



It's Never Dull in Hull



Year 5/6



Immersion



SPARCS

-

Experiences

- Visit the Maritime museum
- Interview descendent of a fishing family
- Go on the Hull fish trail

Presentation of Learning

- Art exhibition to parents
- Interviews with fishing family member uploaded to Seesaw
- Pitch of game created in computing (Year 5)
- Year 5/6 Christmas play

Resources for the term:

National Curriculum Links Geography

NC5: To describe and understand physical and human geography. (trade links and port use)
NC6: To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
NC7: To 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
NC8: To 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.

Geographers

As Geographers, we will look at the areas of our city. We will look at why our city is used for import and export and the products which are brought through our ports. We will look at the human and physical features of Hull using a variety of maps. We will visit Hull to observe and measure some of these features. Using 8 points of a compass and 4/6 figure grid references.

Geography Final Outcome

Create whole class research booklet.
Fieldwork sample of hull docks. Analyse and present statistical information in a range of ways.

Skill

I can use different types of fieldwork sampling (random and systematic).

Skill

I can observe, measure and record the human and physical features in the local area. Record the results in a range of ways

Skill

I can analyse statistics and other information in order to draw clear conclusions within the local areas.

Knowledge

Understand the purpose/value of fieldwork.
Understand the differences between random and systematic

Vocabulary

- Fieldwork
- Sampling
- Random
- Systematic

Knowledge

Understand how to observe and measure human and physical features.
Understand a range of ways to record results and

Vocabulary

- Observe
- Measure
- Record
- Human
- Physical
- Local area

Knowledge

Understand what statistics are and what they are used for.
Analyse a range of

Vocabulary

- Analyse
- Statistics
- Conclusions
- Evaluate
- Results

Skill

I can use the eight points of a compass.

Skill

I can use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)

Skill

I can describe and understand physical and human geography. (trade links and port use)

Knowledge

Understand the use and importance of a compass.
Understand how to use a compass.

Vocabulary

- Compass
- Direction
- Magnetic north
- North pole

Knowledge

Understand how to read a four and six figure grid reference.
Know what an Ordnance

Vocabulary

- Ordnance survey map.
- Grid reference
- Symbols
- Keys

Knowledge

Understand the differences between human and physical features.
Understand the different uses of the Hull docks.

Vocabulary

- Human
- Physical
- Port
- Docks
- Trade

National Curriculum Links History

NC5: A local study—Hull

A study of an aspect of history that is significant in the locality.

