

## Lead subjects:

Science  
Design and Technology

### DT Key Vocabulary:

**Climate** – the weather conditions prevailing in an area in general

**Reared** – breed and raise an animal

**Texture** – the feel, appearance or consistency of a surface or substance

**Root vegetable** – the fleshy enlarge root of a plant used as a vegetable

**Recipe** – a set of instructions for preparing a particular dish

### DT Key Skills

**What products already exist?** – research individual food items and dishes.

**What are the essential items of the Eatwell Plate?** – draw up appropriate design criteria.

**Will our dish taste/look/smell appetizing?** – develop sensory vocabulary using smell, taste and texture.

**What sequence of actions do we need to make our dish?** – follow recipes to combine ingredients

**How could our dish be improved?** – consider and explain how the finished product could be improved in light how successfully it meets the design criteria.

**Spirituality question: Do we value what people have made for us?**

### English:

**Peter and the Wolf** by S.S.Prokofiev

**Debate** – Should animals be kept in zoos?

**Poetry** – Peter and the Wolf



## Hunted



### Visitors/Experiences

TBC

### Science Key Vocabulary

**Nutrition** – the process of providing or obtaining the food necessary for health and growth.

**Habitat** – the natural home or environment of an animal, plant or other organism.

**Food chain** – a series of organisms each dependent on the next as a source of food.

**Classification** – arrange a group in categories according to shared qualities.

**Organism** – an individual animal, plant or single-celled life form.

### Science Key Skills

**Are all living things the same?** - recognise that living things can be grouped in a variety of ways

**How do scientists group/identify living things?** - explore and use classification keys to help group, identify and name living things in their environment.

**What does it eat/does anything eat it?** - construct and interpret a variety of food chains

**What threats are there to different habitats?** - recognise that environments can change.

**How many different animals are there?** - use and make identification keys for plants and animals.

**Spirituality question: Does the theory of evolution mean that you are just a monkey?**

History: Significant Individuals – Charles Darwin

**What is the theory that Charles Darwin suggested?** – introduction to evolution, linking to the Science topic and taught in-depth in Y5/6

Identify scientific evidence that has been used to support or refute ideas or arguments.

Identify how adaptation may lead to evolution by examining the theory of Darwin.

Geography

Linked to Science, children will explore the local area to find living things in their habitats.

*Use field work to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies (Digimaps).*

Computing: DL – Online Safety

- **How can we use technology responsibly?** – create appropriate passwords and know how to keep personal data safe
- **How can our online actions impact others?** – recognise unacceptable behaviour
- **Where can we go to report concerns about online behaviour?** – know what to do and who to tell if they discover something inappropriate or offensive on a website, at home and in school.

Spanish: Animals

- Introduced to the names of animals in Spanish
- Say and match animals to pictures.
- Spell the names of animals in Spanish
- Listen attentively to spoken language and show understanding by responding.
- Speak in sentence using familiar vocabulary.

Maths

**Geometry - 2D** shapes, horizontal/vertical, parallel, perpendicular, 3D shapes, turns and angles, position and movement on a grid, symmetry

**Fractions, decimals and percentage -** unit/non-unit fractions, tenths/hundredths, count in fractions, fractions of an amount, add/subtract fractions, compare/order decimals, equivalent fractions

**Statistic -** pictograms, bar charts, tables, line graphs, comparison and difference

RE: The Lord's Prayer

- **Why is God's name holy?** – know that the content of the Lord's Prayer is an expression of Christian belief.
- **What is our 'daily bread'?** – identify what influences their choices, values and actions.
- **What is forgiveness?** – use religious vocabulary to describe and show understanding of the value of forgiveness.
- **What is temptation?** – understand the challenges of temptation.
- **What is the kingdom of God like?** – describe the concept of the Kingdom of God