



Rule Britannia



Year 5/6

Spring 2020



Immersion



SPARCS

- Whole School - British Dish Day
- Roman day (dress up/food)

Experiences

- Year 5—Bishop Burton College experience day linked to science.

Presentation of Learning

- Art/DT show children to curate.
- Geography science fair

Resources for the term:

None needed for this half term.

National Curriculum Links Geography

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 (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
NC5b: I can describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
NC6: I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
NC7: I can use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world.

Geographers

As Geographers, we will identify the physical geography of significant places in Britain linked to Roman settlements. We will discover the reasons for them settling there and the way the land was used. We will use a range of sources to locate these places including maps, atlases, digital maps and aerial photographs. As Geographers we will look at volcanoes and earthquakes in the context of the eruption at Mount Vesuvius. We will study the countries in Europe and look at the countries in relation to possible volcanic activity or Earthquakes. We will look at a world map at the countries most at risk of earthquakes. We will identify the equator, the hemispheres, the tropics and arctic along with time zones.

Geography Final Outcome

Geography (science) fair

Skill

I can locate countries and historical cities in the UK including main physical features.

Knowledge

Understand where the historical cities were built and why. Linking to the physical features within the countries.

Vocabulary

- Migrate
- Route
- Locate
- Label
- Feature
- Community

Skill

I can make comparisons between different Roman settlements. (Britain and Pompeii)

Knowledge

The similarities and differences between Britain and Rome (Pompeii). The impact a physical feature can have on a settlement.

Vocabulary

- Settlement
- Physical feature
- Similarities
- Differences

Skill

I can identify a significant volcanic eruption and look at the features of that volcano

Knowledge

Understand features of a volcano. Different types of volcano (extinct, dormant active). The process involved in an eruption. The events involved in a historical eruption (Vesuvius).

Vocabulary

- Active
- Dormant
- Eruption
- Magma
- Ash
- Extinct

Skill

I can recognise where earthquakes are likely to happen in relation to the continents

Knowledge

Understand where earthquakes are most likely to occur around the world. Know about the tectonic plates and how their movement can cause earthquakes. Look at the after effects of an earthquake and some of the consequences of them.

Vocabulary

- Hemisphere
- Fault lines
- Continents
- Richter scale
- Tremors
- Plate tectonics

