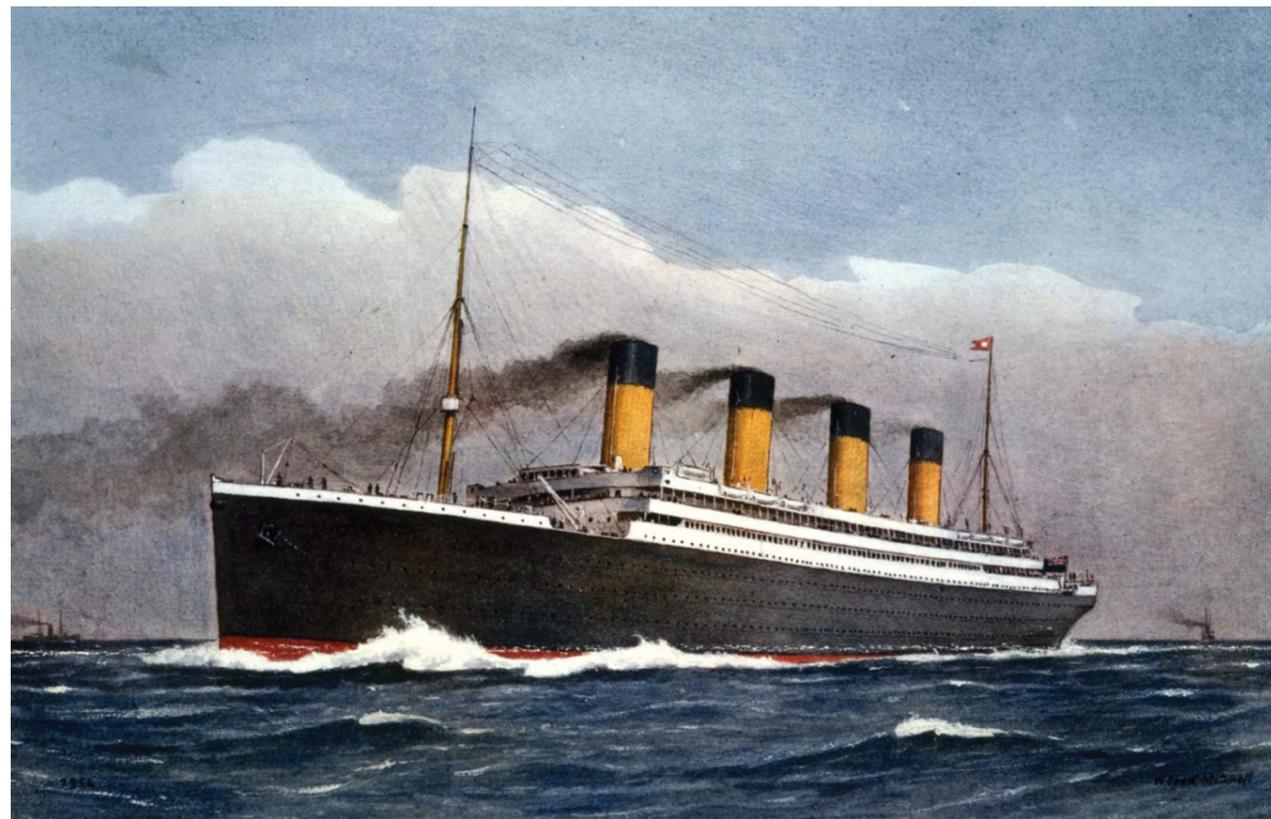




Adventurous Explorers

The Titanic



Year 5/6

Summer 2021



Immersion



SPARCS

- Clips from the Titanic film

Experiences

-

Presentation of Learning

-

Resources for the term:

Shoe boxes—DT one per child

History

“Children will gain an understanding of what happened to the Titanic and be able to explain why it sunk. They should be able to compare a range of sources and determine who they think was at fault based on a range of evidence. They should be able to explain why some sources of information may be biased and how this affects interpretation of the past, linked to the Titanic. They should be able to compare the social class system in place during the early 20th century and how this may have contributed to the disaster. They will be able to explain, based on evidence, who they think was to blame for the sinking of the Titanic”.

