

Blakeney Smugglers Class Summer 2020 DIVERSITY

Science	Art & Design	Computing	D&T	Geography	History	MFL	Music	PE
<p>Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things. Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Water cycle – changing state. Cloud formation and weather patterns (link to Geography & Climate)</p> <p>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.</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p>	<p>Art projects inspired by diverse cultures and traditions inc: Dreamcatchers, Henna hands, Camouflage animals, oriental art, aboriginal dot painting and Pop art and ICT in art using iPad apps. Tessellation Leaf patterns Petal patterns</p> <p>Symmetry and asymmetry in nature and human form.</p> <p>Colour wheel Shading Use of different techniques to add tone and structure to drawing and painting.</p>	<p>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.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Link to outdoor learning: <i>Shelters</i> <i>Hammocks</i> <i>Fire pit</i> <i>Out door</i> <i>Cooking</i></p> <p>Link to Water Cycle – create an irrigation system/ rain water harvester.</p> <p>Create water saving devices. Could also link to what we do with our waste water (sewage treatment)</p> <p>How do we get our water in the tap?</p>	<p>Water cycle – climate change (link to science)</p> <p>Biomes</p> <p>Rivers & coast geography.</p> <p>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.</p> <p>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.</p> <p>Urban, suburban and countryside comparisons.</p> <p>Green spaces.</p> <p>Reduce, reuse, and recycle.</p>	<p>Link to Science – Study Charles Darwin and the theory of evolution and diversity of flora and fauna.</p> <p>Alfred Russell Wallace</p> <p>Link to Natural History</p> <p>https://www.nhm.ac.uk/our-science.html</p> <p>Study: Sir David Attenborough</p> <p><i>Seven Worlds: One Planet – BBC nature programme (Oct 19)</i> https://www.bbc.com/sevenworlds/oneplanet/</p> <p><i>Planet Earth</i> programmes on BBC (1 and 2 are available on iPlayer)</p> <p><i>Life</i> programme on BBC</p> <p><i>The Blue Planet 1 and 2 programmes</i></p> <p><i>A day in the Life of Earth</i> – BBC Nature</p>	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>Develop an understanding of the history of music.</p> <p>Create music pieces about plants and animals.</p> <p>Develop a score to highlight a specific topic around diversity.</p>	<p>Develop flexibility, strength, technique, control and balance. [for example, through athletics and gymnastics]</p>