



<u>Subject</u>	<u>NC Objective - Coverage</u>	<u>Skills</u>	<u>Knowledge</u>	<u>Vocabulary</u>
Science	<ul style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases 	<p>To use existing knowledge and new observations in order to make a prediction.</p> <p>To be able to identify data ranges and intervals when collecting results in an investigation.</p>	<p>To know use scientific vocabulary accurately in oral and written work.</p> <p>To know how to clearly annotate scientific diagrams.</p> <p>To know the key factors to consider when planning a fair test.</p>	<p>Sound vibration volume pitch high/low quiet/loud tension</p>
History	<u>History aspects covered in Summer 2.</u>			
Geography	<ul style="list-style-type: none"> describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<p>Be able to plot a route on a map or globe, from one place to another, identifying countries or significant landmarks that are passed.</p>	<p>To know key facts about Africa: examples of its countries, weather and climate, physical and human geography and trade/fairtrade.</p>	<p>country continent border landlocked climate human feature physical feature</p>



	<ul style="list-style-type: none"> describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links 		<p>To understand that two countries within the same continent can be vastly different to each other.</p> <p>To understand how the physical geography of a location can affect the daily lives of its inhabitants.</p>	trade/fairtrade/produce
Art	<ul style="list-style-type: none"> experiment with different tones using graded pencils 	Be able to control pencil movement and pressure to create different effects in shading whilst using graded pencils.		pressure graded
DT	<ul style="list-style-type: none"> understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups 	<p>To be able to explain why one product is better/more suited to the design specification than another.</p> <p>To be able to develop own design specification and adhere to it during the designing and making process.</p>	<p>To know some of the main exports of African countries.</p> <p>To know why the designing and making process is important to a developer.</p>	specification developer import/export/trade process



<p>Computing (Coding)</p>	<ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<p>To be able to combine text, graphics, video and sound clips effectively to meet a given purpose (advertisement to persuade).</p>	<p>To understand that loops can create animations that repeat infinitely.</p>	<p>animation loop</p>
<p>Music</p>	<ul style="list-style-type: none"> recognise changes in the music using words like ‘pitch’, ‘timbre’, ‘dynamics’ and ‘tempo’. describe, compare and evaluate different kinds of music, using appropriate musical vocabulary. 	<p>To be able to play a repeating rhythm as part of an ensemble.</p>	<p>To describe a repeating rhythm using musical vocabulary.</p>	<p>pitch timbre dynamics tempo</p>
<p>French</p>	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 	<p>To be able to count up to 31 in French.</p> <p>To be able to Identify adjectives, nouns, verbs, rhyming words and gender of nouns in writing.</p>	<p>To know words for hobbies in French.</p>	<p>numbers 1-31 words for hobbies</p>



	<ul style="list-style-type: none"> • speak in sentences, using familiar vocabulary, phrases and basic language structures • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 			
<p>PE</p>	<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<p>Use a range of skills with increasing control Strike a ball with intent and throw it more accurately when bowling and/or fielding Intercept and stop the ball with consistency, and sometimes catch the ball Return the ball quickly and accurately. Choose and use batting or throwing skills to make the game hard for their opponents Judge how far they can run to score points Choose where to stand as a fielder to make it hard for the batter</p>	<p>Know the demands that specific activities make on their bodies Know the importance of warming up Describe what is successful in their own and others' play.</p>	



		<p>Work well as a team to make it hard for the batter</p> <p>Are familiar with and use the rules set, and keep games going without disputes</p> <p>Identify parts of their performance that need improvement, and suggest how to achieve this</p>		
PSHE	<p>Jigsaw</p> <p>Relationships</p>	<p>I can explain different points of view on an animal rights issue</p>	<p>I know how it feels to belong to a range of different relationships and can identify what I contribute to each of them</p> <p>I know how most people feel when they lose someone or something they love</p> <p>I understand that we can remember people even if we no longer see them</p> <p>I understand how people feel when they love a special pet</p> <p>I know how to show love and appreciation to the people and animals who are special to me</p>	<p>Relationship</p> <p>Close/Distant</p> <p>Contribute</p> <p>Mutual benefit</p> <p>Belonging</p> <p>Strategy</p> <p>Numb</p> <p>Denial</p> <p>Despair</p> <p>Relief</p> <p>Acceptance</p> <p>Souvenir</p> <p>Memento</p> <p>Memorial</p>
RE	<p>Buddhism – What is the best way for a Buddhist to lead a good life?</p> <ul style="list-style-type: none"> Investigate the beliefs and practices 		<p>I can describe one of my ‘good’ choices and the consequence of it. I can also explain the consequences of making a different choice.</p>	<p>Noble Eightfold Path</p> <p>Right Viewpoint</p> <p>Right Awareness</p> <p>Right Speech</p>



	<ul style="list-style-type: none"> • of religions and other world views. • Investigate how religions and other world views address questions of meaning, purpose and value • Investigate how religions and other world views influence morality, identity and diversity. 		<p>I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives.</p> <p>I can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to.</p>	<p>Right Concentration Right Action Right Thought Right Effort Right Living</p>
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