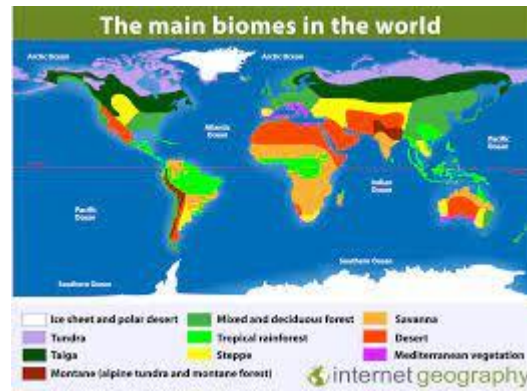


Theme/Subject: Biomes/ Geography

Breadth:



As writers: Poetry

Sentence Structure, adverbials, noun phrases, rhetorical questions, metaphors, subordinating conjunctions, settings, verbs, repetition, onomatopoeia, synonyms, modal verbs

Texts:

Poetry: Highway Man

Narrative: Flodlands

Being physically active: Dance

- Compose creative and imaginative dance sequences.
- Perform expressively and hold a precise and strong body posture.
- Perform and create complex sequences.
- Express an idea in original and imaginative ways.
- Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.
- Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).

As Artists

- Mix textures (rough and smooth, plain and patterned).
- Combine visual and tactile qualities.
- Combine mediums to create an animal collage

As scientists: Materials and Their Properties

- Describe changes caused by burning
- Explain how the properties of materials affect their use.
- Describe how separating mixtures can help solve crimes
- Describe Stephanie Kwolek and her work with materials.

As readers:

- Recommending books
- Exploring the meaning of words
- Making comparisons
- Inferring
- Summarising

As Mathematicians:

- Fractions
- Decimals and percentages

As linguists (French): Directions

- Give simple directions
- Describe where places are
- Give directions to a particular place in the town
- Ask for directions

As musicians: How Does Music explore our world.

Songs: Freedom is coming, All over Again, Do you ever wonder?

Listening to, appreciating, understanding and performing music: Look into the Night

			(Pop), Breathe (Orchestral), Keeping Time (Funk)
As computer Experts: Programming <ul style="list-style-type: none"> Set IF conditions for movements. Specify types of rotation giving the number of degrees. Change the position of objects between screen layers (send to back, bring to front). Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation. 	As Geographers: <ul style="list-style-type: none"> Explore the world's many different biomes Understand that biomes are large ecosystems Explore how biomes have distinct climatic conditions, flora and fauna Describe the features of the tundra biome Describe some of the features of the desert biome Describe some of the features of the aquatic biome Describe some threats to the rainforest Explore how human activity affects an ecosystem 	Religious Education: <ul style="list-style-type: none"> Sikhism Beliefs and moral values Hinduism Beliefs and moral values 	As citizens (PSHCE): Dreams and Goals <ul style="list-style-type: none"> I can identify what I would like my life to be like when I am grown up I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it I can describe the dreams and goals of young people in a culture different to mine I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship
Key Vocabulary:	Biomes, categorise, inhabit, terrestrial, inhabit, climate, ecosystem, diverse, latitudes, temperate, precipitation, emergent, canopy, deciduous, vegetation, nocturnal, permafrost, migrate, situated, sporadic, desertification, equal, unequal, part, numerator, denominator, congruent, non – congruent, unit fraction, non unit fraction, properties, materials, burning, solid, liquid, gas, collage, texture		

Curriculum Drivers:	Curiosity: <ul style="list-style-type: none"> • Where are the world's biomes? • How are they different? • How do the biomes effect the way people live in them? • What type of flora and forna live in the different biomes? 	Knowledge of the wider world: <ul style="list-style-type: none"> • How do the biomes around the world effect the behaviour of the humans who live there? • How does the location of the biomes to the location of the climate zones effect the flora and fauna? For example, the biomes nearer the equator have more abundant species than those nearer the poles. 	Aspirations: <ul style="list-style-type: none"> • Knowledge of different careers – historians, scientists • Knowledge of environmental issues effecting the world's biomes and how to make a positive impact.
----------------------------	---	---	--