



It's Never Dull in Hull



Year 5/6

Autumn 2021



Immersion



SPARCS

- Children will watch clips of trawler boats.
- Reading the class text and extracts from Tommy Ellis 'Goes to Sea'.

Experiences

- Visit the Maritime museum
- Interview descendent of a fishing family
- Go on the Hull fish trail
- Visit the Humber Bridge for sketching and inspiration.

Presentation of Learning

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

Resources for the term:

Coach for town visit

Geography

"As Geographers, we will look at the areas of our city. We will look at why our city is used for import and export and the products which are brought through our ports. We will look at the land use in the local area and the types of settlements. We will explore the climate zone and time zone we fall in. Using 8 points of a compass and 4/6 figure grid references."

Curriculum Objective	Prior Knowledge	Skills	Vocabulary
<p>Pupils should be taught about:</p> <p>NC5: To describe and understand physical and human geography. (trade links and port use)</p> <p>NC6: To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>NC7: To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>NC8: To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Children will have already learned:</p> <ul style="list-style-type: none"> Ask and answer geographical questions about the human and physical characteristics of a location being studied. Use maps, atlases, globes and digital mapping to locate countries and describe features. Use a range of resources to identify the key physical and human features of a location. Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics including hills, mountains, cities, rivers. Key topographical features and land use patterns. 	<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. Analyse and give views on effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps) Name and locate some human and physical characteristics including hills, mountains, rivers, key topographical features and land-use and understand how some of these aspects have changed over time. Physical geography: climate zones, rivers, mountains Human geography: settlements, land use, economic activity, trade links and the distribution of natural resources including energy, food, minerals and water supplies. Use the eight points of a compass, 4/6 figure grid references, symbols and a key to communicate knowledge of an area. Create maps of locations identifying patterns (such as land use, climate zones, height of land) 	<p>Location</p> <p>Community</p> <p>Fieldwork</p> <p>symbols/keys</p> <p>Ordnance</p> <p>Trade</p> <p>Transportation</p> <p>Compass</p> <p>Environment</p> <p>distance, scale</p> <p>grid reference</p> <p>Urban</p> <p>import,/export,</p> <p>Label</p> <p>locate,</p> <p>Route</p> <p>Perspective</p>

Sequence of Learning

<p>Economic activity</p> <ul style="list-style-type: none"> Children will learn about the human geography of economics. Look at the import and export trade in the city as well as natural resources found in England. Find out about and plot on a map, the products found or built near the school (farming, factories, food production, medical equipment) 	<p>Land use</p> <ul style="list-style-type: none"> Focus on the human geography of land use. Learn about the residential, commercial and industrial buildings near the school (houses, flats, corner shops, petrol station, factories etc.) <p>Settlements</p> <ul style="list-style-type: none"> Children will learn about the different types of settlement and their functions. 	<p>Climate Zones</p> <ul style="list-style-type: none"> Find out about the climate zone of the locate area. Research the rainfall for the past year and make comparisons with other months, Look at the average temperature and average rainfall and make links. 	<p>Rivers</p> <ul style="list-style-type: none"> Look at the River Humber and the River Ouse that comes from the Humber. Find the OS grid reference of our school in relation to the river and calculate the distance using the scales. <p>Upland areas</p> <ul style="list-style-type: none"> Find out about the height on the school on the land. Compare this other areas around the school or that they have visited. 	<p>End of Unit outcome</p> <p>What is the location of Bellfield Primary School like?</p> <p>Children should write an explanation text about the local area surrounding the school.</p>
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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>

History

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

Curriculum Objective	Prior Knowledge	Skills	Vocabulary
<p>Pupils should be taught about:</p> <p>NC5: A local study—Hull</p> <p>A study of an aspect of history that is significant in the locality.</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 comparison and find out information about the past. Use a range of sources/evidence to build up a picture of the past, beginning to evaluate Describe different account 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. 	<ul style="list-style-type: none"> Handle and use a range of sources 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 	<p>Duration Considerable Relevant Document Legislate Sources Impact Affect Cause Primary Media Generation</p>

