

# Year 5 & 6

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<p style="text-align: center;"><b>The Victorian Era</b></p> <p><b>History</b> <i>Study an aspect or theme of British history that extends pupils' chronological knowledge beyond 1066:</i></p> <ul style="list-style-type: none"> <li>- I can identify the key differences between the Victorian and modern times, including within school, work and home life.</li> <li>- I understand that the Victorian era was a time of great change in British history, and appreciate the influence Britain had on the world.</li> </ul> <p><b>Geography (Black Country and effect of Industrial Revolution)</b></p> <ul style="list-style-type: none"> <li>- Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns, and understand how some of these aspects have changed over time.</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>- Learn about great designers and architects in history.</li> <li>- Use the style of great artists to influence my own work.</li> </ul> <p><b>DT: Cooking (one pot meals)</b></p> <ul style="list-style-type: none"> <li>- Work within a budget to design and create a product that considers culture and society.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>- Compose and perform in the style of a Victorian Street Cry, with increasing control and accuracy.</li> </ul>	<p style="text-align: center;"><b>Ancient Britain</b></p> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>- Locate major settlements during these periods, on a world map and a map of the British Isles.</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>- Gain an understanding of significant events that occurred during this period of history.</li> <li>- Learn about the changes in daily life in Britain from the Stone Age to Roman Britain.</li> <li>- Carry out own research to further their understanding of a significant person / event from this period, e.g. Boudicca and the sacking of Colchester.</li> </ul> <p><b>Art (Year 6 – Observational Drawing)</b></p> <ul style="list-style-type: none"> <li>- Use observational skills to draw small, solid objects with appropriate use of shape, line and tone.</li> </ul> <p><b>Art (Year 5)</b></p> <ul style="list-style-type: none"> <li>- Use appropriate tools and techniques to create a watercolour landscape.</li> <li>- Manipulate software to photograph and enhance my painting.</li> </ul> <p><b>DT (Pottery)</b></p> <ul style="list-style-type: none"> <li>- Use a range of tools to create a pot in the style of pre-historic pottery.</li> </ul> <p><b>Cooking (Soup)</b></p> <ul style="list-style-type: none"> <li>- Evaluate and adapt a basic soup recipe, according to my own taste.</li> </ul> <p><b>Music (Learning an instrument)</b></p> <ul style="list-style-type: none"> <li>- I can learn and perform simple compositions on a tuned musical instrument (Y5: Ukelele Y6: Recorders).</li> </ul>	<p style="text-align: center;"><b>Rivers &amp; Mountains</b></p> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>- Describe and understand key aspects of physical geography, including rivers, mountains and volcanoes.</li> <li>- Use equipment accurately to collect data about rivers and understand how this relates to its main features.</li> <li>- Use the correct terminology to describe the physical features studied.</li> </ul> <p><b>DT (Bridge building)</b></p> <ul style="list-style-type: none"> <li>- Understand how key events and individuals in design &amp; technology have helped shape the world.</li> <li>- Generate, develop, model and communicate ideas through discussion, annotated sketches and prototypes.</li> <li>- Select from a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities.</li> </ul> <p><b>Music (Lyric writer)</b></p> <ul style="list-style-type: none"> <li>- Sing in harmony confidently and accurately.</li> <li>- Understand the different aspects of the composition process, and write new lyrics to fit an existing song.</li> </ul> <p><b>Art (landscapes / watercolour)</b></p> <ul style="list-style-type: none"> <li>- Improve their mastery of art and design techniques, including painting.</li> </ul>

# Year 5

## **PE (Dance) & Games (Invasion Games)**

- Develop passing, attacking, defending skills and build these into competitive games.
- Translate ideas into movement with increased control and fluency.

### **RE: Islam**

- Learn about Islam as a world religion.
- Consider what we can learn from the teachings of Muhammad.

### **PSHE**

- Develop safer protective behaviours, including E-safety, diet, exercise, avoiding unhelpful peer pressure and following sensible rules.

### **Computing**

- Create a virtual space by using 3D software.
- Develop an interactive computer game and explore other elements of coding.

### **Science**

- Explore and investigate the properties of materials.
- Experiments around changing materials, including dissolving, melting, burning, evaporation and separation.
- Start to understand how solids, liquids and gases vary at a molecular level.

