

Countries of the World—Spring 2017

<p>Science</p>	<ul style="list-style-type: none"> • EARTH IN SPACE • describe the movement of the Earth, and other planets, relative to the Sun in the solar system • describe the movement of the Moon relative to the Earth • describe the Sun, Earth and Moon as approximately spherical bodies • use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. • <i>Investigation Skills Focus</i>
<p>History</p>	<ul style="list-style-type: none"> • No specific History objectives taught this term (Geography-based topic)
<p>Geography</p>	<ul style="list-style-type: none"> • locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • 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 (including day and night) • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
<p>Computing</p>	<ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
<p>Art & Design</p>	<ul style="list-style-type: none"> • about great artists, architects and designers in history
<p>D&T</p>	<ul style="list-style-type: none"> • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
<p>Music</p>	<ul style="list-style-type: none"> • develop an understanding of the history of music
<p>French</p>	<ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • read carefully and show understanding of words, phrases and simple writing • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally and in writing
<p>P.E.</p>	<ul style="list-style-type: none"> • Games play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • Swimming swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively perform safe self-rescue in different water-based situations. • Gymnastics develop flexibility, strength, technique, control and balance