



Stargazers



Year 5/6

Summer 2020



Immersion



SPARCS

Immersion day - looking at objects/photographs/pictures related to the space race — discussion

Watch live footage from NASA and the first steps on the moon

Experiences

Visit to Magna

Help to create planets for the whole school planet display in the hall.

Presentation of Learning

Whole school Art Gallery

Resources for the term:
Electrical materials for DT
Materials for Star constellations.

National Curriculum Links Geography

NC1: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities .
 NC3: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
 NC6: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Geographers

As Geographers, we will locate Europe, including Russia, North and South America and talk about the different environmental features, human and physical characteristics and locate their major cities within key countries. We will talk about the two main countries that started the great space race and locate them on the world map. We will focus on their key human and physical characteristics. We will look at the position of the planet in relation to the sun and learn about how this creates time zones.

Geography Final Outcome

Create a presentation to show the countries who are/ have managed to travel to space.

Skill
 I can locate the main countries included in the early space race on a map of the world.

Knowledge

- Know which countries are involved in the space race
- Understand in which continents these countries are

Vocabulary
 Continent
 Country
 Representation
 Location
 Topological
 Images

Skill
 I can discuss the human and physical features of countries such as America and Russia, and compare them to each other.

Knowledge
 Understand the difference between human and physical features
 Recognise these different features from research

Vocabulary
 Topological
 Characteristics
 Physical
 Human
 features

Skill
 I can identify the major cities in Russia and America.

Knowledge
 Understand what makes a 'major' city in a country.

Vocabulary
 Topological
 Characteristics
 Physical
 Human
 features

Skill
 I can explain where the earth is in relation to the sun.

Knowledge
 Understand the order of the planets
 Recognise how the earth rotates
 Know how the Earth moves around the Sun

Vocabulary
 Rotation
 Orbit
 Position
 Solar system

Skill
 I can explain how time zones are created and discuss how the position of the sun informs this.

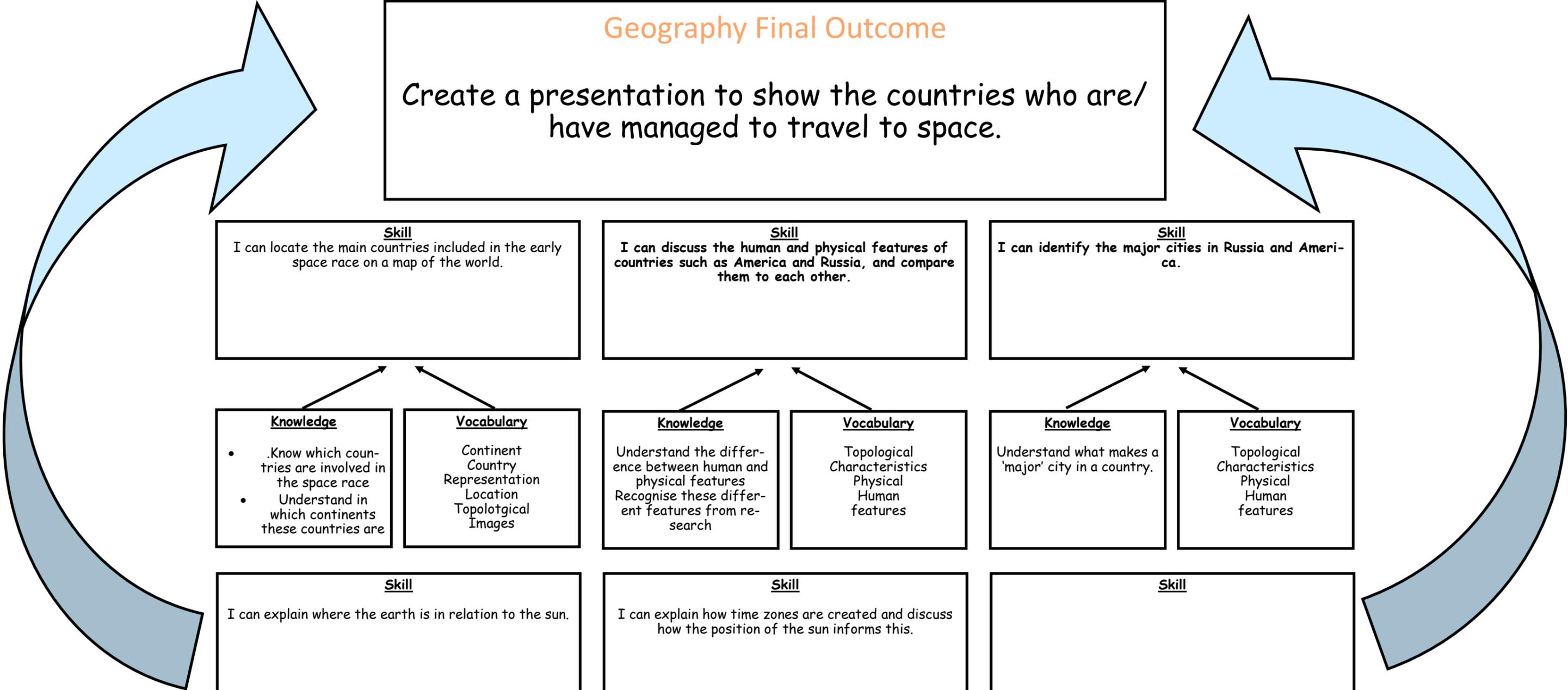
Knowledge
 Know the time zones around the world.
 Understand the pattern for working out time zones
 Recognise that the sun's