Curriculum Objective	Prior Knowledge	Skills	Vocabulary
<p>Pupils should be taught about:</p> <p style="color: green;">NC6: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p style="text-align: center; color: green; font-size: 1.2em;">Titanic</p>	<p>Children will have already learned:</p> <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 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 	<p><u>Year 5</u></p> <p>Put events on a timeline.</p> <p>With guidance, analyse a range of source material to promote evidence about the past</p> <p>Select sources independently and give reasons for choices</p> <p>Begin to discuss and offer explanations about why people in the past acted as they did</p> <p><u>Year 6</u></p> <p>Put events, people, places and artefacts on a time- line</p> <p>Analyse a range of source material to promote evidence about the past</p> <p>Construct and organise response by selecting and organising relevant historical data</p> <p>Select sources independently and give reasons for choices</p> <p>Understand that the past is represented and interpreted in different ways and give reasons for this</p> <p>Begin to offer explanations about why people in the past acted as they did</p>	<p>Duration</p> <p>Considerable</p> <p>Relevant</p> <p>Document</p> <p>Sources</p> <p>Impact</p> <p>Affect</p> <p>Cause</p> <p>Primary</p> <p>Media</p> <p>Generation</p> <p>Justify</p> <p>Period</p>

Sequence of Learning

<p>What was the Titanic and why is it significant?</p> <ul style="list-style-type: none"> Explore why the ship was significant at that period of time. Explore why her maiden voyage stands out in history. Create a timeline of the Titanic's journey and discuss which points in the story of her sinking are significant. Generate enquiry questions about the Titanic. 	<p>Who was on the Titanic and how do we know?</p> <ul style="list-style-type: none"> Identify different types of historical sources and determine their reliability. Investigate sources of information and derive different facts about the Titanic from them. <p>What was life like on board for different classes?</p> <ul style="list-style-type: none"> Explore the interior design of the ship from a passengers point of view. Use sources to explore what classes different passengers were from. 	<p>Why did so many people lose their lives in the Titanic disaster?</p> <ul style="list-style-type: none"> Explore some famous people on-board the Titanic and the roles they played in her journey and the sinking. Find out about different reasons historians have investigated as the reason the Titanic sank. Discuss the main causes for the great loss of life and determine which they feel was the main contributor for so many people dying in the sinking. 	<p>What has changed since the Titanic disaster and has the incident influenced these changes?</p> <ul style="list-style-type: none"> Reflect on how major events in history can change the way countries, governments and societies etc. Explore how the incident inspired change in how safety at sea was handled internationally. Use the facts they know about the sinking of the Titanic and explore how this created change, improving future passenger safety. 	<p>End of Unit outcome</p> <ul style="list-style-type: none"> The Titanic was named the 'Unsinkable Ship'. Why was this and what impact did it have?
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History



History	Working Towards	Expected
<p>To investigate and interpret the past</p>	<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>)?
<p>To build an overview of world history</p>	<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.
<p>To understand chronology</p>	<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 anther 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
<p>To communicate historically</p>	<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
<p>Vocabulary</p>	<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>

Geography

"Children will learn about how latitude and longitude can be used to describe location around the world. They will practise finding co-ordinates of a location and then locating a place from its coordinates. They will then apply their learning to locations which are significant to the Titanic and her maiden voyage".

Curriculum Objective	Prior Knowledge	Skills	Vocabulary
<p>Pupils should be taught about:</p> <p>NC3: To 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)</p>	<p>Children will have already learned:</p> <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 	<p>Year 5</p> <p>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and a key</p> <p>Year 6</p> <p>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).</p> <p>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</p>	<p>Globe</p> <p>Symbol</p> <p>Label</p> <p>Locate</p> <p>Route</p> <p>Orient</p> <p>Co-ordinate</p> <p>Longitude</p> <p>Latitude</p> <p>Equator</p> <p>Northern/Southern Hemisphere</p>

