

Space

Year 5/6 Year A Spring Term 2



Space

Science
Earth and Space
Forces

Geography
Down by the Sea

Music
A New Year Carol

PE
Invasion games
Striking & Fielding
Hockey
Tennis

RE
Hinduism
Salvation

Computing
Copyright and ownership
Variables in games

PSHE
Digital Well-being
Diverse Britain

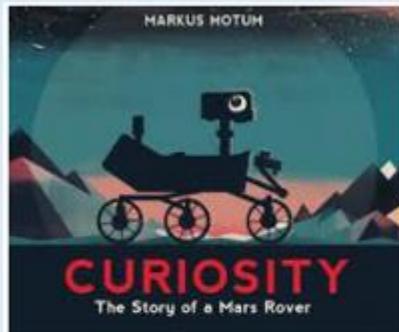
DT
Mechanical and electrical systems: Buggies

Art and Design
Painting: Peter Thorpe inspired art

French
Pets

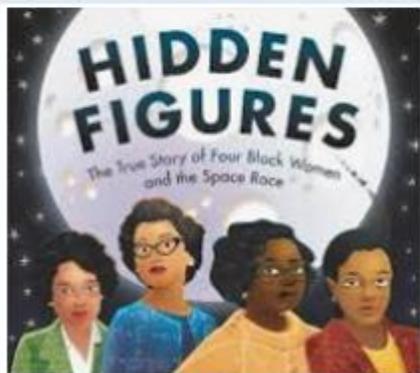
Year A
Spring Term

Explanation text

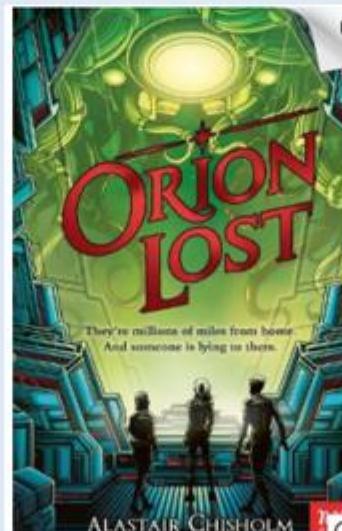


Theme: Space

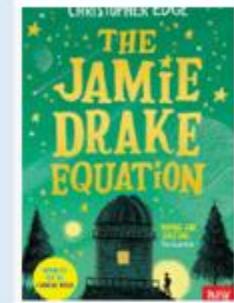
Core VIPERS Text
Class Reader



Biography



Linked texts



Debate



Science

Y5 Earth and Space Key Question – What is our solar system?	Term: 3	Year: 5/6 Year A	
Foundations of previous learning: Observe changes across the four seasons. (Y1 - Seasonal changes) Observe and describe weather associated with the seasons and how day length varies. (Y1 - Seasonal changes)			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Y5 Earth and Space <ul style="list-style-type: none"> I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system I can describe the movement of the Moon relative to the Earth I can describe the Sun, Earth and Moon as approximately spherical bodies I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	<ul style="list-style-type: none"> Identifying scientific evidence used to support or refute ideas or arguments – how new discoveries have changed scientific understanding Making observations and creating models based on research Taking measurements using scientific equipment and reporting findings in the form of graphs 	<p>The Sun is a star. It is at the centre of our solar system. There are 8 planets (can choose to name them, but not essential). These travel around the Sun in fixed orbits. Earth takes 365½ days to complete its orbit around the Sun. The Earth rotates (spins) on its axis every 24 hours. As Earth rotates half faces the Sun (day) and half is facing away from the Sun (night). As the Earth rotates, the Sun appears to move across the sky. The Moon orbits the Earth. It takes about 28 days to complete its orbit. The Sun, Earth and Moon are approximately spherical.</p>	Earth, Sun, Moon, (Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune), spherical, solar system, rotates, star, orbit, planets
Assessment of Skills		Assessment of Knowledge	
I can identify scientific evidence used to support or refute ideas or arguments. I can make observations and creating models based on research I can take measurements and report findings		Can use a model to explain how the Earth moves in relation to the Sun and the Moon moves in relation to the Earth • Can demonstrate and explain verbally how day and night occur • Can explain evidence gathered about the position of shadows in term of the movement of the Earth and show this using a model • Can explain how a sundial works • Can explain verbally, using a model, why we have time zones	

