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

|  |  |
| --- | --- |
| **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.
 |

|  |  |  |  |
| --- | --- | --- | --- |
| **PE****Gymnastics**To perform partner balancesTo create a simple sequence of matched and mirrored partner balancesTo perform a range of counter balance actions with a partnerWhat is the difference between counter balance and counter tensionTo create a gymnastic sequence with counter balances and tensions**Games – Cricket****With a coach from Lancashire Cricket Club**To underarm throw with accuracyTo catch a ballTo strike a ball using the correct techniques.To apply simple tactics in a competitive game Bowl underarmTo strike a ball from a bowler | **Computing**Discuss how a vector drawing is different from paper-based drawingsIdentify the main drawing toolsRecognise that vector drawings are made using shapesExplain that each element added to a vector drawing is an objectIdentify the shapes used to make a vector drawingMove, resize, and rotate objects I have duplicatedExplain how alignment grids and resize handles can be used to improve consistencyChange the order of layers in a vector drawingIdentify that each added object creates a new layer in the drawingGroup to create a single object and reuse a group of objects to further develop my vector drawing. | **DT**Investigate camsWhat 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 techniquesApply materials and processes with control |
| **PSHE**Face new challenges positively and know how to set personal goalsUnderstand my rights and responsibilities as a citizen of my countryTo empathise with people in this country whose lives are different to my ownUnderstand my rights and responsibilities as a citizen of my countryMake choices about my own behaviour because I understand how rewards and consequences feelUnderstand that my actions affect me and others |