







‘What makes a Canyon Grand?’ Spring 2

Our subjects	Target	Learning Objectives
 Geography	To know the location of the Grand Canyon and be able to recall facts about its physical features, the different biomes, flora and fauna and the ways humans have inhabited the area and the changes humans have caused.	How was the Grand Canyon formed?
		What is the environment like at the bottom of the Grand Canyon?
		How is the land in and around the Grand Canyon used?
		What is the environment like at the bottom of the Grand Canyon?
		What are the human and physical geographic features of the Grand Canyon?
 DT	To explore different design features of bridges and evaluate their effectiveness for purpose. To use tools and materials safely to construct a model from a design and then evaluate its success.	How can we reinforce a beam (structure) to improve its strength?
		How do the materials we choose impact an overall structure?
		How can we build a wooden truss bridge?
 Music	To build on existing knowledge of musical notation and apply them to reading music to perform given pieces of music on the Ukelele	How do we learn the chords of C, F, G and A minor on the Ukelele? How can we play tabs on the Ukelele? (e.g. A and E)
 PE	To improve on key skills used in dodgeball such as throwing, dodging and catching. To select and apply tactics to the game to outwit their opponent. To improve defending and attacking skills playing even-sided games showing control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure.	Can I apply rules honestly and fairly to a game situation, develop throwing at a moving target and use timing, balance and agility to avoid being hit?
		Can I develop catching under pressure to get an opponent out, select and apply tactics in the game and develop officiating skills and referee a dodgeball game?
		Can I develop dribbling to beat a defender, knowing when to pass and when to dribble and how to receive the ball with control?
		Do I know how to move into space to support a teammate, develop tackling to gain possession of the ball and apply rules, skills and principles to play in a hockey tournament?

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<p style="text-align: center;">R.E</p> 	<p>How would I explain the concept of being good and naughty</p>	<p>How would I explain the concept of being good and naughty?</p>
		<p>Are all people religious? Can I explain how a person can be good without a religion?</p>
		<p>How would I explain the difference between good/bad and right/wrong?</p>
		<p>How would I describe the Christian ‘code’ for living?</p>
 <p style="text-align: center;">PSHE</p>	<p>To understand what it means to be part of a community: understanding different roles, human rights, the need for rules/laws and the contributions we can make.</p>	<p>Do I understand the need for laws within communities and consequences for not following the rules?</p>
		<p>Do I know the difference between human rights and responsibilities and how we can contribute to our communities?</p>
		<p>Can I explain the importance of equal opportunities and do I understand that gender, race and social class do not determine what jobs people can do?</p>
 <p style="text-align: center;">Computing</p>	<p>To understand what makes an effective website. Use research skills to plan then make own website, including a hyperlink.</p>	<p>How are websites used?</p>
		<p>How can we collect information to plan our own website?</p>
		<p>How can we create a website with hyperlinks?</p>

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