

The World Around Us

This theme has been designed to engage the children in current affairs. By the end of the unit, they will understand how they can make a difference to the world around them, as they are the future! The learning environment in each class will be transformed into the Solar System, to fully ensure the children are immersed in their learning. To give another layer to the children's learning we will also visit The National Space Centre. This will allow the children to further develop their knowledge about space. They will also have the opportunity to be a robotic engineer and programme a rover to complete challenges across the surface of Mars. They will additionally visit MK Recycling centre and experience first-hand how the process of recycling takes place.

Music, Dance & Drama –

I can discuss different musical elements such as texture, pitch, tempo and duration.

I can listen with concentration and identify contrasting moods and sensations.

I can explore different textures using tuned sounds and create different sound effects using combinations of pitched sounds on the keyboard and recorder.

I can explore, select, combine and exploit a range of different sounds to compose a soundscape stimulated by space.

I can use musical sounds creatively by changing, organising and controlling them in composition.

I can use standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.

I can read the musical stave and can work out the notes, EGBDF and FACE.

I can play simple musical pieces on the glockenspiel.

RE –

I can statements coming soon.

Art –

I can statements coming soon.

Computing –

I can use technology safely, respectfully and responsibly.

I can recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact.

I can understand computer networks including the internet and how they can provide multiple services, such as the world-wide web, and the opportunities they offer for communication and collaboration.

I can use search technologies effectively.

I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.

I can solve problems by decomposing them into smaller parts.

Science – Earth and Space

I can describe the movement of the Earth and other planets relative to the sun in the solar system.

I can describe the movement of the moon relative to the Earth.

I can describe the sun, Earth and moon as approximately spherical bodies.

I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Materials

I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.

I can discuss how some materials will dissolve in liquid to form a solution.

I can describe how to recover a substance from a solution.

I can decide how mixtures might be separated, including through filtering, sieving and evaporation.

I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.

I can demonstrate that dissolving, mixing and changes of state are reversible changes.

I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible.

Science – Forces

I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

I can identify the effects of air resistance, water resistance and friction that act between moving surfaces.

I can recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

PSHE, SMSC & British Values

I can take part in a discussion and express my viewpoint.

I can take part in a discussion about current affairs regarding the world around me.

I can explain why it is important to stop deforestation.

I can discuss the impact rubbish and plastic is having on the environment and explain why it is important to take action now.

I can discuss the importance of the Reduce, Reuse, Recycle campaign and why it is important to take action now.

I can discuss what democracy is and why it is important in today's society.

Languages –

I can say which planet is next to which and name them.

I can name foods I like/don't like.

I can name foods that are healthy and unhealthy.

I can join sentences together using a conjunction remembering the correct word order. (aber, weil/mais, parce que).