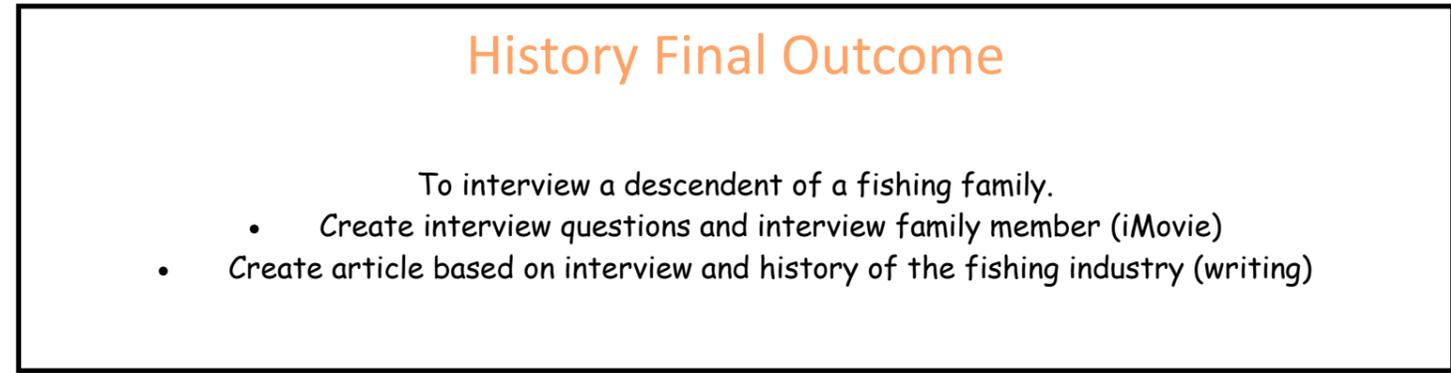
Historians

As Historians, we will study the fishing industry and the impact it has had on our city. We will look at how this impact has changed over time. We will go into the City, following the fish trail. We will also visit the Maritime museum to find out about the history of the fishing trade and the importance of it to Hull families. We will explore a range of primary and secondary sources of information, including interviewing a descendent of a fishing family.

History Final Outcome

To interview a descendent of a fishing family.

- Create interview questions and interview family member (iMovie)
- Create article based on interview and history of the fishing industry (writing)



Skill

I can use primary and secondary sources to deduce information about the past.

Knowledge

Understand the difference between primary and secondary sources.

Understand how to select suitable sources to be able

Vocabulary

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

Skill

I can place in chronological order significant events and dates from the past.

Knowledge

Understand how to order in chronological order.

Seek out and analyse a wide range of evidence.

Vocabulary

- Chronological
- Order
- Human
- Civilisation
- Era

Skill

I can describe the main changes in a period of history.

Knowledge

Identify periods of rapid change in history and contrast them with times of relatively little change.

Vocabulary

- Impact
- Change
- Accurate
- Period

Skill

I can compare and contrast the use of the Hull Dock over the past century.

Knowledge

Understand the past, present and future of the Hull docks.

Vocabulary

- Past
- Present
- Future
- Compare
- Contrast

Skill

Knowledge

Vocabulary

Skill

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

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]

Artists and designers

As Artists, we will visit Hessle Foreshore to capture images of the Humber Bridge. We will use these photos as inspiration for our own artwork. We will carefully sketch our own representations, paying careful attention to the side and orientation of the drawing. We will then explore the same picture using a choice of media. This will enable us to choose our preferred media for our final piece. We will display the final pieces in an exhibition to parents.

Art and Design Final Outcome

Create an art exhibition for the parents to come and view. Parents to buy children's work (enterprise).

Skill

I can use a range of photography skills.
(Visit and photograph Humber bridge)

Knowledge

- Understand the structure of a bridge
- Understand the difference between a photo and a painting (what is a photo)

Vocabulary

- Still
- Capture
- Angle
- Bridge

Skill

I can sketch a still image.
(Sketch the Humber bridge)

Knowledge

- Understand the difference between sketching and drawing
- Understand the use of shading and how it enhancing an image

Vocabulary

- Shadow
- Reflection
- Lines
- Edit
- Realistic

Skill

I can use a variety of mediums.

Knowledge

- Understand the difference between a range of materials to get the planned image

Vocabulary

- Medium
- Perspective
- Realistic

Skill

I can create an image in the style of a famous artist.
(Andy Warhol inspired art)

Knowledge

- Understand what Andy Warhol did as an artist and to know why it was effective.

Vocabulary

- Style
- Develop
- Replicate

Skill

I can evaluate my skills as an artist.

Knowledge

- Understand what went well and how to improve further
- Understand how to reflect

Vocabulary

- Proud
- Analyse
- Critique
- Knowledge

Skill

I can research a famous artist.
(Andy Warhol)

Knowledge

- Understand how to use a range of resources to gather information.