Vocabulary
 Rotation
 Timezone
 Longitude
 Latitude

Skill

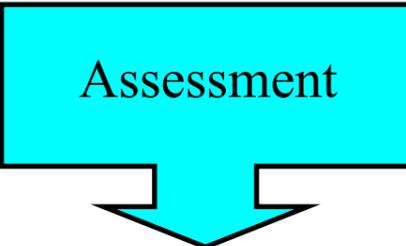
Knowledge

Vocabulary





Geography



	Emerging	Expected (End of Year 6)
To investigate places	<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location being studied • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features • 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 • Use a range of resources to identify the key physical and human features of a location • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time • Name and locate the countries of Europe and identify their main physical and human characteristics 	<ul style="list-style-type: none"> • Collect and analyse information to draw clear conclusions about locations • Identify and describe how the physical features affect human activity • Use different types of fieldwork (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. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps) • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics
To investigate patterns	<ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these areas • Describe geographical similarities and differences between countries • Describe how the locality of the school has changed over time 	<ul style="list-style-type: none"> • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries • Describe how locations around the world are changing and explain some of the reasons for change • Describe geographical diversity across the world
Geographical content	<ul style="list-style-type: none"> • Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world <p>Use geographical vocabulary: process, globe, erode, cycle, decline, symbol, feature, label, locate, annual, resource, perspective, survey, route, orient, co-ordinate, community, environment</p>	<ul style="list-style-type: none"> • Describe/understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supplies • Use the eight points of a compass, four-figure grid references, symbols and a key to communicate knowledge of the United Kingdom and the world • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). <p>Use geographical vocabulary: economy, currency, migrate, process, globe, erode, cycle, decline, symbol, feature, label, locate, annual, isolate, phenomenon, resource, perspective, survey, route, orient, co-ordinate, community, environment</p>

National Curriculum Links History

NC9—A non-European society that provides contrasts with British history.

Historians

As Historians, we will be discovering the achievements and downfalls of the Space Race and the individuals who had a great impact. We will use of skills of research and summarise to produce a timeline of the space race. We will look at the significant events which took place and place them in chronological order. We will look at the cause and consequence of the projects which took place and the achievements of different countries in their quest to put a man on the moon.

History Final Outcome

A non-chronological report about the history of the Space Race including significant events and individuals.

Skill
I can handle and use Primary and Secondary sources to find out about a period studied in order to make comparisons and find out information about the past

Knowledge
• To know the difference between secondary and primary sources.
• To know how to choose relevant research.

Vocabulary
Primary
Secondary
Source
Research
Past
Study

Skill
I can sequence events on a time line using dates, for people and events beyond living memory

Knowledge
• To know how to sequences events on a timeline

Vocabulary
Sequence
Timeline
Dates
Events

Skill
I can suggest causes and consequences of some of the main events and changes in history

Knowledge
• To know how the cause of something has a consequence in the future
• To know how to describe what main causes happened

Vocabulary
Cause
Consequence
Event
Future
Past

Skill
I can bring knowledge together to construct an informed response, giving some reasons for different versions of events

Knowledge
• To know how to summarise the research found
• To know how to explain what has happened in the past

