



**Year 5 & 6**

**Overview of Topics: 2019/20 (year 2 of two year rolling programme)**

Year Group	Autumn	Spring	Summer
<b>Science</b>			
Y5	<p><u>Forces:</u> Identify forces as pushes and pulls; Explain the effects of friction; Identify the effects of air resistance, water resistance and friction; Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object by measuring the force of gravity pulling on objects; To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect; Identify Isaac Newton's discoveries; Identify different mechanisms; Recognise that there are different variables in an investigation; Predict what will happen in an investigation; Make observations.</p> <p><u>Scientists and inventors:</u> To find out about the work of naturalists and animal behaviourists; To identify scientific evidence that has been used to support or refute ideas or arguments; To describe how scientific ideas have changed over time; To identify scientific evidence that has been used to support or refute ideas.</p>	<p><u>Properties of materials:</u> Identify materials; To compare and group together everyday materials on the basis of their properties, including their hardness, transparency and response to magnets; Describe materials' properties; To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic; Identify thermal and electrical conductors and insulators; Identify materials that are soluble or insoluble in water; Follow instructions to separate mixtures; Identify irreversible changes; Predict what will happen in an investigation; Make observations; To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p><u>Earth and space:</u> Describing the Sun, Earth and Moon as approximately spherical bodies; Identify scientific evidence with support; Name the planets in the solar system with support; Explain how the planets orbit the Sun; Describing the movement of the Earth, and other planets, relative to the Sun in the solar system by examining the geocentric and heliocentric theories; Explain how night and day occur; Make predictions about night and day in different places on Earth; Report and present findings from enquiries; Explain that the Moon orbits the Earth not the Sun; Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p><u>Living things and their habitats:</u> Identify parts of a flower; Give one difference between sexual and asexual reproduction; Describe ways plants can be pollinated; Identify plants that reproduce asexually; Describe ways to grow new plants other than from seed; Identify the stages in the process of sexual reproduction; Identify different types of mammals; Give three facts about Jane Goodall; Describe threats faced by chimpanzees; Identify familiar animals that undergo metamorphosis; Order the stages of the life cycles of mammals, birds, insects and amphibians.</p> <p><u>Animals including humans:</u> Describe the changes as humans develop to old age; Compare and present data using bar and line graphs; Record data and results of increasing complexity using bar and line graphs, and models; Report findings in oral form; Order the stages of human development; Demonstrate understanding of how babies grow in height; Describe the main changes that occur during puberty; Explain the main changes that take place in old age.</p>

<p>Y6</p>	<p><u>Light:</u> (straight lines / eyes) – linked to artists topic (how does light affect art? How to create shadow / light in art). LO's: Objects are seen because they give out/reflect light into the eye. Why shadows have the same shape as the objects that cast them.</p> <p><u>Electricity</u></p> <ul style="list-style-type: none"> <li>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</li> <li>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</li> <li>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li> <li>Record using scientific diagrams.</li> <li>Use diagrams to create working circuits.</li> <li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> <li>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</li> <li>Use recognised symbols when representing a simple circuit in a diagram.</li> <li>Plan scientific enquiries to answer questions, including recognising and controlling variables</li> <li>Record results using scientific diagrams and report findings.</li> </ul>	<p><u>Evolution &amp; Inheritance</u></p> <ul style="list-style-type: none"> <li>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>recording data and results of increasing complexity using scientific diagrams and labels</li> <li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations, in oral and written forms such as displays and other presentations</li> <li>identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul> <p><u>Also: Y6 revision of previous topics for KS2 assessment</u></p>	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>Describe the life process of reproduction in some plants and animals</li> <li>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> <li>Identify animals and plants that live in parts of Europe to link to our topic.</li> </ul> <p><u>Human circulatory system</u></p> <p>Describe the changes as humans develop to old age. Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Report findings, including explanations, in oral form.</p> <p>Use scientific diagrams. Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Describe the way in which nutrients and water are transported within animals, including humans. Report findings in written form such as displays and presentations</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments. Plan scientific enquiries, including recognising and controlling variables where necessary. Take measurements with increasing accuracy and precision</p> <p>Record results. Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>
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## History

