

Science

LIGHT AND SIGHT I can recognise that light appears to travel in straight lines; I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye; I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eye; I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

ELECTRICITY I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit; I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches; I can use recognised symbols when representing a simple circuit in a diagram.

P.E

Net and wall games—badminton and tennis

Striking and fielding games—football, netball and hockey

Modern Foreign Languages

Cross Curricular Topic –Titanic

Describe clothes of passengers

Using contrasting connective mais

Discuss prices of tickets

Explain what rooms were on the Titanic

Rigolo 2 Unit 9 – Ma journée

Ask and talk about daily routine

Talk about times of daily routine

Ask and talk about breakfast

Talk about details of a typical day

Rigolo 2 Unit 10 – Les Transports -talk about forms of transport

talk about where you are going and how you get there

Talk about plans for a trip

Computing

Researching for facts/evidence

Designing fact files

Creating timelines

Presenting work

Titanic Topic Overview



Religious Education

Moral Maze-

Dilemmas and trying to make reasoned decisions about them from part of our lives from birth (through different religions)

Mosque Trip

Geography /History

Geography

Where different countries are located on the map.
Where was the Titanic die to travel to? Where is the Atlantic Ocean?

History

Post 1066 Depth topic: Children will learn about the building of the Titanic, the historical context of the time period and the story of its voyage and sinking.

Art/DT

DT

Designing and making the bow of Titanic and the iceberg for display work. We will explore the construction of the ship and evaluate what we thought caused it to sink. We will then design and create our own ships to see if it is really possible to make the “unsinkable ship!”

Art

Detailed line drawings of the Titanic

Study of the artist Jackson Pollack.

Sketching techniques.

Music

Fresh Prince of Bel Air -Using correct musical vocabulary linked to the song and general musical vocabulary correctly.

Sing the song with understanding and musicality