Vocabulary
Knowledge
Response
Research
Explain

Skill

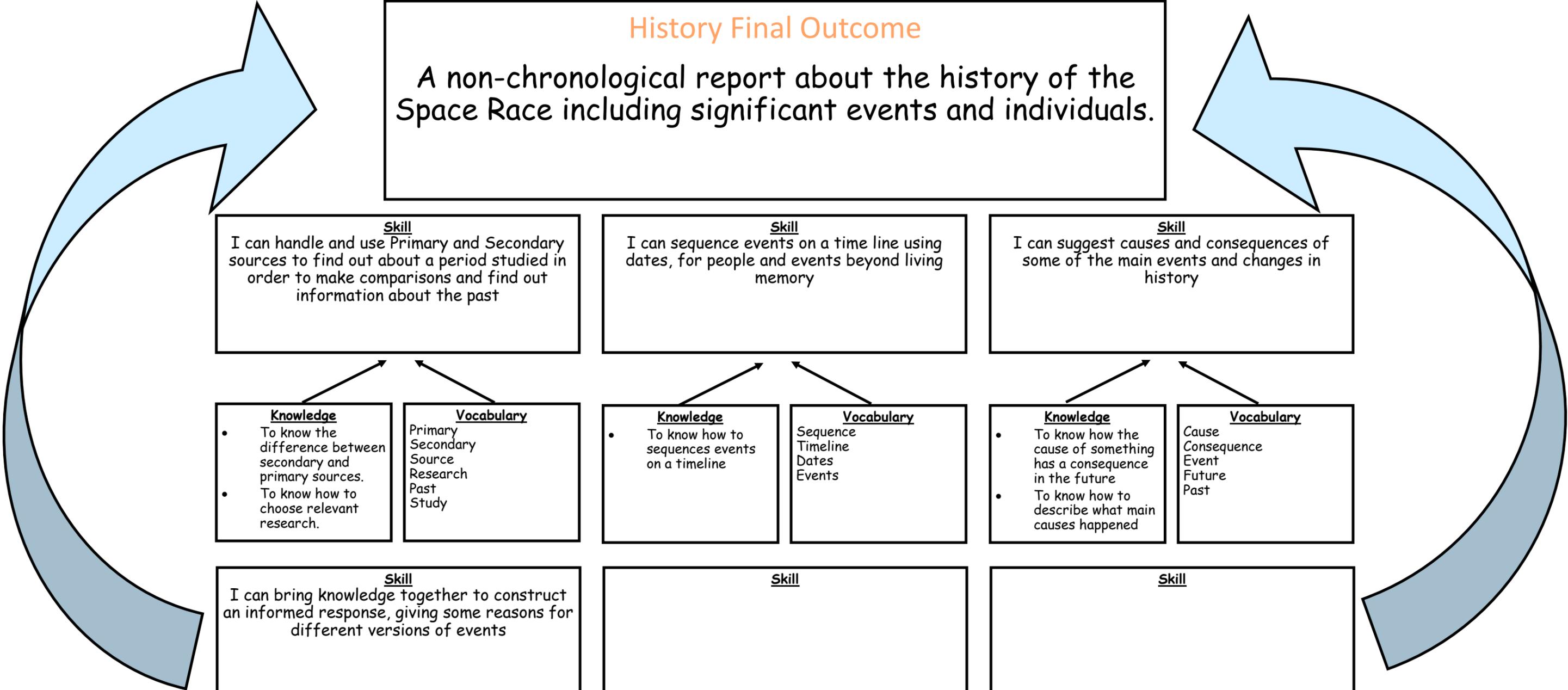
Knowledge

Vocabulary

Skill

Knowledge

Vocabulary





History



History	Emerging	Expected (End of Year 6)
To investigate and interpret the past	<ul style="list-style-type: none"> Handle and use Primary and Secondary sources to find out about a period studied in order to make comparisons and find out information about the past Use a range of sources/evidence to build up a picture of the past, beginning to evaluate the usefulness of the source/s Describe different accounts of a historical event, explaining the reasons why the accounts may differ Suggest causes and consequences of some of the main events and changes in history <p>Ask questions such as: What was (<i>historical focus</i>) like at an earlier time in history? How has (<i>historical focus</i>) changed for stayed the same during or since the period studied? What caused the (<i>historical focus</i>) and what consequences of (<i>historical focus</i>) can we still see today in Britain? Why was such an event seen as significant after the time? Why is this period in history seen as significant to Britain now?</p>	<ul style="list-style-type: none"> Handle and use a range of source and begin to identify Primary and Secondary sources. Start to compare accounts of events form using different sources. Bring knowledge together to construct an informed response, giving some reasons for different versions of events Analyse a wide range of evidence in order to justify claims about the past Be aware that different evidence will lead to different conclusions, some evidence/authors may be persuading or giving a specific viewpoint Understand that no single source of evidence gives the full answer to questions Ask questions such as: How has (<i>historical focus</i>) developed or continued over time? Evaluate why some things have remained the same over several periods of history. How did political changes in a period result in social and cultural changes? What were the short and long-term consequences of (<i>historical focus or event</i>)?
To build an overview of world history	<ul style="list-style-type: none"> Describe changes that have happened in the locality of the school throughout history Give a broad overview of life in Britain from ancient until medieval times Describe the social, ethnic, cultural or religious diversity of past society Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children 	<ul style="list-style-type: none"> Identify continuity and change in the history of the locality of the school Give a broad overview of life in Britain from medieval until the Tudor and Stuarts time Compare some of the times studied with those of the other areas of interest around the world Describe the social, ethnic, cultural or religious diversity of past society Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
To understand chronology	<ul style="list-style-type: none"> Sequence events on a time line using dates, for people and events beyond living memory Understand the concept of change over time, representing this, along with evidence, on a time line Use dates and terms to describe events 	<ul style="list-style-type: none"> Place key events from current period of study on a time line and make comparisons within or across another period of time. Ensure time lines use relevant and more complex dates. Summarise and evaluate the timeline. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) Identify periods of rapid change in history and contrast them with times of relatively little change Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line Use dates and terms accurately in describing events
To communicate historically	<ul style="list-style-type: none"> Use appropriate historical vocabulary when talking about and writing about the past. Vocabulary to include: dates, time period, era, change, chronology, similar, difference, significant, impact, interpret, affect, cause, generation, proceed, decade and source Use literacy and numeracy to high standard when communicating information about the past 	<ul style="list-style-type: none"> Use appropriate historical vocabulary when talking about and writing about the past. Vocabulary to include: dates, time period, era, chronology, continuity, change, century, decade, legacy, significant, impact, interpret, affect, cause, generation, proceed, decade, source, unify, attribute, perceive, media, relevant, primary, secondary and successor Use literacy and numeracy to an exceptional standard when communicating information about the past Use original and creative ways to present information and ideas
Vocabulary	<p>Understand and use: <i>period, significant, impact, affect, cause, perceive, successor, generation, decade, similar, difference, interpret, proceed, media, concept, (into writing) duration, considerable, relevant, document, legislate, sources, impact, justify, derive, deduce, primary, secondary</i></p>	<p>Understand and use: <i>period, significant, impact, affect, cause, perceive, successor, generation, decade, similar, difference, interpret, proceed, media, concept, duration, considerable, relevant, document, legislate, sources, impact, justify, derive, deduce, primary, secondary (into writing) coincide, unify, concept,</i></p>

