

Ancient Greece

Year 5/6 Year A

Autumn Term 1/2



Science

Properties of materials
Electricity

Geography

Greece compared to UK

History

Ancient Greece

PE

Circuit training
Dance: Ancient Greeks

RE

Christianity: People of God
Incarnation

Computing

Project Evolve: Self Image
and Identity
Creating Media: Webpage
Creation

PSHE

Being Me in My World
Celebrating Differences

DT

Cooking & Nutrition: How healthy
was the diet of the Ancient Greeks?

Christian Values

Thankfulness
Trust

Art and Design

Sculpture: clay tiles

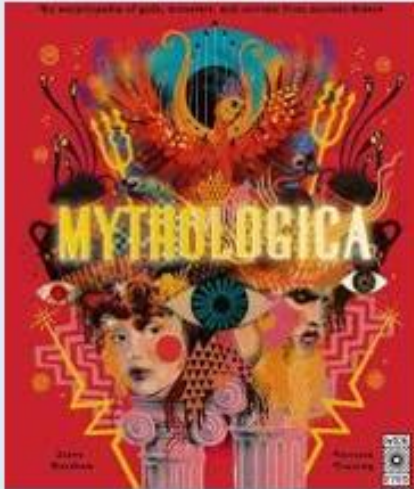
French

Main Unit: Weather
Core Vocabulary: Days of
the week
Cultural Lesson: All Saints'
Day

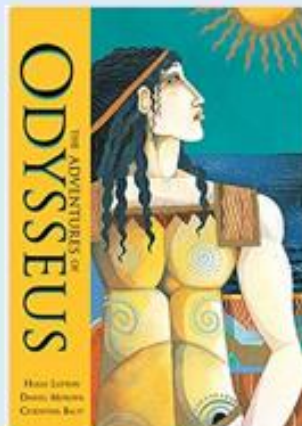
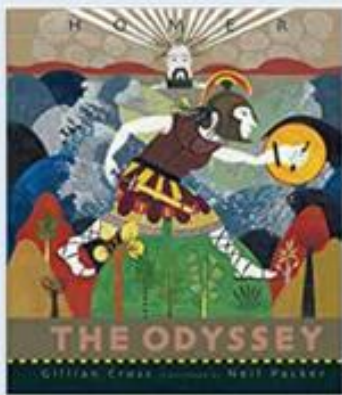
Music

Carole King: You've Got a Friend

Narrative - character profiles



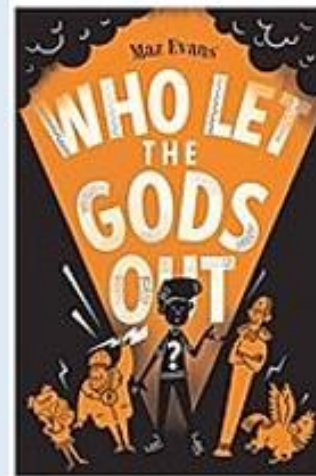
Narrative - Myths



Year A
Autumn Term

Theme: Ancient Greece

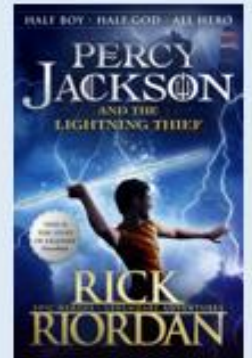
Core VIPERS Text



Non - fiction writing



Recommended reads



Science

Y5 Properties of materials Key Question – How do you test the suitability of materials for a particular use?		Term: 1 Year A	Year: 5/6
Foundations of previous learning: Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Y2 - Uses of everyday materials) • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2 - Uses of everyday materials) • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. (Y3 - Forces and magnets) • Compare and group materials together, according to whether they are solids, liquids or gases. (Y4 - States of matter) •			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Y5 Properties and changes of materials (focus on properties) <ul style="list-style-type: none"> I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic 	Investigate the properties of different materials in order to recommend materials for particular functions depending on these properties e.g. test waterproofness and thermal insulation to identify a suitable fabric for a coat. Classifying: Based on the children’s own criteria: <ul style="list-style-type: none"> classify materials themselves e.g. samples of wood, metal, plastic, etc. Comparative and fair testing: Which material would be good for a tent? <ul style="list-style-type: none"> Which material would be good to make a tea bag from? Which materials keep things warm/cold? Which material would be good for a bag for different purposes? 	Materials have different uses depending on their properties and state (liquid, solid, gas) Properties include hardness, transparency, electrical and thermal conductivity and attraction to magnets.	Thermal Electrical Insulator Conductor Properties Attraction Transparency State
	Assessment of Skills	Assessment of Knowledge	
	Can create a chart or table grouping/comparing everyday materials by different properties Can use test evidence gathered about different properties to suggest an appropriate material for a particular purpose	Can use understanding of properties to explain everyday uses of materials	