Science

Forces - Key Question – How can I slow down a force?	Term: 4	Year 5/6 Year A	
Foundations of previous learning:			
Year 3			
Compare how things move on different surfaces. Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having 2 poles Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Year 5 Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.	Investigate forces that make things begin to move, get faster or slow down. Observe the effects of friction. Raise questions about the effects of air/water resistance. Make and test a variety of parachutes/boats. Observe how different objects fall. Design and make products that use levers, pulleys, gears and/or springs.	Know that friction is a force that acts between two surfaces or objects that are moving. Know that air/water resistance are forms of friction. Understand that air/water resistance is a type of friction caused by air/water pushing against any moving object. Know that gravity is the force that pulls things to the ground. Know that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. Know how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.	Force, gravity, Earth, air resistance, water resistance, friction, mechanisms, simple machines, levers, pulleys, gears

Geography

Down by the Sea: Coasts of the UK	Term: 3/4	Year 5 & 6 Year A
<p>Foundations of previous learning:</p> <p>Year 3/ 4 Year 3 /4 Ongoing map work in KS2 Year 5/6 –</p>		
Unit Learning		
NC Objective - Coverage	Skills & Knowledge	Vocabulary
<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Are competent in the geographical skills needed to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs.</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Use the 8 points of a compass, 4- and 6- 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>	<ul style="list-style-type: none"> Understand what a coast is and identify coastal features in the UK identify and describe different types of beaches and their characteristics explore how humans use the coast for tourism, transport and industry understand what coastal erosion is and how it shapes the coastline investigate how coasts change over time due to natural and human influences develop map skills by locating and labelling UK coastal feature <p style="text-align: center;">Assessment of Skills & Knowledge</p> <ul style="list-style-type: none"> to identify towns and cities that are located on the coast to list human and physical features of the coast to understand the effect of erosion on the coast to know the difference between sand, shingle and pebbles and identify each to explain the effect of erosion on people living in the area to be able to read maps, use grid references and map symbols 	coastline beach cliff cave arch stack estuary sea defence deposition transportation erosion groyne headland sediment tides undercut longshore drift swash backwash tourism

PE

Invasion Games	Term: 3	Year: 5/6 A	
Foundations of previous learning: FS – Multi-skills, Striking & fielding Y1/2 – Invasion games (Y1), Attacking and defending (Y1) Attacking and defending (Y2) Invasion games (Y2) Coordination with team games (Y2) Y3/4 – Invasion Games Y3 Basketball/ Football/Hockey/Tennis/ Handball/Lacrosse			
Unit Learning			
NC Objective - Coverage	Skills	Cognitive Knowledge	Vocabulary
Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: Pupils should be taught to: ♣ use running, jumping, throwing and catching in isolation and in combination ♣ play competitive games, modified where appropriate [for example, football, hockey, basketball & netball] and apply basic principles suitable for attacking and defending	Throw and catch with control and accuracy. Use a range of skills to help them keep control of the ball. Strike a ball and field with control using both hands and feet. Use jumping, throwing, running and catching skills alongside strength, flexibility and balance. Link movements and actions together accurately and appropriately.	To pass to team mates at appropriate times using effective methods with an awareness of the desired outcome. To lead others and act as a respectful team member. To follow the rules of the game and play fairly.	Attack Defend Dribble Passing Play Receiving Support Bounce pass Chest pass Shoulder pass Overhead pass Collaboration Dodging Footwork Goal High 5 Netball Intercepting Marking Names of positions Non-contact Pivot Point Signal
Assessment of Skills		Assessment of Knowledge	
	To use a range of skills to help them keep control of the ball. To strike a ball and field with control using both hands and feet.	To pass to team mates at appropriate times using effective methods with an awareness of the desired outcome. To lead others and act as a respectful team member.	