Skill

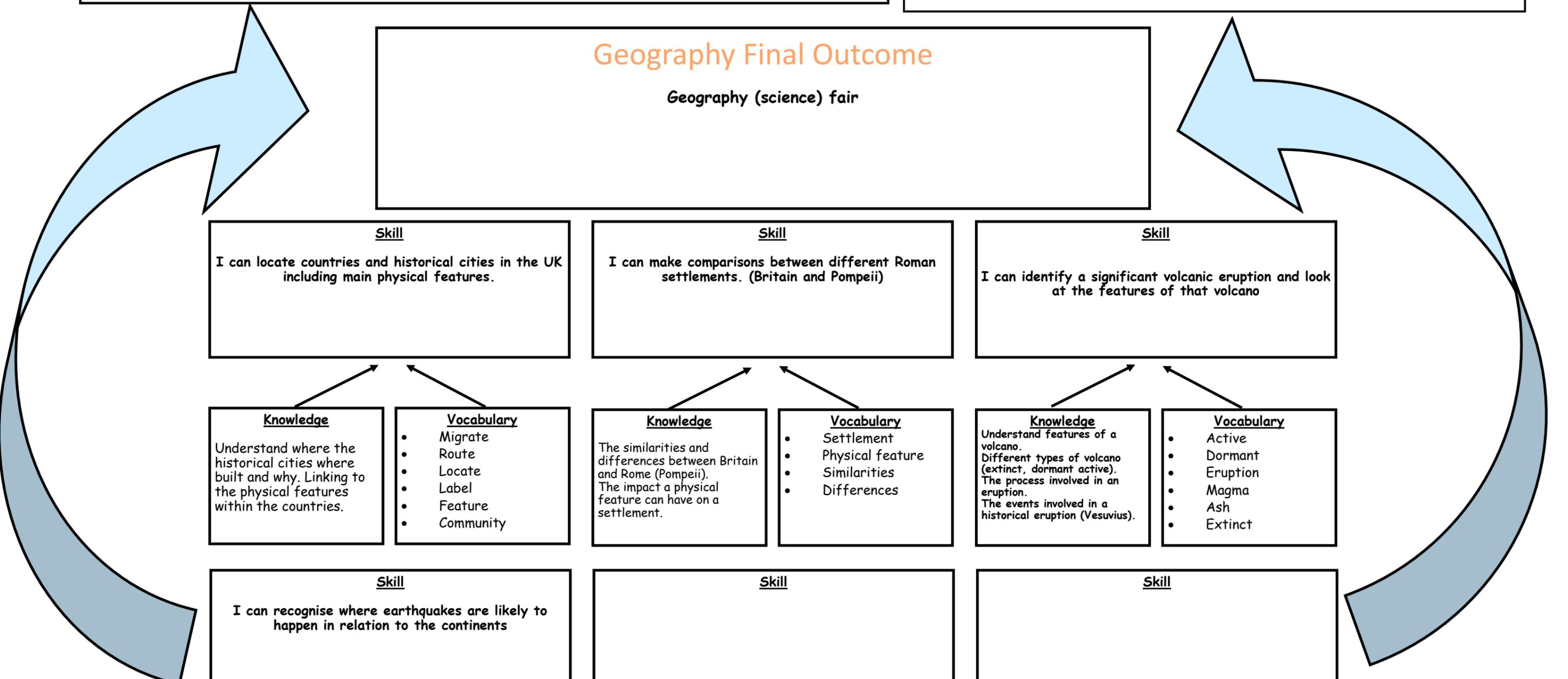
Knowledge

Vocabulary

Skill

Knowledge

Vocabulary



National Curriculum Links History

NC2: The Roman Empire and its impact on Britain
- the Roman Empire by AD 42 and the power of its army

Historians

As Historians, we will study the Roman Empire and its impact on Britain. We will look at a range of sources and categorise primary and secondary sources and discuss what they tell us about history. We will carry out research using a variety of written sources and use this to create a timeline of key events. We will discuss the changes that happened in this period, why they happened and the impact they have had on Britain today.

History Final Outcome

A giant timeline to be displayed in the during presentation of learning.

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 to justify reasons.

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.
Use dates and terms accurately in describing events

Vocabulary
• Impact
• Change
• Accurate
• Period

Skill
I can analyse a wide range of evidence in order to justify claims about the past.

Knowledge
I can discuss and explain the main impact on Britain due to the Roman invasion.

