

### Week 1: What are biomes and climate zones?

**English:** Fact files: features and Food miles research. SPaG: linking paragraphs with adverbials.

**Geography:** Define what a biome is and name some examples.

Locate and label the major world biomes on a map using a colour key.

Describe the typical climate and conditions of different biomes.

Compare two different biomes and explain how their climates affect plant and animal life.

### Week 2: Locate and Label biomes and climate zones

**English:** Fact files: Food miles – planning/writing. OWL write.

**Geography:** Describe the main features of the tundra biome including its climate and landscape.

Explain how animals and plants adapt to survive in the tundra.

Understand how humans live in the tundra and describe some traditional and modern ways of surviving there.

Explain why the tundra biome is important to the planet and how it is being affected by climate change.

### Week 3: What makes a deciduous biome?

**English:** Persuasive letter: promoting the reduction of food miles. Features, plan, write. SPaG lesson.

**Geography:** To describe the key characteristics of the rainforest biome and explain its importance to the planet.

### Week 4: What makes an ice biome?

**English:** Assessment Week (3 lessons). Publish the persuasive letter.

**Geography:** Identify the key physical characteristics and climate of the desert biome using maps and images.

Explain how plants and animals are adapted to survive in the desert's extreme conditions.

Describe how humans live and adapt in desert environments including the challenges they face.

Compare the desert biome with other biomes studied, focusing on climate, biodiversity and adaptations.

### Week 5: What makes a desert biome?

**English:** Justino Spanish Christmas plan - Comprehension (video predictions and summarise). Character description/ possessive apostrophes. Diaries: features and writing. SPaG lesson: relative clauses. OWL write.

**Geography:** Identify how natural resources from different biomes are used by people around the world.

Explain how specific biomes support different types of work such as farming, tourism, mining or forestry.

Explore how the global economy depends on trade between countries with different biomes.

Evaluate how the use of biome resources can be made sustainable to protect the environment and livelihoods.

### Week 6: How are humans impacting biomes?

**English:** Justino Spanish Christmas - Diaries: writing. Postcards: writing to someone at home (Justino POV/ own self comparison).

**Geography:**

Identify and describe the main environmental threats facing the world's biomes.

Explain how human actions such as deforestation, pollution and climate change impact different biomes.

Suggest practical ways people can protect and conserve biomes locally and globally.

Express informed opinions about the importance of protecting biomes and the consequences of not acting.

### Week 7:

**English:** Publish and design postcards. OWL write (Christmas related).



## What on Earth are biomes?

(Survivor: What should I know about living in the temperate deciduous, desert and ice biomes?)

### English

#### Genre Revision:

Fact File

Persuasive letter

Recount - diary

#### Class Read:

Holes- Louis Sachar



### Maths

- Multiplication and Division
- Fractions
- Revision



### Science – Properties of Materials

- Compare and group together everyday materials based on their properties
- Know that some materials will dissolve in liquid to form a solution
- Use knowledge of solid, liquid and gas to decide how mixtures might be separated
- Give reasons based on evidence from comparative tests for particular uses of everyday materials including metals, wood and plastic.
- Demonstrate that dissolving, mixing and changes of state are reversible changes.
- Explain that some changes result in the formation of new materials and this kind of change is not usually reversible



### Computing – Video Production

- What is video?
- Using a storyboard
- Filming Techniques
- Planning a video
- Importing and Editing
- Video Evaluation



### PE- Gymnastics

- Demonstrate ability to sequence 3+ gymnastics moves
- Demonstrate rolling-balancing-jumping-rolling skills
- Demonstrate understanding of potential solutions to improve the performance of self and others.

### Invasion Games

- Demonstrate understanding of attacking & defending principles in conditioned, small sided games.
- Demonstrate understanding of potential solutions to improve the performance of self and others.



### Religious Education – Why is Muhammad important to Muslims?

- Who is Muhammed and why is he important to Islam?
- What is Muhammed's impact on history?
- What is the importance of the Qu'ran to Islam?
- What is the importance of Muhammed in Muslims' daily lives?
- To relate our experience of role-models and influences on our lives with those of Muslims.

### PSHE- Valuing Differences

- Qualities of friendship- Define some key qualities of friendship;
- Kind conversations- Demonstrate respectfulness in responding to others;
- Happy being me- Develop an understanding of discrimination and its injustice, and describe this using examples;
- The land of the Red People- Identify and describe the different groups that make up their school/wider community/other parts of the UK;
- Is it true?- Understand that the information we see online, either text or images, is not always true or accurate;
- Stop, start, stereotypes- Recognise that some people can get bullied because of the way they express their gender;

### Design & Technology – Alarms

- Investigate what alarm systems are used for and how different types of switches are activated.
- Investigate how to create circuits with a variety of different switches.
- Design an alarm system for a particular purpose.
- Create an alarm system based on a design.
- Evaluate a finished alarm system.

### MFL – Spanish - Fruits

- Name and recognise up to 10 fruits in Spanish.
- Attempt to spell some of these nouns.
- Ask somebody in Spanish if they like a particular fruit.
- Say what fruits they like and dislike.

### Music – Composition Notation

- Sing in time and in tune with other people and the backing track.
- Remember the lyrics to a song.
- Identify the structure of a piece of music and match this to non-standard notation.
- Improvise their own piece of music.
- Play a melody with reasonable accuracy.
- Perform with confidence and in time with others.
- Compose and play a melody using staff notation.
- Contribute meaningfully to the group performance and composition.
- Use hieroglyphic notation to show the structure of their piece.