OUR HALF-TERM LY TOPIC

Would you like to live in the desert?

Barnet Hill Academy
FAITH • EXCELLENCE • KNOWLEDGE

ENGLISH

As **Writers**, we will be focusing on **Exploring films** where children will rewrite a short film using language and structural features, they will analyse and observe detailing to add within their explanation. We will then move on to **playscript writing** where we will create and write a script for the stage following facts about play scripts, perform our own including a list of characters (at the very beginning). It may be divided into acts which are then divided into scenes. Finally wrapping up the term with a **diary entry** where we will challenge ourselves in writing our own diary entry on upcoming events (trips).

As **Readers**, we will be analysing the text **'Tom's Midnight Garden'** Each week we will be exploring vocabulary and features, practising our fluency, extending our reading skills, and exploring the themes and characters.

ISLAMIC STUDIES

As **Theologians**, we will be learning about the Holy Books of each of the six major religions of the world – Islam, Christianity, Judaism, Hinduism, Sikhism and Buddhism.

DESIGN AND TECHNOLOGY

As **designers**, we will focus on **Cooking and Nutrition** where we should be able to understand how ingredients are reared and processed and make adaptations to design a recipe. We will then evaluate nutritional content, practice food preparation skills and design a product label; to then follow and make an adapted recipe. Across the unit we will also describe the process of beef production, research a traditional recipe and make changes to it, add nutritional value to a recipe by selecting ingredients and prepare and cook a version of Bolognese sauce. We should then be able to explain the farm-to-fork process, researching existing recipes, suggest alternative ingredients, analyse nutritional content, write an alternative recipe, understanding cross-contamination, using preparation skills, designing a jar label and make a developed recipe.

MATHS

As **Mathematicians**, we will be focusing on three topics **Negative Numbers, Converting Units and Volume.** For Negative numbers, we will understand negative numbers, count through zero in 1s and then in multiples, compare and order negative numbers and finding the difference. For converting units, we will focus on kilograms, kilometers, millimeters and milliliters. We will then convert units of length, convert between metric and imperial units, convert units of time and calculate with timetables. For our last topic volume we will focus on cubic centimeters, compare volume, estimate volume and estimate capacity.

GEOGRAPHY

As **Geographer**, we will focus on our learning question: **Would you like to live in the desert?** We will identify the lines of latitude where hot desert biomes are located and describe the characteristics of a hot desert biome. We will also locate the largest deserts in each continent, describe ways the Mojave Desert is used and name and describe the physical features found in a desert. We will next identify how humans use the desert and explain how human activity may contribute to the changing climate and landscape of a desert. We will then recognise that the Mojave Desert has a different time zone to the UK, describe some of the threats to deserts and give the benefits and drawbacks of living in a desert environment. We should then be able to identify characteristics of two contrasting biomes and compare land use and discuss if a desert environment is hospitable and why.

COMPUTERS

As **Computer Scientists**, we will focus on **Programming B-Selection in quizzes** where we will develop our knowledge of selection by revisiting how conditions can be used in programs and then learning how the if…. Then…. else…. structure can be used to select different outcomes depending on whether a condition is true or false. We will then represent our understanding in algorithms and then by constructing programs using the Scratch programming environment. We will then use our knowledge of writing programs and using selection to control outcomes to design a quiz in response to a given task and implement it as a program.

SCIENCE

As **Scientists**, we will be focusing on six **Scientist and Inventors**. David Attenborough who is a wildlife filmmaker and naturalist who has written/ presented many popular documentaries about animals and their behaviour. He has been on TV for over 60 years and is recognised all over the world. Eva Crane was a physicist who became interested in bees' behaviour and their life cycle. She studied bees all around the world and wrote many books about her discoveries. The Eva Crane Trust was set up to further understand the life of bees across the world. Stephanie Kwolek while trying to find a lighter material for car tires, Stephanie created a very hard, but light, material called Kevlar. This invention was used in cars but also in bulletproof vests and is still used to protect the police and armed forces today. Leonardo da Vinci who was known as an expert scientist, inventor, engineer, architect, writer, sculptor and painter. His most famous painting, The Mona Lisa, is thought to be the best known and most visited work of art in the world. Margaret Hamilton who worked for NASA and was responsible for programming the onboard flight software on the Apollo spacecraft computers. She wrote the code that the computer used to navigate from Earth to the Moon and made sure that the computer would land the spacecraft safely on the Moon. Neil deGrasse Tyson in 2006, Pluto was reclassified as a dwarf planet and Neil was a big part of making this decision. He works as a planetary scientist (studying planets) and actually thinks we shouldn't use the name 'planets' but instead group them according to their type, such as gas giant, ice giant and terrestrial planet.

PSHE

As **Global Citizens**, we will focus on the topic **Safety** where will understand the safety/ hazards for our swimming trip. We will also build on our understanding of how to behave in public especially due to the current situations around the world. We will then move on to the topic **transition** where we will develop and know skills needed to take on responsibilities and roles in school. We will then build on our understanding of how change can bring opportunities but also worries. We will explain some ways we can deal with change and explain some strategies we use when and if we feel stressed or anxious. We will explain what we will look forward to and what they are worried about when thinking about transition to moving to year 6 and will use strategies to prepare ourselves emotionally for the transition (changes) and will discuss and reflect what we are excited and worried about moving to year 6.

PHYSICAL EDUCATION

As **Athletes**, we will explore the principals and skills of **Athletics**. We will build an understanding on how to work as part of a team to complete a range of challenges, working effectively with others to complete challenges and using a range of different methods to communicate effectively. We will also demonstrate agility and endurance in a range of situations by pacing ourselves when running for continuous periods, to suit the activity and distance. We will learnt to change direction gracefully, quickly and effectively, performing different movements with coordination and control in evert activity. We will develop our understanding on what orienteering is and increase our knowledge on understanding why agility and endurance is important for this and other sports. We will learn what a compass is and how to use it.