Vocabulary
• Coincide
• Unification

Skill

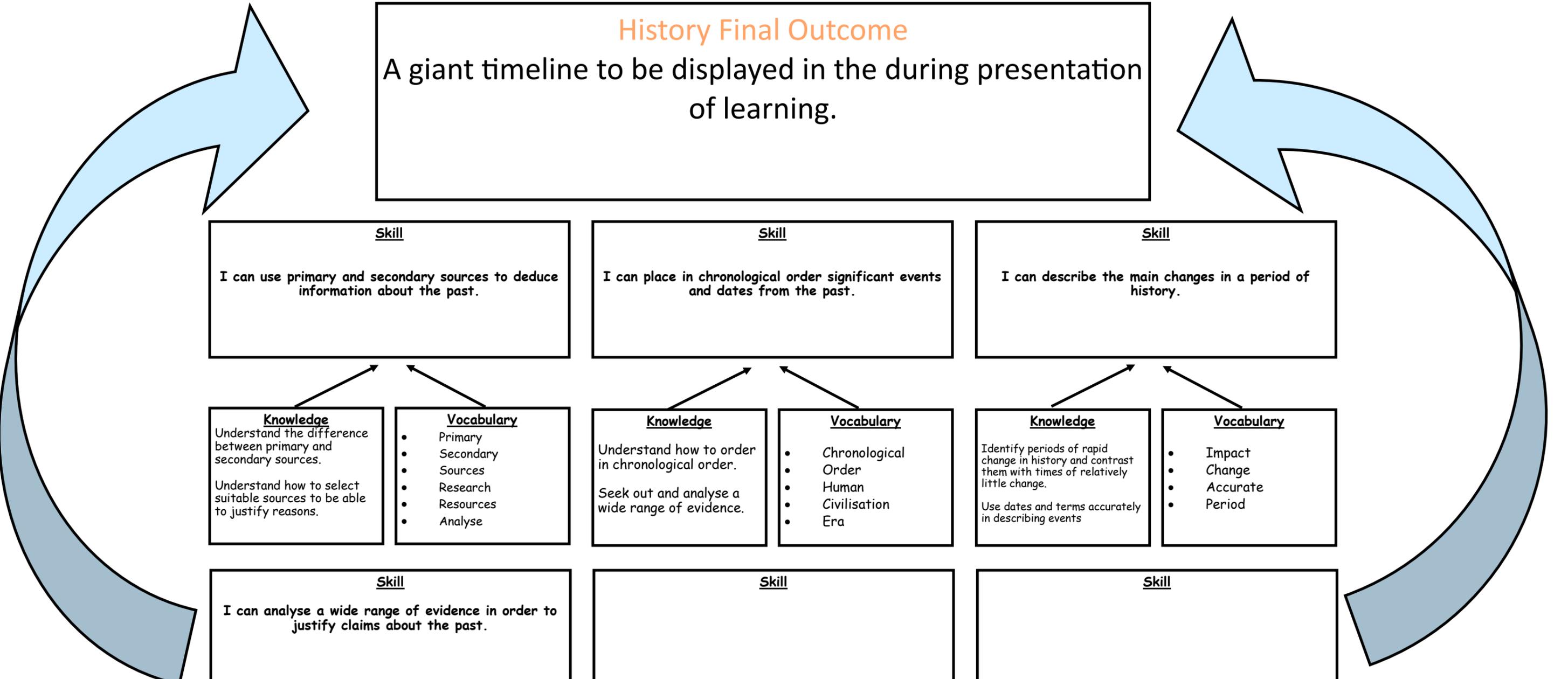
Knowledge

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: I can create sketch books to record my observations and use them to review and re-visit ideas
NC2: I can improve my 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 begin by looking at sketching and portraits of significant Roman figures. We will develop our sketching techniques in our sketch books, considering place, space and proportion.
We will share, discuss and improve our ideas based on feedback given from peers.
We will use clay to create a 3d version of our portrait. We will use a variety of tools and technique to shape and mould the clay too highlight the key facial features.

Art and Design Final Outcome

To create a 3d portrait in clay.



Skill
I can master basic drawing techniques using a range of pencils.

Skill
I can develop ideas through using a range of mediums to conclude ideas for the correct time period.

Skill
I can show an understanding of a sculpture and its purpose. (To show life like qualities and real-life proportions).

Knowledge
I can sketch lightly and shade to draw lines, show shadows and light and dark. I can use hatching and cross hatching to show tone and texture.

Vocabulary
Sketch
Shadow
light
Reflection
Perspective

Knowledge
I can show an understanding of the different mediums. I can create texture in a range of ways, I can develop a personal style of painting, drawing upon ideas from other artists.

Vocabulary
Oil
Paint
Pencil
Proportion
Style
Texture
Develop

Knowledge
I can use the appropriate and correct tools to carve, shape, texture and pattern.