Vocabulary

- Research
- Analyse
- Artist
- Famous



Art and Design



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

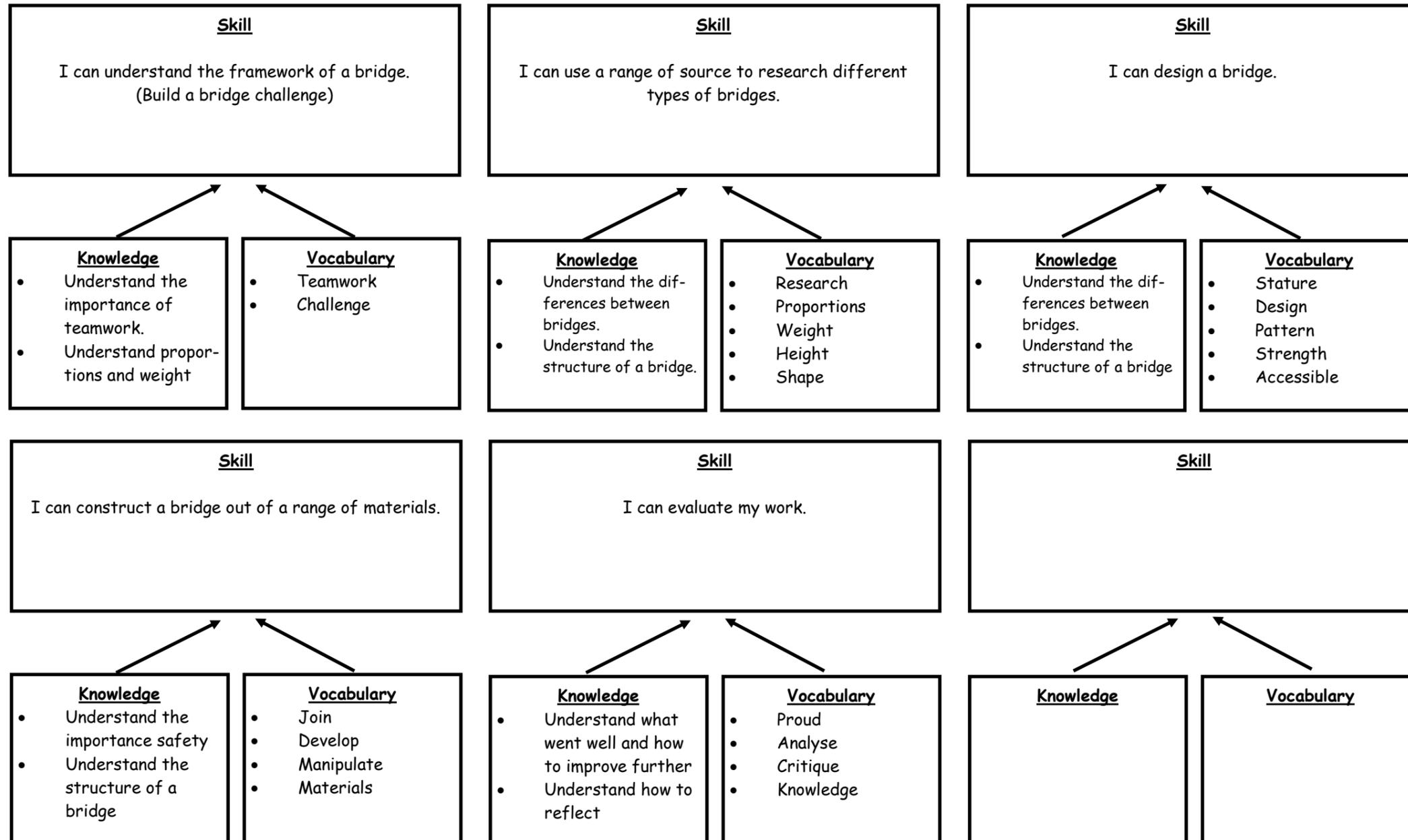
NC3: To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
NC4: To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
NC7: To understand how key events and individuals in design and technology have helped shape the world.
NC8: To apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Design Technology

As designers, we will use the Humber Bridge as inspiration for our design. We will look at the history of bridges and how the technology has developed to shape the world today. Our annotated sketches will explain the need for particular materials and methods to ensure our model is strong, stiff and fit for purpose. We will carefully select materials to use and a range of techniques to cut shape, join and finishing. On completion, we will evaluate our design and make changes based on the feedback of others.

Design Technology Final Outcome

Create an art exhibition for the parents to come and view.





