Dolphins	Year B / Autumn 2 2024

Key Question	*How does the Earth fit into our solar system?*

English	
JC genres of writing	**NC reports - Balanced argument - poetry - Biography**
Writing genres	Description of setting and character; persuasive letter; advertisements; information texts; narrative; use of bullet points, colons and semi-colons
Key books	Narrative - Cosmic; Poems - Moon Juice

Maths	
Key areas of learning	Four Operations: addition, subtraction, multiplication and division; Fractions

Science	
Scientific Knowledge	**Earth and space**; describe the movement of the Earth, and other planets, relative to the Sun in the solar system; describe the movement of the Moon relative to the Earth; describe the Sun, Earth and Moon as approximately spherical bodies; use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky
Working Scientifically	Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

Art and Design	

Computing	**E- safety- Personal information/sharing images/videos** pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world; 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; **Unit 1 - Collaboration and communication**

Design & Tech.	**Design and Construct a small-scale Orrery** - use research and develop design criteria to inform the design of innovative, functional products; generate, develop, model and communicate their ideas through discussion, annotated sketches and diagrams; select form and use a wider range of tools, equipment and materials to perform practical tasks accurately; investigate and analyse a range of existing products; evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; apply their understanding of how to strengthen, stiffen and reinforce more complex structures-

Geography	**80- 100 degrees East, Country study.** Locational knowledge; identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night); use maps, atlases, globes to locate countries and describe geographical features studied; name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time; locate the world's continents, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
History	
Languages	**Spanish: Vegetables**
Music	**Unit 1 - Pulse** play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music. Learn to play the Ukuele - WCIT
PE	Basketball and indoor athletics
PSHE	**Financial Capability** Where money comes from, keeping it safe and the importance of managing it effectively. How to make informed choices about health and wellbeing and to recognise sources of help with this. **Digital Lifestyles** How to manage risks to physical and emotional health and wellbeing. **Drug Education** Be able to categorise drugs as medical, non-medical, legal and illegal Understand the possible physical and psychological effects of some drugs Understand the roles of medicines and immunisations Recognise some reasons why people use and misuse drugs and be able to suggest some alternatives Understand some of the laws relating to drugs Have begun to recognise influence and pressure and have related this to peers and the media Be able to identify risk and risk management strategies, know where they can get support and be able to identify some sources of reliable and accurate information.

Religious Ed.	**U2.11 Why do some people believe in God and some people not?** Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from. Give examples of reasons why people do or do not believe in God. Make clear connections between what people believe about God and the impact of this belief on how they live Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not Make connections between belief and behaviour in their own lives, in the light of their learning.

Key Vocabulary	Planet names; planet; moon; solar system; movemen; rotate; orbit; axis; celestial body; sphere; spherical; eclipse; satellite; universe; solar; astronomer Ptolemy; Alhazen; Copernicus; shadow clock; sundial; constellation; revolve; spin; sunrise; sunset; light source; shadow; position; add; more; extra; increase; gain; plus; sum; subtract; less; take-away; difference; minus; whole; part; group; addition; subtraction; total; altogether; more; less; more than; less than; similar; different; nearly; almost; combine; separate; digit; number; place; value; ones; tens; hundreds; thousands; ten thousands; decimals; tenths; hundredths; multiply; column method; times; repeated addition; group; multiplication; tables; division; divide; grouping; sharing; repeated subtraction; inverse; bus shelter; long division; square; oblong; rectangle; circle; triangle; semi-circle; oval; hexagon; pentagon; heptagon; octagon; nonagon; decagon; trapezium; rhombus; parallelogram; parallel; perpendicular; edges; corners; line of symmetry; cone; cube; cuboid; sphere; cylinder; pyramid; triangular prism; hexagonal prism; pentagonal prism; do/decahedron; icosahedron; faces; vertices; edges; rotational symmetry; line symmetry; internal angles; external angles; nets; transformations; translations