Sequence of Learning

<p>What places do we know about in Titanic's history?</p> <ul style="list-style-type: none"> Use atlases and online mapping tools to locate some of the significant places linked to the Titanic. (where she was built, where she departed, where she was heading, where the distress signals were picked up) 	<p>Longitude and Latitude</p> <ul style="list-style-type: none"> Explore the meaning of longitude and latitude. Practise finding the places when given their co-ordinates. Explore how co-ordinates can be given to 1 dp making them similar to six figure grid references. 	<p>The Titanic's Route</p> <ul style="list-style-type: none"> Read the longitudinal and latitudinal co-ordinates that are significant locations to the Titanic. Place them on a map and label them. 		<p>End of Unit outcome</p> <ul style="list-style-type: none"> Find the answers to the statements and place them on the map using what has been learnt so far. Research any unknown answers or locations. Use atlases and online mapping tools to help.
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Geography



	Working Towards	Expected
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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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>

Art and Design

"During this topic, we will have the opportunity to evaluate original artwork used to advertise the Titanic in the 1900s. We will explore the styles used and discuss how these appealed to the audience. After practising and exploring a range of techniques, we will create our own poster advertising the Titanic and her maiden voyage. This will include paint and sketching".

Curriculum Objective	Prior Knowledge	Skills	Vocabulary
<p>Pupils should be taught about:</p> <p>NC1: To create sketch books to record their observations and use them to review and revisit ideas</p> <p>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</p> <p>NC3: About great artists, architects and designers in history.</p>	<p>Children will have already learned:</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 Select appropriate techniques when creating pieces influenced by artists studied 	<p><u>Year 5</u></p> <ul style="list-style-type: none"> Use sketching techniques before painting Create a colour pallet appropriate for the purpose Create mood through using colour, tone and tint Create texture in a range of ways Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight) <p><u>Year 6</u></p> <ul style="list-style-type: none"> Use a choice of techniques to depict movement, perspective, shadows and reflection Use the qualities of watercolour and acrylic paints to create visually interesting pieces Choose a style of drawing suitable for the work and time period 	<p>Faint Fine Soft Strong Gradient Shadow Shading Highlight Reflected Blended Background Foreground Focus Warm</p>

Sequence of Learning

<p>Reflection and shadow</p> <ul style="list-style-type: none"> Looking at a range of photos as stimulus, discuss the reflection and shadows in the water. Using and range of resources, explore how these can be recreated to give an effect. 	<p>Sketching of ideas</p> <ul style="list-style-type: none"> Look at a variety of Titanic images. Talk about the proportion and lines in the pictures. Use sketching techniques to create a picture of the Titanic using an array of resources. 	<p>Titanic Posters</p> <ul style="list-style-type: none"> Research old Titanic advertising posters. Research the original artists and styles used. <p>Backwash</p> <ul style="list-style-type: none"> Using the posters as inspiration, discuss the mood different tints and tones can convey in the audience. Create a range of backwashes. Evaluate choice of colour and paint. Use this to create a colour pallet. 	<p>Poster Painting</p> <ul style="list-style-type: none"> Sketch outline of ideas on the backwash before painting. Use all skills practised to create final piece that is fit for purpose. <p>Evaluate</p> <ul style="list-style-type: none"> Through peer feedback, evaluate the effectiveness of final piece. If changes can be made then allow time to do so. 	<p>End of Unit outcome</p> <ul style="list-style-type: none"> Create a poster for current cruise liner using techniques practised in this unit.
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Art and Design

Assessment

Art	Working towards	Expected
<p>Painting</p>	<p>Select and use a range of brushes to produce shapes, textures, patterns and lines appropriate to the task</p> <p>Mix colours to create new colours for a purpose</p> <p>Use watercolour paint to produce washes for backgrounds then add detail</p> <p>Create mood using a range of colour</p>	<p>Use sketching techniques before painting</p> <p>Create a colour pallet appropriate for the purpose</p> <p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces</p> <p>Create mood through using colour, tone and tint</p> <p>Create texture in a range of ways</p> <p>Develop a personal style of painting, drawing upon ideas from other artists</p>
<p>Drawing</p>	<p>Use different hardness's of pencils to show line, tone and texture</p> <p>Annotate sketches to explain and elaborate ideas, showing more awareness of an audience</p> <p>Use shading to show light and shadow.</p> <p>Use hatching and cross hatching to show tone and texture</p>	<p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight)</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection</p> <p>Choose a style of drawing suitable for the work and time period</p> <p>Use lines to represent movement</p> <p>Annotate sketches, showing in depth their ideas and how these are conveyed to a specific audience</p>
<p>Art Appreciation</p>	<p>Replicate some of the techniques used by notable/famous artists</p> <p>Create original pieces that are influenced by studies of artists studied</p> <p>Select appropriate techniques when creating pieces influenced by artists studied</p>	<p>Explain in detail (including using their own sketches where appropriate) about the style of some notable/famous artists</p> <p>Talk about and explain how the work of those studied was influential</p> <p>Create original pieces that show a range of influences and styles</p>