National Curriculum Links

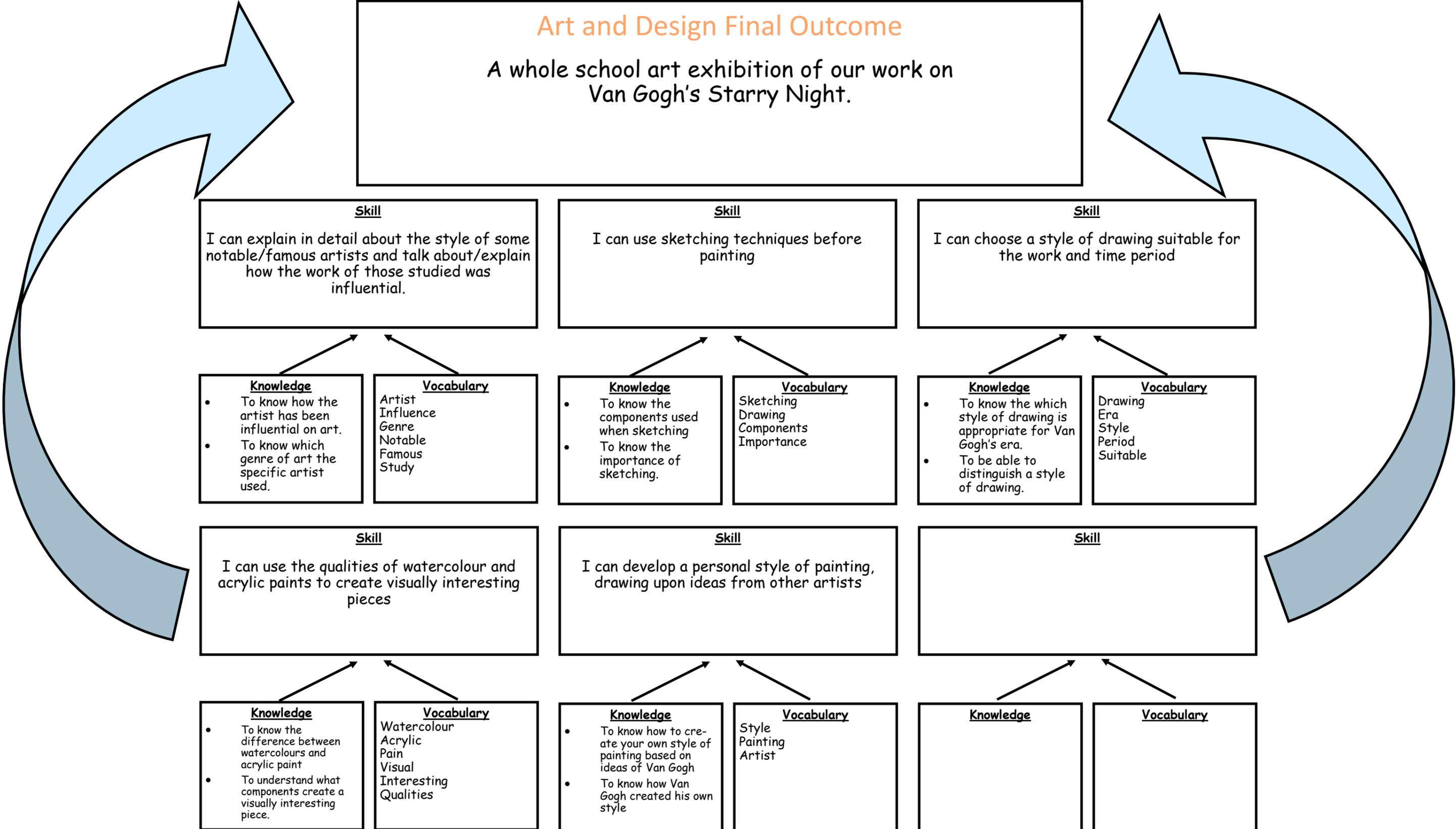
NC1: To create sketch books to record their observations and use them to review and revisit ideas
 NC2: To improve their mastery of art and design techniques, including **drawing, painting** and sculpture with a range of materials [for example, **pencil**, charcoal, **paint**, clay]
 NC3: To learn about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

Art and Design

As Artists we will be studying the great work of Van Gogh's with particular focus on this painting, The Starry Night. We will learn about drawing and sketching and how to use sketching techniques to aid our paintings. We will talk about different painting techniques and how artists use a range of paints and techniques when they are creating a piece. As artists we will learn the importance of evaluating our own and others work in order to produce the best pictures possible. We will use the feedback to provided to improve parts/ sections of our work.