Science

Y6 Electricity Key Question – How can I demonstrate the effect of change in a circuit?		Term: 2 Year A	Year: 5/6
Foundations of previous learning: Identify common appliances that run on electricity. (Y4 - Electricity) <ul style="list-style-type: none"> • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. (Y4 - Electricity) • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. (Y4 - Electricity) • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. (Y4 - Electricity) • Recognise some common conductors and insulators, and associate metals with being good conductors. (Y4 - Electricity) 			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<ul style="list-style-type: none"> • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. • Use recognised symbols when representing a simple circuit in a diagram. 	Comparative/Fair testing <ul style="list-style-type: none"> • Investigate the effect of adding more bulbs to a circuit. • Investigate the effect of adding more cells to a circuit. • Investigate the effect of adding more buzzers to a circuit. • Investigate the effect of adding more motors to a circuit. 	<ul style="list-style-type: none"> • Adding more cells to a complete circuit will make a bulb brighter, a motor spin faster or a buzzer make a louder sound. • If you use a battery with a higher voltage, the same thing happens. • Adding more bulbs to a circuit will make each bulb less bright. • Using more motors or buzzers, each motor will spin more slowly and each buzzer will be quieter. • Turning a switch off (open) breaks a circuit so the circuit is not complete and electricity cannot flow. Any bulbs, motors or buzzers will then turn off as well. • You can use recognised circuit symbols to draw simple circuit diagrams. 	Circuit, complete circuit, circuit diagram, circuit symbol, cell, battery, bulb, buzzer, motor, switch, voltage
	Assessment of Skills	Assessment of Knowledge	
	<ul style="list-style-type: none"> • Can incorporate a switch into a circuit to turn it on and off • Can change cells and components in a circuit to achieve a specific effect • Can communicate structures of circuits using circuit diagrams with recognised symbols • Can devise ways to measure brightness of bulbs, speed of motors, volume of a buzzer during a fair test • Can predict results and answer questions by drawing on evidence gathered 	<ul style="list-style-type: none"> • Can make electric circuits and demonstrate how variation in the working of particular components, such as the brightness of bulbs, can be changed by increasing or decreasing the number of cells or using cells of different voltages • Can draw circuit diagrams of a range of simple series circuits using recognised symbols 	

History

Ancient Greece Key Question: How can we find out about the civilisation of Ancient Greece and what do we have to thank them for?		Term: 1/2 Year A	Year: 5 & 6
Foundations of previous learning: Yr 4/5 Early Civilization: Ancient Egypt. Yr 3/4 Stone Age to Iron Age /. Roman Britain			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
A study of Greek life and achievements and their influence on the western world <ul style="list-style-type: none"> ● develop a chronologically secure knowledge and understanding of British, local and world history, ● establishing clear narratives within and across the periods they study. ● note connections, contrasts and trends over time ● develop the appropriate use of historical terms. ● address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. ● construct informed responses that involve thoughtful selection and organisation of relevant historical information. ● understand how our knowledge of the past is constructed from a range of sources. 	Uses timelines to place and sequence events. Sequences historical periods. Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, era, period. Gives clear reasons why there may be different accounts of history. Asks a range of questions about the past. Use dates and terms such as democracy, civilisation, culture, law and justice accurately. Carry out research and make inferences from sources of evidence and artefacts about what life in Ancient Greece was like Identify some similarities and differences between life in different parts of Greece	To know where the Ancient Greeks fits into History To know about the city states of Athens and Sparta, warfare, seamanship, everyday life, beliefs, culture and some of the key events and individuals of this era. To recognise the continuing legacy of Ancient Greeks on education, language, architecture, government and the Olympic Games. To make links to other ancient civilisations. To understand there were a number of Greek gods and goddesses.	Era Period Ancient Crete Athens Sparta Slaves Democracy architecture government Olympic games Gods Olympia Spartans Temples Sources Reliable legacy civilisation culture law justice
	Assessment of Skills	Assessment of Knowledge	
	I can describe events using words and phrases such as era, period and subject specific terminology. I can give clear reasons why there are different accounts of history and know that people can represent events in ways to persuade others.	What comes before the ancient Greeks? What comes after? What was life in Ancient Greece like? Name a god/goddess, what were they the god of? What is the most important legacy of the Ancient Greeks and why?	