Design Technology



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.</p> <p>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>Explore objects and designs to identify likes and dislikes of the designs.</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.</p> <p>Make products by working efficiently (such as by carefully selecting materials). Refine work and techniques as work progresses, continually evaluating the product design.</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).</p> <p>Make products through stages of prototypes, making continual refinements.</p>
To take inspiration from the greats	<p>Suggest improvements to existing designs. Explore how products have been created.</p>	<p>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

Year 5
Livin' on a Prayer and Classroom Jazz 1
Year 6
I'll be there and Classroom Jazz 2

Music Final Outcome

Create a new version of the song Livin' on a prayer/I'll be there and perform to the school.

Skill

I can sing a harmony part confidently and accurately.

Skill

I can create songs with verses and a chorus.

Skill

I can use my voice and play musical instruments with increasing accuracy, control and expression.

Knowledge

- Understand what harmony is.

Vocabulary

- Harmony
- Confidence
- Accuracy

Knowledge

- Understand how to change lyrics that fit to the beat.
- Understand the difference between verses and choruses.

Vocabulary

- Verses
- Chorus
- Beat
- Syllables

Knowledge

- Understand how different musical instruments change the tone of a song.

Vocabulary

- Accuracy
- Control
- Expression
- Instruments
- Voice

Skill

I can play and perform in solo and ensemble contexts.

Skill

Skill

Knowledge

- Understand the meaning of ensemble
- Recognise the difference of playing solo compared to as a group.

Vocabulary

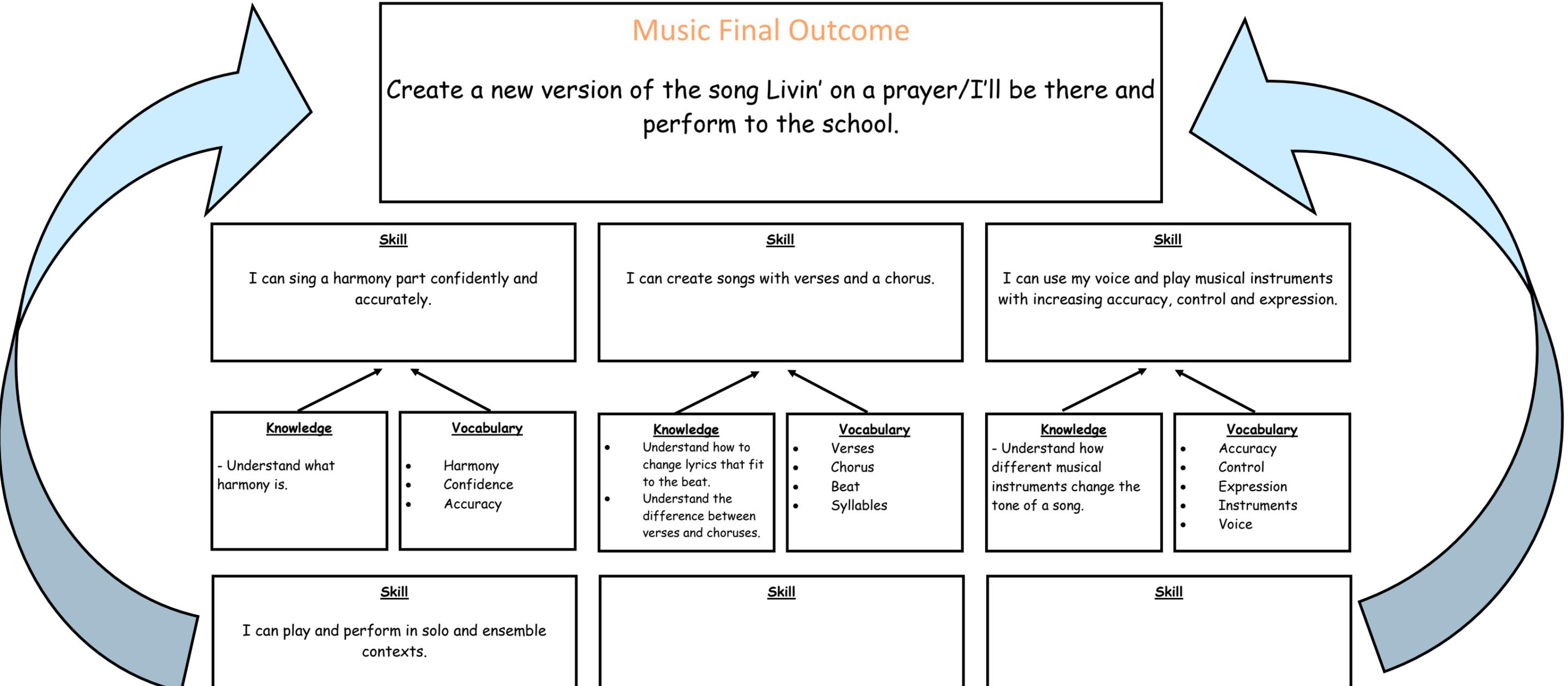
- Ensemble
- Solo
- Perform
- Confidence