Vocabulary
Carve
Texture
Shape
Pattern

Skill

Skill

Skill

Knowledge

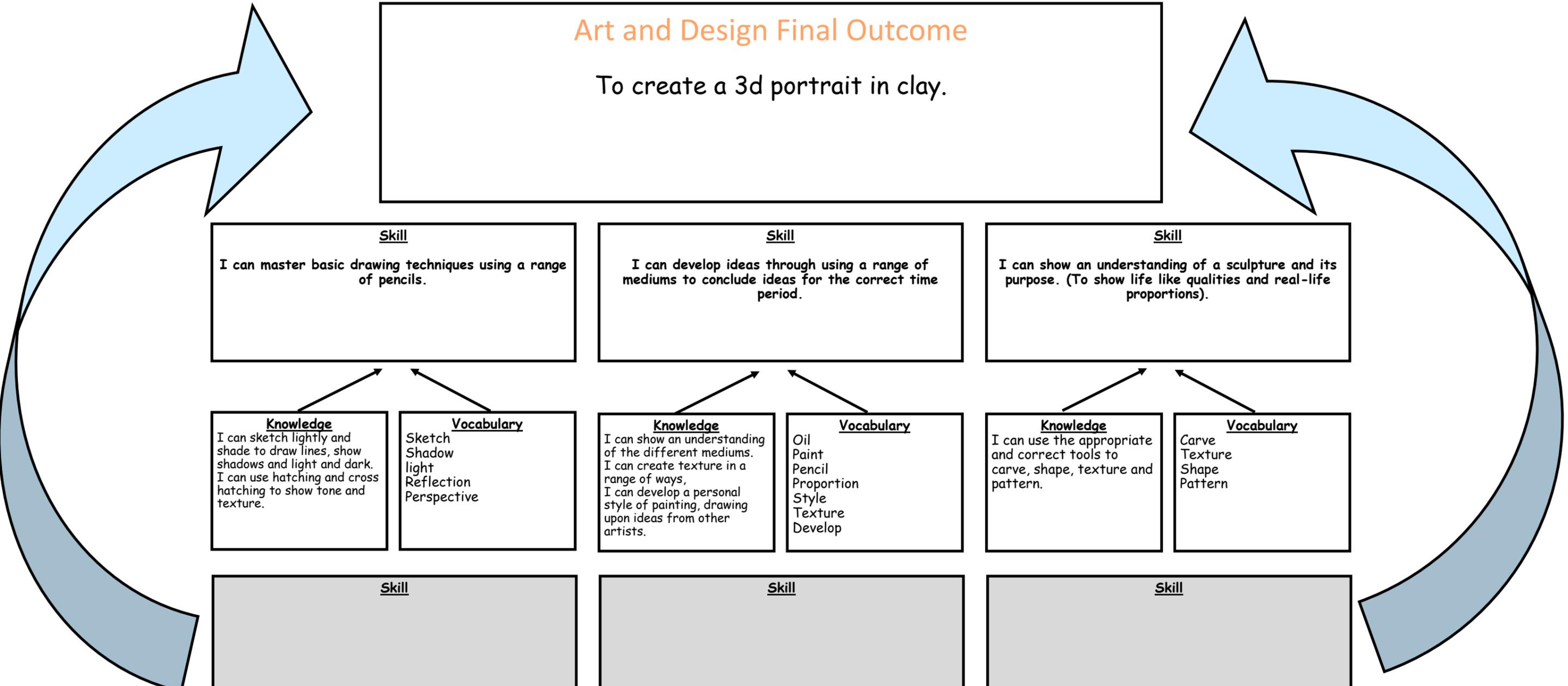
Vocabulary

Knowledge

Vocabulary

Knowledge

Vocabulary





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

NC1: I can 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: I can 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 [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
NC8: To apply their understanding of how to strengthen, stiffen and reinforce more complex structures
NC9: To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

**Design Technology
(Textiles—Roman Purse Levers and Pulleys—Catapult)**

As designers, we will evaluate existing products and evaluate their effectiveness. Based on this we will develop a design criteria to which we will base our own ideas and models. We will create labelled sketches and prototypes to develop and communicate our ideas. We will select from a range of tools and equipment to perform the practical task of making our products. We will analyse our products effectiveness and improve our work.

Design Technology Final Outcome

Roman Purse
Catapult

Skill
I can use research and develop design criteria to inform the design.

Skill
I can generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Skill
I can select from and use a wider range of tools and equipment to perform practical tasks

Knowledge
I can use a range of sources to research.

Vocabulary
Research
Annotate
Sources

Knowledge
I can plan and annotate using my research as an informant.

Vocabulary
Plan
Annotate
Develop

Knowledge
I understand which tools are best for which medium of art/DT.

Vocabulary
Tools
Practical
Range

Skill
I can select from and use a wider range of materials and components

Skill
I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures

Skill
I can understand and use mechanical systems in their products

Knowledge
I understand which materials will be the best for the product being created.