Geography

Greece compared to UK Key Question: Where is Greece and how does it compare to the UK?		Term: 1/2 Year A	Year: 5 & 6
Foundations of previous learning: KS1 Children have learned the countries that make up the UK, their capital cities and the names of the surrounding seas. The children can name and locate the 7 continents of the world as well as the 5 main oceans.		Lower KS2 Children have learned the countries that make up the UK, their capital cities and the names of the surrounding seas. The children can name and locate the 7 continents of the world as well as the 5 main oceans. They have learnt about Iceland as a country in Europe compared to the UK as well as the Prairies in USA. They have learnt the Countries of Europe and placed them on a map.	
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<ul style="list-style-type: none"> ● locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. ● 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). ● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<ul style="list-style-type: none"> ● Compare a region of the UK with a region of a European country. ● Locate world continents/ countries ● Locate the tropics of Cancer and Capricorn, the Greenwich Meridian and time zones. ● Use longitude and latitude as a guide to a location on an atlas ● Use digital / computer mapping to locate places. 	<ul style="list-style-type: none"> ● To know and locate main cities and counties in the UK ● To know the location of Greece and its physical features. ● To name all 7 continents ● To know major lines of latitude and longitude and to be able to locate them on a map. ● To know how time zones around the world are used and tell the time in different locations. 	Greece Equator Tropic of Cancer Tropic of Capricorn Continent Country equator Arctic circle Antarctic circle Prime meridian
	Assessment of Skills	Assessment of Knowledge	
	<ul style="list-style-type: none"> ● Correct use of atlases and labelling of maps ● Correct use of Digimaps. 	<ul style="list-style-type: none"> ● What are the 7 continents? ● What is the capital of the UK and where is it? ● What is the capital of Greece and where is it? ● What are lines of latitude and longitude and where are they located? ● What is the time in different areas around the world? 	

Art and Design

<p>Artist Study: Ancient Greek artefacts and designs Sculpture: Clay tiles Key question: How have you been inspired by the Ancient Greeks?</p>	<p>Term: 1/2 Year A</p>	<p>Year: 5/6</p>
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<p>Foundations of previous learning: Sculpture: clay tiles</p> <ul style="list-style-type: none"> • cut, make and combine shapes to create recognisable forms; • use clay and other malleable materials and practise joining techniques; • add materials to the sculpture to create detail;

<p>Unit Learning</p>

NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Sculpture:</p> <ul style="list-style-type: none"> • To become proficient in sculpting techniques. • To improve their mastery of art and design techniques, including sculpting with a range of materials. 	<ul style="list-style-type: none"> • To plan and design a sculpture; • To develop cutting and joining skills to make slabs and use slips to join them; • To use tools and materials to carve, add shape, add texture and pattern to a built-up slab; 	<ul style="list-style-type: none"> • To appreciate Ancient Greek art • To understand how artwork can help historians. • To be able to design a sculpture inspired by ancient Greek pottery. 	Clay Slip Coil Join Pottery Sculpture
	<p>Assessment of Skills</p> <ul style="list-style-type: none"> • To develop forming skills directly into clay • To research the work of craftspeople as a starting point for producing own individual designs • To understand how to embellish a surface 	<p>Assessment of Knowledge</p> <ul style="list-style-type: none"> • Tell me about Ancient Greek art? • How can artwork help historians? • What design features does a Greek pot have? • How have you used the work of artists to replicate ideas or inspire own work? • Able to say what they think and feel about their own and others' work and suggest ways of improving their own work 	

