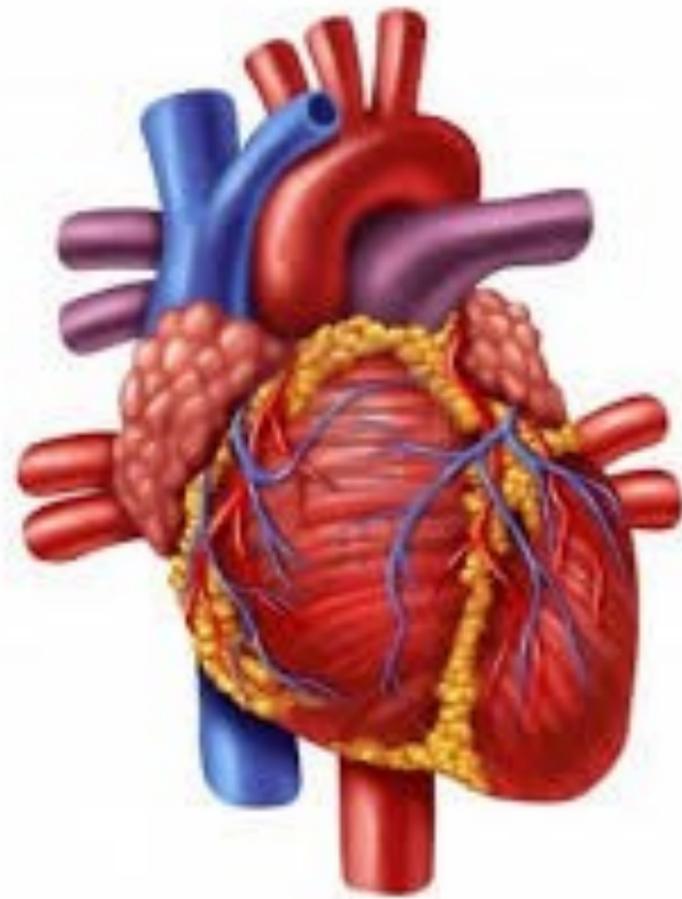




Fit for Life



Year 5/6

Spring 2019



Immersion



SPARCS

- Healthy day—look at healthy and unhealthy food, create a healthy lunch
- Fitness afternoon - looking after your body. Looking at which parts of the body are used in a variety of sports

Experiences

- Trip to senior school to dissect pig hearts
- Visit from Hull sports ambassadors (ice hockey, rugby, boxing , football)

Presentation of Learning

- Sale of models

Resources for the term:

National Curriculum Links Geography

NC 7: To use the eight points of a compass, four-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.

Geographers

Overview: As Geographers we will undertake a fieldwork study on an aspect of movement in our locality for example a pedestrian study at the local shops or a traffic survey on Bellfield Avenue. We will analyse data of movement in our locality by gathering data both on a field work study and through the use of questionnaires. We will also develop our map skills. We will use a range of maps including OS maps to develop the skill of map reading. We will link with maths using scaling and distance charts. We will also use digi -maps. We will do this in the context of the United Kingdom and our locality.

Geography Final Outcome

Children will investigate how people move around the locality and present their findings in a portfolio, which includes a variety of evidence.

Skill

I can present findings in a range of ways

Skill

I can design and undertake a traffic survey

Skill

I can write a questionnaire to collect geographical data

Knowledge

Fieldwork techniques
Planning process for fieldwork

Vocabulary

Bar chart
Line graph
Quantative/Qualitative
Fieldwork data

Knowledge

What is a survey?
Transportation types
Recording data - how to use a range of ways to record dat

Vocabulary

Survey
Transportation
Pedestrian
Traffic

Knowledge

Range of question types
Human characteristics within a location
Transportation types
Healthy lifestyles

Vocabulary

Quantative
Qualitative
Open ended and closed questions
Questionnaire

Skill

I can read maps and identify our local area.

Skill

I can analyse geographical data

Skill

I can make conclusions using the data gathered

Knowledge

Local area
How to use a map
Where is the local area and its surroundings?

