

### Vocabulary – basic greetings

Bonjour!	Hello!
Salut!	Hi!/Bye!
Au revoir!	Goodbye!
Ça va?	How are you?
Ça va bien/mal.	I'm fine/not very well
Et toi?	And you?
Au revoir!	Goodbye!
Monsieur	Mr/Sir
Mademoiselle	Miss
Madame	Mrs
Oui	Yes
Non	No
Je m'appelle.....	My name is ...
Comment tu t'appelles?	What's your name?
S'il vous plait	Please
Merci	Thank you

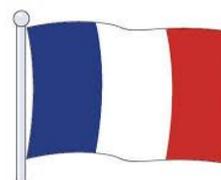
### Vocabulary –numbers

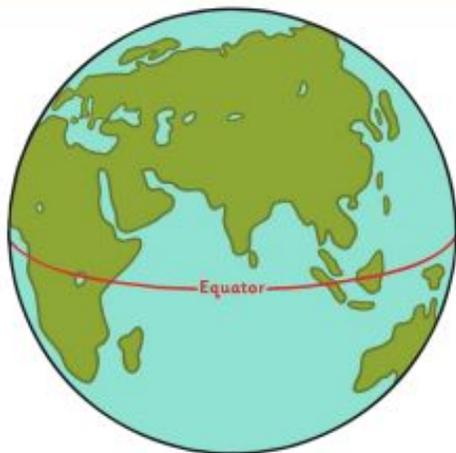
1	un/une
2	deux
3	trois
4	quatre
5	cinq
6	six
7	sept
8	huit
9	neuf
10	dix



### Vocabulary - Age

Quel âge as-tu?	How old are you?
J'ai sept/huit ans.	I'm seven/eight years old.
J'ai ...	I have ...





## Equator

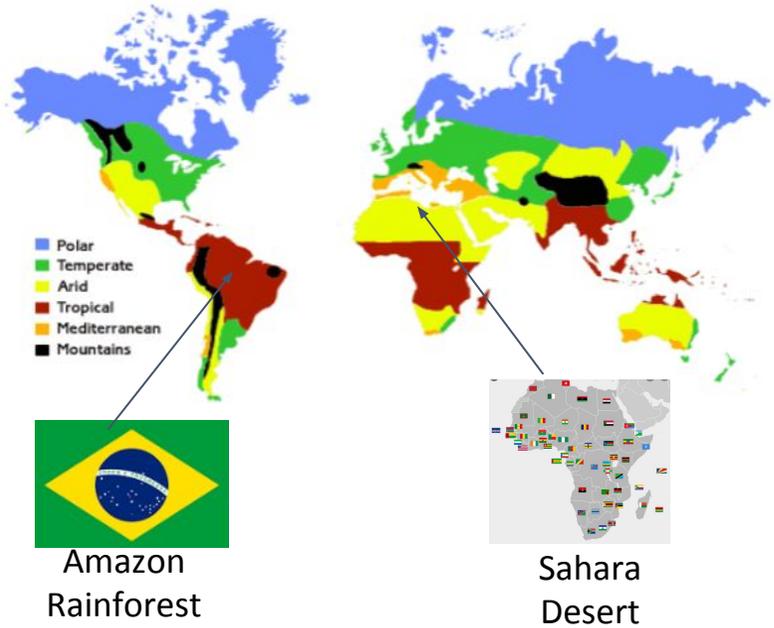
Imaginary line that divides the Earth in half.

Equal distance between the North and South Poles.

Weather on the equator is hot all year round.

## Biomes Studied

<p>Amazon Rainforest</p> 	<p>covers most of Brazil and extends to other South American countries.</p>
<p>Sahara Desert</p> 	<p>located in African continent. Largest hot desert in the world.</p>



Amazon Rainforest

Sahara Desert

## Vocabulary

climate	weather
climate zones	similar weather patterns
biomes	areas of the planet with similar climates, landscape, animals and plants
rainforest	tall, dense forest with lots of rain
desert	places that don't get much rain and are very dry. Can be hot or cold.
polar	very cold and dry all year
temperate	places with cold winters and mild summers
arid	dry and hot all year
tropical	hot and wet all year
mediterranean	mild winters with dry, hot summers
continent	large area on Earth, we have 7.

## LOGO LANGUAGE

use these codes to plan your algorithm

LOGO – a text-based coding language used to control an onscreen turtle to create mathematical patterns.

BK – move backwards a distance of units.

