

Geography

In-depth study of Brazil

- Use Atlases, globes and digital/computer mapping- including O.S. maps to identify countries, cities and landmarks in South America/ Brazil.
- Use 8 points of a compass and 4-6 figure grid references.
- Ask searching geographical questions about environment, economy, population etc...
- Identify geographical issues in Brazil and form an opinion based on these.
- Identify similarities, differences and links between human and physical geography, e.g. weather, transport, land use, population and environmental issues, including unfair distribution of economy.
- Create graphs to observe, measure, record and present human and physical features of local areas.
- Understand some of the features of the Amazon Rainforest
- Compare Brazil economically, environmentally and socially with the UK.

Computing

- **Concept Maps (see next page)**

Brazil



Science

Properties and Changes of Materials

- Identify some of the uses of everyday materials
- Separate mixtures of different materials.
- Explain and prove why a change is reversible or irreversible in a material.
- Understand the formation of new materials/the changes in matter of different materials through experiments.
- Compare and group everyday materials
- Dissolving materials in different liquids to create solutions

Music

- Samba (Brazilian Carnival Music)

Art

Beatriz Milhazes

Print using several colours and create an accurate print design that meets a given criteria

Explore printing in our world e.g. wallpaper designs

Paint and draw with increasing accuracy.

Exploring Brazilian Culture

- Carnival Masks

Literacy

- Unpick the features of an adventure story
- Write descriptively- settings and characters
- Use cohesive devices to make writing flow
- Use facts about the rainforest and Brazil to inform their writing
- Edit and redraft their writing
- Peer assess writing.
- Unpick the features of a persuasive letter.
- Write for a range of audiences
- Write persuasively.
- Unpick and create information sheets/ non-chronological reports about an element of Brazil.

Stand-alone topics

R.E

Memorial Sacrifice

- How memories are kept alive – **Explore**
- The Eucharist keeps the memory of Jesus' sacrifice alive and present in a special way – **Reveal**

Acquire the skills of assimilation celebration and application of the above – **Respond**

Sacrifice

- Giving or refusing to give; appreciating the cost of giving – **Explore**
- Lent, a time of giving in preparation for the celebration of the sacrifice of Jesus – **Reveal**

Acquire the skills of assimilation, celebration and application of the above – **Respond**

Transformation

- Transforming energy – **Explore**
- Pentecost, the celebration of the Spirit's transforming power – **Reveal**

Acquire the skills of assimilation, celebration and application of the above – **Respond**

Computing

Spreadsheets - Using the formula wizard to add a formula to a cell to automatically make a calculation in that cell.

To copy and paste within 2Calculate.

Using 2Calculate tools to test a hypothesis.

To add a formula to a cell to automatically make a calculation in that cell.

Using a spreadsheet to model a real-life situation and answer questions

Concept maps –

To understand the need for visual representation when generating and discussing complex ideas.

To understand and use the correct vocabulary when creating a concept map.

To create a concept map.

To understand how a concept map can be used to retell stories and present information.

To create a collaborative concept map and present this to an audience.

PSHE

- **Being Responsible** – use money responsibly, considering spending and saving. Setting a budget and managing costs. Consider how businesses make profit and the costs they need to pay out. Recognise the importance of banking to keep track of money. Show an understanding of interest rates. Understand that risks do not always pay off and can lead to unpleasant consequences. Take responsibility for their own actions, recognising that they are accountable for their behaviour in the wider world.
- **Good to be me** – taking accountability for the way they treat other people and property. Understanding that feelings are not always positive and that it is okay to feel negatively. Recognising when they are feeling negative and coming up with ways to deal with this appropriately and responsibly. Sharing experiences of times they have felt lonely, sad, angry, etc, and how they coped with these feelings safely. Share something that worries them and discuss who they can talk to about their worries.

French