RE

Understanding Christianity: People of God		Term: 1 Year A	Year: 5/6
Key question: How can following God bring freedom and justice?			
Foundations of previous learning:			
Year 3/4 UC People of God What is it like for Christians to follow God?			
Year 4/5 UC People of God (Digging Deeper) What is it like for Christians to follow God?			
Unit Learning			
Understanding - Coverage	Skills	Knowledge	Vocabulary
<p>To understand who 'The People of God' were in the Old Testament</p> <p>The Old Testament pieces together the story of the people of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God. The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin.</p>	<p>Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.</p> <p>Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.</p> <p>Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring.</p>	<ul style="list-style-type: none"> • The Old Testament pieces together the story of the People of God. • The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin. • Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. 	<p>Slave</p> <p>Egypt</p> <p>Moses</p> <p>Plague</p> <p>People of God,</p> <p>Mount Sinai</p> <p>Freedom</p> <p>Justice</p> <p>Incarnation,</p> <p>Messiah</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>To talk about the implications of being a slave in Egyptian/Biblical times.</p> <p>To explain why Moses was chosen by God.</p> <p>To talk about the plagues and why they were sent.</p> <p>To retell the story of Moses, the covenant and Mount Sinai and what we can learn from Moses.</p> <p>To identify why Christians believe that God can bring freedom and justice</p>	<p>Pupils know that most Christians believe that God rescued his people from slavery in Egypt and that this story looks forward to Jesus death and resurrection</p> <p>Pupils know the outline story of Moses and the exodus and they can show how these relate to the concepts of freedom justice and salvation</p> <p>Pupils know that most Christians believe the 10 commandments (and the Torah) were given to Moses to guide people in how to live in the way wanted them to live as part of the covenant.</p> <p>Pupils know that most Christians believe that Jesus brings a new covenant with his people showing them how to live through his teachings.</p> <p>Pupils know that the story of the exodus has inspired Christians to work for justice and freedom and they can give at least one detailed example of a charity that does this today. They are aware that other people fight for justice and freedom too.</p>	

RE

Discovery RE Y6 Incarnation Key question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?		Term: 2 Year A	Year: 5/6
Foundations of previous learning: Year 1/2 UC Incarnation Why does Christmas matter to Christians? Year 3/4 UC Incarnation What is the Trinity? Year 4/5 UC Incarnation What is the Trinity?			
Unit Learning			
Discovery RE	Skills	Knowledge	Vocabulary
<p>Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p> <p>To evaluate different Christmas traditions and celebrations in the light of their reference and relevance to Christian beliefs in Jesus.</p>	<p>Explain connections between biblical texts, Incarnation and Messiah, using theological terms. Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</p>	<p>Describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born.</p> <p>Explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus.</p>	<p>Messiah Saviour Despair Prophet Incarnation Gospel Incarnation Crib Carols</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>Using the research and understanding, connect what they have learnt about Christians' beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</p>	<p>I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating, and how other ways are not. I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born. I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus</p>	

Computing

Project Evolve: Yr 6 Self Image and Identity		Term: 1 Year A	Year: 5/6
Foundations of previous learning: Project Evolve: Self Image and Identity in all previous years			
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	<ul style="list-style-type: none"> I can describe ways in which media can shape ideas about gender, race, religion, disability, culture and other groups. I can identify messages about stereotyped roles and make judgements based on them. I can challenge and explain why it is important to reject inappropriate representations online. I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline. I can explain why I should keep asking until I get the help I need. I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline. I can explain why I should keep asking until I get the help I need. 		Stereotype online gender race ethnicity ability emojis game avatars app/game design inclusive
	Assessment of Skills and Knowledge		
	<ul style="list-style-type: none"> I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online. I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline. I can explain the importance of asking until I get the help needed. 		