Sequence of Learning

<p>Our Fishing town—Hull</p> <ul style="list-style-type: none"> Find out about the history of fishing. Learn about when it became significant in Hull Find out about how the location of Hull helped it to become one of the largest fishing ports in the world. <p>Complete the 'fish trail' in the city centre.</p>	<p>Locations of the docks</p> <ul style="list-style-type: none"> Find out about the different docks in the city and their purpose. Explore what happened to them and why. Locate them on old maps and locate them on modern day maps of the same area. <p>Comparison</p> <ul style="list-style-type: none"> Compare the docks now and in the past based on photographs and written records. 	<p>Life as a trawler</p> <ul style="list-style-type: none"> Learn about what life was like on board the trawlers and the expectations on the crew. Explore the tasks for the men working in the docks when trawlers returned. 	<p>The triple trawler disaster</p> <ul style="list-style-type: none"> Look at the media coverage of the triple trawler disaster and the loss of lives of 58 men. Explore the impact this had on the community and further trade from the city. <p>The Headscarf campaign</p> <ul style="list-style-type: none"> Explore the movement of the Headscarf campaign and what their intention was. Find out about the outcome. 	<p>End of Unit outcome</p> <ul style="list-style-type: none"> Write a non-fiction text about the history of Hull and the fishing industry.
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History



History	Working Towards	Expected
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 see 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 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
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>

Art and Design

"As Artists, we will visit Hessle Foreshore to capture images of the Humber Bridge. We will look closely at the work of Monet in his career and how his style and technique developed. We will look at how he used light as a stimulus for his work. In his later life, he painted the famous Water Lilies painting which we will use for our own painting of the Humber Bridge. We will display the final pieces in an exhibition to parents."

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: To find out 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 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. 	<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 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 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 	<p>Abstract</p> <p>Symmetry</p> <p>Asymmetric</p> <p>Primary</p> <p>Secondary</p> <p>Bright</p> <p>Sharp</p> <p>Angular</p>

Sequence of Learning

<p>Explore what Impressionism is and where and when it began.</p> <ul style="list-style-type: none"> What was art like before the impressionist movement began? Explore some of the reasons behind the spread of new art ideas and how an insult gave impressionism a name. Explore a variety of impressionist artists and their work, exploring what they had in common. 	<p>Humber bridge visit, make sketches and take photographs.</p> <p>Developing ideas</p> <ul style="list-style-type: none"> Research the work of Monet with particular focus on the bridges he painted. Find out about how his skills developed through his career. Learn about the materials and tools he used. Identify the features and style of impressionist painting Create their own landscape painting in the style of Monet. 	<p>Light</p> <ul style="list-style-type: none"> Consider why impressionists were interested in light itself as a subject. Explore how Monet captured this through his famous 'Haystacks' series, looking at how the light changed the landscape at different times of the day and during different seasons. Recreate Monet's work for themselves. 	<p>Water Lilies</p> <ul style="list-style-type: none"> Learn about the later years of Monet's life, looking at the famous paintings he created in his garden at Giverny. Consider the impact his cataracts had on his artwork and find out how he felt about his work in his later life. Create his 'Water Lilies' series as part of a class project. 	<p>End of Unit outcome</p> <ul style="list-style-type: none"> Create a whole class sketch/ painting of the Humber Bridge in the style of Monet. <p>Use Rasterbator.net website to section picture of Humber Bridge.</p>
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Art

Assessment

Art	Working towards	Expected
Painting	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	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
Drawing	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	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
Art Appreciation	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	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

Design Technology

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

Curriculum Objective	Prior Knowledge	Skills	Vocabulary
<p>Pupils should be taught about:</p> <p>NC3: To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>NC4: To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</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). 	<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). 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. Use prototypes, cross-sectional diagrams and computer aided designs to represent designs Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). 	<p>Scoring</p> <p>Shaping</p> <p>Adhesives</p> <p>Accuracy</p> <p>Material</p> <p>Stiff</p> <p>Strong</p> <p>Stiffen</p> <p>Strengthen</p> <p>Reinforce</p> <p>Triangulation</p> <p>Stability</p> <p>Bridge</p> <p>Guide</p> <p>Process</p> <p>Wood</p>

Sequence of Learning

<p>Research</p> <ul style="list-style-type: none"> Children to research different types of bridges. Look at what is needed to support different types of bridges and why different styles are used. Find out some facts about some famous bridges around the world <p>Design brief and aims</p> <ul style="list-style-type: none"> Discuss the intention of the project and what the aims are. Write the success criteria. 	<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 bridge styles and 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 the bridge. Use techniques to strengthen and stiffen their model. Relate back to the initial research to ensure original design features are used. 	<p>Evaluation</p> <ul style="list-style-type: none"> Test and evaluate the bridge 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> <p>After teaching the children how to strengthen and stiffen their models, give them some materials to make a prototype of a bridge, test which material is the strongest and use</p>
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Design Technology

Assessment

DT		Working Towards	Expected
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).
	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

" As musicians we will listen, appraise and learn to sing and play along to the class rock son, Living on a Prayer, by Bon Jovi. We will listen to a range of other class rock and soft rock songs and talk about the key features of this style of music. We will learn to compose in the style of rock and play instruments along to the music."