<p>Y5/6</p>	<p><u>Local study / themed study post 1066</u> – artists through time. Norfolk and UK.            History of art (local – Norfolk / UK)            Learning historical ideas from paintings.            From the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced artistic works.            Understand historical concepts such as change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, , frame questions and create their own structured accounts, including written narratives            understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and learn about how and why contrasting arguments and interpretations of the past have been constructed.            Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional and national history; between cultural, economic, religious and social history; and between short- and long-term timescales.</p> <p>History of music (2nd half of term) – until modern day – creating a rap to express emotion / life.            How art and music has shaped the nation and how Britain has influenced artistic works. Contrasting interpretations of art and music from the past.            Ordering events in time. Looking at differences in local and national artists, creating fact files and comparing ideas from different artists.</p>	<p><u>Roman Empire</u>            Know about the Roman Empire and its impact on Britain, Julius Caesar’s attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army and the ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture (in-cluding art) and beliefs, including early Christianity.</p> <p>I can recall key facts about the invasion of Britain and explain the spread of the Roman Empire.            To understand why the Romans built new roads in Britain, know where some of the main roads ran to and from and know how the roads were made.            To understand how the Roman Empire affected different people and how they felt and reacted to the changes that were being made.            To describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall.            To understand what religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped.            To explain what Roman Baths were and know about the different amenities they contained.</p>	<p>none</p>
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## Geography

Y5/6	none	<p><u>UK Weather</u> Understand geographical similarities and differences through the study of human and physical geography in a region of the United Kingdom; Describe and understand human geography including types of settlement and land use, economic activity including trade links, and distribution of natural resources including energy, food, minerals and water.</p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>§ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>§ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p><u>Region of Europe:</u> Focus on overall geography of Europe, then a region (Mediterranean).</p> <p>Understand geographical similarities and differences through the study of human and physical geography in a region in a European country; Describe and understand human geography including types of settlement and land use, economic activity including trade links, and distribution of natural resources including energy, food, minerals and water.</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p> <p>Look at European seas and oceans, following currents and how European countries are linked.</p>
<b>Year Group</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>

**Design & Technology**

<p>Y5/6</p>	<p><u>Forest schools</u>          Exploring woodland art. Using different natural materials and joining using a variety of knots in different scenarios.          Creating materials when developing imaginative scenes to interact with as part of a group or individually.          Building dens / shelters out of natural materials.</p>	<p><u>Roman Textiles</u></p> <ul style="list-style-type: none"> <li>• Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. Create innovative designs that improve upon existing products.</li> </ul> <p>Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world.</p> <ul style="list-style-type: none"> <li>• Shape and stitch materials. Use basic cross stitch and back stitch. Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information and resources and present ideas imaginatively. Use the qualities of materials to enhance ideas. Comment on artworks with a grasp of visual language.</li> </ul>	<p><u>Healthy eating - salads</u></p> <ul style="list-style-type: none"> <li>• Recall and discuss different types of salad.</li> <li>• Identify salad ingredients and sort them into the correct Eatwell Guide food groups.</li> <li>• Explain the key messages from each The Eatwell Guide food group.</li> <li>• Explain that a third of the food we eat should come from the Fruit and vegetable group and a third should come from the Potatoes, bread, rice, pasta and other starchy carbohydrates and explain the key messages from these two food groups.</li> <li>• Recall that foods in the two largest food groups provide fibre and explain the role of fibre in the diet.</li> <li>• Use the internet to research a selection of different salads.</li> <li>• Recall the get ready to cook steps, explain how they should be carried out and why they are necessary.</li> <li>• Prepare ingredients for a salad bar by safely using the bridge hold, claw grip and grating techniques.</li> <li>• Use a range of sensory vocabulary to describe a selection of foods.</li> <li>• Recall foods associated with a selection of countries around the world.</li> <li>• Apply their knowledge and experience to design a salad which meets their design criteria.</li> <li>• Communicate their salad design effectively through notes and sketches.</li> <li>• Make the salad they have planned safely and hygienically.</li> <li>• Select the correct equipment for different food preparation tasks.</li> <li>• Evaluate their salad against the design criteria and feedback from others.</li> </ul>
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**Art & Design Observational drawing developed each term in KS2.**

