

**Rivers —Summer 2018**

<b>Science</b>	<ul style="list-style-type: none"> <li>• <b>LIVING THINGS</b></li> <li>• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>• describe the life process of reproduction in some plants and animals.</li> <li>• describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</li> <li>• give reasons for classifying plants and animals based on specific characteristics</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>• a local history study— the Severn</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>• describe and understand key aspects of: <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• 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</li> </ul> </li> <li>• Geographical skills and fieldwork <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>• use fieldwork 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.</li> </ul> </li> </ul>
<b>Computing</b>	<ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> <li>• understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> </ul>
<b>Art &amp; Design</b>	<ul style="list-style-type: none"> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• about great artists, architects and designers in history.</li> </ul>
<b>D&amp;T</b>	<ul style="list-style-type: none"> <li>• select from and use a wider range of materials and components, including construction materials, <b>textiles</b> and ingredients, according to their functional properties and aesthetic qualities</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>
<b>French</b>	<ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally and in writing</li> </ul>
<b>P.E.</b>	<ul style="list-style-type: none"> <li>• OAA take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• Athletics compare their performances with previous ones and demonstrate improvement to achieve their personal best. develop flexibility, strength, technique, control and balance</li> <li>• 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</li> </ul>