

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.

(End Points)

Bem vindo ao 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

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.

Literacy

- Identifying features of a non-chronological report
- Developing subject specific vocabulary
- Explore features of non-chronological reports
- Note and develop initial ideas through research
- Write a non-chronological report about a Brazilian animal
- Edit and redraft writing
- Peer assess writing.
- Unpick the features of a persuasive letter.
- Consider and evaluate balanced arguments
- Consider facts and opinions
- Write for a range of audiences
- Write persuasively.

Music

Perform rhythmical and melodic patterns on a variety of percussion instruments, confidently, read and play simple musical notation represented on a musical staff, play and perform with accuracy, fluency, control and expression, explain the place of silence and say what effect it has, perform as a soloist and as part of an ensemble, participate in improvisation sessions with confidence, be able to read simple musical on a musical staff. E.g. FACE EGBDF, be able to compose simple melodies using combinations of all the notes, be able to follow simple musical notation when playing as part of an ensemble.

Happy, Healthy Me/ PSHE

I can reflect on and celebrate my achievements, identify my strengths and areas for improvement, set high aspirations and goals, I can recognise when I need help and I am developing the skills to ask for help, I know that it is my decision to share or withhold my personal information online and that I can choose to accept or deny requests for images of myself online, I am responsible for my own body and I decide what I want and don't want to happen, I understand that my moods can change as I grow due to puberty, I am responsible for my own actions and the way I treat others, I accept myself for who and what I am, I can explain how I am feeling even if I have mixed feelings, I understand that sometimes the feeling part of my brain takes over and I might make mistakes, I can recognise when I am feeling worried, I know how to do something about my worry.