<p>Y5/6</p>	<p><u>Coastal Art:</u> Develop and extend ideas from starting points throughout the curriculum.</p> <ul style="list-style-type: none"> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Comment on artworks with a grasp of visual language.</li> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Use brush techniques and the qualities of paint to create texture.</li> <li>• Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul> <p>Create sketch books and use different harnesses of pencils to show line, tone and texture.</p> <ul style="list-style-type: none"> <li>• Annotate sketches to explain ideas.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>• Use shading to show light and shadow.</li> <li>• Use some techniques to add interesting effects.</li> <li>• Use some techniques to depict perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> </ul> <p><u>Portrait Art:</u> To combine mediums to create modern portraits which reflect personality through colour choice and design.</p> <ul style="list-style-type: none"> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Create a colour palette based upon colour personality wheel.</li> <li>• Use the qualities of sponge design and brushwork to create visually interesting pieces.</li> <li>• Combine colours, tones and</li> </ul>	<p><u>Roman Art / Mosaics / Textiles:</u></p> <ul style="list-style-type: none"> <li>• Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</li> </ul> <p>Create innovative designs that improve upon existing products.</p> <ul style="list-style-type: none"> <li>• Shape and stitch materials. Use basic cross stitch and back stitch. Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information and resources and present ideas imaginatively. Use the qualities of materials to enhance ideas. Comment on artworks with a grasp of visual language.</li> </ul> <p>Create own artworks based on ideas from others.</p>	<p><u>Whitwell art</u></p> <ul style="list-style-type: none"> <li>• Pottery: To improve mastery of art and design techniques using clay. To improve mastery of art and design techniques using a range of mediums. To review and revisit ideas to improve techniques. To develop control using different materials. To work creatively. To experiment with increasing awareness of different types of art, craft and design.</li> <li>• TShirts: To improve mastery of art and design techniques using fabric markers. To improve mastery of art and design techniques on a range of different materials. To review and revisit ideas to improve techniques. To develop control using different materials. To work creatively.</li> <li>• Boats: To improve mastery of art and design techniques using paint. To improve mastery of art and design techniques on a range of different materials. To review and revisit ideas to improve techniques. To develop control using different materials. To work creatively.</li> </ul> <p>Y5: Wildlife project (birds). Y6: Transition project (Settings from texts).</p>
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	<p>tints to enhance the mood of a piece. • Develop a personal style of painting, drawing upon ideas from other artists. • Research existing graffiti artists to influence design. • Use shading to show light and shadow.</p>		
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Y5/6	<p><u>Buddhism / Sikhism</u> Buddhism and Sikhism linked to PSHE – discussions surrounding stories, traditions and customs from south-east Asia, their ways of life and worldviews. Comparing and contrasting the two religions, and making links to their own lives.</p> <p>Recall the life of Siddhartha Guatama. To reflect on the importances of the four noble truths. To relate to the noble eight fold path of the Bhudda. To understand the term Karma and how this can relate to my life. To understand the significance of Metta and how to implement it in my own life. To know about the places of worship and meditation of Bhuddists.</p> <p><u>Creation</u> Compare and contrast some creation stories. Identify the type of creation story. Explain why Jews and Christians have the same creation story. Sequence and retell the creation stories from a variety of sources. Demonstrate an understanding of the Sikh beliefs about creation. Identify some similarities and differences between creation stories independently.</p>	<p><u>Study of inspirational people across world religions.</u> Comparing and contrasting inspiration religious figures – making links between belief and humanist approaches to ultimate and ethical questions. PSHE: Who inspires children and why.</p> <p>Jesus, his journeys and miracles. Linked to Easter.</p> <p>Make links between the teachings and sources of religions and show how they are connected to believers’ lives. Describe and compare what experiences may be involved in belonging to different religious groups Ask questions about belonging that refer to people who have inspired and influenced themselves and others Suggest a range of answers to questions about the meaning and purpose of life.</p> <p>Covered: Mother Teresa, Jesus, Francis Pope II, Saint George</p>	<p><u>Global citizenship- beliefs in action.</u> The importance of a sense of belonging, community and being a part of the wider world. Investigating the expression of belief as a group through the media. Stereotyping and the importance of self image- PSHE.</p> <p>To understand what a citizen is. To consider the ways in which we can live our lives to promote good citizenship, what is a good citizen, how can we be a good citizen, what we can do to encourage others to be good citizens? Looking towards the future, consideration of democracy and the law. The world in action – how charities link to citizenship and the impact they can have on different scales (local/ national/ global).</p> <p>To consider the viewpoints from different religions and how these mirror their own ideas. To look at religious symbolism and what they represent. To create their own ideals and represent these in symbolism and artwork.</p> <p><u>Family and Faith</u> Use a developing religious vocabulary to describe some key features of religions, recognizing similarities and differences</p> <ul style="list-style-type: none"> <li>• make links between beliefs and sources, including religious stories and sacred texts</li> <li>• begin to identify the impact religion has on believers’ lives</li> <li>• describe some forms of religious expression.</li> <li>• identify what influences them, making links between aspects of their own and others’ experiences</li> <li>• ask important questions about religion and beliefs, making links between their own and others’ responses</li> </ul>
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			<ul style="list-style-type: none"><li>• make links between values and commitments, and their own attitudes and behaviour.</li><li>• describe some of the things that are the same and different for religious people</li><li>• compare some of the things that influence me with those that influence other people</li></ul>
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Year Group	Autumn	Spring	Summer
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**P.E.**