Vocabulary

Topographs and grid reference
Co-ordinates
Scale/key/compass/local
Ordnance maps

Knowledge

Analyse a range of data and graphs

Vocabulary

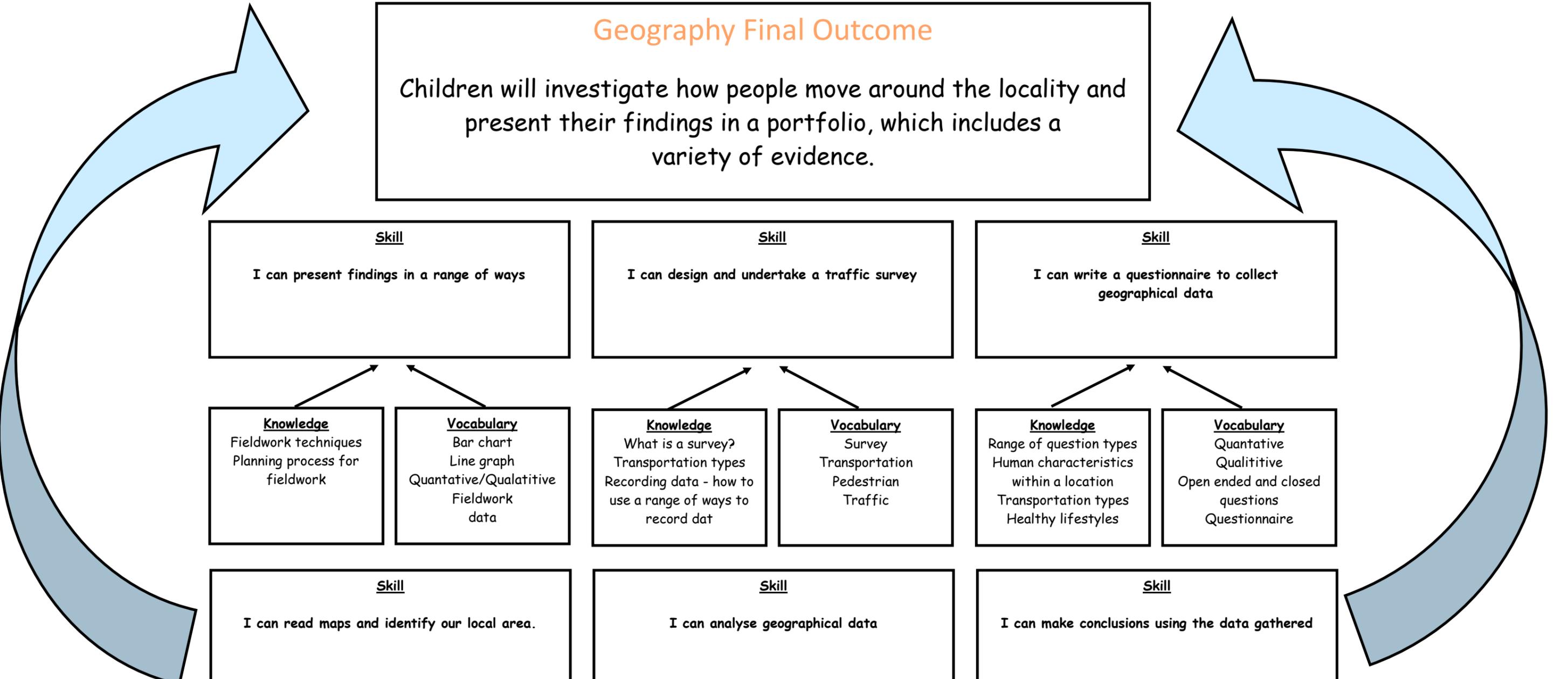
Averages
patterns

Knowledge

How to conclude
What is a conclusion?
How do we come to a conclusion?

Vocabulary

Conclude
data



National Curriculum Links History

NC 6: To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
—a study of the development of medicine from Victorian times to present day.

History

As Historians we will look at the advance of medical science. We will look at how medicine in the Victorian era and how medical science has progressed to the present day. We will look at then impact this has had on society. We will look at the significant individuals which have made medical history and their individual impact on society such as Louis Pasteur, Joseph Lister and Alexander Fleming.

History Final Outcome

A documentary detailing the study of the development of medicine from Victorian times to the present day

Skill

I can use dates and terminology in chronological order, along with sources of evidence to create a timeline

Skill

I can use a range of sources of evidence to deduce information about the past

Skill

I can describe the characteristic features of the past to identify changes over time

Knowledge

What is chronological order and how do we place events in order?
What is effective evidence?

Vocabulary

Chronological
Evidence

Knowledge

What are primary/secondary sources of evidence? How do we know the difference?
What is relevant?

Vocabulary

Primary
Secondary
Source
Deduce
selective

Knowledge

Knowing about social, religious, political and technological cultural differences of the past and present

Vocabulary

Past
Present
Difference
Beliefs

Skill

I can analyse a wide range of evidence in order to justify claims

Skill

I can use computing skills to present information about the past

Skill

Knowledge

Know what a source is
Differences between sources (reliable and suitable sources)
How to analyse text

Vocabulary

Justify
Evidence
Analyse
Source
Compare/contrast

Knowledge

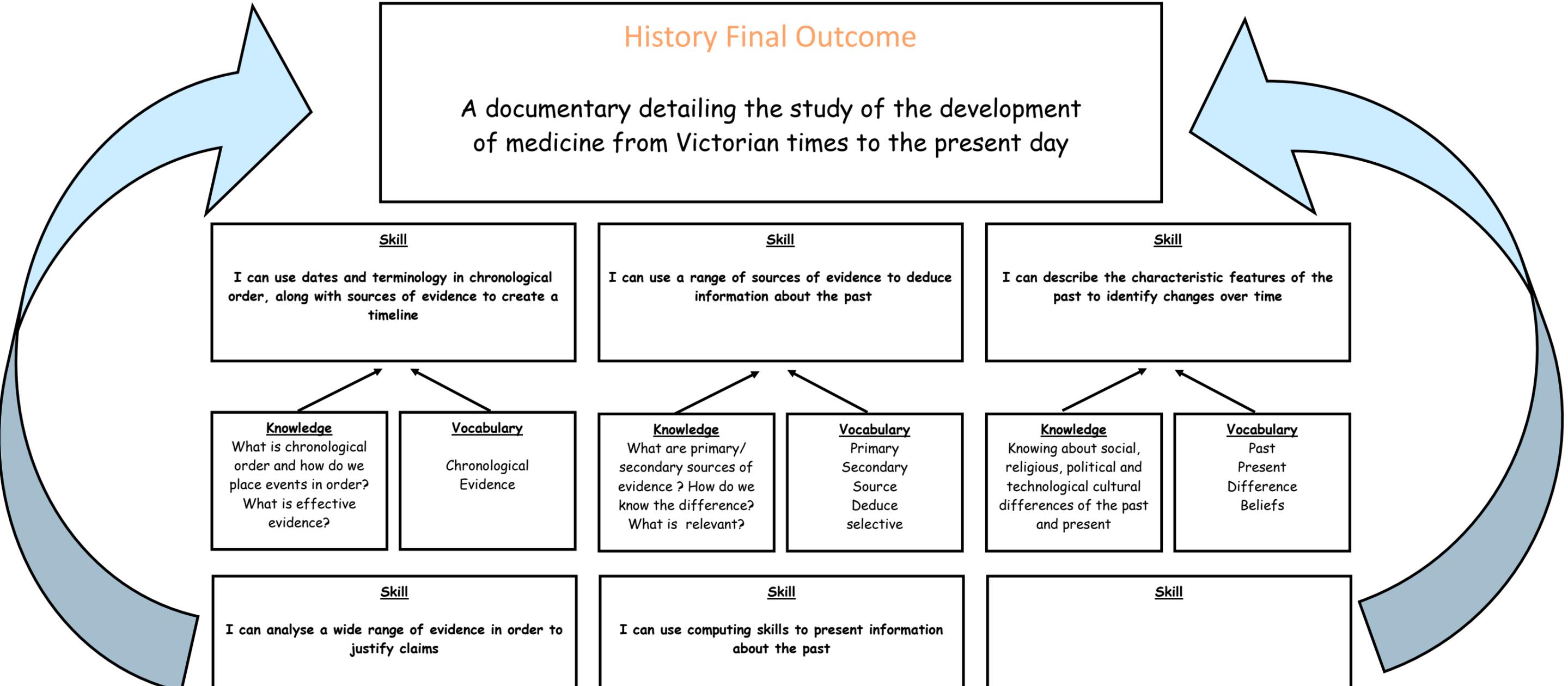
How to use a different computing apps to make a choice on ones to use
What information is relevant and appropriate

Vocabulary

Present
Information

Knowledge

Vocabulary





Humanities



Objective	Emerging	Expected (End of Key Stage)	Exceeding
To investigate places	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Explain own views about locations, giving reasons.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>Use fieldwork to observe and record 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>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</p> <p>Describe how the locality of the school has changed over time.</p>	<p>Interpret Ordnance Survey maps in the classroom and the field, including using six-figure coordinates and scale, topographical and other thematic mapping and aerial and satellite photographs.</p> <p>Use Geographical Information Systems (GIS) to view, analyse and interpret places and data.</p> <p>Use fieldwork to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</p> <p>Analyse and interpret different data sources.</p> <p>Understand human geography relating to: population, international development, economic activity in the primary, secondary, tertiary and quaternary sectors, urbanisation, and the use of natural resources.</p>
To investigate patterns			

Objective	Emerging	Expected (End of Key Stage)	Exceeding
To investigate and interpret the past	<p>Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p>	<p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Refine lines of enquiry as appropriate.</p>	<p>Sift evidence and select appropriate sources.</p> <p>Understand the need to use a range of information from a wide variety of sources.</p> <p>Evaluate the reliability of sources.</p> <p>Create and test hypotheses, using evidence to make claims</p>
To build an overview of world history	<p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p>	<p>Build upon a growing knowledge about the significant people and events that have shaped our nation and the world.</p> <p>Look at history from different cultural perspectives.</p> <p>Understand how some of the political, religious, social and economic circumstances that prevail today may be linked to past events throughout history.</p>
To Understand Chronology	<p>Use dates and terms to describe events Place events, artefacts and historical figures on a time line using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p>	<p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>Use dates and terms accurately in describing events</p> <p>Historical vocab from emerging and: Continuity, change , century, decade, legacy.</p>	<p>Understand the changes within and between time periods.</p> <p>Understand how some changes take centuries whilst others are more rapid and give examples with evidence</p>
To Communicate Historically	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • change • chronology. <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. Use original ways to present information and ideas</p>	<p>Become fluent in the use of historical vocabulary and techniques</p>

National Curriculum Links Art and Design

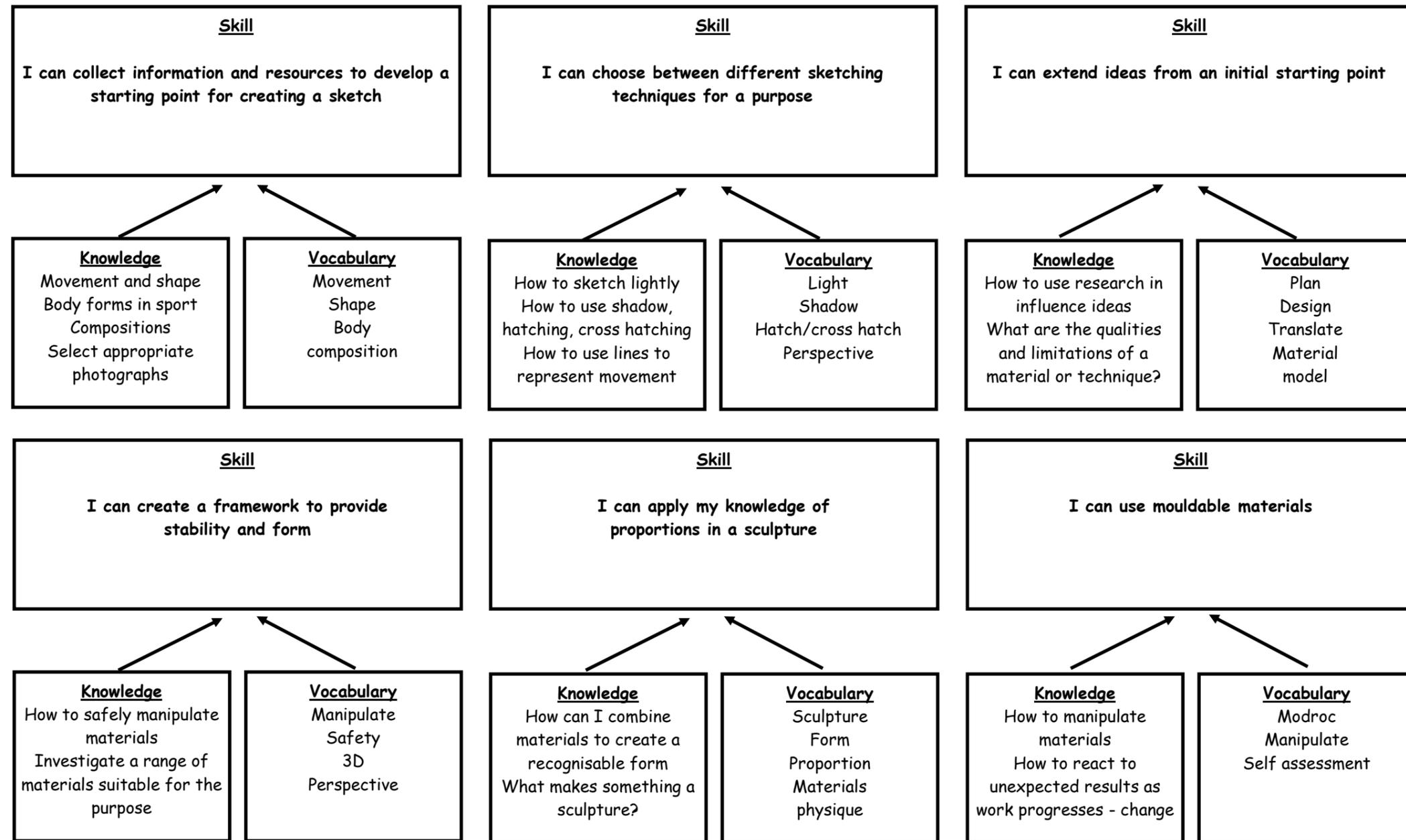
NC 1: To create sketch books to record their observations and use them to review and revisit ideas, and collect visual material to help them to develop their ideas.
NC 2: To improve their mastery of techniques, such as drawing, painting and sculpture with materials (e.g. pencil, charcoal, paint, clay)
NC 3: To learn about the greatest artists, architects and designers in history.

Art and Design

As Artists we will take digital photographs of children in action and we will use this as inspiration for creating abstract images of people in motion. We will focus on enlargement and perspective to recreate scenes and use digital technology to enlarge the images. We will make figures using wire, modroc and foil. We will look at the work of Henry Moore, Alexander Calder and Pablo Picasso and also look at sculptures in our local area. We will record the features of sculptures; are they long lasting, temporary, weather resistant? Following our research we will design and make our moving figure sculptures using; wire, modroc, newspaper and aluminium.

Art and Design Final Outcome

To design and create a 3D figure in a physical pose which demonstrates all aspects of the body





Art and Design



National Curriculum Links Art and Design

A4 to create sketch books to record their observations and use them to review and revisit ideas, and collect visual material to help them to develop their ideas

A5 to improve their mastery of techniques, such as drawing, painting and sculpture with materials (e.g. pencil, charcoal, paint, clay)

A6 about the greatest artists, architects and designers in history

Art and Design

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Objective	Emerging	Expected	Exceeding
To develop ideas	<p>Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language.</p>	<p>Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language</p>	<p>Use a range of drawing techniques to record observations and to generate ideas. Use a range of media including oils, watercolours, videos and installations.</p>
To master techniques	<p><u>Drawing</u> Use different pencils to show line, tone and texture. (HB) Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture.</p> <p><u>Sculpture</u> Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials. Add materials to provide interesting detail.</p> <p><u>Digital Media</u> Create images, video and sound recordings and explain why they were created.</p>	<p><u>Drawing</u> Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement.</p> <p><u>Sculpture</u> Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form.</p> <p><u>Digital Media</u> Enhance digital media by editing (including sound, video, animation, still images and installations).</p>	<p>Develop ideas and increase proficiency in their execution. Develop a critical understanding of artists, architects and designers, expressing reasoned judgments that can inform work. Increase proficiency in drawing and in handling different materials. Analyse and evaluate work to strengthen the visual impact</p>
To take inspiration from the greats	<p>Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others</p>	<p>Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles.</p>	<p>Apply knowledge and ideas from the great artists, architects and designers from ancient to modernist periods.</p>



Music

Assessment

National Curriculum Links Music

M5 play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression
 M7 listen with attention to detail and recall sounds with increasing aural memory
 M8 use and understand the basics of staff and other musical notations
 M9 appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers

Music

(Yr5) Unit Title: *Make you feel my love/Fresh Prince of Bel Air*

(Yr6) Unit Title: *A New Year Carol/Happy*

As Musicians we will explore different music and musical styles/instruments. We will learn to listen to each other as we play as an ensemble. We will start to learn how to read some music and start to become familiar with different notes and the musical value for notes. We will listen to the way that composers create feelings within a piece. We will try to replicate feelings by creating our own piece of music.

Objective	Emerging	Expected	Exceeding
To perform	<p>Sing from memory with accurate pitch. Sing in tune.</p> <p>Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice.</p> <p>Play notes on an instrument with care so that they are clear. Perform with control and awareness of others</p>	<p>Sing or play from memory with confidence. Perform solos or as part of an ensemble. Sing or play expressively and in tune. Hold a part within a round.</p> <p>Sing a harmony part confidently and accurately. Sustain a drone or a melodic ostinato to accompany singing. Perform with controlled breathing (voice) and skilful playing (instrument).</p>	<p>Identify and use expressively the inter-related dimensions of music with increasing sophistication (such as through extended use of tonalities, different types of scales and other musical devices).</p> <p>Develop vocal and/or instrumental fluency, accuracy and expressiveness.</p>
To compose	<p>Compose and perform melodic songs. Use sound to create abstract effects. Create repeated patterns with a range of instruments. Create accompaniments for tunes. Use drones as accompaniments. Choose, order, combine and control sounds to create an effect. Use digital technologies to compose pieces of music.</p>	<p>Create songs with verses and a chorus. Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices, including melody, rhythm and chords. Thoughtfully select elements for a piece in order to gain a defined effect. Use drones and melodic ostinati (based on the pentatonic scale). Convey the relationship between the lyrics and the melody. Use digital technologies to compose, edit and refine pieces of music.</p>	<p>Compose, extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.</p>
To transcribe	<p>Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical staff. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p>	<p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Read and create notes on the musical staff. Understand the purpose of the treble and bass clefs and use them in transcribing compositions. Understand and use the # (sharp) and b (flat) symbols. Use and understand simple time signatures.</p>	<p>Use the staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.</p> <p>Listen with increasing discrimination to a wide range of music from great composers.</p>
To describe	<p>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings.</p>	<p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context.</p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p>	<p>Develop a deep understanding of the music that they perform and listen to, and its history.</p> <p>Understand musical</p>

National Curriculum Links P.E

NC 2: To play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending.
NC 3: To develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics.
NC 4: To perform dances using a range of movement patterns.

PE

We will develop our skills and technique to make complex sequences which combine action, balance and shape. We will practise and improve our sequence in preparation to perform to an audience.
We will learn the key skills required to play cricket. We will develop the ability to work as a

Skill (Gymnastics)

I can create a range of shapes in a controlled way

Knowledge

Names of movements
How to be safe
Knowledge of how the body moves and what it can do

Vocabulary

Hold/Stretch
Strength/Core
Flexibility
Control
technique

Skill (Gymnastics)

I can change speed and direction to create an extended sequence

Knowledge

What is aesthetically pleasing? Starting and finishing positions
How to use cannon/unison work for a performance

Vocabulary

Speed/Balance
Fluidity/Direction
Acceleration
Deceleration
Control

Skill (Badminton)

I can use hand-eye coordination to win a game

Knowledge

Racket
Shuttle cock
How do I use my racket to affect change?

Vocabulary

Backhand/forehand
Serve
Rally
Position
Stature

Final Outcome

Gymnastics

To perform a sequence of movements in a controlled and aesthetically pleasing manner

Badminton

To compete in an inter/intra schools competition

Skill (Tennis)

I can use a range of tactics and strategies to play strategically in a individual and team competition

Knowledge

Positioning
Scoring
What are the rules?
How do I use different serves to score points?

Vocabulary

Backhand/Forehand
Doubles/singles
Serve
Position
sportsmanship

Skill (Cricket)

I can vary tactics and adapt skills to work as a team

Knowledge

Different ways to throw and catch a ball
Understand about positions and how to use these to effect a game

Vocabulary

Throw
Catch
Field
position

Skill (Cricket)

I can hit a ball accurately and within control

Knowledge

How to position a bat
Layout of the pitch
How to change your stance/position
How to bowl

Vocabulary

Wicket
Stance
Power
Run
Attack

Final Outcome

To take part in an inter/intra schools sporting competition

To play a game of cricket with a team



Physical Education

Assessment

Emerging	Expected	Exceeding
<p>Dance Take the lead part when working with a partner in a group. Use dance to communicate a idea</p> <p>Gymnastics Work in a controlled way Include change of speed and direction Include a range of shapes Work with a partner to create, repeat and improve a sequence with at least three phases.</p> <p>Cricket Catch with one hand. Throw and catch accurately. Hit a ball accurately with control. Vary tactics and adapt skills depending on what is happening in a match.</p>	<p>Dance Compose my own dances in a creative way. Perform to an accompaniment. To show clarity, fluency, accuracy and consistency.</p> <p>Gymnastics Make complex extended sequences Combine action, balance and shape. Perform consistently to different audiences.</p> <p>Cricket Pass in different ways. Use forehand and backhand with a racket. To field To choose a tactic for defending and attacking. To use a number of techniques during a game.</p>	<p>Dance and Gymnastics Perform dances using advanced movement patterns. Develop techniques and improve performances. Compare performances with previous ones to achieve a personal best. Become more competent, confident and expert in techniques. Understand what makes a performance effective and apply these principles to own and others' work.</p> <p>Cricket Play competitive sports such as football, netball, rounder's, cricket, hockey, basketball, badminton, tennis and rugby, athletics and gymnastics. Take part in competitive sports and activities outside school through community links or sports clubs. Use a range of tactics and strategies to overcome opponents in face-to-face competition through team and individual games.</p>

Spring 1

Year 5 - Gymnastics/Badminton

Year 6 - Gymnastics/Badminton

Spring 2

Year 5 - Kwik Cricket

Year 6 - Kwik Cricket



Computing



National Curriculum Links Computing

NC10 - 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

NC11 - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

NC12 - 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

Computing

Overview: As digital creators we will build a website about growing up in a digital world. We will develop skills, knowledge and strategies that will help us to be safe online. We will learn how the media can shape ideas around gender roles and responsibilities, learn how to be kind online and how to deal with cyber bullying. We will explore the term 'fake news', explore the strengths of passwords, be able to spot clues when things may be suspicious online, misleading or scams and look at clickbait and how this can cause potential damage.

Skill

I can evaluate information online.
(Digital Literacy)

Skill

I can evaluate own content against success criteria and make improvements accordingly.
(Information Technology)

Skill

I can build a website with a range of multimedia content.
(Computer Science)

Final Outcome

Children produce a website around growing up in a digital world. Parents and wider community invited to view the website which will explain current issues such as:

- Being kind online
- Cyber bullying
- Fake news
- Passwords
- Clickbait

Knowledge

Understand how the media shapes ideas online

Understand different actions which make people feel negative online

Understand the difference between mis-information and dis-information

Understand that not everything online is honest, accurate or legal

Know some online content targets people to gain money or information illegally

Vocabulary

Media
Data
Online identity
Misinformation
Disinformation
Hoax
Sceptical
Fake news
Clickbait
Cyber bullying

Knowledge

Understand that a website needs to be fit for the target audience

Understand what makes a successful website

- visually appealing
- easy to navigate
- range of multimedia
- informative

Vocabulary

Audience
Embed
URL
Link
Media
Footer
Evaluate
User feedback

Knowledge

Know how to add links to a website

Understand what a footer is and how to add details about the website's developers

Know how to add multimedia content to a website

Working knowledge of the app 'TouchApp creator' or 'Google Sites'.

Vocabulary

Embed
URL
Link
Media
Footer





Other Curriculum Elements



Enterprise drivers

E4 - Effective Communication

Organise a sports activity for Year 2. Pupils will organise the event with careful consideration of the children's abilities, knowledge and skills. We will use our sport leader skills to lead the activities.

British Values and SMSC

Through reading the Pig Heart Boy pupils will consider the moral debates that occur (animal testing to save humans)
Consideration made with regards to blood and organ donation.

RE

Year 5 - Beliefs and moral values (Sikhism)
Are Sikh stories important today?

Year 6 - Beliefs and meaning (Christianity)
Is anything ever eternal?

Jigsaw PSHE

Dreams and Goals

To talk about how it feels to succeed in a new challenge and how to celebrate this

Healthy Me

To talk about my amazing body and how I need to keep it healthy