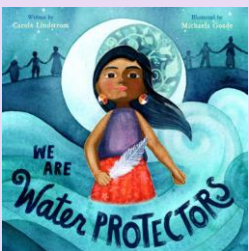
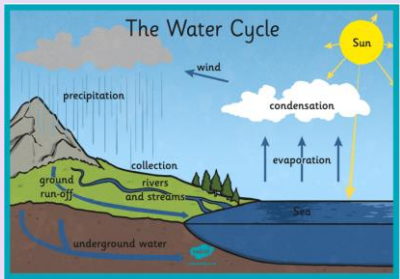


GARP: We Are Water Protectors by C.Lindstrom - This is a story with a key message about how all living things on Earth are connected and we must work together to look after each other.

Key Visuals



Core Knowledge

Europe is a continent that is located in the Northern Hemisphere. It is divided into forty-five different countries. Each country in Europe has its own capital city, these include London, Paris, Madrid, Berlin, Moscow and Lisbon.



The water cycle is the journey water takes from the sky to land and then back.

A **river** is a moving body of water that flows from its source on high ground to lower ground. A river has three stages: upper course, middle course and lower course. The River Severn is the longest of all rivers in the UK.

Rivers are important for lots of different reasons:

- Water for drinking and washing
- Agriculture
- Leisure
- Transportation
- Energy

For these reasons settlements are often found near rivers.

Vocabulary

Physical Features are natural e.g. seas, mountains and rivers.	Cities are large urban areas with a high population density .	A continent is one of the Earth's seven main division of land.
Weather is the day-to-day temperatures, rainfall and conditions outside.	Evaporation is the process of turning liquid into vapour.	Condensation is when water collects as droplets on a cold surface.
Precipitation is when water falls to the earths as rain, sleet or snow.	Accumulation is when water collects in rivers, streams and the sea.	A river is a body of water that flows downhill towards the sea.
A valley is a low area of land between hills or mountains.	A lake is a large area of water surrounded by land.	The coast is the part of the land adjoining the sea.

Quiz

1. Name some of the countries in Europe.
2. What are the four main processes in the water cycle?
3. What is a river?
4. What are the three stages of a river?
5. What is the longest river in the UK?
6. Why are rivers important?



What is the Water Cycle?

Subject/Conceptual knowledge/skills:
PSHE - Valuing Difference

LEAPS:

I can...

- Define the terms 'negotiation' and 'compromise';
- Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.
- List some of the ways that people are different to each other;
- Recognise potential consequences of aggressive behaviour;
- Suggest strategies for dealing with someone who is behaving aggressively.
- Define the word respect and demonstrate ways of showing respect to others' differences.
- Understand and identify stereotypes, including those promoted in the media.
- Recognise that they have different types of relationships with people they know;
- Give examples of features of these different types of relationships, including how they influence what is shared.
- Understand that they have the right to protect their personal body space;
- Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;
- Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.

Core Knowledge



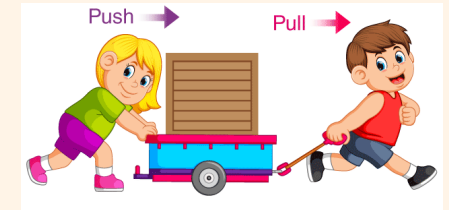
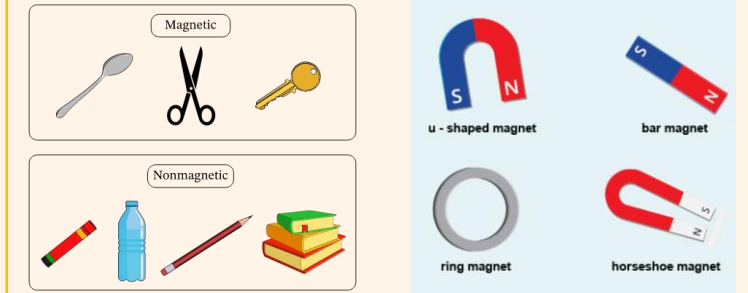
Key Vocabulary
Negotiation, compromise, personal, actions, consequences, race, gender, stereotypes

Subject/Conceptual knowledge/skills:
Science - Force and Magnets

LEAPS:

- To compare how things move on different surfaces.
- To notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- To observe how magnets attract or repel each other and attract some materials and not others.
- To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.
- To describe magnets as having two poles.
- To predict whether two magnets will attract or repel each other, depending on which poles are facing.