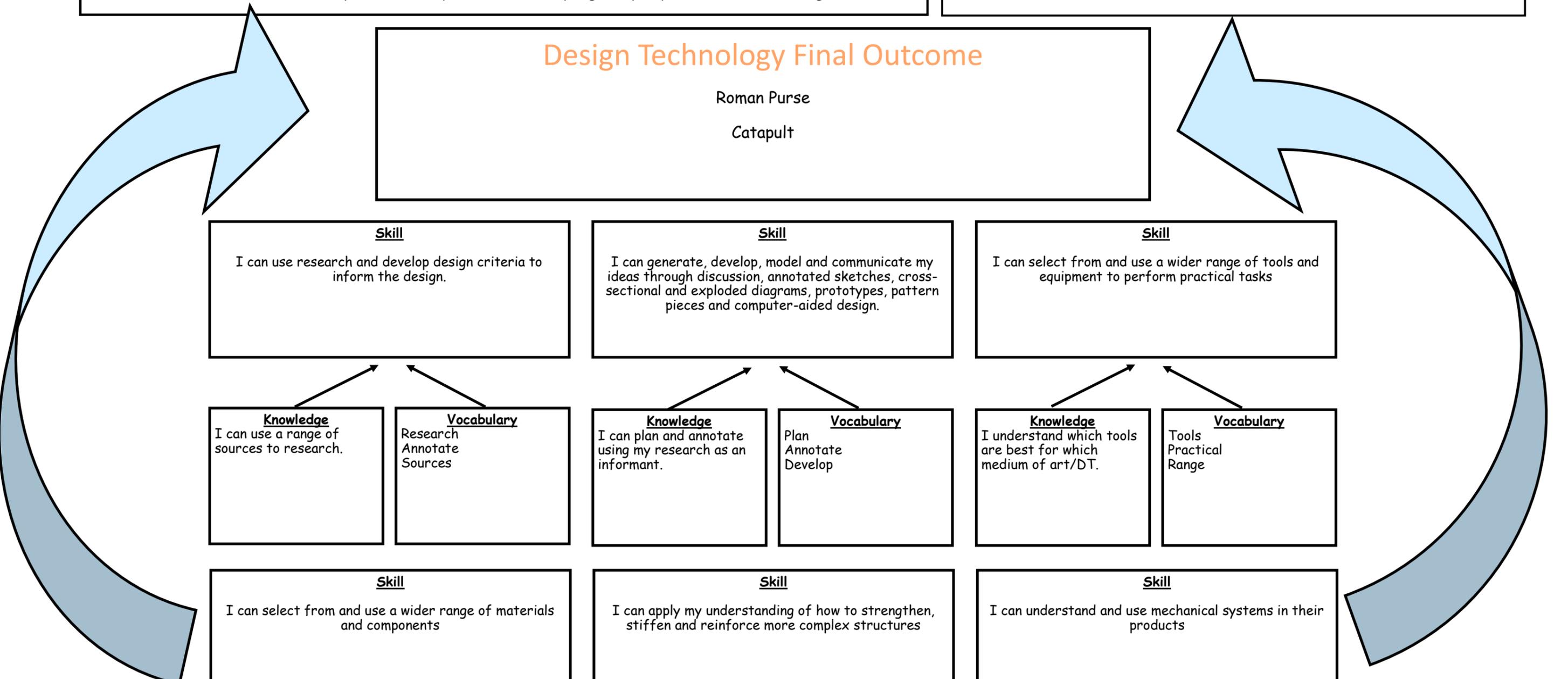
Vocabulary
Material
Wood
Fabric
Components
Properties

Knowledge
I understand the weight distribution within a structure and how to overcome obstacles.

Vocabulary
Weight
Strengthen
Stiffen
Reinforce
Structure
Distribution

Knowledge
I can show an understanding of levers, pulleys and cogs. I understand how a mechanical system works.

Vocabulary
Levers
Pulleys
Mechanical
Machine
Cogs
Forces





Design Technology



Objective	Emerging	Expected	Exceeding
<p>To develop ideas</p> <p>To master techniques</p> <p>To take inspiration from the greats</p>	<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>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>Suggest improvements to existing designs. Explore how products have been created.</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>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).</p> <p>Refine work and techniques as work progresses, continually evaluating the product design.</p> <p>Improve upon existing designs, giving reasons for choices.</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> <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> <p>Ensure products have a high quality finish, using art skills where appropriate.</p> <p>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
NC5: I can appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers
NC6: I can develop an understanding of the history of music