## **PE (Gymnastics) & Games (Net / Wall Games)**

- Gymnastics: develop greater flexibility, precision and control through gymnastic routines.
- Tennis: learn different techniques for striking the ball (forehand / backhand / volley) and positional play.

### **RE: Christianity**

- Explore the Bible and where it came from - Consider how it influences the lives of Christians, and underpins British values.

### **PSHE**

- Develop pupils' aspirations to be an active part of British society, including their career choices, saving, spending and donating choices.
- Consider the most effective strategies for setting and meeting goals.

### **Computing**

- Further develop coding skills, using broadcasts and nested 'ifs' and 'repeats'
- Fuse geometry and art using different graphics packages.

### **Science**

- Investigate how the solar system works.
- Understand how the earth orbits the sun and the moon orbits the Earth.
- Understand that rotations create day and night and the apparent movement of the sun, and that orbits create the seasons.

## **PE (Swimming); Games (Striking/Fielding; Athletics)**

- Use a recognised ASA stroke to confidently swim 25m.
- Athletics – improve running, jumping, throwing and catching skills.
- Rounders – developing skills of striking, fielding and competitive play.

### **RE: Buddhism**

- Learn about basic Buddhist beliefs and teachings.
- Relate these to their own lives and beliefs.

### **PSHE**

- Learn how to get on well as part of a school and the wider British community.
- Explore emotions, conflict resolution and responsibilities.
- Prepare for the responsible roles in school and in Year 6.

### **Computing**

- Create a website about cyber-safety.
- Write and manage blogs, incorporating sound, graphics, text, video and external links.

### **Science**

- Develop their understanding of gravity.
- Investigate the different forces of air resistance, water resistance and friction.
- Explore mechanisms: levers, pulleys, gears.
- Understand and describe the life cycles of different plants and animals.

# Year 6

## **PE (Gymnastics) & Games (Invasion Games)**

- Gymnastics: Develop greater flexibility, precision and control through gymnastic routines.
- Netball: Learn and play to the agreed rules; work as part of a team to gain and keep possession.

## **RE: Hinduism**

- Learn about basic Hindu beliefs including how they worship, and research into Hindu gods.
- Study the Festival of Diwali and compare it to the Christian celebration of Christmas.

## **PSHE**

- Challenge stereotypes and discrimination, explore diversity within Britain, and themes around anti-bullying & E-safety.

## **Computing**

- Understand how to use technology safely, respectfully and responsibly.
- Create spreadsheets, format cells and input formulae correctly.

## **Science**

- Light: understand that light travels in straight lines and how we see things; carry out practical investigations about shadows.
- Human Circulatory System: identify and name the main parts of the human circulatory system and describe their function.

## **PE (Dance) & Games (Invasion Games)**

- Dance: Perform a dance with rhythm and fluency, using a style and range of given movements that fit the given genre.
- Rugby: Learn and play to the agreed rules; work as part of a team to gain and keep possession.

## **RE: Sikhism**

- Acquire and develop knowledge and understanding of Sikhism, and reflect on the impact this has on daily life.

## **PSHE**

- Drug education; resisting peer pressure; choices and consequences; roles within the community.

## **Computing**

- Launch, edit and understand the different ways to present information on the internet (Edublog).

## **Science**

- Electricity: build and draw circuits using the correct symbols.
- Explain the effects of changing components in a circuit.

## **PE (Swimming) & Games (Striking & Fielding; Athletics)**

- Use a range of strokes with increasing precision to swim beyond 25m.
- Rounders: use increasing accuracy when striking and fielding during competitive play.
- Athletics: combine running and jumping with control; demonstrate stamina.

## **RE: Christianity**

- Understand the life and beliefs of Abraham; explore people of faith.
- Explore a variety of creation stories and ask questions about the responsibilities we have for the world and God's expectations.
- Reflect on their own beliefs and ask philosophical questions.

## **PSHE**

- Sex and relationships education; coping with transition and changes.

## **Computing**

- Create and use variables, if statements, repeats, inputs, selection, sensing and broadcasting.
- Refine programs so that they are easier and / or more enjoyable for other users.

## **Science**

- Evolution and Adaptation: explain how animals and plants adapt and explain what is meant by evolution.
- Understand how animals have adapted to their environments.
- Living Things: understand the seven life processes.
- Classify plants and animals using binary keys.