Core Knowledge



Key Vocabulary
Push, pull, force, friction, magnet, magnetic pole, north, south, magnetic field, horseshoe magnet, bar magnet, ball magnet, super magnet, attract, repel

Subject/Conceptual knowledge/skills:
French

LEAPS:

- I can write simple sentences.
- I can name ten colours in French.
- I can count to twenty in French.

Zéro= Zero Un = One Deux = Two Trois = Three Quatre = Four Cinq = Five Six = Six Sept = Seven Huit = Eight Neuf = Nine Dix = Ten	Onze = Eleven Douze = twelve Treize = thirteen Quatorze = fourteen Quinze = fifteen Seize = sixteen dix-sept = seventeen dix-huit = eighteen dix-neuf = nineteen vingt = twenty
<p>Bonjour, ça va? = hello, how are you? Ça va bien = I am fine. Ça va mal = I am not very well. Comme ci, comme ça = So, so! Au revoir = Goodbye Comment tu t'appelles = What is your name?</p>	

Subject/Conceptual knowledge/skills: Computing - iSimulate

LEAPS:

I know that computer simulations can represent real or imaginary situations. I understand that simulations can help people try and understand things. I can design and produce a computer simulation or adventure game.

Core Knowledge

Simulations let you try things out, using a computer, that would be difficult, expensive, dangerous or too slow to try in real life. There are rules to follow and problems to solve.



Key Vocabulary

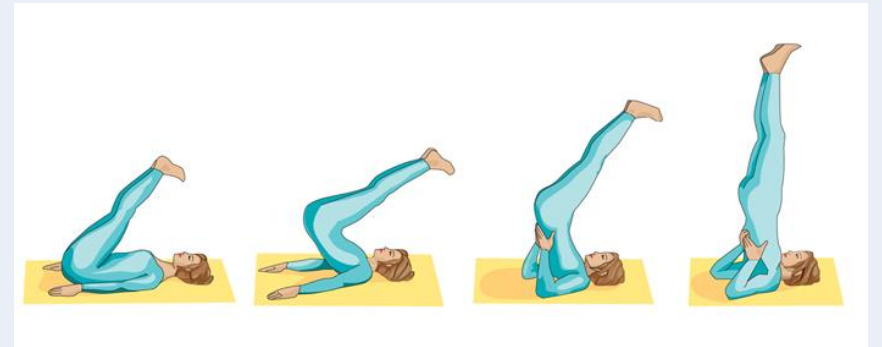
simulations, real, imaginary, game, choice, rules, pattern, adventure, design, variables, effect

Subject/Conceptual knowledge/skills: PE - Gymnastics

LEAPS:

I can show full extension during a balance.
 I can move in and out of contrasting shapes with fluency.
 I can perform a sequence using different types of rolls.
 I can perform powerful jumps from low apparatus.
 I can perform in unison with a partner.
 I can create a group performance using contrasting actions.

Core Knowledge



Key Vocabulary

Extension, tension, front support, shoulder stand, tuck jump, star jump, left split, right split, box split

Subject/Conceptual knowledge/skills: RE - Christianity

LEAPS:

I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me.
 I can describe one thing a Christian might learn about Jesus from a Christmas symbol.
 I can ask questions about what Christmas means to Christians and compare this with what it means to me.

Core Knowledge



Key Vocabulary:

Christmas, Jesus, Mary, Joseph, Wise Men, Gifts, Symbolism, Significance, Christingle (God's Light), Incarnation