



DESERTS



In this topic, Year 5 and Year 6 will look at where deserts are located. We will study physical and human features of deserts and how humans use deserts, culminating in answering the question: would you like to live in the desert? Science work will include classifying living creatures and in Computing, both classes will create media: films in Year 5 and webpages in Year 6. We will be exploring the complex nature of personal identity and expressing this complexity through a multimedia piece of art.

An exploration into what deserts are, how they can be used and the current threats posed to them.

SUBJECT AREAS

Year 5:

- To explain what makes a video effective
- To identify digital devices that can record video
- To consider the impact of the choices made when making and sharing a video
- To identify digital devices that can record video
- To capture video using a range of techniques
- To create a storyboard
- To identify that video can be improved through reshooting and editing

Year 6:

- To review an existing website and consider its structure
- To plan the features of a web page
- To recognise the implications of linking to content owned by other people
- To consider the ownership and use of images (copyright)
- To recognise the need to preview pages
- To outline the need for a navigation path

Year 5:

- Listen to and identify cognates in French, noticing differences with spelling and pronunciation, e.g. for planet names.
- Write their own metaphors using a writing model, replacing nouns with original vocabulary.
- Make the correct choice of un/une for gender and add colour adjectives when writing.
- Form a factually and grammatically accurate phrase to compare two planets in terms of their size or temperature.
- Adapt a model text to create an original sentence of their own, including descriptive phrases.

Year 6:

- Try two methods of memorising and learn at least four of the new words.
- Learn and pronounce most of the new words, remembering the vocabulary from the previous lesson.
- Translate some player profiles.
- Construct the sentence, 'I come from [a place]' in French.
- Understand comprehension questions based on the topic of football and show some competence in answering them.
- Complete part of a player profile.
- Deliver an oral presentation with a reasonable standard of pronunciation.

SCIENCE

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- Give reasons for classifying plants and animals based on specific characteristics.
- Define the term 'organism' and name the seven life processes of all living things.
- Describe the work of Carl Linnaeus.
- Define the term 'vertebrate' and name the vertebrate groups.
- Describe the characteristics of fish, amphibians, reptiles, birds and mammals.
- Compare the characteristics of the vertebrate groups.
- Define the term 'invertebrate'.
- Describe the characteristics of worms, snails, spiders and insects.
- Compare the characteristics of the invertebrate groups.
- Define the term 'micro-organism' and name some examples.

RELIGIOUS EDUCATION

- Explain why some people believe Jesus was the Messiah. Give examples of how Christianity spread as a religion.
- Identify different features of a Catholic church.
- Explain the uses of different features of a Catholic church.
- Identify some reasons why people began practising in different ways. Organise different Christian practices according to their impacts on believers.
- Identify how different people represent Jesus depending on personal and cultural influences

ART & DESIGN

- I can see how artists explore their identity by creating layered and constructed images. I can share my response to their work with my classmates.
- I can use my curiosity to think about how I might adapt techniques and processes to suit me.
- I can use my sketchbook to record, generate ideas, test, reflect and record.
- I can work digitally or physically to create a layered portrait to explore aspects of my identity, thinking about line, shape, colour, texture and meaning.
- I can share my work with my classmates, articulate how I feel about the journey and outcome. I can listen to feedback from my classmates and respond.
- I can appreciate the work of my classmates and I can reflect upon the differences and similarities of their work (and experience) to mine. I can share my response to their work.
- I can take photographs of my artwork, thinking about lighting, focus and composition.

GEOGRAPHY

- Identify the lines of latitude where hot desert biomes are located.
- Describe the characteristics of a hot desert biome.
- Locate the largest deserts in each continent. Describe ways the Mojave Desert is used.
- Name and describe the physical features found in a desert. Identify how humans use the desert.
- Explain how human activity may contribute to the changing climate and landscape of a desert.
- Recognise that the Mojave Desert has a different time zone to the UK.
- Describe some of the threats to deserts.
- Give the benefits and drawbacks of living in a desert environment. Identify characteristics of two contrasting biomes and compare land use.
- Discussing if a desert environment is hospitable and why.

PHYSICAL EDUCATION

- 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 show precision control and fluency
- To analyse and explain why I have used specific skills or techniques
- To create my own success criteria for evaluating
- To compare their performances with previous ones to achieve their personal best
- To learn about dance through time
- To create dances using a range of movement patterns, including those from different times, place and cultures
- To develop flexibility, strength, technique, control and balance
- To develop imaginative dances in a specific style
- Identify and repeat the movement patterns and actions of a chosen dance style
- Compose individual, partner and group dances that reflect the chosen dance style
- To use dramatic expression in dance movements and motifs

- Combine flexibility, techniques and movements to create a fluent sequence
- To show a change of pace and timing in their movements
- To dance with fluency, rhythm and control, linking all movements and ensuring that transitions flow
- To modify some elements of a sequence as a result of self and peer evaluation.
- Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching
- To use compositional ideas including contrasts and variation in shape, speed, level, dynamics, timing and actions
- My movements are accurate, clear and consistent
- I can combine my own work with that of others
- I can link my sequences to specific timings
- Perform jumps, shapes and balances fluently and with control
- To demonstrate precise and controlled placement of body parts in their actions, shapes and balances
- To apply skills and techniques consistently, showing precision and control.
- Adapt sequences to fit new criteria or suggestions