FD – move forward a distance of units.

RT – turn right a given number of degrees.

LT – turn left a given number of degrees.

REPEAT – repeat a set of instructions a specified number of times.

SETPC – set pen colour to a given colour.

SETPS – set the pen thickness.

PU – lift the pen up off the screen.

PD - put the pen back down on the screen.

## What is LOGO?

It is a coding language that you can use to program a screen turtle to make patterns or shapes.

You need to use commands that tell the turtle which direction to turn and by how many degrees and which direction to travel and by how many units.

## VOCABULARY

### coding

the process of creating or debugging algorithms to create animations, programmes and games

### algorithm

a logical sequence of instructions in computing code

### command

a value that can be changed (size, direction, speed, score)

### repeat

an instruction within the algorithm to loop it

### debug

analyse and correct an algorithm that is not working correctly

### input

information (data) a computer receives

### output

information (data) a computer sends out

Open, save and share work

Choose the turtle style

Choose a background

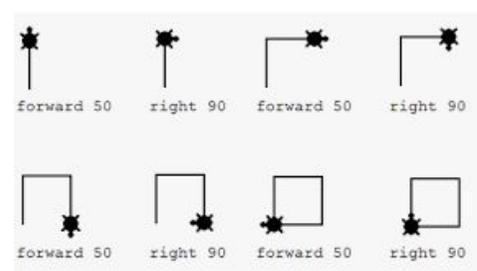
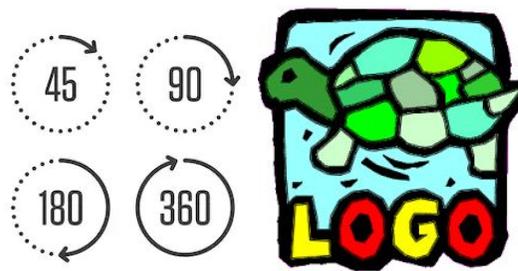
Switch the grid on and off

Press and the logo mouse follows the instructions

Reset the mouse to the start position

Change the speed at which the mouse moves.

Write the Logo instructions here



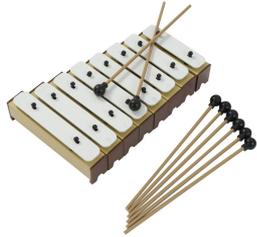
**Key Vocabulary**

timbre	quality of a sound
ostinato	short, repeated pattern
pitch	specific quality of a sound
drone	sustained note
tempo	speed of a rhythm
dynamics	loudness or softness
expression	representing something extra

**Instruments**

chime bars (1)

hand bells (2)



(1)



(2)

**Songs, Music, Poems and Composers**

The Sound Collector

Roger McGough

**Key Vocabulary**

ternary	consists of three sections
rondo	repeating sections ABAB
chorus	verse which repeats
verse	group of lines within a song
rhythm	division of music into regular portions
phrase	a musical unit
soundscape	music considered in terms of its component sounds

### Key Vocabulary

beat	the regular pulse of music
rhythm	division of music into regular portions
ostinato	short, repeated pattern
sequence	repetition of a rhythm
score	printed form of music



### Instruments

untuned percussion (3)

scrapers (1)

shakers (2)

keyboards (4)

wooden instruments

### Songs, Music, Poems and Composers

Using tools to make music

Carmen

(4)



(1)



(2)



(3) untuned percussion -  
claves and tambour

Christianity	
The Creation Story	
Day 1	Light and Dark
Day 2	Clouds and Oceans
Day 3	Sun, Moon and Stars
Day 4	Land, Plants and Trees
Day 5	Fish and Birds
Day 6	Man and Animals
Day 7	God rested