Design and Technology

"During this topic, after careful research, we will recreate a room from the Titanic. We will compile all of the pieces together to create a replica Titanic ship. We will look at photos of different rooms, including the pump rooms. We will find out about the different furniture the rooms had based on the class of passenger. Using a range of materials and construction techniques, we will make the furniture for our room."

Curriculum Objective	Prior Knowledge	Skills	Vocabulary
<p>Pupils should be taught about:</p> <p>NC1: To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>NC2: To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>NC3: To select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>NC4: To select from and use a wider range of materials and components</p> <p>NC7: To understand how key events and individuals in design and technology have helped shape the world</p> <p>NC8: To apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>Children will have already learned:</p> <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). • Choose suitable techniques to construct products or to repair items. 	<p>Year 5</p> <ul style="list-style-type: none"> • Cut materials with precision and with support refine the finish with appropriate tools • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding). • Make products through stages of prototypes <p>Year 6</p> <ul style="list-style-type: none"> • Cut materials with precision and refine the finish with appropriate tools • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate. 	<p>Design</p> <p>Model</p> <p>Prototype</p> <p>Annotated sketch</p> <p>Evaluate</p> <p>Function</p> <p>Planning</p> <p>Design Criteria</p> <p>Research</p> <p>Shell structure</p> <p>Scoring</p> <p>Shaping</p> <p>Adhesives</p> <p>Accuracy</p> <p>Stiff/strong</p> <p>Reinforce</p> <p>Stability</p> <p>Templates</p>

Sequence of Learning

<p>Research</p> <ul style="list-style-type: none"> • Research the rooms of the Titanic and how class impacted on the style of rooms, their grandness and the furniture they had. • Consider the furniture within each room and the material it would have been made out of. • Look at the decorative details on the furnishings within the rooms. <p>Design Brief/Aims</p> <ul style="list-style-type: none"> • Choose which room the children would like to recreate and what needs to be included. 	<p>Design</p> <ul style="list-style-type: none"> • Create different sketches of their ideas with labels. • Listen to the feedback of their designs and make any changes based on the comments. <p>Prototypes</p> <ul style="list-style-type: none"> • Make prototypes of different furniture pieces to consider the materials that would be best to make it. 	<p>Making</p> <ul style="list-style-type: none"> • Select from a range of tools and materials to make the different parts of their room. • Use techniques to strengthen and stiffen their model. • Relate back to the initial research to ensure original design features and colours are used. 	<p>Evaluation</p> <ul style="list-style-type: none"> • Test and evaluate the room based on the initial design criteria and aims. • Suggest any improvements that could be made. • Allow time for peer feedback • Make any changes that a possible at this point. 	<p>End of Unit outcome</p> <ul style="list-style-type: none"> • After teaching the children how to strengthen and stiffen their models. Get them to independently design and make a piece of furniture for their room. Encourage them to assess the materials and tools independently. Assess their ability to use the techniques taught.
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Design Technology

DT		Working Towards	Expected
To master practical skills	Food	<ul style="list-style-type: none"> • Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients 	<ul style="list-style-type: none"> • Understand the importance of correct storage and handling of ingredients • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures.
	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).
	Textiles	<ul style="list-style-type: none"> • Understand the need for a seam allowance. • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles. 	<ul style="list-style-type: none"> • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).
	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).
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.

Music

“We will learn to sing and play along to a 1960's Motown song. We will learn to listen, appraise and perform using our voices and percussion instruments. We will learn about the style of music, Motown, and learn some of the key concepts of Motown music by listening and appraising famous songs/music. We will focus on learning to improvise and compose in this style in order to perform at the end of the unit.”