Knowledge

Vocabulary

Knowledge

Vocabulary





Music



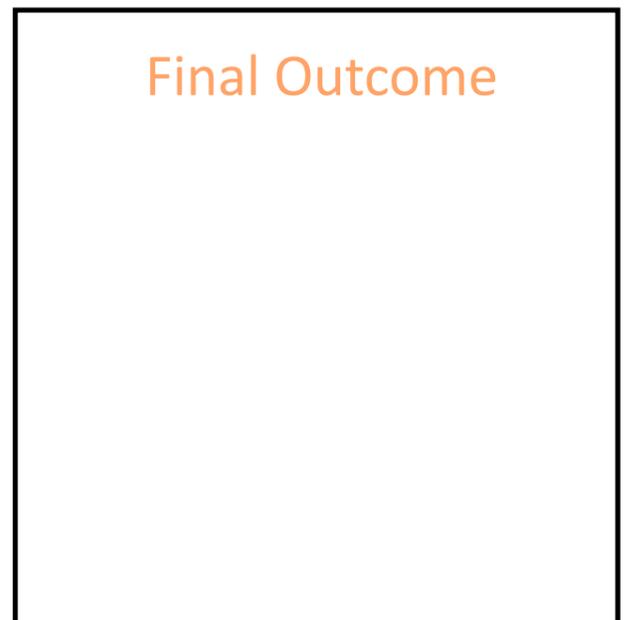
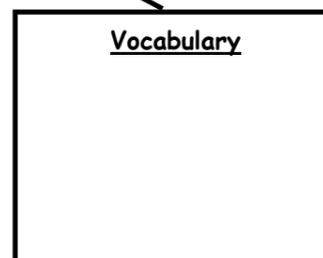
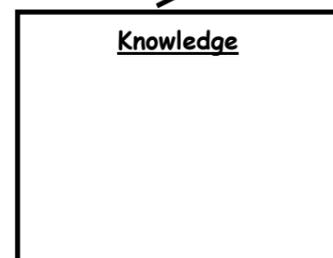
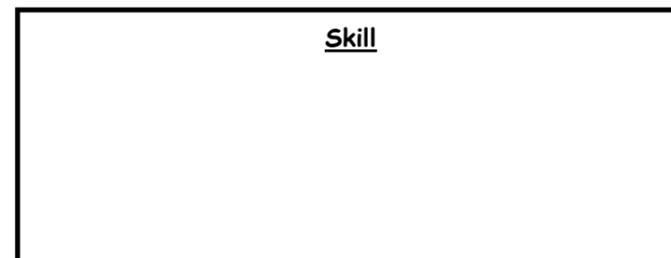
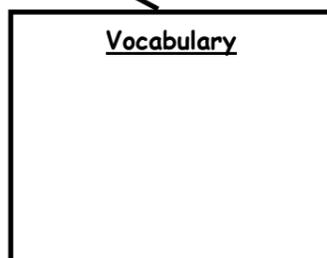
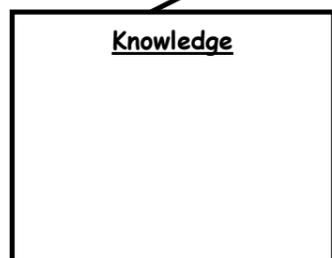
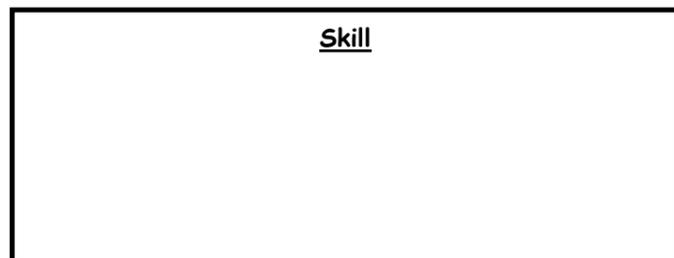
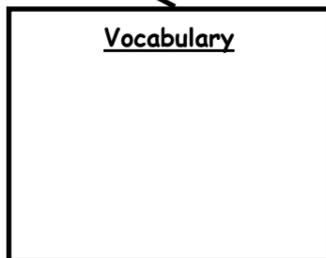
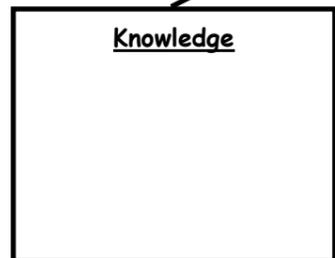
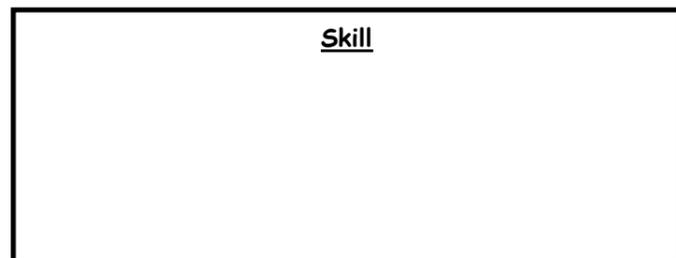
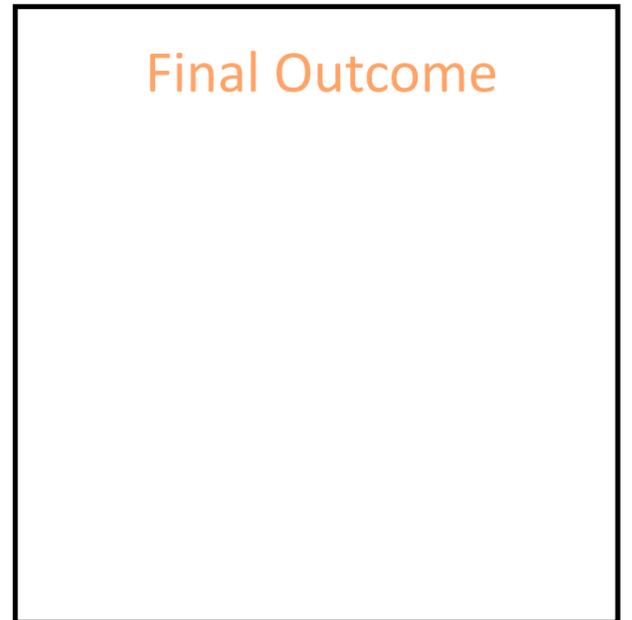
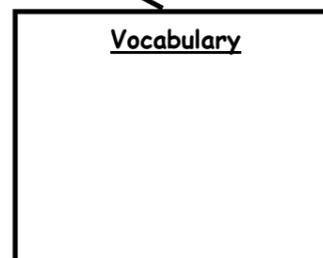
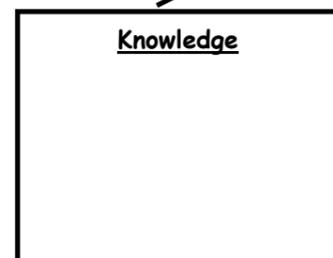