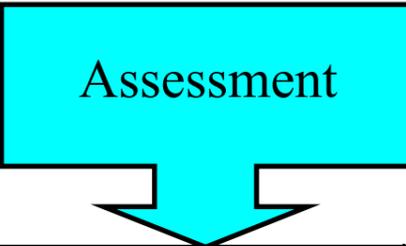
Art and Design Final Outcome

A whole school art exhibition of our work on Van Gogh's Starry Night.





Art and Design



Art	Emerging	Expected (End of Year 6)
<p>Painting</p>	<ul style="list-style-type: none"> Select and use a range of brushes to produce shapes, textures, patterns and lines appropriate to the task Mix colours to create new colours for a purpose Use watercolour paint to produce washes for backgrounds then add detail Create mood using a range of colour 	<ul style="list-style-type: none"> Use sketching techniques before painting Create a colour pallet appropriate for the purpose Use the qualities of watercolour and acrylic paints to create visually interesting pieces Create mood through using colour, tone and tint Create texture in a range of ways Develop a personal style of painting, drawing upon ideas from other artists
<p>Collage</p>	<ul style="list-style-type: none"> Select and arrange a range of materials for a striking effect Use coiling, overlapping, tessellation and mosaic to create a visually pleasing piece of artwork 	<ul style="list-style-type: none"> Mix textures (rough and smooth, plain and patterned) for a purpose Consider how to combine visual and tactile qualities to create artwork Use mosaic techniques
<p>Drawing</p>	<ul style="list-style-type: none"> Use different hardness's of pencils to show line, tone and texture Annotate sketches to explain and elaborate ideas, showing more awareness of an audience Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture 	<ul style="list-style-type: none"> 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 and time period Use lines to represent movement Annotate sketches, showing in depth their ideas and how these are conveyed to a specific audience
<p>Art Appreciation</p>	<ul style="list-style-type: none"> Replicate some of the techniques used by notable/famous artists Create original pieces that are influenced by studies of artists studied Select appropriate techniques when creating pieces influenced by artists studied 	<ul style="list-style-type: none"> Explain in detail (including using their own sketches where appropriate) about the style of some notable/famous artists Talk about and explain how the work of those studied was influential Create original pieces that show a range of influences and styles

National Curriculum Links Design and Technology

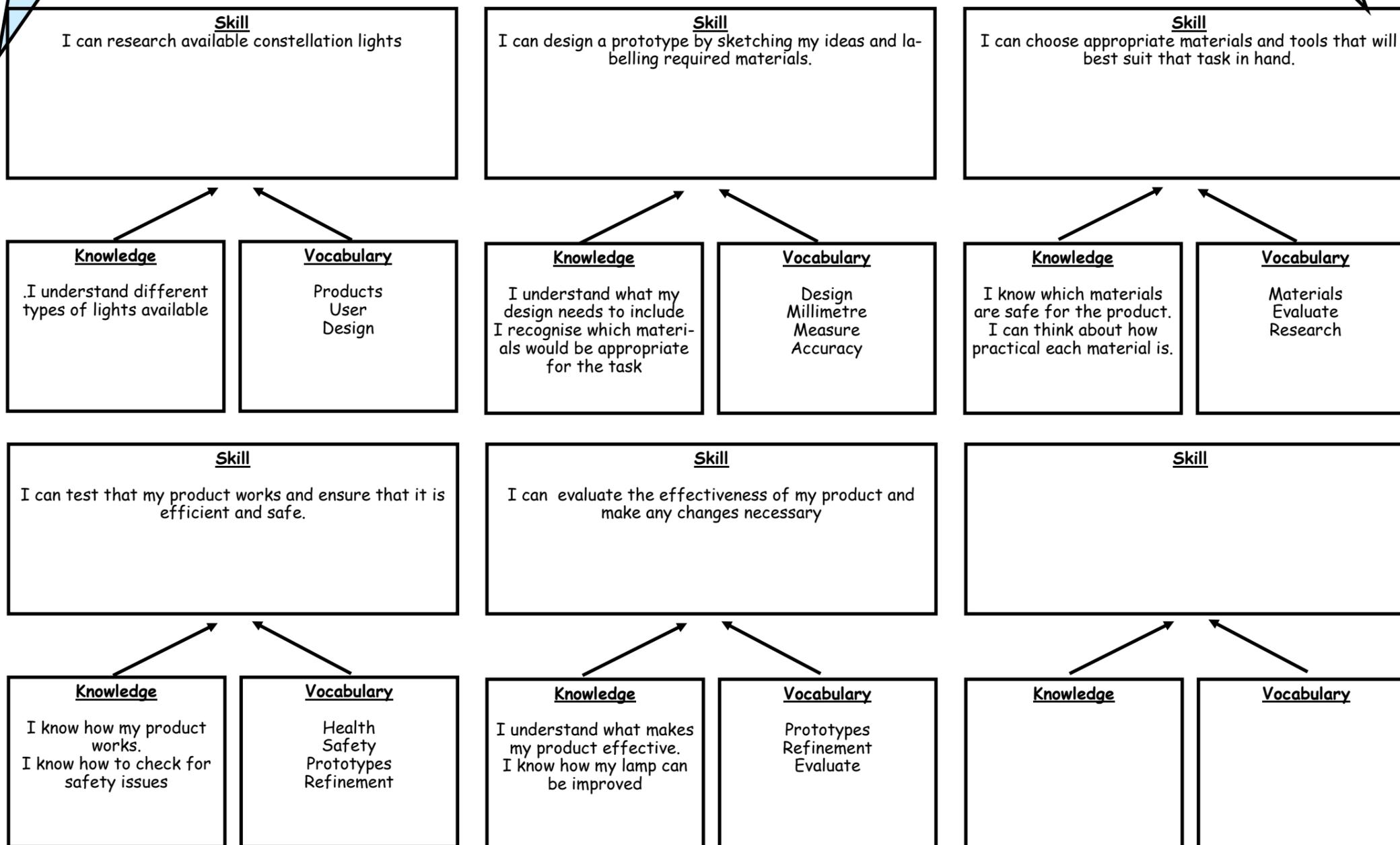
- NC1: To design a purposeful, functional, appealing products for themselves and other users based on design criteria
- NC2: To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- NC3: To select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing
- NC4: To select from and use a **wide range of materials** and components, including **construction materials**, textiles and **ingredients**, according to their characteristics
- NC5: To explore and evaluate a range of existing products
- NC6: To evaluate their ideas and products against design criteria

