

Key Content

Know how Sikhs show worship and commitment to their god	To be able to understand that we all have personal choices and agree/disagree on things	To know what Sewa means	Be able to create a poster about Sikh worship
---	---	-------------------------	---

Key Vocabulary		Knowledge	Key Events
Wahe-gura	Sikh god– they believe created Earth and is immortal	<ul style="list-style-type: none"> Sikhs show their worship by bowing their heads to a sacred structure They often sing hymns from a scripture and every services concludes with Ardas, a prayer Sikhs worship one god– referred to as Waheguru According to Sikh beliefs Waheguru is the creator of everything and is immortal 	<p>We will have a debate about what we agree with or disagree with. Discuss opinions and personal choice and how Sikhs had the personal choice to continue to wear turbans that is a part of their religion and not helmets.</p> <p>We will research the ways in which Sikhs show worship and commitment to their god Waheguru</p> <p>At the end of term we will have created a poster about Sikh worship and commitment</p>
Kirpan	Sword		
Kesh	Uncut hair		
Kanga	Comb		
Kachera	Shorts		
Kara	Bracelet		
			

Key Content

To be able to listen to the song	To be able to learn the lyrics to the song	To be able to perform the song	To be able to understand different musical vocabulary
Key Vocabulary	Knowledge		Key Events
Genre	A type of music e.g. pop , rock, hip hop, rap, R & B A short repeated phrase	<ul style="list-style-type: none"> Use body percussion, instruments and voices. In the key centres of: C major, G major, D major, F major and A minor. 	<p>Listen and appraise– we will listen to the song in class and then discuss our opinions and what instruments we can hear.</p> <p>Musical activities– we will learn the lyrics and begin to understand the different parts of the song– the verses and chorus.</p> <p>Improvisation– we will improvise using our knowledge of the song using instruments</p> <p>Performance– we will perform as a class by signing and using the instruments in time to the song</p>
Unison	The pitch of sounds are played together	<ul style="list-style-type: none"> In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8. Find and keep a steady beat. 	
Improvise	Create and perform without practise	<ul style="list-style-type: none"> Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. 	
Rhythm	A strong and repeated pattern of sound	<ul style="list-style-type: none"> Copy back melodic patterns using the notes: C, D, E; C, D, E, F, G, A, B; D, E, F, G, A; A, B, C, D, E, F, G; F, G, A, B, C, D, E; G, A, B, C, D, E, F 	
Pitch	Highness or lowness of a sound	<ul style="list-style-type: none"> Know different ways of writing music down 	
Dynamics	How loudly or quietly a song is played.	<ul style="list-style-type: none"> know the notes c,d,e,f,g,a,b,c on the treble stave select and learn an instrumental part that matches their musical challenge 	

Key Content

know who, where and when the Maya lived	know about Maya writing system and compare to others the children know	know about Maya religious beliefs including the upperworld and underworld	know what still exists from the Maya period
---	--	---	---

Key Vocabulary		Knowledge	Key Events
BCE	Before the common era—used to show that a date is before the year 1. It is counted backwards.	<ul style="list-style-type: none"> In the 16th century, Spanish explorers came across the ruins of mysterious abandoned cities. The Maya had their own writing system. This system used hieroglyphs (pictures) to represent words. There were lots of different groups of people living in Mesoamerica and that the Maya first settled there around the year 5000 BCE. Mayan society was organized into city states. Each city had its own king who was in complete control over his subjects. Mayan society was structured a bit like a pyramid. The higher up the pyramid you were, the more important you were. The Maya believed that kings were chosen by the gods. The Maya believed in lots of different nature gods who ruled people's lives and decisions, such as the gods of maize, the Sun and fire. The Maya believed in an afterlife. They believed that there was an upperworld (heaven) and an underworld. Until quite recently, historians believed the Maya to be a peaceful people. However, they now know that there were many battles between city states. 	5000-2000 BCE - Hunter-gatherers live in the rainforests and volcanic mountains.
CE	Common Era—Used to show that a date is after the year 1. This is counted forwards.		2000 - 1000 BCE - People begin to farm and settle in small villages. People made crafts including making pottery and carving with jade. Basic trade is developed.
Hieroglyphs	a stylized picture of an object representing a word.		900 BCE - Farmers begin to use irrigation systems to help their plants to grow. This means larger settlements can form.
Mesoamerica	The term is derived from the Greek and means "Middle America."		300 BCE - The first cities begin to develop and the Mayan population grows rapidly.
Afterlife	Life after death.		292 BCE - The first known Mayan writing is produced.
Codice	an ancient manuscript text in book form		50 BCE - The first temple is built in Cerros.
Abandoned	Having been deserted or left.	250 CE - The Maya begin their most powerful era. Astronomy, mathematics and architecture are all developing.	
		300 CE - The Maya adopt the idea of a monarchy and are now ruled by kings.	
		500 - 800 CE -Major cities develop and thrive. Temples and palaces are built. Art, culture and religion reach their peak.	
		800-900 CE - The major cities decline and are abandoned.	



