

GEOGRAPHY

In this unit of work the children study The Caribbean as an overseas location, with a particular focus on St Lucia and Jamaica. The children develop map and atlas reading skills, identifying the location of the Caribbean Isles and the location of these in comparison to the UK. They learn about daily life, schooling, the social and economic development of St Lucia and Jamaica and contrast this to life in the UK. During this topic the children also learn about the effects of tourism and learn about the 'Banana story' which focuses on the importance of fair trade and how this links with industry.

SCIENCE

During these two terms, the children will describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. They will be able to give reasons for classifying plants and animals based on specific characteristics.

COMPUTING

In Computing, the children will use the program KODU and will design, write and debug programs that accomplish specific goals, including controlling or simulating systems; solve problems by decomposing them into smaller parts.

They will use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

R.E.

In RE, the children will show an understanding of Sikh beliefs and practices and identify the impact that belief has for members of the Sikh community. They will raise, and suggest answers to, questions of identity, values and commitments. The children will learn the story of Guru Nanak and understand the main events in his life and the importance of his teachings to Sikhs today.

PSHE / SRE

Children will give each other support and advice through discussion and 'Moving On' activities to help with their transitions to secondary school. The children will also have talks and discussion around Relationship and Sex Education in Term 6.

HISTORY

Not studied during this topic.

ART

As part of the 'Paradise Lost' unit the children learn about the Caribbean Carnival event. The children study the range of masks worn during carnival time, focussing on structure, movement and decoration. Children generate several ideas for their own carnival mask based on research. Once settled on a particular design, children have to carefully consider the shape and the most suitable materials to use for the decoration. The children then use a cling-film covered existing mask as a mould over which they apply paper-mache.

Throughout this unit of work children develop their drawing, designing, cutting and combining skills whilst producing their mask. Once the final product has been made evaluations take place which identify success and areas for future development. This may be done independently or through peer evaluation.

DT

During terms 5 and 6, the children will understand and apply the principles of a healthy and varied diet. They will create and follow a variety of recipes linked to our Caribbean topic and gain an understanding of seasonality. They will also learn about where and how a variety of ingredients are grown, reared, caught and processed. Once they have planned, made and tasted their creations, the children will peer and self-evaluate according to an agreed set of criteria.

MUSIC

The children use Caribbean music as a stimulus for work on musical appreciation. They listen to a wide variety of music; identifying moods and feelings which are evoked. They also work hard to listen to the sounds produced and identify some of the instruments being played. The children also develop their singing skills through learning a calypso song. Instruments are then introduced to the song with the children being given opportunities to play a variety of percussion instruments. The children will continue with their fortnightly guitar lessons.

P.E.

In indoor PE during terms 5 & 6 the children learn a traditional Caribbean dance and apply dance moves to develop their own.

The children will also be developing their ball control and striking and fielding skills through games of badminton, tennis and rounders. They will learn to use tactics and follow rules, working successfully with a partner or as part of a team.

Outdoor and adventurous activities will form a part of their transition work, learning more advanced skills, such as orienteering, cooperation and team-building.