<p>Y5/6</p>	<p><u>Gymnastics</u> – movement / sequences / gymnastic performance.  <u>Games</u> – learning specific skills in preparation for team games (throw, catch, pivot etc).</p> <p>Develop competence to excel in a broad range of physical activities. Physically active for sustained periods of time. Engage in competitive sports and activities (tag Rugby). Lead healthy, active lives. Use running, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [tag rugby], and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Mile a Day</u></p>	<p><u>Dance</u> – expression / sequences.  Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Create dances and movements that convey a definite idea.</p> <p><u>Games</u> – team games, rules, working as a team using skills taught last term. Football, tag rugby.</p> <p>Develop competence to excel in a broad range of physical activities. Physically active for sustained periods of time. Engage in competitive sports and activities (Football). Lead healthy, active lives. Use running, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [Football], and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><u>Athletics</u>  Outdoor and Adventurous activities (Whitwell) and at school.</p> <p><u>Games</u> Rounders / quick cricket.</p> <p>Develop competence to excel in a broad range of physical activities. Physically active for sustained periods of time. Engage in competitive sports and activities (Cricket / Rounders). Lead healthy, active lives. Use running, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [Cricket], and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Swimming</u> (non swimmers).  Swim up to 25 metres unaided. Use more than one stroke and coordinate breathing as appropriate for the stroke being used. Coordinate leg and arm movements. Perform safe self-rescue in water-based situations.</p> <p><u>Mile a Day</u></p> <p><u>Outdoor and adventurous activities WHITWELL</u>  Arrive properly equipped for outdoor and adventurous activity. Understand the need to manage risks. Show an ability to both lead and form part of a team. Support others and seek support if required when the situation dictates. Show</p>
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			resilience when plans do not work and initiative to try new ways of working. Use map and compasses to orientate themselves.
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<p>Y5/6</p>	<p><u>Safety</u> Online safety, internet. Analysing search results, understanding internet information and safety.</p> <p><u>Relationships</u> Managing feelings; Resolving conflict; Seeing things from other perspectives; Understanding different types of relationships; Working together effectively. I know that my relationships are all different and that different ways of behaving are appropriate to different types of relationships. I can accept and appreciate people's friendship and try not to demand more than they are able or wish to give. I know that sometimes difference can be a barrier to friendship. I try to recognise when I, or other people, are prejudging people, and I make an effort to overcome my own assumptions. Seeing things from someone else's perspective I am able to see a situation from another person's perspective. I know how it can feel to be excluded or treated badly because of being different in some way.</p> <p><u>Year 6 only:</u> Sex Education</p> <p><u>Y5: Forest Schools:</u> Sustain their self-esteem in the learning experience; Develop their capacity for critical and independent thought; Foster their emotional life and express their feelings; Experience moments of stillness and reflection; Form and maintain worthwhile and satisfying relationships; Reflect on the consequences of their actions, learn how to forgive themselves and others, which are attitudes they need to make moral, responsible decisions</p>	<p><u>Social Health Education and Cultural Diversity</u></p> <ul style="list-style-type: none"> <li>• Research, discuss and debate topical issues, problems and events;</li> <li>• Reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</li> <li>• Resolve differences by looking at alternatives, making decisions and explaining choices;</li> <li>• Explore how the media present information.</li> </ul> <p><u>Differences / Equality</u> Talk and write about their opinions, and explain their views, on issues that affect themselves and society. Reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences. Know that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view. Think about the lives of people living in other places and times, and people with different values and customs. Be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships. Realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help. Recognise stereotypes. Know that differences and similarities between people arise from a number of factors, including cultural, gender and disability. Know where individuals, families and groups can get help and support.</p>	<p><u>Self Image / Stereotyping</u></p> <p>To understand and prevent the dangers of drug use. To identify stereotypes and challenge attitudes, including my own.</p> <p>To understand the influence the media has on stereotyping and plan to challenge this.</p> <p>To challenge gender stereotypes in the media by re-creating an advert.</p> <p>To develop strategies to support others who may encounter prejudice or discrimination.</p> <p>To explore stereotypes through role-play and drama, further developing strategies to support others.</p> <p>To understand cultural differences and similarities, and discuss how different cultures can get along with one another.</p> <p><u>Notes for Schools weekly.</u></p> <p><u>Y6: Forest Schools:</u> Sustain their self-esteem in the learning experience; Develop their capacity for critical and independent thought; Foster their emotional life and express their feelings; Experience moments of stillness and reflection; Form and maintain worthwhile and satisfying relationships; Reflect on the consequences of their actions, learn how to forgive themselves and others, which are attitudes they need to make moral, responsible decisions and act on them; Recognise the unique value of each individual; Listen and respond appropriately to the views of others; Gain the confidence to cope with setbacks and learn from mistakes; Take initiative and act responsibly with consideration for others; Distinguish between right and wrongs; Show respect for the environment; Display a sense of belonging and an increasing willingness to participate; Make an active</p>
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	<p>and act on them; Recognise the unique value of each individual; Listen and respond appropriately to the views of others; Gain the confidence to cope with setbacks and learn from mistakes; Take initiative and act responsibly with consideration for others; Distinguish between right and wrongs; Show respect for the environment; Display a sense of belonging and an increasing willingness to participate; Make an active contribution to the democratic process in each of their communities; Develop an understanding of individual and group identity.</p>		<p>contribution to the democratic process in each of their communities; Develop an understanding of individual and group identity.</p>
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## Computing