Key Content

Investigate the purpose and appearance of bird houses.



Investigate the materials and features of birdhouses and draw diagrams.

Investigate and practise wood-work skills.

To make a birdhouse by following a plan and then evaluate the finished product.

Key Vocabulary

Knowledge

Key Activities

Nets of 3D Shapes.

The net of a 3D shape is what it looks like if it is opened out flat. The net can be folded to create the 3D shape.

Design

A plan or drawing to show the look and function of the product.

Exploded diagrams

Show the component parts of a product and how they relate to each other.

Construction

The action of building something.

Investigate

Carry out research or study into a particular idea.

Evaluate

Form an idea of how successful the construction is.

Modify

Make partial or minor changes to something.

Children will look at a variety of different bird houses and discuss the differences in appearance, their functions and what types of birds they attract. They will answer questions relating to what they learn from the slides and what they see on the video.

Children will discuss and explore different materials used to build bird houses and any additional features that have been added to them. They will be challenged to draw 3-D diagrams or exploded diagrams of different bird houses and discuss why creating a plan beforehand is important.

Children will explore and explain the various different woodwork equipment needed to build their bird houses. They will then practise these skills to help learn techniques before building their actual bird house.

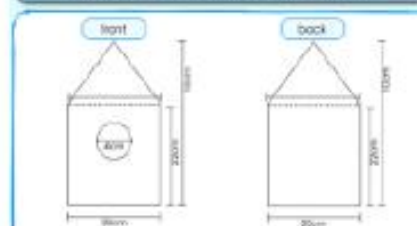
Children to write a detailed plan and design a bird house with a specific bird in mind. They will need to find information for the birds requirements, decide on materials to use and equipment, think how to decorate it and any additional features as well as consider safety precautions.

Children will collect the materials and tools they need and begin construction.

Children will evaluate their own design process and finished product. They may either do this individually using the evaluation sheet provided or in small groups



READ THESE INSTRUCTIONS.
These dimensions will help you build a basic birdhouse. You need to make sure you cut your pieces to the correct size and have all your pieces ready before starting construction. These are based on plans that are 0.5cm thick.



Key Content

How do you build good self esteem?

What is the recipe for friendship?

How can we resolve issues with friends ?

How can you reduce your screen time?

stay safe online

Remember the 5 SMART rules when using the internet and mobile phones.

- S SAFE:** Keep safe by being careful not to give out personal information - such as your full name, email address, phone number, home address, photos or school name - to people you are chatting with online.
- M MEET:** Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission and even then only when they can be present.
- A ACCEPT:** Accepting emails, IM messages, or opening files, pictures or links from people you don't know or trust can lead to problems - they may contain viruses or nasty messages!
- R RELIABLE:** Information you find on the internet may not be true, or someone online may be lying about who they are. Make sure you check information before you believe it.
- T TELL:** Tell your parent, carer or a trusted adult if someone or something

Vocabulary Love & Relationships

- to have a crush on someone**
to have strong feelings of love or affection for someone (often for a short time and with no results)
Last month she had a crush on Ted, but this month she has a huge crush on Sam.
- to hit it off**
to get along well with someone from the first time that you meet the person
Ben and Jane hit it off on their first date.
- to fall for someone**
to begin to feel love for someone
I think I'm falling for Jess.
I can't stop thinking about him.
- to make up**
to become friendly with someone again after an argument



GOOD FRIENDS
care for each other,
CLOSE FRIENDS
understand each other, But
TRUE FRIENDS
stay forever..
beyond Words, beyond

Key Content

Learn the school subjects.
The verb to study—etudier

What do you like at school?
Est-ce que tu aimes?