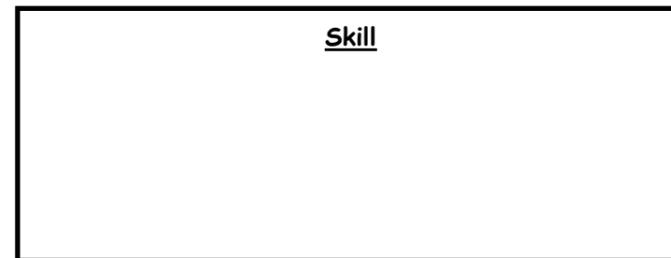
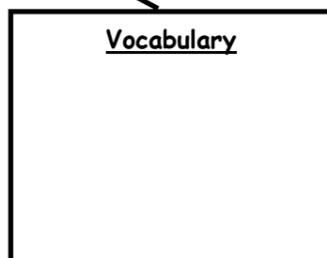
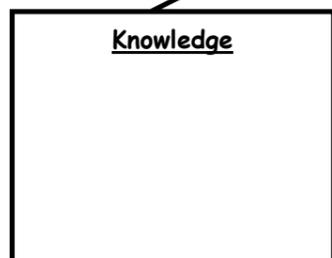
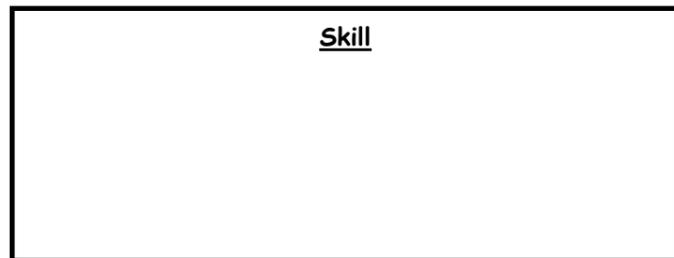
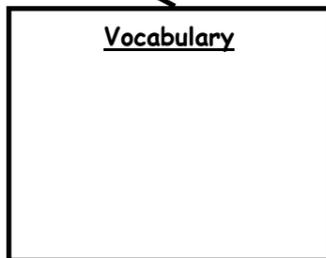
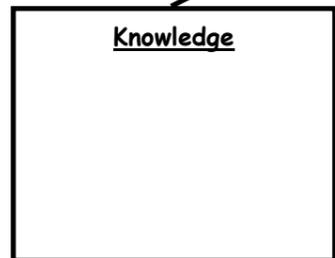
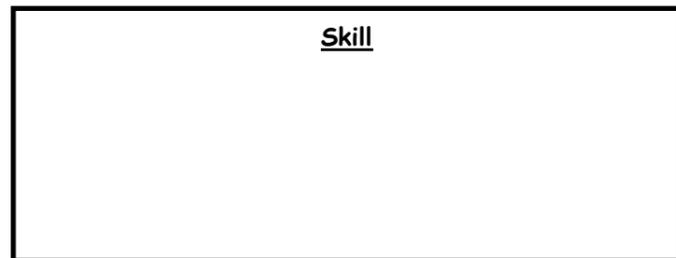
Objective	Emerging	Expected	Exceeding
To perform	<p>Sing from memory with accurate pitch. Sing in tune.</p> <p>Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice.</p> <p>Play notes on an instrument with care so that they are clear.</p> <p>Perform with 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.</p> <p>Choose, order, combine and control sounds to create an effect.</p> <p>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.</p> <p>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.</p> <p>Recognise the notes EGBDF and FACE on the musical staff.</p> <p>Recognise the symbols for a minim, crotchet and semi-breve and say how many beats they represent.</p>	<p>Use the standard musical notation of crotchet, minim and semi-breve 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.</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