Design and Technologists

As Designers, we will learn about the use of electricity in products and the safety requirements needed for these to be used in products for an audience. We will look at current products available on the market. We will consider what is needed in the design and communicate our ideas through sketching. We will select and use a wide range of materials and tools. To join these we will use a range of techniques to ensure our light is directed in the right direction to achieve the goal of projecting light constellations. After testing, we will evaluate our rocket and light and make any changes that will improve the product.

Design Technology Final Outcome

Design and make a light for a child's bedroom to show the constellations





Design Technology

Assessment

DT		Emerging	Expected (End of Year 6)
To master practical skills	Materials	<ul style="list-style-type: none"> • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques. 	<ul style="list-style-type: none"> • Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).
	Electricals and electronics	<ul style="list-style-type: none"> • Create series and parallel circuits 	<ul style="list-style-type: none"> • Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).
	Construction	<ul style="list-style-type: none"> • Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques. 	<ul style="list-style-type: none"> • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).
	Mechanics	<ul style="list-style-type: none"> • Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). 	<ul style="list-style-type: none"> • Convert rotary motion to linear using cams. • Use innovative combinations of electronics (or computing) and mechanics in product designs.
To design, make, evaluate and improve		<ul style="list-style-type: none"> • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs. 	<ul style="list-style-type: none"> • 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. • Ensure products have a high quality finish, using art skills where appropriate. • Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.
To take inspiration from design throughout history		<ul style="list-style-type: none"> • Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. • Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work. 	<ul style="list-style-type: none"> • Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. • Create innovative designs that improve upon existing products. • Evaluate the design of products so as to suggest improvements to the user experience.

National Curriculum Links

NC1: To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
NC2: To improvise and compose music for a range of purposes using the inter-related dimensions of music
NC3: To listen with attention to detail and recall sounds with increasing aural memory
NC4: To use and understand staff and other musical notations
NC5: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
NC6: To develop an understanding of the history of music.

Music

Year 5

As Musicians, we will study the genre of rhythm and blues music. We will learn what this style entails by learning the song Dancing in the Street by Martha and the Vandellas. We will explore composing our own song with a similar message.

Year 6

As Musicians, we will study the genre of Folk Rock. We will learn what this style entails, read and play music on the glockenspiels. Moving on from this, we will try to write and compose our own song of the same genre.

Music Final Outcome

A whole school performance of songs learnt/composed.

Skill

I can sing or play from memory with confidence.

Skill

I can create songs with verses and a chorus

Skill

I can choose, order, combine and control sounds to create an effect for a specified theme

Knowledge

- To know how parts in a song can change in pace, volume and tone.
- To know how to read music.

Vocabulary

Pace
Volume
Learn
Sing
Play
Instruments
Memory

Knowledge

- To understand the difference between a verse and chorus
- To understand the structure of a song.

Vocabulary

Structure
Song
Chorus
Verse
Repetition

Knowledge

- To understand the different elements used to create a song
- To understand how different elements can effect the theme

Vocabulary

Compose
Order
Combine
Create
Theme
Effect

Skill

I can appraise a piece of music.

Skill

I can play a given piece of music on the glockenspiel while reading musical notation.

Skill

I can compose my own song based on the genre that we have studied.

Knowledge

Understand which instruments are used
Recognise what features folk rock genre has.

Vocabulary

Instruments
Genre
Folk
Pitch
Dynamics
tempo

Knowledge

Know the notes required
Recognise the notes written on the screen
Be able to read the musical notations including rests.

