


<p><b><u>History</u></b>  <b><i>What do all the ancient civilizations have in common?</i></b>  <b><i>What did the Ancient Egyptians achieve?</i></b>  Knowledge:</p> <ul style="list-style-type: none"> <li>• The achievements of the earliest civilizations –an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</li> </ul>	<p><b><u>Science</u></b>  <b><i>Light - What information can I get from shadows?</i></b></p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Recognise that they need light in order to see things and that dark is the absence of light</li> <li>• Notice that light is reflected from surfaces</li> <li>• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>• Recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>• Find patterns in the way that the size of shadows changes.</li> </ul> <p>Scientific Enquiries:</p> <ul style="list-style-type: none"> <li>• Why can't we see in the dark? Which things give us light? Does everything have a shadow? (Identifying and classifying)</li> <li>• What information can I get from shadows? (Observing over time)</li> <li>• How can I stay safe in the sun? (Research)</li> </ul>	<p><b><u>Geography</u></b>  <b><i>Why are rivers important to us all?</i></b>  <b><i>Amazon River</i></b>  <b><i>Country: Brazil (South America)</i></b>  Knowledge:</p> <ul style="list-style-type: none"> <li>• Locate the world's countries, 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</li> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>
--	---	---

<p><b>Computing</b>  <b>Computer Networks- Network explorer</b>  Computer networks:</p> <ul style="list-style-type: none"> <li>• Understand that the computers in a school are connected together in a network</li> <li>• Understand why computers are networked</li> </ul> <p>Video creation:</p> <ul style="list-style-type: none"> <li>• Know to sequence clips of mixed media in a timeline and record a voiceover</li> </ul>	<h1>Zaha Hadid</h1> <h2>Summer Curriculum</h2> <h3><i>The Ancient World</i></h3> 		<p><b>R.E</b>  <b>Why is water symbolic?</b>  <i>(Christianity, Sikhism, Islam, Shinto)</i></p>
<p><b>PSHE</b>  <b>Relationships Education</b>  <b>Respect and Boundaries</b></p> <ul style="list-style-type: none"> <li>• Seeking Permission</li> <li>• Privacy and Boundaries</li> <li>• Friendship Boundaries</li> <li>• Respectful Behaviour</li> <li>• Bullying and Hurtful Behaviour</li> </ul> <p><b>Rules, law and rights, media awareness, age ratings and E-Safety</b></p> <ul style="list-style-type: none"> <li>• Rules and Laws</li> <li>• Rights &amp; Responsibilities</li> <li>• E-Safety</li> <li>• Age-appropriate Content</li> <li>• Why is the News Important?</li> </ul>			<p><b>P.E</b>  <b>Athletics</b></p> <ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance</li> </ul> <p><b>Rounders</b></p> <ul style="list-style-type: none"> <li>• Play competitive games and apply basic principles suitable for attacking and defending.</li> </ul>
<p><b>Art</b>  <b>Artist: Hassam Dirar and Ancient Egyptian Art</b>  <b>Drawing</b>  <b>Printmaking</b>  <b>Painting</b></p> <ul style="list-style-type: none"> <li>• Can understand how artists use warm and cool colour using this when mixing paint to express a mood in a work</li> </ul>	<p><b>Design Technology</b>  <b>Textiles - Egyptian Collars</b></p> <ul style="list-style-type: none"> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul>	<p><b>Music</b>  <b>Ukulele</b>  Your imagination by Joanna Mangonna and Pete Redmen</p> <ul style="list-style-type: none"> <li>• listening and perform</li> </ul>	<p><b>MFL</b>  <b>French</b>  In a French Classroom  A Circle of Life in French</p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> </ul>

<ul style="list-style-type: none"> <li>● Can mix secondary and tertiary colours and create a colour wheel</li> <li>● Can use different types of brushes and techniques to apply colour</li> </ul>	<ul style="list-style-type: none"> <li>● <i>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i></li> <li>● <i>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i></li> <li>● <i>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</i></li> </ul>		<ul style="list-style-type: none"> <li>● explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>● engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>● speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>● develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>● present ideas and information orally to a range of audiences</li> <li>● read carefully and show understanding of words, phrases and simple writing</li> </ul>
---	---	--	---