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| **Subject** | **NC Objective - Coverage** | **Skills** | **Knowledge** | **Vocabulary** |
| **Science** | * Describe the simple functions of the basic parts of the digestive system in humans * Identify the different types of teeth in humans and their simple functions * Construct and interpret a variety of food chains, identifying producers, predators and prey | Make careful observations about teeth, including their size, shape and function.  Annotate diagrams of various parts of the human digestive system accurately.  Use science to explain, describing patterns, trends and relationships in an investigation.  Use science words correctly linked to the digestive system and food chains. | Children to know the names and functions of different types of teeth.  Children to know how different animals have different types of teeth, depending on their diet.  Children to know how the human digestive system works.  Children to know that a food chain shows the transfer of energy from one organism to another.  Children to know the words for each organism within a food chain. | incisor  canine  molar  digestion  system  producer  predator  prey  herbivore  carnivore  omnivore |
| **History** |  |  |  |  |
| **Geography** | * 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. * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. * 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 in North or South America * Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; * Describe and understand key aspects of 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 | Children to efficiently use globes, atlases and computer mapping. | Children to know that South America is one of the seven continents of Earth.  Children to know location of South America on a world map, including in relation to the equator and the Pacific/Atlantic Ocean.  Children to know some of the countries that make up South America.  Children to know key facts about Brazil, including physical and human geography.  Children to know similarities and differences between life in England/Britain to life in Brazil, making links to physical and human geography.  Children to know where coffee comes from, and the process involved (growing, harvesting, export/import and trade, preparation).  Children to understand the importance of the rainforest or maintaining the balance of the immediate surrounding area and on the planet as a whole.  Children to know the potential consequences of deforestation. | continent  ocean  equator  hemisphere  climate  rainforest  deforestation  eco-system  import/export/trade |
| **Art** | * 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: pencil, paint (water colours) and clay. | Children to use inspiration from existing artwork to influence their own designs. | Children to understand the purpose of carnivals in South American culture. | carnival  headdress |
| **DT** | * To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed |  | Children to know where coffee comes from, and the process involved (growing, harvesting, export/import and trade, preparation). | harvest  produce  import  export |
| **Computing**  **(Coding)** |  |  |  |  |
| **Music** | * Develop an understanding of the history of music * Listen with attention to detail and recall sounds with increasing aural memory * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | Children to recall a simple samba pattern played as part of a group.  Children to recall a simple samba pattern played as part of a group or as part of a two-piece performance/round.  Children to recall longer samba patterns played as part of a group. | Children to understand the purpose of carnivals in South American culture.  Children to name/identify main drums used in samba. | samba  percussion  carnival |
| **French** | * Listen and engage * Ask/answer questions * Speak in sentences using familiar vocab * Develop appropriate pronunciation * Show understanding of words and phrases * Appreciate stories, songs, poems and rhymes * Broaden vocabulary | * Recognise/pronounce letter string oi, eu and on and make links with sellings * Listen and watch mouth of speaker to help with imitating pronunciation * Participate in short exchange of French vocabulary * Develop auditory discrimination between *un* and *une* * Listen to and follow simple commands * Recognise, understand and respond to a question * Listen, respond and perform actions to a French song/rhyme/story/play * Recognise familiar words in written form, and begin to experiment with own writing noticing spellings * Match spellings and vocabulary to sounds * Copy correctly | * Know the importance of learning an additional language * Know key facts about France (eg. geographical location, physical/human features, culture) * Know how to greet others and engage in basic conversation (including responding to instructions) * Know numbers 0-10 * Know colour names * Know names of fruit and other food items * Know days of the week and months of the year | bonjour  ca va  au revoir  un, deux, trois... dix  rouge, bleu, juane, vert...  un une  pomme, banane, orange, fraise, poire...  pain, lait, fromage, ouef, poulet, poisson... |

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| **PE** | * Develop flexibility, strength, technique, control and balance through gymnastics. * Compare performances with previous ones and demonstrate improvement to achieve their personal best. | To develop the range of actions, body shapes and balances they include in a performance  To create gymnastic sequences that meet a theme or set of conditions  To use compositional devices when creating their sequences, such as changes in speed, level and direction  To describe their own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved | To know how the body reacts during different types of activity, and how this affects the way they perform. | balance  travel  composition |
| **PSHE** | Celebrating Difference | To accept people for who they are.  To question perceptions of other people.  To problem solve a bullying problem.  To like and respect one’s own self-image.  To explain why we should accept others for who they are. | To know how it might feel to be a victim of bullying. | acceptance  perception  respect |
| **RE** | To learn about forms of expressing meaning in Christianity linked to Christmas.  To learn from the meaning, purpose and truth of the nativity story in Christianity. |  | To know the most important part of the Christmas story for Christians.  To know the key symbols in the Christmas story and what they mean to Christians. | Incarnation  symbol |