Curriculum Objective	Prior Knowledge	Skills	Vocabulary
<p>Pupils should be taught about:</p> <p>NC1: To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>NC2: To improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>NC3: To listen with attention to detail and recall sounds with increasing aural memory</p> <p>NC4: To use and understand staff and other musical notations</p> <p>NC5: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>NC6: To develop an understanding of the history of music.</p>	<p>Children will have already learned:</p> <ul style="list-style-type: none"> How to play the notes C/E/G/F/B and some will have learned to play +A How to sing in unison/solo and a round How to listen and appraise new and well known songs How to move in time to music and how to identify the best/rhythm of a piece of music To appraise music based on the inter dimensions of music To sing 4 different styles of songs To play an answer and response style piece of music using a glockenspiel Sing as a solo performer and or as part of a group 	<p><u>Year 5</u></p> <ul style="list-style-type: none"> To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. When you talk try to use musical words. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel. To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. Play a musical instrument with the correct technique Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody To communicate the meaning of the words and clearly articulate them. To discuss and talk musically about it - "What went well?" and "It would have been even better if...?" 	<p>Structure Notation Song Chant Solo Duet Vocals Melody Allegro Largo Prestissimo Accelerando Rallentando Forte fortissimo Piano Pianissimo Mezzo forte Mezzo piano Crescendo Diminuendo Note</p>

Sequence of Learning

<p>Listen and Appraise: Dancing In The Street by Martha And The Vandellas I Can't Help Myself (Sugar Pie Honey Bunch) sung by The Four Tops</p> <p>Musical Activities: Warm up the vocal chords Find the Pulse Start to learn the song by breaking it down into sections Play instrumental parts</p> <p>Perform: Sing the whole song with support And play instrumental parts along with support material</p>	<p>Listen and Appraise: Dancing In The Street by Martha And The Vandellas I Heard It Through The Grapevine sung by Marvin Gaye</p> <p>Musical Activities: Warm up the vocal chords Find the Pulse Sing extended version of the song Play instrumental parts Improvise</p> <p>Perform: Sing the song and improvise using voices/instruments within the song</p>	<p>Listen and Appraise: Dancing In The Street by Martha And The Vandellas Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell</p> <p>Musical Activities: Warm up the vocal chords Find the Pulse Sing extended version of the song Play instrumental parts Compose</p> <p>Perform: Sing the song and perform compositions with the song</p>	<p>Listen and Appraise: Dancing In The Street by Martha And The Vandellas You Are The Sunshine Of My Life sung by Stevie Wonder</p> <p>Musical Activities: Warm up the vocal chords Find the Pulse Sing song and include some instrumental and/or Vocal improvisation within the song Play your compositions within the song</p> <p>Perform: Choose what you perform today. Start to prepare for the end-of-unit performance</p>	<p>Listen and Appraise: Dancing In The Street by Martha And The Vandellas The Tracks Of My Tears sung by Smokey Robinson And The Miracles</p> <p>Musical Activities: Warm up the vocal chords Find the Pulse Vocal warm-ups. Sing the song Blackbird Choose and play two performance options, then decide which one to practise for the end-of-unit performance</p> <p>Perform: Perform finished version of choice</p>
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Music

"We will focus on inspirational women working in music, and part of Brighter Sound's pioneering gender equality initiative Both Sides Now. We will explore the concept of 'identity' and the various elements that shape us. In this unit, we start with gender, with reference to social and cultural differences. We will try out different ways of making our own music, while exploring the work of some of the most influential women in music over the last 100 years."