Vocabulary

Folk
Pitch
Dynamics
Tempo
Crotchet
Minim

Knowledge

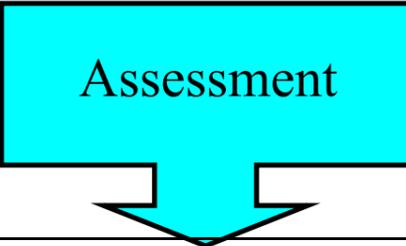
Recognise what features folk rock genre has.
Understand how to create their own song based from this.

Vocabulary

Compose
Crotchet
Minim
Semibreve



Music



Music	Emerging	Expected (End of Year 6)
Perform	<ul style="list-style-type: none"> • Sing a range of songs from memory with accurate pitch • Keep a simple part within a group when singing and playing either the glockenspiel or violin (Yr4) • Use breathing accurately to control the voice when singing a song • Play notes accurately on a glockenspiel or violin (Yr4) • Start to show awareness of an audience and how to perform with greater control for others 	<ul style="list-style-type: none"> • 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 when singing within a round, knowing that you need to listen to the whole group to sing in time • Sing in harmony • Sustain a drone or a melodic ostinato to accompany singing • Perform to an audience with controlled breathing (voice) and skilful playing (instrument)
Compose	<ul style="list-style-type: none"> • Compose and perform melodic songs as part of a group and solo • Create repeated patterns using a glockenspiel and Violin (yr4) and a range of un-tuned instruments • Create accompaniments for familiar tunes • Choose, order, combine and control sounds to create an effect for a specified theme 	<ul style="list-style-type: none"> • Create songs with verses and a chorus • Create rhythmic patterns that show an awareness of timbre and duration • Combine melody, rhythm and chords to create a short musical piece • Select a range of musical elements to create a desired effect based on a theme • Use a melodic ostinato, based on the pentatonic scale to create a short piece
Transcribe	<ul style="list-style-type: none"> • Devise their own non-standard symbols to indicate when to play and when to rest • Recognise the notes EGBDF and FACE on the musical stave • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent 	<ul style="list-style-type: none"> • Use standard musical notation of crotchet, minim and semibreve to indicate how many beats to play when composing • Read and create notes on the musical stave • Understand the purpose of the treble and bass clefs • Understand the # (sharp) and b (flat) symbols • Use and understand simple time signatures
Describing music	<ul style="list-style-type: none"> • Talk about the terms: duration, timbre, pitch, beat, tempo, texture and use of silence when describing music • Evaluate music to identify areas of likes and dislikes • Discuss the effect layers of sound have on the overall mood and feeling of pieces of music from a range of genres 	<ul style="list-style-type: none"> • Use a wide range of musical vocabulary to describe and appraise a range of musical genres. Vocabulary will include: pitch, dynamics, tempo, timbre, texture, lyrics, melody, solo, round, harmonies, ensemble accompaniment, drone and ostinato. • Describe how lyrics can reflect the cultural and or social context of music and how music has changed over time
Musical Genres	<ul style="list-style-type: none"> • RnB, Rap, Pop, Hip Hop, Soul, Gospel, Reggae and Disco 	<ul style="list-style-type: none"> • Classic Rock, Old School Hip Hop, Reggae, Jazz, Pop Ballard, Classical, Soul, Rhythm and Blues and Folk Rock

National Curriculum Links

NC1: I can use running, jumping, throwing and catching in isolation and in combination
NC2: I can play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
NC6: I can compare my performances with previous ones and demonstrate improvement to achieve their personal best.

PE

In the first half term, we will have a tennis coach (Year 5) visiting weekly to teach us the skills require to play a game. We will learn front and back hand, how to hold the racquet correctly and how to play strategically. Year 6 will learn the skills required to play a range of games such as rounders, football, tag rugby and cricket.
In the second half term, we will prepare for Sports Day though developing our stamina in running. We will learn why it is important to pace yourself when running long distance. We will try to beat our own personal bests in all races and compete in a relay.

Skill
I can hit and field balls effectively and consistently.

Skill
I can think about tactics in relation to games such as cricket and rounders.

Skill
I can sprint and clear objects such as low hurdles.

Final Outcome
To be able to play in a competitive match/ game.

Knowledge
Understand different techniques for throwing a ball.
Recognise where the ball should be thrown to in different situations.

Vocabulary
Throw
Overarm
Underarm
Wickets
Drive
sweep

Knowledge
Understand what the score of the game is and where the fielders should be places.
Know how to communicate ideas and plans to the

Vocabulary
Fielding
Slips
Boundary
Runs
Wickets

Knowledge
I know starting positions for a sprint race.
Recognise the different phases of a sprint (e.g. drive phase)
Know when a sprint is required.

Vocabulary
Sprint
Start
Blocks
Drive
power

Skill
I can pace myself on longer runs.

Skill

Skill

Final Outcome
To be able to compete individually and as part of a team in the school Sports Day.

Knowledge
Recognise distances that require pacing.
Know differences in pacing for different events.
Know which pace I can maintain.

