



EASTERN EUROPE



This Geography-based topic focuses on mapping skills, and the comparison of physical and human geographical features of Eastern European countries and countries in other parts of the world. This includes types of settlement and land use, economic activity (including trade links) and the distribution of natural resources. In Science, we look at the Earth and Space. The children will learn about how our solar system came about and all about how this motion creates phases of the moon, tides, night and day and how these celestial bodies create gravity. In DT the children will make models of moving planets, using cams, to represent the solar system.

A study of the geographical features and climates of Eastern Europe

SUBJECT AREAS

SCIENCE

- To create own versions of models
- To use simple models to describe scientific ideas
- To explain the effect of gravity on an object
- To name, order and know key facts about planets in the solar system and how they relate to each other in size and features
- To explain day, night, shadows, phases of moon and seasons using appropriate vocabulary
- To know that a star is a glowing ball of gas and that these are grouped in constellations
- To understand the basic concept of the big bang and where the universe comes from

GEOGRAPHY

- To use an atlas to find names of cities;
- To use compass directions when describing maps
- To use grid references
- To identify similarities and differences between a place in eastern Europe and a place in another part of the world
- To explain how a location fits into its geographical location with reference to physical features
- To explain the difference between human geography and physical geography;
- To find information about flights, accommodation and tourist destinations using the Internet

COMPUTING

Year 5 Computing

- To control a simple circuit connected to a computer
- To write a program that includes count-controlled loops
- To explain that a loop can stop when a condition is met
- To explain that a loop can be used to repeatedly check whether a condition has been met
- To design a physical project that includes selection

Year 6 Computing

- To define a 'variable' as something that is changeable
- To explain why a variable is used in a program
- To choose how to improve a game by using variables
- To design a project that builds on a given example
- To evaluate my project

MUSIC

- Listen to longer pieces of music and identify features
- Develop and understanding of the history of music
- Comment on how sounds are used to create different moods and textures
- To learn about a range of composers from different periods
- To understand about families of musical instruments
- Perform and independent part keeping to a steady beat
- To learn about famous composers
- Improvise rhythm patterns
- Explore, select and combine a variety of different sounds to compose a soundscape
- To recognize basic notation and the treble cleff notes
- Use a range of stimuli and develop musical ideas into a completed composition
- To recognize different timbre of musical instruments

ART & DESIGN	<ul style="list-style-type: none"> To use hard and soft lines to show the detail in the distance and foreground To interpret the texture of a surface in drawings To create using hue, tint, tone, shades To explore the use of texture in colour work to create effects To use colour to express feelings and mood Use layers of paint to add detail to background colours Applies knowledge of different techniques to express feelings Recognise and explore the work of key artists, architect and designers and begin to place them in key movements or historical events Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work Discuss and review own and others work, expressing thoughts and feelings explaining their views Identify artists who have worked in a similar way to their own work 	DESIGN TECHNOLOGY	<ul style="list-style-type: none"> To follow a given design criteria To ensure product is strong and fit for purpose To understand and use mechanical systems, e.g. cams To select materials carefully, considering intended use of the product, the aesthetics and functionality To explain how product meets design criteria To reinforce and strengthen a 3D frame To produce suitable lists of tools, equipment/materials needed To select appropriate materials, fit for purpose; explain choices, considering functionality and aesthetics To create, follow, and adapt detailed step-by-step plans To accurately apply a range of finishing techniques
PHYSICAL EDUCATION	<ul style="list-style-type: none"> To explain some important safety principles when preparing for exercise. To explain why exercise is important. To choose appropriate warm ups and cool downs. To apply my skills, techniques and ideas consistently across a range of sport To gain possession by working as a team. To understand different ways of attacking and defending as a team To make a team plan and communicate it to others To strike a ball using good hand eye coordination To field a ball and return it accurately To use a number of techniques to pass, dribble and shoot accurately using equipment or parts of their body To explain complicated rules of games 	RELIGIOUS EDUCATION	<ul style="list-style-type: none"> To investigate the significance of religion in the local, national and global communities To explain the main beliefs held by Buddhists To discuss their own and other's views of religious truth and belief, expressing their own ideas
MFL	<ul style="list-style-type: none"> I can listen and write short phrases including unfamiliar words more accurately, when focusing on transcription. I enjoy listening to and joining in with songs and short poems. I read familiar words and short sentences aloud with clear and comprehensible pronunciation. I can read aloud single unknown words more readily. I understand around 300/400 words when I listen and read them as single items and in short and compound sentences which describe people, places, things and actions. I can use the words I know in a sentence to work out likely meanings of single unknown words I can use a dictionary I can use around 300/400 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures. I distinguish and understand (in listening and writing): 2-verb structures with singular AIMER, DETESTER, DEVOIR, VOULOIR, POUVOIR) + infinitive I distinguish and understand (in listening and writing): singular and plural adjectives (-e)s, -eux/-euses), To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular and plural forms of ÊTRE, AVOIR, (il y a), regular -ER verbs, singular ALLER, FAIRE (including weather expressions), 2-verb structures with singular AIMER, DETESTER, DEVOIR, VOULOIR, POUVOIR) + infinitive, singular and plural adjectives (-e)s, -eux/-euses) 		