Curriculum Objective	Prior Knowledge	Skills	Vocabulary
<p>Pupils should be taught about:</p> <p>NC1: To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>NC2: To improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>NC3: To listen with attention to detail and recall sounds with increasing aural memory</p> <p>NC4: To use and understand staff and other musical notations</p> <p>NC5: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>NC6: To develop an understanding of the history of music.</p>	<p>Children will have already learned:</p> <ul style="list-style-type: none"> How to play the notes C/E/G/F/B and some will have learned to play +A and +F How to sing in unison/solo and a round How to listen and appraise new and well known songs How to move in time to music and how to identify the best/rhythm of a piece of music To appraise music based on the inter dimensions of music To sing 4 different styles of songs To play an answer and response style piece of music using a glockenspiel Sing as a solo performer and or as part of a group 	<p><u>Year 6</u></p> <ul style="list-style-type: none"> To identify and move to the pulse with ease. To think about the message of songs. Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs. Talk about the music and how it makes you feel, using musical language to describe the music. To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part To lead a rehearsal session. Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To discuss and talk musically about it - "What went well?" and "It would have been even better if...?" 	<p>Structure</p> <p>Notation</p> <p>Song</p> <p>Chant</p> <p>Solo</p> <p>Duet</p> <p>Vocals</p> <p>Melody</p> <p>Allegro</p> <p>Largo</p> <p>Prestissimo</p> <p>Accelerando</p> <p>Rallentando</p> <p>Forte</p> <p>fortissimo</p> <p>Piano</p> <p>Pianissimo</p> <p>Mezzo forte</p> <p>Mezzo piano</p> <p>Crescendo</p> <p>Diminuendo</p> <p>Note</p> <p>Semibreve</p> <p>Minim</p> <p>Crotchet</p> <p>Quaver</p> <p>Semiquaver</p> <p>Rest</p>

Sequence of Learning

<p>Listen and Appraise: Something Helpful by Anna Meredith O by Shiva Feshareki Heroes & Villains by Eska And! by Afrodeutsche</p> <p>Musical Activities: Who is Anna? Anna the Composer c Music and Anna - Anna's Music Anna's Way Into Writing Music Get into groups and begin to create your own beats/lyrics/melodies</p> <p>Perform: Perform, share and present the learning that has taken place in today's lesson</p>	<p>Listen and Appraise: V-A-C Moscow by Shiva Feshareki</p> <p>Musical Activities: Warm up the vocal chords Find the Pulse Who is Shiva? Confidence and Believing in Yourself Shiva's Work and her Role Models Get into groups and continue to create your own music</p> <p>Perform: Perform, share and present the learning that has taken place in today's lesson</p>	<p>Listen and Appraise: Shades Of Blue by Eska</p> <p>Musical Activities: Warm up the vocal chords Find the Pulse Who is Eska? Music and Eska - My Purpose in the World</p> <p>Perform: Perform, share and present the learning that has taken place in today's lesson</p>	<p>Listen and Appraise: The Middle Middle by Afrodeutsche</p> <p>Musical Activities: Warm up the vocal chords Find the Pulse Who is Afrodeutsche? Music is Powerful—the impact of music on society</p> <p>Perform: Choose what you perform today. Start to prepare for the end-of-unit performance</p>	<p>Listen and Appraise: Choose who to listen to from the overall unit</p> <p>Musical Activities: Warm up the vocal chords Find the Pulse Vocal warm-ups. Choose and play two performance options, then decide which one to practise for the end-of-unit performance</p> <p>Perform: Perform, share and present some of the music you have created. It's important for each group to perform. Record the performances</p>
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Music

Assessment

Music	Working Towards	Expected
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	RnB, Rap, Pop, Hip Hop, Soul, Gospel, Reggae and Disco	Classic Rock, Old School Hip Hop, Reggae, Jazz, Pop Ballard, Classical, Soul, Rhythm and Blues and Folk Rock

PE

“In the first half term, we will develop the skills and techniques required to play a competitive game of cricket. We will develop our skills as batter, bowler and fielder, all while been a good team player. 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”.