What time is it?
Quelle heure est-il?

At school
à l'école
(Giving an opinion)

Key Vocabulary

Knowledge

Key Activities

Les matières

School subjects

L'informatique

ICT

L'histoire

History

L'anglais

English

Le dessin

Art

Le français

French

Le sport

PE

La géographie

Geography

La musique

Music

Les maths

Maths

Les sciences

Science

I can repeat all the vocabulary presented to me in class from memory for school subjects with accurate pronunciation. I can spell most, if not all of these words, correctly without help. I can also use the correct article. ☑ I can say which subjects I like and dislike at school. ☑ I can say why I like/dislike certain school subjects. I can tell you what time I have subjects at school.



Introduce the vocabulary for school subjects in this lesson. By the end of the unit this vocabulary will be used alongside all their other new knowledge to be able to say what subjects they study, like and do not like and at what time. Express an opinion on each subject. Interview each other to practise speaking in French. Consolidate their knowledge of numbers in French and use this to tell the time. Eventually children will be able to say what time they study certain subjects in French.

Key Content

Identify the planets and the order within the Solar System.

To identify the movement of the Sun and the Moon.

How does day and night occur?

Create a factfile for a planet.

Key Vocabulary

Knowledge

Key Activities

Asteroid - A small rocky body orbiting the sun

Axis - An imaginary line about which a body rotates

Celestial - Positioned in or relating to the sky, or outer space as observed in the astronomy

Day - A twenty-four hour period, from one midnight to the next, corresponding to a rotation of the earth on its axis

Dwarf planet - A celestial body resembling a small planet but lacking certain technical criteria to be classed as a planet e.g. Pluto

Geocentric - Where people believed the earth was at the centre of the solar system

Heliocentric - Representing the sun as the centre of the solar system, the modern view of the solar system

Moon - A natural satellite of any planet

Night - The period from sunset to sunrise in each twenty-four hours

Orbit - The regularly repeated oval course of a celestial object around a star or planet

Planet - A celestial body moving in orbit round a star

Rotation - The action of rotating about an axis or centre

Solar system - The collection of eight planets and their moons in orbit round the sun

Star - A fixed luminous point in the night sky which is a large, remote body like the sun

Sun - The star round which planets orbit

Earth orbits the Sun, it is also rotating on its own axis. It takes 24 hours, or 1 day to complete one full rotation. This means that the portion of Earth facing the Sun (daytime) is constantly changing.

The Earth's tilt creates the Seasons.



Activities we will complete:

To describe the movements of the Sun, Earth and Moon

What is at the centre of our Solar System? The movement of the sun and the moon. Copernicus and Galileo.

What is a time zone?

Explaining day and night.




Biscuit moons.

Research a planet.



Key Content

To be able to use hand eye coordination to participate in competitive games	To be able to understand how to balance and use the skills in games	To be able to reflect on performance in games	To be able to understand why my body changes during exercise
---	---	---	--

Key Vocabulary		Knowledge	Key Events
Balance	Distributing body weight evenly and remaining still and in control	<p>The fundamental skills we are focusing on this term are:</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 20px;">  <div style="margin-left: 10px;"> <p>Static Balance Stance</p> </div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Coordination Footwork</p> </div> </div> </div> <p>We have focused on balance last term and being able to maintain balance.</p> <p>Warm ups stretch the body and prepare it for exercise—without warming up it is easier to pull a muscle.</p> <p>Cooling down— slows the heartbeat after exercise and returns it back to normal pace</p>	<p>Every lesson will follow a similar structure:</p> <ol style="list-style-type: none"> 1. We will warm up 2. Then practise a skill— footwork or balance skills 3. We will then apply these into a game— this term either bean bag raid or dodgeball 4. Then we will cool down and discuss the lesson <div style="text-align: center; margin-top: 20px;">  </div>
Coordination	Being able to use different body parts at the same time		
Footwork	Using feet with coordination and speed in game situations		
Warm up	Preparing the body for exercise by stretching muscles		
Cool down	Slowing the heartbeat after exercise to return to normal— stretches or breathing exercises		
Agility	Being fast and smooth with movements		