education  **Dreams and goals**  Know that they will need money to help them to achieve some of their dreams • Know about a range of jobs that are carried out by people I know  Appreciate the contributions made by people in different jobs • Appreciate the opportunities learning and education can give them  Appreciate the differences between themselves and someone from a different culture |
| key vocabulary  monotype, installation, evoke, response, translate, layer, combine, multi-media | key vocabulary  8-bit binary, binary code, boolean, RAM, data transmission, output, sequence | key vocabulary  Pitch, dynamics, tempo, articulation, timbre, texture, structure,harmony, | key vocabulary  Eid ul Fitr, Fast/ing, Muslim, Halal, Qur’an stand, Muhammad | key vocabulary  achievement, perseverance, motivation, aspiration, cooperation, difference |