Curriculum Objective	Prior Knowledge	Skills		Vocabulary
<p>Pupils should be taught about:</p> <p>NC1: I can use running, jumping, throwing and catching in isolation and in combination</p> <p>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</p> <p>NC6: I can compare my performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Children will have already learned:</p> <p>Cricket</p> <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. <p>Athletics</p> <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. 	<p>Cricket</p> <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. • 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. <p>Athletics</p> <ul style="list-style-type: none"> • Combinesprinting 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. 		<p>Cricket</p> <p>Under arm Over arm Wickets Fielding Batting Teamwork Aim</p> <p>Athletics</p> <p>Running Jumping Throwing Isolation Combination Springing Personal best Relay</p>
Sequence of Learning				
<p>Speedy catching</p> <ul style="list-style-type: none"> • React quickly and catch balls thrown at different heights and angles. 	<p>Attacking the Ball</p> <ul style="list-style-type: none"> • Attack the ball using different fielding techniques. 	<p>Distance throwing</p> <ul style="list-style-type: none"> • Practise throwing the ball accurately over a large distance. <p>Bowled Over</p> <ul style="list-style-type: none"> • Bowl a ball overarm at a target. 	<p>Brilliant Batting</p> <ul style="list-style-type: none"> • Strike a bowled ball over a large distance into a space. <p>Fielding</p> <ul style="list-style-type: none"> • Practise catching a ball • Ensure adequate space in the field 	<p>End of Unit outcome</p> <ul style="list-style-type: none"> • Apply striking an fielding skills to complete a circuit of activities.
<p>Fundamentals</p> <ul style="list-style-type: none"> • Practise and refine fundamental movement skills needed for athletics. (cones, hoops, tennis balls, bean bags, bibs, whistle) 	<p>Sprint Relays</p> <ul style="list-style-type: none"> • To work as a team to competitively perform a sprint relay • Ensure correct passing of the baton. 	<p>Middle-distance and long-distance running</p> <ul style="list-style-type: none"> • Running for endurance • Control their running pace over a range of distances. 	<p>Jumping</p> <ul style="list-style-type: none"> • Refine the hurdling technique. • Run a distance jumping hurdles. • Practise different jumping techniques. (skipping ropes, hurdles, cones, measuring tapes) 	<p>End of Unit outcome</p> <ul style="list-style-type: none"> • Compete in a circuit of activities trying to improve the personal best.



Physical Education

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 - Cricket

Year 6 - Cricket

Summer 2

Year 5 - Athletics/Sports Day Prep

Year 6- Athletics/Sports Day Prep

Computing - Year 5

"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".

Curriculum Objective	Prior Knowledge	Skills		Vocabulary
<p>Pupils should be taught about:</p> <p>NC4: 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</p> <p>NC7: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Children will have already learned:</p> <ul style="list-style-type: none"> Explain how my online identity can be different to the identity presented in real life and describe the right decisions about how to interact with others and how others perceive us. Recognise the need to be careful before sharing anything online. Give reasons why you should only share information with people you choose to and can trust. Explain what is meant by 'trusting someone online' and explain why this is different from 'liking someone online'. 	<p><u>Information Technology</u></p> <ul style="list-style-type: none"> Work independently to create a presentation that includes graphics, and images. Make a presentation to an audience using digital tools. <p><u>Computer Science</u></p> <ul style="list-style-type: none"> Describe the impact of technology on society. Understand about e-commerce - what it is and its impact. Investigate the services offered by the internet. Understand about different types of robotics and how they can impact our lives. Understand about the advancements in technology and the impact this has had on society. <p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> Understand that there are many positives and negatives to using social media. Describe ways that information about people online can be used by others to make judgments about an individual. Describe some simple ways that help build a positive online reputation. Define the terms 'influence', 'manipulation' and 'persuasion' and explain how these might be encountered online (e.g. advertising and 'ad targeting') 		<p style="text-align: center;">Autonomous</p> <p style="text-align: center;">Virtual reality</p> <p style="text-align: center;">Social media</p> <p style="text-align: center;">Remote controlled</p> <p style="text-align: center;">Cloud Computing</p> <p style="text-align: center;">E-Commerce</p> <p style="text-align: center;">Video games</p> <p style="text-align: center;">Robotics</p>
Sequence of Learning				
<p>Using the Keynote app, create a title page for the topic that the children are creating. Use titles, images and transition effects to make it stand out.</p>	<p>Research the history of video games using the resources that are provided. Add this to their slides created last lesson in the form of a timeline.</p>	<p>Watch the virtual reality videos and take screen shots of them in action. Add the screenshots to the slides they have created and put in additional information about the screenshots.</p>	<p>Explore the different types of robots that we find in the world and look at the brick laying robot videos. Create the slide for this section and use the presenter's notes feature to plan out what they would say.</p>	<p>Discuss the video link regarding the future of farming and prepare a slide on the future of robots in our society. Use the discussion points to create the slide.</p>
<p>Have a class debate about the pros and cons of social media. Use this to create a word document that has a balanced argument about social media.</p>	<p>On the next slide of the project, use the inset table function to create a table looking at e-commerce and the differences in prices that can be found.</p>	<p>Using Adobe Post, create a graphic which shows the different cloud services that we use at home/school. Add this to the next slide.</p>	<p>Children to compare and evaluate each other's work before discussing what has worked well and what has been effective about the presentations that they have made.</p>	<p style="text-align: center;">End of Unit outcome:</p> <p style="text-align: center;">To create a Keynote presentation about how the Internet affects us.</p>

Computing - Year 6

"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."

