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| **Meerkats – Autumn Term 1 Year 5** |

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| **Geography** | **Science -** |
| * Locate and label on a map the Earth’s biomes. * Locate and label on a map the Earth’s climate zones * Compare and contrast the geographical locations of the seven climate zones. * What is a biome? * Describe the difference between a terrestrial and aquatic biome. * Organise information about the world’s biomes (by using the knowledge webs for each biome provided). * Compare and contrast the biomes. * Describe how human processes affect biomes. | * Identify and explain the different forces acting on objects. * Explain Newton’s role in discovering gravity. * Accurately measure an object’s weight and mass. * Explain how to increase the effects of air resistance. * Explain Galileo’s ‘Tower of Pisa’ experiment into gravity and air resistance. * Identify streamlined shapes. * Explain how friction is used in brake pads. * Investigate the effects of friction. * Investigate how objects float. * Explain how different mechanisms work and design their own mechanism to achieve a given purpose. |

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| **PE**  **Gymnastics**  To perform partner balances  To create a simple sequence of matched and mirrored partner balances  To perform a range of counter balance actions with a partner  What is the difference between counter balance and counter tension  To create a gymnastic sequence with counter balances and tensions  **Games – Cricket**  **With a coach from Lancashire Cricket Club**  To underarm throw with accuracy  To catch a ball  To strike a ball using the correct techniques.  To apply simple tactics in a competitive game  Bowl underarm  To strike a ball from a bowler | **Computing**  Discuss how a vector drawing is different from paper-based drawings  Identify the main drawing tools  Recognise that vector drawings are made using shapes  Explain that each element added to a vector drawing is an object  Identify the shapes used to make a vector drawing  Move, resize, and rotate objects I have duplicated  Explain how alignment grids and resize handles can be used to improve consistency  Change the order of layers in a vector drawing  Identify that each added object creates a new layer in the drawing  Group to create a single object and reuse a group of objects to further develop my vector drawing. | **DT**  Investigate cams  What type of moving toy shall I make?  What will be its purpose?  What type of movement will it have? Will it be a moving vehicle or be stationary and have moving parts?  Which materials will I use to make it?  How will I make it fit for purpose?  How will I make the body or housing for the moving parts?  What tools and materials will I need?  What order will I work in?  What constraints am I working to?  Do I need to change anything?  Will my product meet the needs, wants and interests of the user group?  **Art**  Question and make thoughtful observations about starting points.   |  | | --- | | Make thoughtful observations about starting points and explore ideas for a still-life arrangement. |     To explore and select a range of materials and plan a still-life portrait.  Apply our experience of materials and processes, developing control of tools and techniques for painting.  Apply experiences of materials and processes to my still-life portrait, focusing on control of tools and techniques  Apply materials and processes with control |
| **PSHE**  Face new challenges positively and know how to set personal goals  Understand my rights and responsibilities as a citizen of my country  To empathise with people in this country whose lives are different to my own  Understand my rights and responsibilities as a citizen of my country  Make choices about my own behaviour because I understand how rewards and consequences feel  Understand that my actions affect me and others |