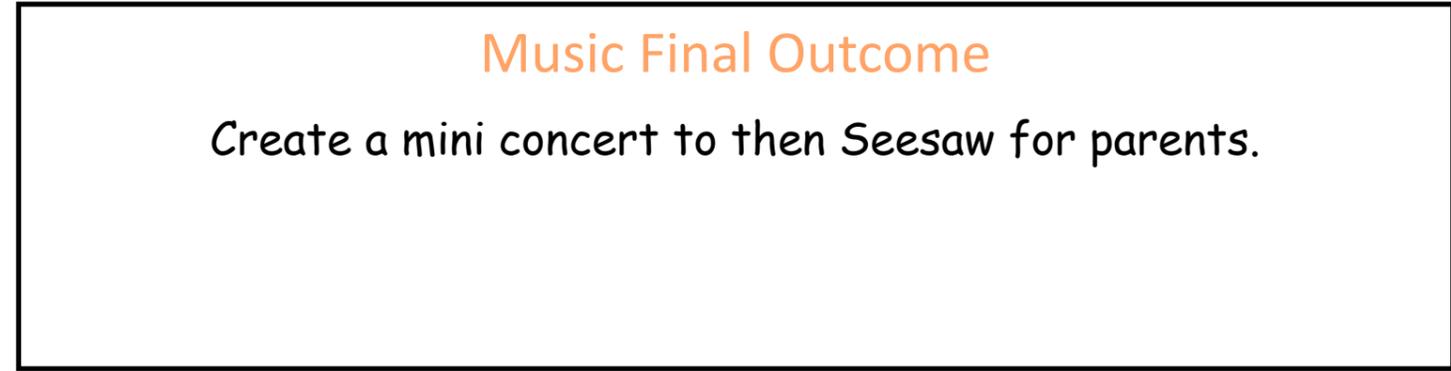
Musicians

Year 5

As musicians we will listen to and appraise the popular Pop Ballard song 'Make you feel my love' by well known artist Adele. We will learn to sing the song, play along with tuned instruments and improvise our own music. We will then listen and appraise the Hip Hop classic music by Will Smith, focusing on his song 'Fresh Prince of Bel Air.' We will sing and play tuned instruments using musical notation.

Music Final Outcome

Create a mini concert to then Seesaw for 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.

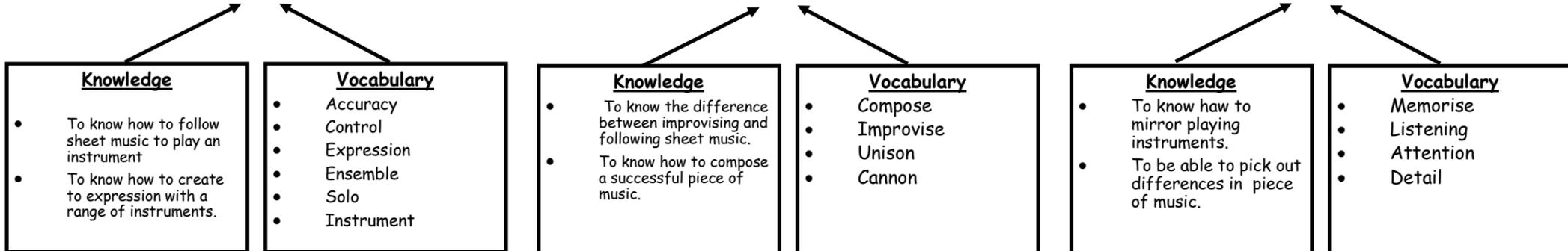
Vocabulary
• Accuracy
• Control
• Expression
• Ensemble
• Solo
• Instrument

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



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
NC5: I can appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers
NC6: I can develop an understanding of the history of music

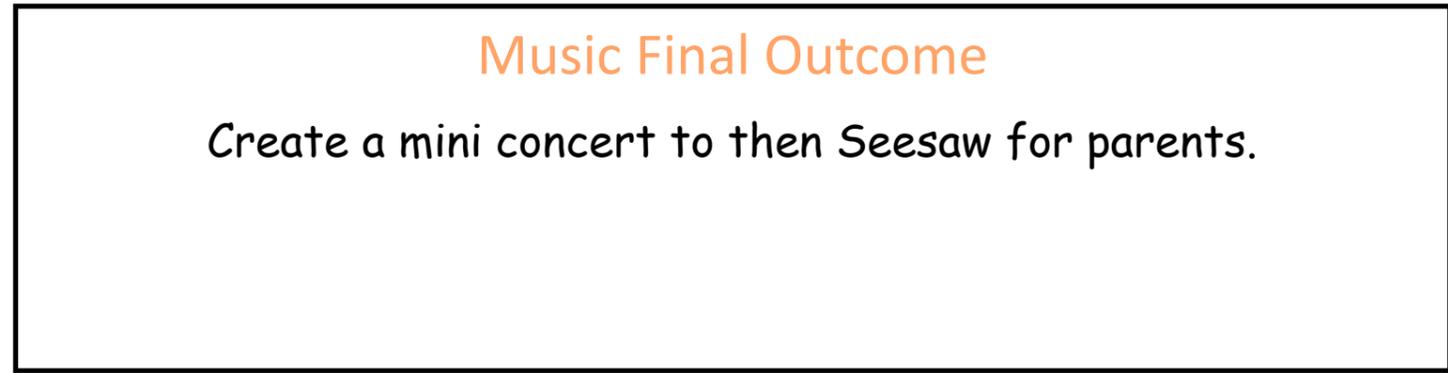
Musicians

Year 6

As musicians we will listen to and appraise classical music by modern day Benjamin Britten. We will have the opportunity to learn his song, play along using tuned instruments and improvise our own music in the style of Benjamin Britten. We will then look at music by famous women of the music industry and celebrate how women have taken the musical world by storm.