PE

Orienteering	Term: 4	Year: Y5/6 A	
Foundations of previous learning: Orienteering Yr 4/5			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> play competitive games, modified where appropriate <input type="checkbox"/> take part in outdoor and adventurous activity challenges both individually and within a team. 	Collaborate effectively with others to help complete challenges Choose the right pace to run at depending on the distance and activity Run at a sustained pace over longer distance; Change direction with speed and efficiency; Perform different movements with good coordination, balance and control;	To know what orienteering is and why agility and endurance are important for this sport Understand what a compass is and how it works Know the eight different directions on a compass	communicate collaborate orienteering agility pacing compass key symbol control point teamwork challenge course route OAA map endurance running navigate navigation problem solving
Assessment of Skills		Assessment of Knowledge	
	Children can: Demonstrate agility and endurance in a range of situations Read, follow and understand maps Collaborate and communicate effectively	To know what a compass is and how to use it. To know and understand the different features of a map including symbols, key, scale and compass directions	

RE

Discovery RE Theme: Y5 Prayer and Worship What is the best way for a Hindu to show commitment to God?	Term: 3	Year: 5/6 Year A	
<p>Foundations of previous learning: Yr3/4 Would celebrating Diwali/Diwali at home and in the community bring a feeling of belonging to a Hindu child? Yr3/4 How can Brahman be everywhere and in everything?</p>			
Unit Learning			
Discovery RE Coverage	Skills	Knowledge	Vocabulary
We are learning to understand some of the ways Hindus show commitment to God and to evaluate whether there is a best way.	<p>To weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale</p> <p>Assessment of Skills</p> <p>I can express my own thoughts having reflected on them in relation to other people's. I can explain how the belief resonates in my own life and can also see this might be different for other people because of their religion/beliefs</p>	<p>We are learning to understand how Hindus show their commitment to God and to evaluate if there is a best way.</p> <p>Assessment of Knowledge</p> <p>I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. I can think of some ways of showing commitment to God that would be better than others for Muslims</p>	Puja Tray Mantra Brahman Vedas Purusharthas Dharma Karma Commitment Hinduism

RE

UC Salvation What difference does the resurrection make to Christians?	Term: 4	Year: 5/6 Year A	
Foundations of previous learning: FS - UC Salvation Why do Christians put a cross in an Easter Garden? Y1/2 – UC – God Y2 What do Christians believe God is like? Y1/2 Salvation Y1 Why does Easter matter to Christians? Y3/4 UC Salvation - Why do Christians call the day Jesus died 'Good Friday'? Y3/4 Discovery RE Salvation Is forgiveness always possible for Christians? Year 4/5 UC Salvation What do Christians believe (What did) Jesus did to save human beings?			
Unit Learning			
Understanding Christianity outcomes	Skills	Knowledge	Vocabulary
Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. The Gospels give accounts of Jesus' death and resurrection. Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).	Reading, interpreting and using religious vocabulary Consideration of differing points of view. Being able to consider balanced arguments; weighing up different points of view. Interpreting symbols and symbolic language Evaluating ways in which people act on their beliefs Debating skills	Pupils will know that the book of Luke gives an account of a number of resurrection appearances. (Luke 24). They can describe these appearances; to the women at the Tomb, The road to Emmaus and to the disciples on the beach. Pupils know that most Christians believe that Jesus resurrection means that death isn't the end and that they have hope in a new life with God in heaven. They can describe a number of Good Friday and Easter Sunday celebrations across a range of denominational settings.	Salvation: Crucifixion Christ. Resurrection Ascension Incarnation: Incarnate Sacrifice Crucifixion Inspirational
Assessment of Skills		Assessment of Knowledge	
Explain why some people find belief in the Resurrection makes sense and inspires them. Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.		Pupils will know that the book of Luke gives an account of a number of resurrection appearances. (Luke 24). They can describe some of these appearances; Pupils know that most Christians believe that Jesus resurrection means that death isn't the end and they have hope to be with God in heaven. Pupils are aware of some modern and traditional songs worship songs that reflect this. They know a number of Good Friday and Easter Sunday celebrations across a range of denominational settings.	