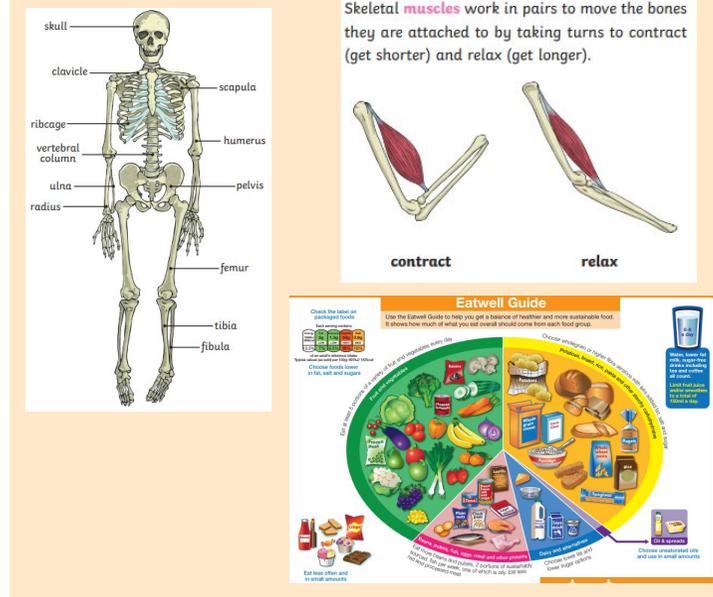
Knowledge		
1	What is wonderful about the world?	Identify the WOW factors in nature by exploring sights and sounds.
2	Study Genesis 1 1-2:3	This story teaches that Christians believe that God created the world. Discuss what the story suggests is wonderful about the world.
3	What kind of God created the world?	Collect ideas from the Genesis story about what God is like.
4	Study Genesis 1: 28-30	This story teaches that God wanted humans to look after the world too.
5	How do Christians try to look after the world?	Describe what Christians do because they believe God is Creator. Learn about life in an Abbey.
6	What is an Eco Church?	Research into the living lightly campaigns and find out what they think about God. Find evidence that they do things because they believe in God as Creator.

Vocabulary		
1	Genesis 1	The first book of the Christian Old Testament and an account of the creation of the world.
2	Creation	The act of bringing the world into existence out of nothing.
3	Stewardship	Taking care of everything God has given us.
4	Caretakers	God needs us to take care of what belongs to him.
5	Abbey	A building occupied by community of monks or nuns.
6	A monk	A man who dedicates his life to religion.
7	A nun	A woman who dedicates her life to religion.
8	Eco Church	A scheme for Churches to help care for God's earth.

## Key Knowledge

<p><b>Food</b> Animals need to eat food to get the nutrients they need</p>	<p><b>Nutrients</b> These are the things in food such as carbohydrates, protein, vitamins and minerals, fats, sugar and water</p>
<p><b>Support</b> The bones in your skeleton help to support your body by keeping you upright</p>	<p><b>Skeletons</b> Humans and some animals have skeletons and muscles. The job of these is to help them to move, provide protection and support</p>
<p><b>Movement</b> The skeleton helps your body to move around</p>	<p><b>Protection</b> The skeleton protects the organs inside your body such as your heart, brain, lungs, liver and kidneys, your stomach and your intestines</p>

## Key Diagrams



## Key Vocabulary

Bones	The hard parts inside your body which form your skeleton
Carbohydrates	These are contained in foods such as bread, rice and pasta and provide energy for the body
Fat	Fats are contained in foods such as oils, butter and nuts and provide energy
Fibre	Fibre is contained in whole grain cereals, wholegrain or brown rice and pastas and it helps you to digest the food that you eat
Minerals	Minerals are contained in vegetables, fruit and food such as milk
Muscles	Muscles are inside your body and they connect two bones and you use them when you make a movement
Joints	The part where two or more bone meet uch as a knee or elbow
Protein	Proteins are contained in foods such as meat, fish, eggs, beans and pulses, They help to keep muscles healthy and your body growing.
Ribs	The bones which form a protective cage around your heart and lungs
Skull	The bones in your head that protect your brain
Spine	The bones in your back that protect your spinal cord
Sugars	These are contained in food such as jam, honey, sweets and
Vitamins	Vitamins are found in foods such as fruit, vegetables, bread and meat. They help to keep your body healthy
Water	This is a colourless, tasteless liquid that we need to drink to keep us hydrated.

## Important Scientists

<p><b>Elizabeth Garrett Anderson</b> She was the first female doctor in England. She opened a hospital for women in London in 1871.</p>	1836 - 1917
<p><b>Wilhelm Conrad Rontgen</b> He was a German scientist who discovered X rays in 1895 and the first X rays he took were of his wife's hand.</p>	1845 - 1923

## Investigate

Use food labels to explore the nutritional content of a range of food items.	Use secondary sources to research the parts and functions of the skeleton
Use food labels to explore the nutritional content of a range of food items.	Plan a daily diet to contain a good balance of nutrients
Investigate patterns asking questions such as: Can people with longer legs run faster? Can people with bigger hands catch a ball better?	Use food labels to answer enquiry questions e.g. How much fat do different types of pizza contain? How much sugar is in soft drinks?