Y5/6

Safety week (understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration / use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content / use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact).

### Animations

Create a sequence of story scenes with added audio.

Structure and sequence the animation of characters in each scene.

Use the repeat command to create ani-mation effect.

Make a character visible or invisible at the correct times.

Music software to compose own piece and create artistic landscapes using art program (use sequence, selection and repetition in programs / select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.)

Organise Roman information in different ways using Powerpoint and Word (select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information).

Analyse weather information from the UK – identifying differences and similarities between different terrain (coastal / mountainous / valleys etc). (understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration / use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content / select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information).

Create their own games - Design, write & debug programs / use sequence, selection and repetition in programs / use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly.

Year Group	Autumn	Spring	Summer
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French/Spanish			
Y5/6	<p><u>French</u></p> <p>To write short, simple responses to spoken language using familiar words. I can use my knowledge of French phonics to help me spell familiar words.</p> <p>To read and pronounce familiar written words accurately, using my knowledge of French phonics.</p> <p>To understand the main points, including simple opinions, from a short spoken passage that contains some unfamiliar language.</p>	<p><u>French</u></p> <p>To understand the main points and some of the detail from a short spoken passage, including more complex phrases and sentences.</p> <p>To adapt familiar sentences by changing a few words.</p> <p>To develop a simple sketch or role-play and perform it to my class.</p>	<p><u>French</u></p> <p>To understand the main points and some of the detail from a short written text, which contains some unfamiliar language.</p> <p>To appreciate why certain words have been used in written stories, songs or poems, e.g. to create a rhythm.</p>
Music			



<p>Y5/6</p>	<p><u>History of music (linked to history topic) &amp; composing</u>  I can describe the differences in characteristic features of music from the past and identify differences in musical instruments used.  I can identify musical elements in music from the Baroque era. I know the main changes in music for the Baroque period.  I can compare the roles of music in ancient Greece, the Classical era, and today.  I can use original ways to present information and make conclusions.  I can put musical styles in chronological order and analyse lyrics relating them to emotions and current events.  I can put musical era's onto a timeline and answer comprehension questions based on these periods.</p> <p><u>Christmas Production – Snow Queen</u></p>	<p><u>Easter songs – Easter service</u></p>	<p><u>Whitwell assembly songs / Leavers assembly songs.</u></p> <p>Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Understanding the role of individual instruments within an operatic setting. Understanding the elements required to create a musical picture. Linking aspects of music and composition to an artistic context. Understanding the historical and geographical context of the music.</p>
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**Trips/ Events**

Y5/6	Beach visit with art focus, Christmas play, Safety week, Forest schools, Family learning day Christmas fair (enterprise project), Children in Need, Harvest Y5 only: Cycling efficiency School Disco	Family learning day, Comic relief, Karate Day Skateboard / Scooter day Easter events – service / bonnet parade / hunt Assemblies: Open The Book School Disco Cultural differences day	Whitwell, Sports day, Forest schools, Book Fair Beach day  Y6 only - leavers assembly, High school visit – friendly faces Crucial Crew
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