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
NC5: I can take part in outdoor and adventurous activity challenges both individually and within a team
NC6: I can compare their performances with previous ones and demonstrate improvement to achieve their personal best.

PE

We will develop our stamina, balance, co-ordination and movement in a sequence of session with an external boxing coach. In teams and individually, we will take part in orienteering activities. We will learn to throw, catch and kick a rugby ball. Once we have learnt and mastered the key skills, we will compete in mini matches in small teams. This will develop our understand of the importance of teamwork.





Physical Education

Assessment

Emerging	Expected	Exceeding

Autumn 1

Year 5 - Bike ability/boxing

Year 6 - Rugby/Boxing

Autumn 2

Year 5 - Netball/Orienteering

Year 6 - Netball/Orienteering



Year 5

Computing



National Curriculum Links Computing

- NC1: To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- NC2: To use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- NC3: To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- NC4: 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

We will design a multiple level storytelling game for other pupils around the world to play. We will plan design and create a prototype game. We will carefully test, collect feedback, create a guide for our game, design and produce posters, make videos and adverts for our game. We will present our created game to an audience to entice them to come and play our game.

Final Outcome

To create a game for an audience.



Skill

To plan and create a video by combining images, text, music and different layouts.

Skill

To program a game which tells a story over more than one level.

Skill

To test, debug and improve programs.

Knowledge

- Understand how to use the app Adobe Spark to create an advert
- Understand the importance of advertisement and how it can effect sales of a game

Vocabulary

- Advertisement
- Video
- Effect
- Slogan
- Poster

Knowledge

- Understand how to program a game on Sketch Nation.
- Understand how levels in a game need to be different and get increasingly harder.
- Understand the importance of 'extras' within a game e.g. level-ups and power packs.
- Understand how a story needs to be told throughout a game and how this can be done.

Vocabulary

- levels
- Story
- Difficulty
- Design
- Graphics
- Obstacles
- Power-ups
- Enemies

Knowledge

- Understand how to check a game for bugs.
- Understand how to improve a program.
- Understand how the importance of feedback and evaluation.

Vocabulary

- Bug
- Debug
- Improve
- Evaluate
- Feedback



Year 6

Computing



National Curriculum Links Computing

- NC1: To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- NC2: To use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- NC3: To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- NC4: To design and create a range of programs, systems and content that accomplish given goals,

Computing

We will use the apps Move the Turtle and Cato's Hike. Through the use of code.org and Made with Code, we will use more advanced programming techniques such as loops, selections, procedures and variables. We will use these skills to plan, design and create a simple game for an audience.

Skill

To present understanding of new programming concepts with digital tools.

Skill

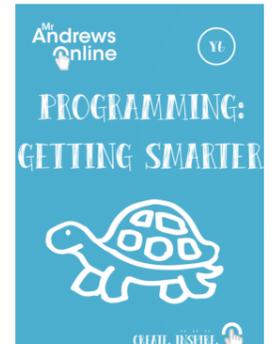
To create programs including repeat commands.

Skill

To use logical reasoning to detect and correct errors in algorithms.

Final Outcome

To plan, design and create a game for an audience.



Knowledge

Vocabulary

Knowledge

Vocabulary

Knowledge

Vocabulary



Other Curriculum Elements



Enterprise drivers

Children to present art work and sell to parents. Children to decide on the price based on the price of materials to create a profit.

British Values and SMSC

Throughout the year children will have the opportunity to listen to others opinions, beliefs and thoughts. Through the study of the fishing industry the children will discover how the British Values have changed over a period of time.

RE

Year 5 - Prayer and worship/Christmas

What is the best way for a Hindu to show commitment to God?

Is the Christmas story true?

Year 6 - Beliefs and Practices/Christmas

What is the best way for a Muslim to show commitment to God?

How significant is it that Mary was Jesus' mother?

Jigsaw PSHE

Autumn 1—Being me in my world

Autumn 2—Celebrating Difference