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, D, E, F, G + A 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"> Understand how to change lyrics that fit to the beat. Understand the difference between verses and choruses. Understand how different musical instruments change the tone of a song. Understand the meaning of ensemble Recognise the difference of playing solo compared to as a group. 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</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>Forte</p> <p>fortissimo</p> <p>Mezzo forte</p> <p>Mezzo piano</p> <p>Crescendo</p> <p>Diminuendo</p> <p>Note</p> <p>Electric keyboard</p> <p>Bass</p> <p>Bass guitar</p> <p>Electric guitar</p>

Sequence of Learning

<p>Listen and Appraise: Livin' On A Prayer by Bon Jovi We Will Rock You By Queen</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: Livin' On A Prayer by Bon Jovi Smoke On The Water by Deep Purple</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: Livin' On A Prayer by Bon Jovi Rockin' All Over The World by Status Quo</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: Livin' On A Prayer by Bon Jovi Johnny B. Goode by Chuck Berry</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: Livin' On A Prayer by Bon Jovi I Saw Her Standing There by The Beatles</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

"As musicians we will listen to, appraise and learn to sing the pop song, Happy by Pharrell Williams. We will unpick the words to his popular song and talk about how the lyrics and music work together to create a feeling. We will listen to a range of songs that are based around the theme of 'happiness'. Through exploring the tune/harmonies/lyrics and instruments we will learn how composers create feelings."

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, D, E, F, G + A and some will have learned to play +A How to sing in unison, ensuring we listen to others and keep in time with the group 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"> Understand how to change lyrics that fit to the beat. Understand the difference between verses and choruses. Understand how different musical instruments change the tone of a song. Understand the meaning of ensemble Recognise the difference of playing solo compared to as a group. 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 Forte fortissimo Mezzo forte Mezzo piano Crescendo Diminuendo Note Electric keyboard Bass Bass guitar Electric guitar Note Minim Crotchet Rest</p>

Sequence of Learning

<p>Listen and Appraise: Happy by Pharrell Williams Top Of The World sung by The Carpenters</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: Happy by Pharrell Williams Don't Worry Be Happy sung by Bobby McFerrin</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: Happy by Pharrell Williams Walking On Sunshine sung by Katrina And The Waves</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: Happy by Pharrell Williams When You're Smiling sung by Frank Sinatra</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: Happy by Pharrell Williams Love Will Save The Day sung by Brendan Reilly</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