Computing

Digital Safety: Online safety day Digital safety: Online relationships: Project Evolve	Term: 3	Year: 5/6 Year A	
Foundations of previous learning: Previous Project Evolve sessions			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	<p>To demonstrate that I can act responsibly when using computers and the internet.</p> <p>I can identify how communicating with friends or others online differs from face-to-face friendships and relationships</p> <p>To manage relationships positively online and offline</p> <p>To know what to do if we feel an online relationship is not safe or positive</p>	<p>To know relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.</p> <p>To understand that there are places online that are for sharing interests.</p> <p>To understand what it means to communicate online</p> <p>To know that when communicating online some people use a different 'language' to when they are speaking face to face</p>	friendship relationship face-to-face, online forum chatroom social media acceptable/unacceptable appropriate/inappropriate digital evaluate online offline gaming Youtuber
Assessment of Skills		Assessment of Knowledge	
<p>I can describe ways to keep friendships safe, positive and healthy, including when communicating online</p> <p>I can explain some of the risks of meeting new people online</p>		<p>To be able to name places online that are for sharing interests</p>	

Computing

Computer Science: Variables in games Y6 Teach Computing	Term: 3	Year: 5/6 Year A																
<p>Foundations of previous learning: Year 4 We are bug fixers Switched on strand: Computational Thinking. Key Question: How can we fix coding errors?</p> <p>Year 4/5 Key Question – Can we write a code to make a short program? Teach Computing</p>																		
Unit Learning																		
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 5px;">NC Objective - Coverage</th> <th style="text-align: center; padding: 5px;">Skills</th> <th style="text-align: center; padding: 5px;">Knowledge</th> <th style="text-align: center; padding: 5px;">Vocabulary</th> </tr> </thead> <tbody> <tr> <td style="padding: 10px;"> <ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs </td> <td style="padding: 10px;"> <p>.</p> <p>To choose how to improve a game by using variables</p> <p>To make use of an event in a program to set a variable</p> <p>To design and create a project that builds on a given example</p> <p>To create algorithms for my project</p> <p>To test a code that I have written</p> </td> <td style="padding: 10px;"> <p>To define variables as something that is changeable</p> <p>To explain why a variable is used in a program</p> <p>To understand coding that controls variables</p> </td> <td style="padding: 10px;"> variables project programs value placeholder block Scratch algorithmic abstraction sprites background artwork code </td></tr> <tr> <td style="padding: 10px;"></td> <td style="text-align: center; padding: 5px;">Assessment of Skills</td> <td style="text-align: center; padding: 5px;">Assessment of Knowledge</td> <td style="padding: 10px;"></td></tr> <tr> <td style="padding: 10px;"></td> <td style="padding: 10px;"> <p>To evaluate my project and identify ways that my game could be improved</p> <p>To extend my game further using more variables.</p> <p>To share and explain my game to others.</p> </td> <td style="padding: 10px;"> <p>To answer summative assessment questions on variables and coding.</p> </td> <td style="padding: 10px;"></td></tr> </tbody> </table>			NC Objective - Coverage	Skills	Knowledge	Vocabulary	<ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<p>.</p> <p>To choose how to improve a game by using variables</p> <p>To make use of an event in a program to set a variable</p> <p>To design and create a project that builds on a given example</p> <p>To create algorithms for my project</p> <p>To test a code that I have written</p>	<p>To define variables as something that is changeable</p> <p>To explain why a variable is used in a program</p> <p>To understand coding that controls variables</p>	variables project programs value placeholder block Scratch algorithmic abstraction sprites background artwork code		Assessment of Skills	Assessment of Knowledge			<p>To evaluate my project and identify ways that my game could be improved</p> <p>To extend my game further using more variables.</p> <p>To share and explain my game to others.</p>	<p>To answer summative assessment questions on variables and coding.</p>	
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DT

