

African Adventure Class 4

Mathematics Power Maths	<p>Year 5 –Fractions, decimals, percentages, geometry, measure</p> <p>Year 6 – Perimeter, area and volume, ratio and proportion, geometry, statistics</p>
Literacy	<p>Focused Text - Journey to Jo'burg Narrative story writing, Newspaper Report</p> <p>Focused Text – Mama Miti Formal persuasive letter, Biography</p>
Science	<p>Changes that form new material Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidisation and the action of acid on bicarbonate of soda.</p> <p>Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p>
RE	<p>Why is the Holy Spirit important for Christians? Pentecost</p> <p>What do Christians believe and DO about wealth and poverty in the world?</p>
Geography	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North/South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, The Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, The Prime/Greenwich Meridian and time zones.</p> <p>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> <p>Describe and understand key aspects of human geography, including types of settlement and land use, economic activity, trade links and the distribution of natural resources (energy, food, minerals and water).</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>To use the eight points of a compass, four and six figure references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>

<p>Art</p>	<p><u>Art of Africa</u> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with fluent grasp of visual language.</p> <p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic) Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in society and other artists. Create original pieces that show a range of influences and styles.</p>
<p>Design and Technology</p>	<p><u>African Instruments</u> Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</p> <p>Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).</p> <p>Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</p> <p>Make products through stages of prototypes, making continual refinements.</p> <p>Ensure products have a high-quality finish, using art skills where appropriate.</p> <p>Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.</p> <p>Create innovative designs that improve upon existing products. Evaluate the design of products to suggest improvements to the user experience.</p>
<p>Computing</p>	<p><u>Text Based Programming</u> Use sequence and repetition in programs; work with variables. Correct errors.</p> <p><u>App Design</u> 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.</p> <p><u>Online Safety</u> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>

Music	<p>Charanga</p> <p>1. Dancing in the Street</p> <p>Listen and Appraise</p> <p>Musical Activities</p> <p>Performing</p> <p>End of Year Production</p>
French	<p><u>The weekend (Language Angels)</u></p> <p>Ask what the time is in French.</p> <p>Tell the time accurately in French.</p> <p>Learn how to say what they do at the weekend in French.</p> <p>Present an account of what they do and at what time at the weekend.</p>
PSHE	<p><u>Rights and Responsibilities</u></p> <p>Understanding media bias, including social media</p> <p>Caring: communities and the environment</p> <p>Earning and saving money</p> <p><u>Growing and changing</u></p> <p>Keeping safe</p> <p>Body Image</p> <p>Self esteem</p>
PE	<p>Wheelchair Basketball (specialist coach)</p> <p>Athletics</p>