Music Final Outcome

Create a mini concert to then Seesaw for 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

Knowledge

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

Vocabulary

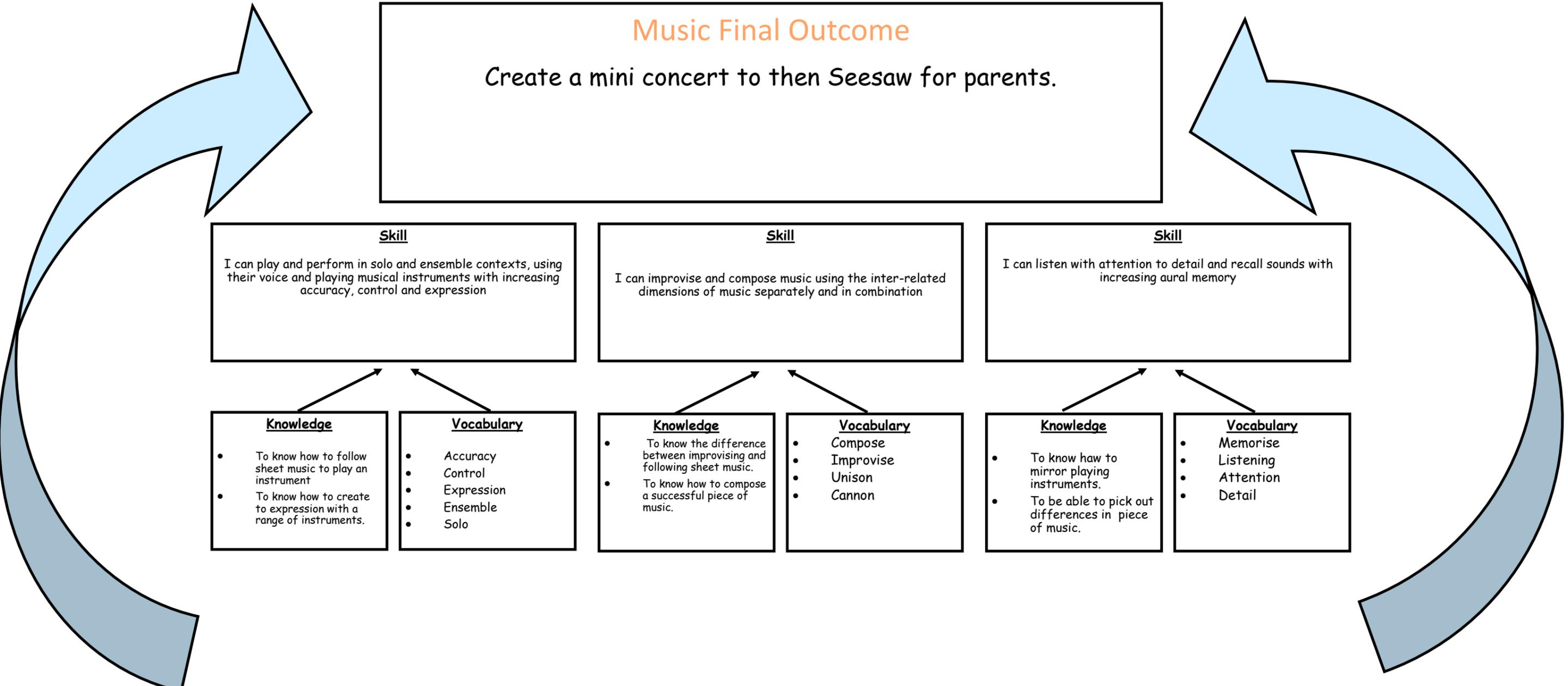
- Compose
- Improvise
- Unison
- Cannon

Knowledge

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

Vocabulary

- Memorise
- Listening
- Attention
- Detail





Music

Assessment

Objective	Emerging	Expected	Exceeding
To perform	<p>Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. 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. 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). 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.</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>Compose, extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.</p>
To transcribe	<p>Use digital technologies to compose pieces of music. Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a minim, crotchet and semi-breve and say how many beats they represent.</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. 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 stave. Understand the purpose of the treble and bass clefs and use them in transcribing compositions. Understand and use the # (sharp) and ♭ (flat) symbols. Use and understand simple time signatures.</p>	<p>Use the stave and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. 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. Understand musical</p>

National Curriculum Links P.E

NC1: To use running, jumping, throwing and catching in isolation and in combination
NC2: To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
NC3: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

PE

In the first half term we will visit the Aspire gymnastic facility to develop and learn how to move safely with precision. We will have the opportunity to try using the gymnastic equipment to perform move and create simple patterns.
In the second half term, we will have a coach visit us weekly to deliver badminton sessions. We will learn the rules of the game and how to strategically hit the shuttlecock to score points. We will aim to be able to maintain a short volley.