Mechanical and electrical systems – Designing a buggy	Term: 4	Year: 5/6 Year A	
Foundations of previous learning: KS1 Windmills: the movement of simple mechanisms such as levers, wheels and axles Playgrounds: how freestanding structures can be made stronger, stiffer and more stable	LKS2 Electricity: buzzer game or Lighting it up Plan Bee/Torches How simple electrical circuits and components can be used to create functional products Moving Toys: how mechanical systems such as levers and linkages or pneumatic systems create movement Mini greenhouses /Bridges - how to make strong, stiff shell structure		
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Design: <ul style="list-style-type: none"> 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 Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams. Make <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks (cutting, joining, finishing) accurately Select from and use a wider range of materials and components, including construction materials Evaluate <ul style="list-style-type: none"> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Technical knowledge <ul style="list-style-type: none"> Apply their understanding of how to strengthen and reinforce more complex structures. <p>Understand and use electrical systems in their products (circuits, switches, motors)</p>	<ul style="list-style-type: none"> Measuring, marking and checking accurately Design a suitable vehicle Cutting safely and accurately Securing pieces together 	<ul style="list-style-type: none"> Knowing that cutting tools can be dangerous and how to use them safely (saws) Using a bench hook to saw safely Know that a chassis is the frame of a car onto which everything else is built Know that the design of the vehicle will affect its speed Know how to set up a circuit 	design exploded diagram modify bench hook assemble components circuit control motor chassis secure connection switch axle wheel motor mounting clip
Assessment of Skills		Assessment of Knowledge	
Children will:	<ul style="list-style-type: none"> Communicate their ideas and plans clearly Develop a range of practical skills to create their vehicle (such as marking, measuring, cutting, joining). Create working circuits using electronic kits <p>produce a chassis that fits together accurately</p>	Children will:	
		<ul style="list-style-type: none"> Know who they are designing their product for and what its purpose is Their vehicle will be powered by an electric circuit Know which tools to use and how 	

Art and Design

Artist study: Peter Thorpe - abstract space art Painting: Peter Thorpe inspired art	Term: 3/4	Year: 5/6 Year A	
Foundations of previous learning: Painting: Can mix different thicknesses of paint for different purposes e.g. thin for a wash and increasing in thickness to show images at in the background and foreground.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Painting: To become proficient in painting techniques. To improve mastery of art and design techniques, including painting with a range of materials.	Painting: Can create different effects, e.g. wet paint to create a watercolour; texture by adding PVA or sawdust; using brushes in different ways with thickened paint. Can use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces	Know about the work of chosen artists – Peter Thorpe To know how to create a colour palette To know how to mix paints To know what perspective is To know different types of paints /pencils and their effects e.g. watercolours/acrylics/colours pencils/felt tips etc	Painting: Contemporary Contrasting Adjacent Abstract Blend Tone Shape Perspective Shadow depth
Assessment of Skills		Assessment of Knowledge	
Are children able to: To respond to a contemporary artist using different techniques and materials To have an understanding of contrasting, adjacent colours To explore pattern, recording, enlarging and extending them to realise their intentions		Can you use pencils effectively to create work Can you add increased detail into your artwork? Can you create shadow when drawing? Can you use colour to create a mood. Who is Peter Thorpe? How has he inspired your art work?	

French

Language Angels Pets	Term: 3	Year: 5/6 Year A																																		
Foundations of previous learning: The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and vocabulary from the Early Learning units. • Vocabulary from 'Presenting Myself' and 'My Family' units. • The difference between a definite and indefinite article/determiner. • That nouns in French have gender and this has an impact on the determiner.																																				
Unit Learning																																				
NC Objective - Coverage	Skills and Knowledge	Vocabulary																																		
<p>The national curriculum for languages aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ➤ understand and respond to spoken and written language from a variety of authentic sources ➤ speak with increasing confidence, fluency and spontaneity, finding ways of ➤ communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation ➤ can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt ➤ discover and develop an appreciation of a range of writing in the language studied. 	<p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> • Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. • Tell somebody in French if they have or do not have a pet. • Ask somebody else in French if they have a pet. • Tell somebody in French the name of their pet. • Attempt to create a longer phrase using the conjunctions <i>et</i> ("and") or <i>mais</i> ("but"). 	<table border="1"> <thead> <tr> <th>French</th><th>English</th></tr> </thead> <tbody> <tr> <td>J'ai...</td><td>I have...</td></tr> <tr> <td>Je n'ai pas de / d' ...</td><td>I do not have...</td></tr> <tr> <td>J'ai un...</td><td>I have a... (masculine)</td></tr> <tr> <td>J'ai une...</td><td>I have a... (feminine)</td></tr> <tr> <td>qui s'appelle...</td><td>that is called...</td></tr> <tr> <td>et</td><td>and</td></tr> <tr> <td>mais</td><td>but</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th>French</th><th>English</th></tr> </thead> <tbody> <tr> <td> un chien</td><td>a dog</td></tr> <tr> <td> un chat</td><td>a cat</td></tr> <tr> <td> un lapin</td><td>a rabbit</td></tr> <tr> <td> un hamster</td><td>a hamster</td></tr> <tr> <td> un poisson rouge</td><td>a goldfish</td></tr> <tr> <td> un oiseau</td><td>a bird</td></tr> <tr> <td> une souris</td><td>a mouse</td></tr> <tr> <td> une tortue</td><td>a tortoise</td></tr> </tbody> </table>	French	English	J'ai...	I have...	Je n'ai pas de / d' ...	I do not have...	J'ai un...	I have a... (masculine)	J'ai une...	I have a... (feminine)	qui s'appelle...	that is called...	et	and	mais	but	French	English	 un chien	a dog	 un chat	a cat	 un lapin	a rabbit	 un hamster	a hamster	 un poisson rouge	a goldfish	 un oiseau	a bird	 une souris	a mouse	 une tortue	a tortoise
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Assessment of Skills and Knowledge		Answer questions orally using the topic vocabulary. Listen and respond to topic vocabulary. Write an answer in a sentence using a modelled sentence. Take part in a role play using the key phrases studied.																																		

Music

A New Year Carol (y6)	Term: 3	Year: 5/6 A	
Foundations of previous learning: Previous singing units from Charanga			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 	<ul style="list-style-type: none"> to identify and move to the pulse with ease to copy back rhythms and one-note riffs using simple and syncopated rhythm and patterns to sing in unison in both the song's original style and the Urban Gospel version vocals showing awareness of being in tune to play a musical instrument with the correct technique to rehearse and perform, recording the performance to evaluate after. 	<ul style="list-style-type: none"> to know songs from memory, who sang and wrote them, when and why, what style they are to know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song to know how to keep the internal pulse to know and confidently sing a song and their part from memory to know different ways of writing music down to know the notes C, D, E, F, G, A, B and C 	Melody, compose, improvise, over, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, urban gospel
Assessment of Skills	Assessment of Knowledge		
Children can contribute to the performance by singing, playing an instrumental part, improvising or performing. They can discuss thoughts and feelings towards it afterwards and say what could have been better	To be able to talk about a composition and different instruments Identify the piece's structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus and • Find the pulse whilst listening, identify changes in tempo, dynamics and texture.		