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| **History**  Our focus area in history this half-term is Hola Mexio (Ancient Maya). We will be learning:   * Where and when did the Maya live? * What made the Maya civilisation so successful? * How do we know about the Maya? * How were the Maya ruled? * How was Anglo-Saxon England ruled? * What do we know about the Maya City States and the Anglo-Saxon Kingdoms? * How do the leaders of the Maya and the Anglo-Saxons compare? * How did the abandonment of the Southern Maya lowlands help the Northern city-states to thrive? * Who was involved in the struggle for power in England from the 8th to the 10th century? | **Languages**  Our focus areas in languages this half-term are my family and numbers 1-100. We will be:   * Tell somebody the members, names and various ages of either their own or a fictional family in French. * Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. * Understand the concept of the possessive adjectives ‘mon’, ‘ma’ and ‘mes’ in French. * Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s’appeler (to be called) and avoir (to have). | **PE**  Our focus areas in PE this half-term are tennis and netball. We will be:  developing the forehand groundstroke.   * able to return the ball using a backhand groundstroke. * developing the volley and understand when to use it * developing the volley and use it in a game situation. * developing accuracy of the underarm serve * learning how to use the official scoring system * work co-operatively with a partner and employ tactics to outwit an opponent * developing passing and moving. * using the attacking principle of creating and using space. * changing direction and lose a defender. * defending ball side and know when to go for interceptions. * developing the shooting action. * using and applying skills and tactics to small sided games. |
| **Science**  Our focus area in science this half-term is on living things and their habitats which a focus on classification of living things. We will be:   * exploring the Linnaeus classification system * identifying similarities and differences between animal, microorganism and plant classifications * creating my own classification system using sweets * collecting record, classify and name leaves found in my local environment * writing a scientific description or unusual living things from around the world, and classify using descriptions and online research | **Bettins - Personal use**  **Enfield Academy of New Waltham**  **Autumn Term 1** | **RE**  Our focus area in RE this half-term is on Being Human - Hinduism. We will be:   * consdering how Hindus reflect their faith in the way they live * exploring what karma is and how it drives the cycle of samsara * exploring how a Hindu might seek to achieve moksha * looking at how beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals |
| **Art**  Our focus area in art this half-term is on exploring identity. We will be:   * exploring their identity within their art. * exploring how artists use various aspects of their identity, creating imagery which explores many different aspects within one image by using layers and juxtaposition. * listening to how the artists construct their work, before working physically in drawing and collage or digitally on a tablet to make their own layered and constructed portrait. * using sketchbook throughout to help them generate ideas, experiment with materials and techniques, and record and reflect. | **Computing**  Our focus area in computing this half-term is on e-safety. We will be:   * responding to online bullying * looking at ways to be kind online * turning negative interactions to positive interactions * interpreting emotions behind texts and messages * putting our learning into practice and becoming Internet Awesome | **PSHE**  Our focus area in PSHE this half-term is on How Can We Keep Healthy As We Grow? We will be:   * learning about the elements of a balanced, healthy lifestyle, the choices that support a healthy lifestyle, and recognise what might influence these * learning about what good physical health means and how to recognise early signs of physical illness * learning about the benefits of the internet * learning that mental health is part of daily life; the importance of taking care of mental health * learning about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing |