



# Fabulous Pharaohs



Year 5/6

Summer 2019



# Immersion



## SPARCS

- First day back of term creating different art representations of Ancient Egypt (Gods, hieroglyphics and Tutankhamun)

## Experiences

- Egyptian workshop at school led by outside company.

## Presentation of Learning

- Year 6 leavers play
- Year 5 music performance to parents
- Summer fair
- Showcase of arts
- Y5 Lunchtime club to showcase website and showcase to another school in the trust

**Resources for the term:  
Egyptian artefacts**

### National Curriculum Links Geography

NC1: I can locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental  
NC2: I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features  
NC5: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

### Geographers

As geographers we will be studying where Egypt is. We will locate it on a map and describe the locality use geographical vocabulary. We will look at the River Nile and link this to the success of the farmers of Ancient Egypt. We will consider the impact the Nile has on trade and settlement locations. We will look at the physical features of

## Geography Final Outcome

The children will create a class travel documentary, which will inform an audience on the human and physical features of three different countries from across the world.

### Skill

I can use a range of maps to locate and compare: countries, cities and counties.

### Knowledge

- Identify and name continents and focus countries.
- Know the difference between cities and counties and locate

### Vocabulary

- Country
- County
- City
- World
- Continents

### Skill

I can compare human features of countries across different continents.

### Knowledge

- Identify a range of man-made landmarks
- To know human features can come in a range of forms.
- To know the impact of

### Vocabulary

- Landmarks
- Economy
- Tourism
- Trade
- Settlements

### Skill

I can compare physical features of countries across different continents.

### Knowledge

- Identify a range of natural landmarks.
- To know physical features come in a range of forms.
- To know the impact of

### Vocabulary

- Landmarks
- Mountains
- Rivers
- Biomes
- Desert
- River Nile

### Skill

I can compare climate zones across countries in different continents.

### Knowledge

- To know why different countries have different climate zones.
- To identify different climate types from around the world.
- To know the difference

### Vocabulary

- Climate
- Weather
- Equator
- Southern hemisphere
- Northern hemisphere
- Tropic of cancer and

### Skill

I can compare and contrast biomes across countries in different continents.

### Knowledge

- To know what a biome is.
- To name different types of biomes.
- To locate different

### Vocabulary

- Desert
- Habitat
- Savanna
- Grassland
- Tundra

### Skill

I can analyse geographical data to draw conclusions around the impact of humans settlements in a location.

### Knowledge

- To know the impact of population on the economy.
- To know how a physical feature

### Vocabulary

- Economy
- Population
- Settlements
- River
- Analyse

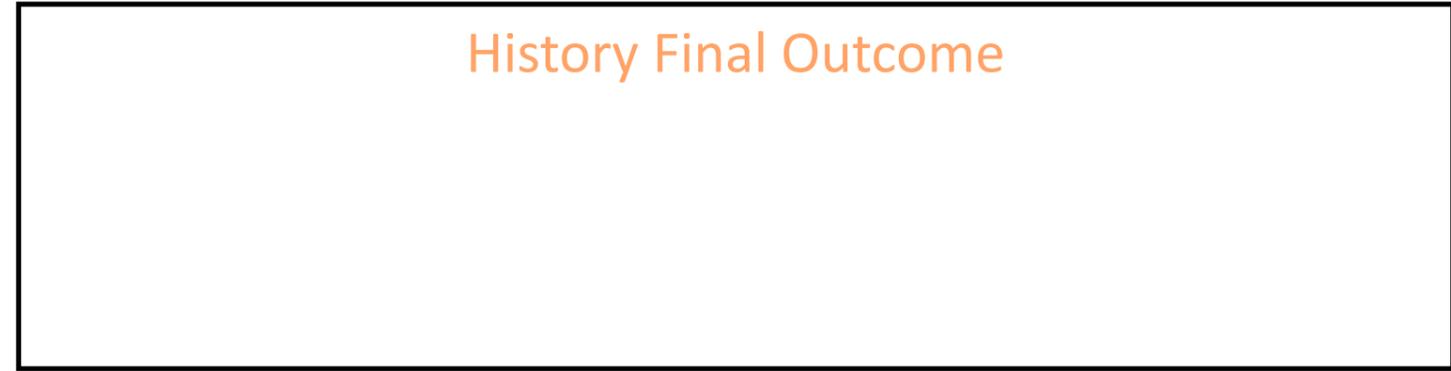
National Curriculum Links History

NC7: To learn about the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt:

Historians

As historians we will be studying a past society called Ancient Egypt. We will be looking at factual evidence of Pyramids, mummies and pharaohs trying to find out the secrets of civilisations that began over 5000 years ago. We will be finding out about Howard Carter, the original 'tomb raider'. We will be exploring the art and statues and asking what we can find out about the past from these things.

History Final Outcome



Skill  
I can place in a chronological order key eras of human civilisation in a chronological order.

Skill  
I can use sources of evidence to deduce information about the past.

Skill  
I can seek out and analyse a wide range of evidence to justify claims about the past. (Howard Carter)

- Knowledge
- To know how to order in chronological order.
  - To understand what human civilisation is

- Vocabulary
- Chronological
  - Order
  - Human
  - Civilisation
  - Era

- Knowledge
- To know the difference between secondary and primary resources.
  - To know how to collect information from a range of resources.

- Vocabulary
- Primary
  - Secondary
  - Sources
  - Research
  - Resources
  - Analyse

- Knowledge
- To know how to analyse information about the past.
  - To know how to draw conclusions based on evidence.

- Vocabulary
- Analyse
  - Deduce
  - Evaluate
  - Conclude
  - Justify

Skill

Skill

Skill

Knowledge

Vocabulary

Knowledge

Vocabulary

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"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul> <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

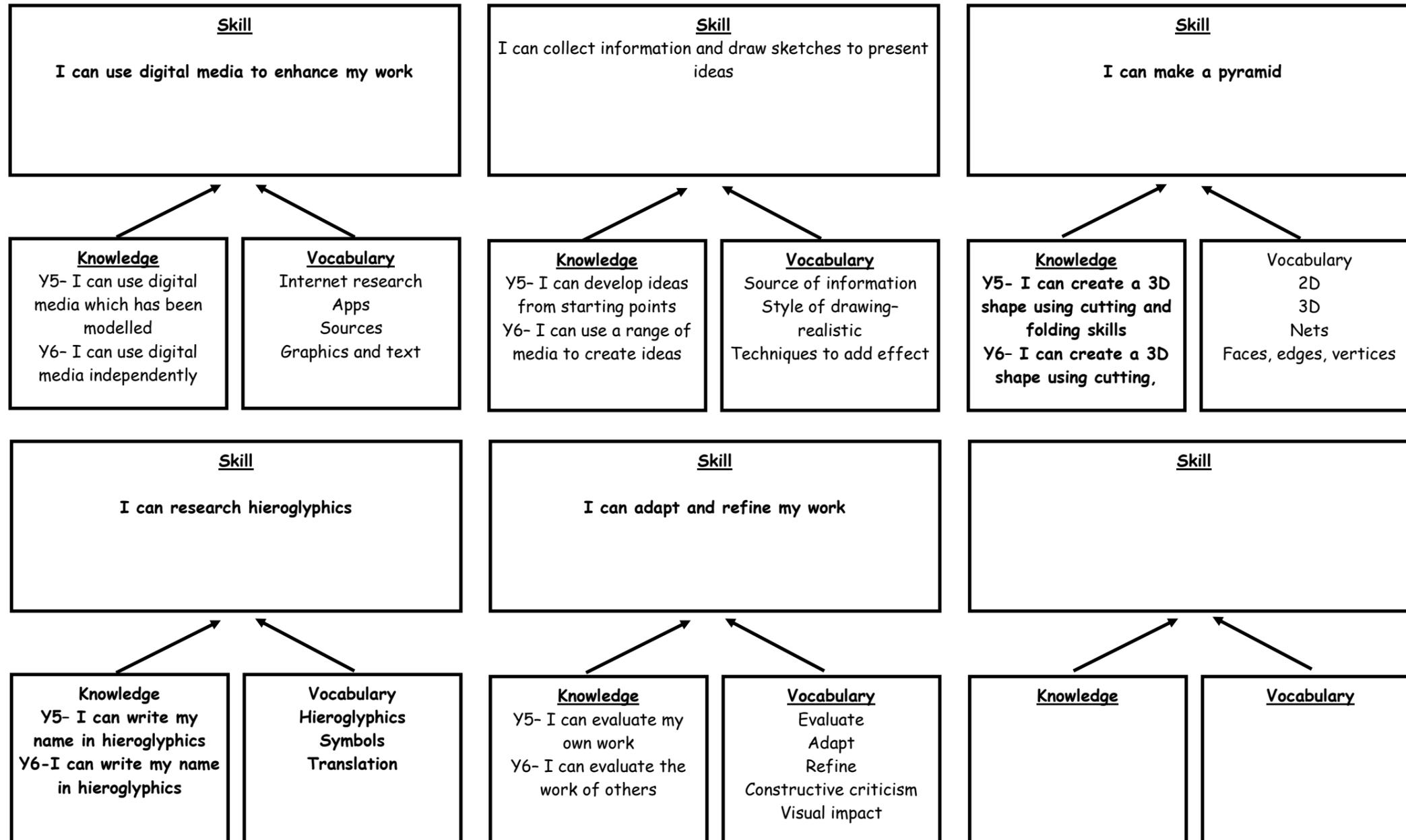
NC1: to create sketch books to record their observations and use them to review and re-visit ideas  
NC2: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]  
NC3: about great artists, architects and designers in history.

Artists and designers

As artists we will explore and create a range of replica Egyptian artefacts. We will begin by sketching ideas using photographs for inspiration. We will use our imagination to make our designs unique and individual. We will develop a range of techniques through the use of colour, pattern, texture, line, and shape. We will create Egyptian

**Art and Design Final Outcome**

To create a range of Egyptian artefacts





# Art and Design



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## Art and Design

As artists we will explore and create a range of replica Egyptian artefacts. We will begin by sketching ideas using photographs for inspiration. We will use our imagination to make our designs unique and individual. We will develop a range of techniques through the use of colour, pattern, texture, line, and shape. We will create Egyptian cat artwork, side portraits,

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>

National Curriculum Links Design Technology

**NC1:** To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

**NC2:** To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

**NC3:** To select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing,

**NC4:** To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Design Technology

As Design Technologists we will design and generate ideas to make our own ancient Egyptian headdress. We will model and communicate our ideas through drawings, annotated sketches, computer aided designs and mock ups. We will select from and use a wider range of tool and equipment to cut, share, join and finish materials. We will continue to develop similar skills through making a Canopic jar and scarab beetle

We will then investigate and analyse our product against the design criteria and consider feedback from other to improve

**Design Technology Final Outcome**  
**I can create an Ancient Egyptian Canopic Jar**

Skill  
I can create sketches of my design

Knowledge  
Y5 & Y6- I can collect information and draw sketches to present ideas

Vocabulary  
Source of information  
Style of drawing- realistic  
Techniques to add effect

Skill  
I can design my Canopic Jar

Knowledge  
Y5- I can create and combine recognisable forms  
Y6- I can develop ideas and increase proficiency

Vocabulary  
Shape  
Form  
Structure  
Visual impact

Skill  
I can write instructions to create a Canopic Jar

Knowledge  
Y5 & 6- I can write clear instructions

Vocabulary  
Instruction  
Imperative verbs  
Sequence  
Materials  
Logical order

Skill  
I can use a framework to provide stability and form

Knowledge  
Y5- I can use clay and mouldable materials  
Y6- I can use tools to carve, add texture and pattern

Vocabulary  
Stability  
Form  
Mouldable  
Carve  
Texture

Skill  
I can adapt and refine my work

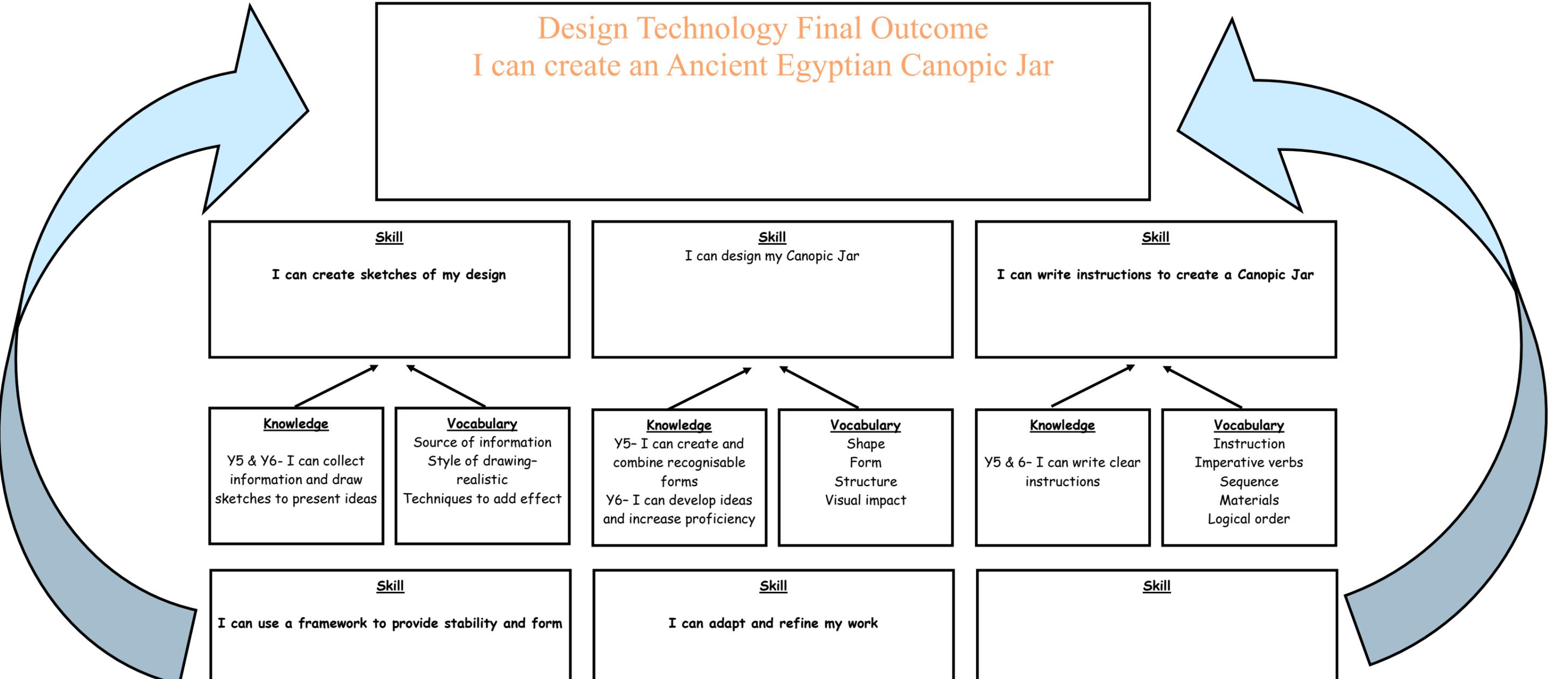
Knowledge  
Y5 & 6- I can evaluate my own work

Vocabulary  
Evaluate  
Adapt  
Refine  
Constructive criticism  
Visual impact

Skill

Knowledge

Vocabulary





# Design Technology



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Objective	Emerging	Expected	Exceeding
To develop ideas	<p>Combine schematic and observational approaches. Exploring materials. Cut, peel or grate ingredients safely and hygienically.</p> <p>Measure or weigh using measuring cups or electronic scales. Assemble or cook ingredients.</p>	<p>Observing and recording the shapes, patterns and textures found in objects. Working in a combined schematic and observational way with confidence in placing objects</p>	<p>Representing objects with correct proportions. Observing how shape, colour and tone can be used to describe form. Using observational drawings as opening studies for more developed work.</p>
To master techniques	<p>Add detail to artwork. Joining simple objects together.</p> <p>Using a range of modelling materials squeezing, pinching and rolling them to make familiar or fantasy objects. Adding colour, pattern and texture to objects.</p> <p>Design products that have a clear purpose and an intended user. Make products, refining the design as work progresses.</p>	<p>Using drawing as the starting point for work in other media as well as in its own right. Working on a larger scale when appropriate. Showing sufficient control to join and manipulate materials for the purpose intended. Showing a developing understanding of the qualities of the materials used.</p> <p>Design with purpose by identifying opportunities to design. Make products by working efficiently (such as by carefully selecting materials).</p>	<p>Taking part in extended activities through different stages. Working independently with a wider range of materials. Requiring less support when selecting materials and tools.</p> <p>Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). Make products through stages of prototypes, making continual refinements.</p>
To take inspiration from the greats	<p>Explore objects and designs to identify likes and dislikes of the designs. Suggest improvements to existing designs. Explore how products have been created.</p>	<p>Refine work and techniques as work progresses, continually evaluating the product design. Improve upon existing designs, giving reasons for choices.</p>	<p>Ensure products have a high quality finish, using art skills where appropriate. Evaluate the design of products so as to suggest improvements to the user experience</p>

National Curriculum Links Music

NC1: I can play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression  
NC2: I can improvise and compose music using the inter-related dimensions of music separately and in combination  
NC3: I can listen with attention to detail and recall sounds with increasing aural memory  
NC4: I can use and understand the basics of staff and other musical notations

Musicians

Charanga Musical School - Summer 1/2 (Yr5) Unit Title: Stop/Reflect, Rewind and Replay  
Summer 1/2 (Yr 6) Unit Title: Make you feel my love/Reflect, Rewind, Replay  
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

**Music Final Outcome**

Year 6—Leavers play  
Year 5—To perform with musical instruments to parents.

Skill

I can play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression

Skill

I can improvise and compose music using the inter-related dimensions of music separately and in combination

Skill

I can listen with attention to detail and recall sounds with increasing aural memory

Knowledge

- To know how to follow sheet music to play an instrument
- To know how to create to expression with a range of instruments.

Vocabulary

- Accuracy
- Control
- Expression
- Ensemble
- Solo
- Instrument

Knowledge

- To know the difference between improvising and following sheet music.
- To know how to compose a successful piece of music.

Vocabulary

- Compose
- Improvise
- Unison
- Cannon

Knowledge

- To know how to mirror playing instruments.
- To be able to pick out differences in piece of music.

Vocabulary

- Memorise
- Listening
- Attention
- Detail

Skill

Skill

Skill

Knowledge

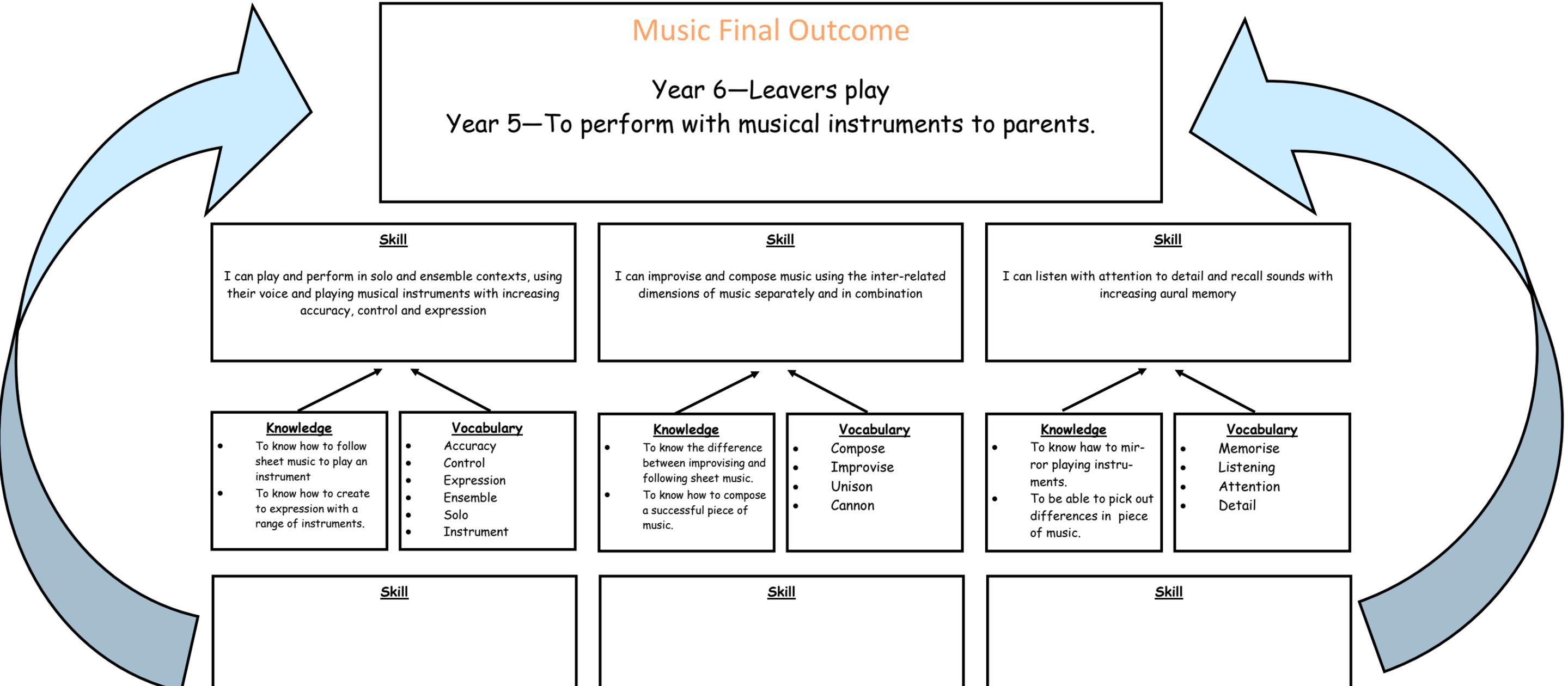
Vocabulary

Knowledge

Vocabulary

Knowledge

Vocabulary





# Music



## National Curriculum Links Music

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 NC3: I can listen with attention to detail and recall sounds with increasing aural memory  
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## Music

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**Summer 1/2 (Yr 6) Unit Title: Make you feel my love/Reflect, Rewind, Replay**  
 As Musicians we will explore different music and musical styles/instruments. We will learn to listen to

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> <p>Use the staff and other relevant notations appropriately and accurately in a range of musical 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>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.  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

NC1: I can use running, jumping, throwing and catching in isolation and in combination.  
NC2: I can play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending  
NC3: I can develop flexibility, strength, technique, control and balance  
NC5: I can take part in outdoor and adventurous activity challenges both individually and within a team

PE

We will develop our tennis skills with an external coach. We will learn how to accurately and consistently hit the ball, serve and track the ball. We will move on to holding tennis matches. In rugby, we will learn to throw and catch the ball with precision. We will learn how to strategically run with the ball in the aim of scoring a try. We will also learn how to defend and tackle for the ball. As the Summer approaches we will begin our preparations

Skill  
I can catch with one/two hands

Skill  
I can throw and catch accurately

Skill  
I can hit a ball accurately with control

Final Outcome

Knowledge  
I can develop my motor skills associated with my agility

Vocabulary  
Warm up  
Cool down  
Hand/eye coordination

Knowledge  
I can adapt evasive and handling skills to different situations

Vocabulary  
Warm up cool down  
Balance  
Coordination

Knowledge  
I can perform a variety of rotations with the correct action

Vocabulary  
Racket  
Serve  
Forehand  
Position  
Volley

Skill  
I can keep possession of the ball

Skill  
I can vary tactics and adapt skills depending on what is happening in a game

Skill

Final Outcome  
To compete in Inter and Intra competitions.

Knowledge  
I can improve the consistency, quality and choice of skills used to keep possession

Vocabulary  
Attack  
Support  
Tackle  
Defend

Knowledge  
Select and use a range of tactics and strategies and apply successfully

Vocabulary  
Adapt  
Refine  
Evaluate  
Teamwork

Knowledge

Vocabulary



# Physical Education

Assessment

Emerging	Expected	Exceeding

## Summer 1

**Year 5** - Tennis, Tag rugby

**Year 6** - Kwik cricket

## Summer 2

**Year 5** - Games/athletics, Tag rugby

**Year 6** - Games/athletics



# Computing Y5



**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 Ancient Egypt. We will develop skills, knowledge and strategies to build the website. The website will demonstrate the pupils knowledge of Ancient Egypt and modern Egypt including: God and Goddesses, hieroglyphics, Harold Carter, famous landmarks and the River Nile. We will develop and practise how to use the internet safely.

**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 will produce a website around Ancient Egypt. Parents and the wider community will be invited to view the website which will explain current issues such as:

- Famous landmarks
- God and goddesses
- Hieroglyphics
- Harold Carter
- Artefacts for Ancient Egypt

**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  
Misinformation  
Disinformation

**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

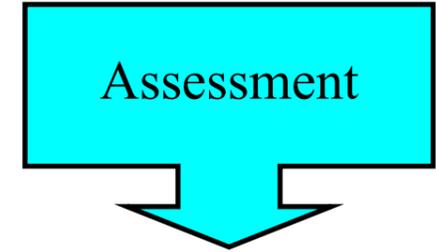
Working knowledge of the app 'TouchApp creator' or 'Google Sites'.

**Vocabulary**

Embed  
URL  
Link  
Media  
Footer



# Computing Y6—Part 1



## National Curriculum Links Computing

NC8—use sequence, selection, and repetition in programs; work with variables and various forms of input and output.  
 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.  
 NC13—use technology safely, respectfully and responsibly; recognise acceptable/unacceptable be-

## Computing

Overview: As digital creators we will refine and use their digital literacy skills to plan and promote the Bellfield Summer Fair. We will use the internet safely and think carefully about copyright issues when selecting online content to promote our individual stalls. We will develop our own logos and think about branding before creating our own adverts. We will also use formulas within spreadsheets to establish appropriate costings and profit margins.

**Skill**  
 I can use spreadsheets to analyse finances (including variables).

**Skill**  
 I can use a range of digital tools to make an engaging presentation.

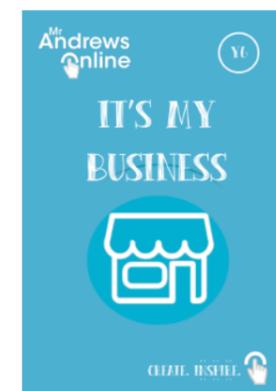
**Final Outcome**  
 We will produce a portfolio of work that combines all elements of the planning and marketing stage of our individual stalls for the summer fair.

**Knowledge**  
 I know what a spreadsheet is and some of their uses in jobs and businesses today.  
 I know what a variable is.  
 I know how variables can be useful in a spreadsheet.

**Vocabulary**  
 Spread sheet  
 Cell  
 Formula  
 Profit  
 Loss  
 Variable  
 Data  
 Cost

**Knowledge**  
 I know several ways a company markets a product.  
 I know that branding and marketing are aimed at a specific target audience.  
 I know how to use:  
 • Adobe post  
 • Mega Photo  
 • LunarPLC

**Vocabulary**  
 Logo  
 Advert  
 Presentation  
 Branding  
 Designing  
 Marketing  
 Target audience





# Computing Y6—Part 2



## National Curriculum Links Computing

NC7—design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.  
 NC8— use sequence, selection, and repetition in programs; work with variables and various forms of input and output.  
 NC9— use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

## Computing

Overview: As computer programmers we will learn more advanced coding techniques such as loops, selections, procedures and variables. We will use iPad apps and web based activities to embed these skills. We will write our own algorithms and debug them accordingly with greater independence. We will then be given the opportunity to create our own programs using our skills we have developed.

### Skill

I can use logical reasoning to debug algorithms.

### Skill

I can create simple variables and understand their role within a program.

### Skill

I can use selection and repeat commands within an algorithm.

## Final Outcome

We will be able to use a range of programming techniques with greater independence. We will be given creative freedom to produce a programme of our choice which incorporates the skills we have learnt. We could produce our own quiz or our own game linked to Ancient Egypt.

### Knowledge

I know what basic blocks of code do in an algorithm.  
 I know that breaking code down into smaller parts can help me identify a bug more efficiently.  
 I know some examples of bugs in programs in the real world.

### Vocabulary

Bug  
 Logical reasoning  
 Algorithm  
 Problem solving  
 Debugging  
 Program  
 Code block

### Knowledge

I know what a variable is.  
 I know some examples of where variables are used in everyday computer programmes.

### Vocabulary

Variable  
 Algorithm  
 Input  
 Output

### Knowledge

I know the impact a selection command has within a program.  
 I know some examples of where selection procedures are used in everyday life.  
 I know the impact a repeat command has within a program.  
 I know some examples of where repeat commands are used in everyday life.

### Vocabulary

Sequence  
 Selection  
 Repeat (loops)  
 Commands





# Other Curriculum Elements



## Enterprise drivers

## British Values and SMSC

### RE

Year 5 - Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?  
What is the best way for a Christian to show commitment to God?

Year 6 - Does belief in Akhirah (life after death) help Muslims lead good lives?

### Jigsaw PSHE

#### Relationships

Helps us to learn how to build and maintain relationships with our friends and family.

#### Changing me

Helps us to understand what makes us unique and why this is important.