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

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 and apply basic principles suitable for attacking and defending</p> <p>NC5: I can take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>NC6: I can compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Children will have already learned:</p> <ul style="list-style-type: none"> Introduce some defensive skills Dribbling in different directions using different parts of their feet Passing for distance Evaluating skills to aid improvement Introduce high five netball positions Acquire and apply basic shooting techniques Demonstrate and implement some basic rules of high five Develop netball skill such as marking and footwork 	<p>Football</p> <ul style="list-style-type: none"> To play effectively in a variety of positions and formations on the pitch Relate a greater number of attacking and defensive tactics to gameplay Become more skilful when performing movements at speed <p>Netball</p> <ul style="list-style-type: none"> To be able to use specific netball skills in games for example confidently: pivoting, dodging, bounce pass and previously learnt skills To begin to play efficiently in different positions on the pitch in both attack and defence To increase power and strength of passes, moving the ball over longer distances 		<p>Dribble</p> <p>Shoot</p> <p>Footwork</p> <p>Defend</p> <p>Position</p> <p>Team work</p> <p>Overhead</p> <p>Chest pass</p> <p>Bounce pass</p> <p>Pirouette</p> <p>Attack</p>
Sequence of Learning				
<p>Ball skills</p> <ul style="list-style-type: none"> Practise dribbling and passing the ball in pairs. Explore the power needed in the kick to be able to pass the ball to another player depending on their distance. Practise saving goals in pairs. 	<p>Balls skills (groups)</p> <ul style="list-style-type: none"> Develop the use of space when defending the ball. Learn what it means to mark someone and defend the goal. 	<p>Shooting skills</p> <ul style="list-style-type: none"> Practise shooting the ball at a target. Develop the power and aim needed to score a goal. 	<p>Small 5 aside games</p> <ul style="list-style-type: none"> To develop team building skills through small games. Develop and explore the different positions in a team game. 	<p>End of Unit outcome</p> <p style="text-align: center;">GAME TIME!</p> <p style="text-align: center;">To hold an intra 5 aside round robin competition.</p>
<p>Passing</p> <ul style="list-style-type: none"> Practise overhead passing, chest passing and bounce passing. Explore how to through on target with the correct for enable the ball to travel correctly and be caught. 	<p>Footwork</p> <ul style="list-style-type: none"> To know when landing for the ball, the foot that lands must be kept in place and pirouette around to change position. Practise catching the ball, landing and pivoting around a point. 	<p>Positions</p> <ul style="list-style-type: none"> Learn how to shoot from a range of positions. Learn about the rules for each of the positions and the role of that person in a game. 	<p>Defending and shooting</p> <ul style="list-style-type: none"> Practise defending a shooting in some short burst game. Allow children to try out different positions in the games. 	<p>End of Unit outcome</p> <p style="text-align: center;">Let's Play!</p> <p style="text-align: center;">Combine the skills to play a competitive game of netball.</p>



Physical Education



	Working Towards	Expected
Netball	<p>Introduce high five netball positions</p> <p>Acquire and apply basic shooting techniques</p> <p>Demonstrate and implement some basic rules of high five</p> <p>Develop netball skill such as marking and footwork</p>	<p>Work as a team to improve group tactics and gameplay</p> <p>Play within the rules using blocking skills for shots and passes</p> <p>Develop defensive skills</p>
Football	<p>Introduce some defensive skills</p> <p>Dribbling in different directions using different parts of their feet</p> <p>Passing for distance</p> <p>Evaluating skills to aid improvement</p>	<p>Choose and implement a range of strategies to attack and defend</p> <p>To perform a wider range of more complex skills</p> <p>Recognise and describe good individual and team performances</p> <p>Suggest, plan and lead simple drills for given skills</p>

Autumn 1

Year 5 - Football

Year 6 - Football

Autumn 2

Year 5 - Netball

Year 6 - Netball

Computing

"As computer technologists, we will develop an educational game that is safe for other children to play. We will research what makes games safe and successful, before planning out our own game. We will use our coding skills to successfully develop a game that can be played. Then, we will use video software to create an advert for our game that will engage the watcher."

Curriculum Objective	Prior Knowledge	Skills	Vocabulary
<p>Pupils should be taught about:</p>	<p>Children will have already learned:</p> <ul style="list-style-type: none"> • How to create simple games in previous units in Year 3 and 4. • They will have used character design skills using simple apps and incorporated photos into previous work. • How to make a video with different stages such as a titles and end credits. • Experienced coding in a simple form to make characters move as part of a game. 	<p>Year 5 Information Technology Identify the pros and cons of different games. Use creative tools to create a marketing campaign for a game. Design and create 8-bit characters. Combine text and images to create posters. Plan and create a video by combining images, text, music and different layouts. Use word processing tools to format a document.</p> <p>Computer Science Work independently to design and program a game for a specific audience. Program a game which tells a story over more than one level. Experiment with different codes to test each element of a game until the desired outcome is reached. Make predictions about what will happen in a program when inputs are changed. Test, debug and improve programs.</p> <p>Digital Literacy Describe ways technology can affect healthy sleep and strategies, tips or advice to promote healthy sleep with regards to technology. Explain the importance of self-regulating my use of technology and demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents).</p>	<p>Program Inputs Debugging Technology Self-regulating Campaign Characters 8-bit Formatting Processing</p>