Curriculum Objective	Prior Knowledge	Skills			Vocabulary	
<p>Pupils should be taught about: NC4: 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 NC7: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Children will have already learned:</p> <ul style="list-style-type: none"> Remove the background from images Use photo editing tools to improve images. Create digital books/posters by combining text, images, voice recordings, and videos. Create a video by combining text, images and music. 	<p><u>Information Technology</u> Design a suitable brand for a business and promote it. Create a spreadsheet with formulas for profit and loss of a business. Work independently to create a presentation that includes graphics, images and movies. Design and build a webpage and share it online. Make a presentation to an audience using digital tools.</p> <p><u>Computer Science</u> Create variables in spreadsheets and understand their role in a program.</p> <p><u>Digital Literacy</u> Access and justify when it is acceptable to use the work of others. Explain how search engines work and how results are selected and ranked.</p>				<p>Finance</p> <p>Pitch</p> <p>Marketing</p> <p>Transition</p> <p>Animations</p> <p>Social media</p> <p>Advertising</p> <p>Branding</p>
Sequence of Learning						
<p>Using the business plan template on Microsoft Word, to create a ideas page for what their business or company will be based on.</p>	<p>Use Adobe Post to create a range of logos for company. Use the eraser tool to clear the background and save in a format with a transparent background.</p>	<p>Create branding for their company by using images of t-shirts, coffee cups etc. and putting their logo on top of it. Save these as photos to use later in the project.</p>	<p>Using the Adobe Post app, create social media adverts for their company. Use the marketing checklist resource to check that their adverts are accurate.</p>	<p>Using the App Mega Photo, explore how to add effects to their logos to create short videos. Add these to the photos app.</p>		
<p>Using Clips, create a persuasive video for the product or company they have created. Ensure that music, text images are edited to suit the branding they are going for.</p>	<p>Using Adobe Post, create a banner image for their website. Once this is created, add it to a Pages document and continue to develop their own homepage for their website.</p>	<p>Create a spreadsheet looking at the costs of marketing their projects. Discuss how much different marketing options would cost on social media.</p>	<p>Use the Keynote app to create a presentation of all the information and branding work that the children have created. Add transition effects and animations to the content.</p>	<p style="text-align: center;">End of Unit outcome: To create a brand for their own business and present this to their peers through the Keynote app.</p>		



Computing



Computing	Working Towards	Expected
To code	<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. Use the Reporter operators $() + ()$ $() - ()$ $() * ()$ $() / ()$ to perform calculations. 	<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. Use lists to create a set of variables. Use the Boolean operators $() < ()$ $() = ()$ $() > ()$ $() \text{and} ()$ $() \text{or} ()$ $\text{Not} ()$ to define conditions. Use the Reporter operators $() + ()$ $() - ()$ $() * ()$ $() / ()$ to perform calculations. Pick Random $()$ to $()$ Join $() ()$ Letter $()$ of $()$ Length of $()$ $() \text{ Mod} ()$ This reports the remainder after a division calculation Round $()$ $()$ of $()$.
To connect	<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.
To communicate	<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.
To collect	<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

Through the DT project of recreating a replica Titanic, each pupil will create one room which, when combined, will create a final piece. The need for **working together** to get **the best results** will play a great part (ES1). As we continue to promote **high levels of independence** in UKS2, we also **promote peer support**. Pupils will be encouraged to **provide motivation** for others as well as **helping direct and supporting their peers** (ES10).

British Values and SMSC

Through the way our UKS2 lessons are planned and delivered, pupils will **take responsibility** for their own learning and be their own driver. Pupils will be encouraged to embrace and **accept the beliefs and views of others**, even when they are different to their own. We will listen to each other and understand that **everyone has a voice in our classroom**. Pupils will have the **freedom to make their own choices**, that affect them, but know they are **responsible and accountable** for all of their actions.

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