Vocabulary
Pacing
Distances
Energy
Tempo

Knowledge

Vocabulary

Knowledge

Vocabulary



PE

Assessment

PE	Emerging	Expected (End of Year 6)
Games	<ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Use knowledge of tactics to develop a strategy for a game. • Understand the basic rules to play a game. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Show ability to work together as a team and in some situations, lead a team. 	<ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Use teamwork skills to score points, baskets etc. • Use control to hit and field balls successfully. • Understand different strokes in racket games and use them at appropriate times. • Field, defend and attack tactically by understanding the rules and what works effectively. • Understand the principles of fair play and how we should act in a range of sporting situations. • Lead others in game and in the coaching of games to younger children.
Athletics	<ul style="list-style-type: none"> • Sprint over a short distance using correct technique. • Begin to run over longer distances and think about pacing. • Develop different throws for different situations e.g. throwing underarm for accuracy. • Develop standing jumps and five step jumps focusing on landing correctly and safely. • Understand the concept of personal bests and how to develop and improve them. 	<ul style="list-style-type: none"> • Combine sprinting with low hurdles. • Understand how to pace themselves over a range of distances. • Throw accurately in a range of ways while understanding how to improve technique. • Show control in take off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement.

Summer 1

Year 5 - Tennis (Coach)

Year 6 - Striking and fielding

Summer 2

Year 5 - Athletics/Sports Day Prep

Year 6– Athletics/Sports Day Prep



Year 5

Computing



National Curriculum Links Computing

NC5: I can use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

NC6: I can 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

NC7: To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Computing - How do computers impact our lives?

In this unit, we will look at the history of computers, how we use different types of computers to communicate and the pros and cons of social media. We will move on to look at how computer systems have influenced and improved the agricultural industry. We will use all of the information we have learnt and compile it into a presentation which we will share with the class and partner class.



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)

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

Final Outcome

Create a presentation about how our lives are shaped by computers.



Year 6

Computing



National Curriculum Links Computing

NC5: I can use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
 NC6: I can 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
 NC7: To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content

Computing - It's my business

In this unit, we will create our own business which we will promote through a website. As part of our project we must create a business plan, company logo, digital text and images to hook the audience and combine them to make an advert.
 Once we have produced all the individual pieces we will collate them on a website and build a webpage to share online.



Skill

Skill

Skill

Knowledge

Vocabulary

Knowledge

Vocabulary

Knowledge

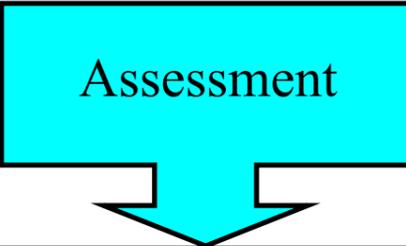
Vocabulary

Final Outcome

To make a website to promote a business idea.



Computing



Computing	Emerging	Expected (End of Year 6)
<p>To code</p>	<ul style="list-style-type: none"> • Use specified screen coordinates to control movement. • Set the appearance of objects and create sequences of changes. • Create and edit sounds. Control when they are heard, their volume, duration and rests. • Control the shade of pens. • Specify conditions to trigger events. • Use IF THEN conditions to control events or objects. • Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions). • Use variables to store a value. • Use the functions define, set, change, show and hide to control the variables. 	<ul style="list-style-type: none"> • Set IF conditions for movements. Specify types of rotation giving the number of degrees. • Change the position of objects between screen layers (send to back, bring to front). • Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation. • Combine the use of pens with movement to create interesting effects. • Set events to control other events by 'broadcasting' information as a trigger. • Use IF THEN ELSE conditions to control events or objects. • Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.
<p>To connect</p>	<ul style="list-style-type: none"> • Contribute to blogs that are moderated by teachers. • Give examples of the risks posed by online communications. • Understand the term 'copyright'. • Understand that comments made online that are hurtful or offensive are the same as bullying. • Understand how online services work. 	<ul style="list-style-type: none"> • Collaborate with others online on sites approved and moderated by teachers. • Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. • Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. • Understand the effect of online comments and show responsibility and sensitivity when online. • Understand how simple networks are set up and used.
<p>To communicate</p>	<ul style="list-style-type: none"> • Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. 	<ul style="list-style-type: none"> • Choose the most suitable applications and devices for the purposes of communication. • Use many of the advanced features in order to create high quality, professional or efficient communications.
<p>To collect</p>	<ul style="list-style-type: none"> • Devise and construct databases using applications designed for this purpose in areas across the curriculum. 	<ul style="list-style-type: none"> • Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.



Other Curriculum Elements



Enterprise drivers

British Values and SMSC

British Values will be embedded across the work that we complete in Upper Key Stage 2. It will form part of the JIGSAW lessons and be included in all areas of topic learning.

RE

Year 5

Prayer and Worship– What is the best way for a Sikh to show commitment to God?

Beliefs and Practices - What is the best way for a Christian to show commitment to God?

Year 6

Beliefs and moral values - Does belief in Akhirah (life after death) help Muslims lead good lives?

Jigsaw PSHE

Summer 1— Relationships

Summer 2— Changing Me