Sequence of Learning

<p>Look at the impact that gaming has on health. Create rules around the strategies that children could use to ensure that they are limiting the impact on their mental health. Use Adobe Post to put this into a poster.</p> <p>Following on from last lesson, create a slides document discussing the importance of PEGI ratings and the risks associated with certain games.</p> <p>Using the previous information, use Book Creator to make a poster of what would make a good educational game.</p>	<p>Using Book Creator, start to create a plan of what the children would like to achieve in this topic and how they are going to achieve it. Refer back to this throughout the project.</p> <p>Start to explore the Tiny Tap app and look at some of the features. Begin looking at how to create different parts of a game.</p>	<p>Begin designing the game that the children would like to create. Add in the different stages of the game and document all progress on the Book Creator app, to create a log of success.</p> <p>Once the app is created, the children will need to test their own app and test a partner's app to see if it is successful and to identify any errors.</p>	<p>Create a feedback poster using the Book Creator app. Add in the pictures of the children giving the feedback and record in full sentences what the children are saying about the app created.</p> <p>Using Megaphoto and Adobe Spark, create a video advert for the game, encouraging other people to come and try the game.</p>	<p>Final outcome: Have a game's fair, where all the children can watch the video adverts, and try to play the games that they would like play.</p>
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Computing

"As computer technologists we will be honing our coding skills. We will look at a range of different coding apps and websites to develop more advanced skills on a range of systems. We will use the skills we have learnt to create our own game, which we will test and develop, while recording our progress in creating out app."

Curriculum Objective	Prior Knowledge	Skills	Vocabulary
<p>Pupils should be taught about:</p>	<p>Children will have already learned:</p> <ul style="list-style-type: none"> • How to code to create actions on a range of apps. • How to debug programmes to ensure that they work effectively and efficiently. • That inputs must be correct to ensure a proper output. • Present understanding of a topic using a wide range of apps and programmes. • How to use apps safely and securely. • The meaning of copyright and how this needs to be considered when creating new content. 	<p><u>Year 6</u> <u>Information Technology</u></p> <ul style="list-style-type: none"> • Present understanding of new programming concepts with digital tools. <p><u>Computer Science</u></p> <ul style="list-style-type: none"> • Use selections and procedures in programs. • Create programs including repeat commands. • Create simple variables and understand their role in a program. • Use logical reasoning to detect and correct errors in algorithms 	<p>Algorithm Programming Debugging Bugs Repeats Variable Procedures Commands Logical Reasoning Problem solving</p>

Sequence of Learning

<p>Introduce the Move the Turtle app. Complete the opening challenges on level 1 of the app. Record progress on the Skitch app and explain the computing skill that they are using.</p> <p>Move onto code.org.uk to practice these skills on Course D. Record progress and knowledge on the Slides app.</p> <p>Repeat this process for repeats, procedures, advanced repeats and variables.</p>	<p>Having develop the skills on the apps, move onto Cato's Hike and complete the tutorial on the app to gain an understanding of how it works.</p> <p>Using the Branching Out levels on Cato's Hike, finish the challenges using as few moves as possible. Take screenshots of the completed level and use Pow designer to create a step-by-step guide for completing it.</p>	<p>Using Cato's Hike, develop GOTO LABELS. Practice making the places that the children want their code to loop back to. Keep working through until the King Jumper level.</p> <p>Create a guide for using the GOTO LABELS on the Skitch app, and talk through how to complete the challenges set.</p>	<p>Using the skills the children have developed through the different apps, create their own game on Cato's Hike. Use trial and improvement to continue to develop the game to make it work effectively.</p> <p>Record progress on Pow app and include edits and changes that have been made at each different stage of the project.</p>	<p><u>Getting Smarter:</u></p> <p>Share their final projects with the other class members and discuss what works well and what could be improved.</p>
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Other Curriculum Elements



Enterprise drivers

We will **communicate effectively** in all of our sessions but listening to others and occasionally **taking the lead**. Through our DT project, we will develop our **positive attitude and product design**. When we host an art gallery for the parents, we will develop our **organising and planning**.

British Values and SMSC

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

RE

Year 5 - Prayer and worship/Christmas

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

"Is the Christmas story true?"

Year 6 - Beliefs and Practices/Christmas

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

"How significant is it that Mary was Jesus' mother?"

Jigsaw PSHE

Autumn 1—Being me in my world

In this unit, we will plan for the forthcoming year. We will learn about our rights and responsibilities and the rewards and consequences associated with these. We will learn about how our behaviour affects groups and how to deal with rumours/name calling.

Autumn 2—Celebrating Difference

We will find out about what we believe to be 'normal'. We will learn about different disabilities. We will find out about inclusion and exclusion. We will explore what is meant by empathy.