Skill

I can show changes of direction, speed and level during a performance.

Skill

I can travel in a variety of ways, including flight, by transferring weight to generate power in movements.

Skill

I can plan, perform and repeat sequences.

Final Outcome

Plan and create a gymnastics sequence.

Knowledge

How can you change direction, speed and level?
What are you going to include in your performance?

Vocabulary

Direction
Speed
Level
Performance

Knowledge

What ways can you travel?

Vocabulary

Travel
Flight
movement

Knowledge

How can you change direction, speed and level?
What are you going to include in your sequence?

Vocabulary

Sequence
Performance
Direction
Speed
Level

Skill

I can throw and catch with control and accuracy.

Skill

I can maintain possession of the shuttlecock.

Skill

I can follow the rules of the game and play fairly.

Final Outcome

Play a game of badminton using the correct technique and follow the rules.

Knowledge

How do we throw and catch a ball?
How can we control a ball?

Vocabulary

Throw
Catch
Control
Precision
Accuracy

Knowledge

How can we control the shuttlecock?
How do we hold the racket?

Vocabulary

Racket
Shuttlecock
Possession
Control

Knowledge

What are the rules of badminton?

Vocabulary

Game
Fair
Rules
Racket
Shuttlecock



Physical Education

Assessment

Emerging	Expected	Exceeding
<ul style="list-style-type: none"> • I can throw under arm • I can hit a ball with a racket • I can move and stop safely • I can throw and catch with both hands • I can repeat actions and skills • I can move with control and care • I can use equipment safely. 	<ul style="list-style-type: none"> • 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. • I am aware of space and use it to support team mates • I know and use rules fairly. • I can run at fast, medium and slow speeds; changing speed and direction. 	<ul style="list-style-type: none"> • 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. • I can control when taking off and landing • I can throw with accuracy

Spring 1

Year 5 - Gymnastics

Year 6 - Gymnastics

Spring 2

Year 5 - Badminton

Year 6 - Badminton



Year 5

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

NC13 - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Computing

In this unit we will look at how computers effect peoples everyday life. We will look at how to stay safe when using the internet and the damages using technology can have on the body, mentally and physically. We will use a range of media content within a powerpoint to present our work.

Skill

I can evaluate information online.
(Digital Literacy)

Skill

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

Skill

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

Final Outcome

To make a powerpoint presentation explaining how computers impact peoples lives.

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



Year 6

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

Growing up in a digital world.

Skill

- Evaluate content against success criteria and make improvements accordingly. (Information technology)

Skill

- Work independently on a topic to build and create a website with pages, titles, images, videos and text.
- Recognise an audience when designing and creating a website. (Computer Science)

Skill

- To be able to identify potential online.
- To stay safe online at all times.

Final Outcome

To create a mixed-media project showing the range of different issues that could be encountered online, as well as advising how to prevent them from happening

Knowledge

- Understand how media can be presented using computers and Ipads.
- Be able to clearly express what is effective and what is ineffective when present information.

Vocabulary

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

Knowledge

- Know how to code to create a website page.
- Understand who will be looking at their website and make it appropriate for that audience.
- To recognise issues in written code and debug these issues.

Vocabulary

Embed
URL
Link
Media
Footer
Feedback
Coding
HTML

Knowledge

- To know what a safe website looks like.
- To understand what happens to information when it is entered online
- To explain what copyright is and why it is in place.
- To explain safe procedure for when connecting to the internet.
- To understand what should be done when a website makes you feel uncomfortable.

Vocabulary

Online identity
Misinformation
Disinformation
Copyright
Privacy
Cyber-bullying
Cybercrime
Electronic footprint
Information
Data
Firewall



Other Curriculum Elements



Enterprise drivers

Children will sell their art and DT projects to their parents.

RE

Year 5 - Sikhism

Year 6 - Christianity

British Values and SMSC

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.

Jigsaw PSHE

Spring 1— Dreams and Goals

Spring 2— Healthy Me