Computing

Teach Computing: Creating Media - Webpage Creation		Term: 2 Year A	Year: 5/6
Foundations of previous learning: Year 1/2 Digital Writing and Digital photography (Y2) Year 3 / 4 Creating Media; Desktop publishing and Stop-Frame Animation Year 4/5 Creating Media: Photo Editing and Video Production (5.2)			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
<ul style="list-style-type: none"> • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information. • Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour. 	<ul style="list-style-type: none"> • Learners will create websites for a chosen purpose. • Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. • Throughout the process, learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths. 		Website, web page, browser, media, Hypertext Markup Language (HTML), logo, layout, header, media, purpose Copyright, fair use, home page, preview, evaluate, device, Google Sites
	Assessment of Skills and Knowledge		
	<ul style="list-style-type: none"> • Explain the key requirements of the task • Layout contains multiple sections • Layout relates to a relevant purpose/audience • Use copyright-free images • Design is clear and organised • Add subpages • Add internal and external hyperlinks • Suggest some improvements • Design considers how the page will look on different devices • Evaluate how successful they were in meeting the task requirements 		

PSHE

Being me in my world Jigsaw Yr6		Term: 1 Year A	Year: 5/6
<p>Foundations of previous learning: Y1 - To know the rights and responsibilities of being a member of my class. Y2 - To listen to other people and contribute my own ideas about rewards and consequences. Y3 – To understand that actions affect myself and others. Y4 - To care about other people’s feelings and empathise with them. Y5 - To contribute as a group and to understand how we can work better as a whole.</p>			
Unit Learning			
Themes (Puzzle pieces)	Outcomes		Vocabulary
My year ahead Being a global citizen The learning charter Consequences Owning our learning charter	I can identify my goals for this year, understand my fears and worries about the future and know how to express them I know how to use my Jigsaw Journal I feel welcome and valued and know how to make others feel the same I know that there are universal rights for all children but for many children these rights are not met I understand my own wants and needs and can compare these with children in different communities I understand that my actions affect other people locally and globally I understand my own wants and needs and can compare these with children in different communities I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities I understand that my actions affect myself and others; I care about other people’s feelings and try to empathise with them I understand how an individual’s behaviour can impact on a group I can contribute to the group and understand how we can function best as a whole I understand how democracy and having a voice benefits the school community I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself		Goals Fears Worries Wants Needs Actions Local Global Community Behaviour Rights Responsibilities Benefits
	Assessment		
	To understand how individual’s behaviour can affect a group and I can make choices about my own behaviour.		

PSHE

Celebrating difference Jigsaw Year 6		Term: 2 Year A	Year: 5/6
<p>Foundations of previous learning: Foundations of previous learning: Y1 - I can talk about one thing that makes me different from my friends, I understand these differences make us all special and unique Y2 - I can identify some ways in which my friend is different from me, I can tell you why I value this difference about him/her Y3 – I can tell you about a time when my words affected someone’s feelings and what the consequences were, I can give and receive compliments and know how this feels Y4 - I can tell you a time when my first impression of someone changed as I got to know them, I can explain why it is good to accept people for who they are Y5 - I can explain the differences between direct and indirect types of bullying, I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</p>			
Unit Learning			
Themes (Puzzle pieces)	Outcomes	Vocabulary	
Ami I Normal? Understanding disability Power struggles Why Bully? Celebrating difference	I understand there are different perceptions about what normal means I can empathise with people who are living with disabilities I understand how having a disability could affect someone’s life I am aware of my attitude towards people with disabilities I can explain some of the ways in which one person or a group can have power over another I know how it can feel to be excluded or treated badly by being different in some way I know some of the reasons why people use bullying behaviours I can tell you a range of strategies in managing my feelings in bullying situations and for problem solving when I’m part of one I can give examples of people with disabilities who lead amazing lives I appreciate people for who they are I can explain ways in which difference can be a source of conflict and a cause for celebration I can show empathy with people in either situation	Perceptions Disability Empathy Power Excluded Treatment Bullying Celebration	
Assessment			
I can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation			

DT

Cooking & Nutrition Key Question – How healthy is the diet of the ancient Greeks?		Term: 2 Year A	Year: 5/6
Foundations of previous learning: Year 4/5 Biscuits - WW2 baking / Great British Dishes. Year 3/4 Seasonal Food / Smoothies Year 1/2 Teddy Bear’s Picnic – Fruit/Salad veg Skewers			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <p>Children should</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<ul style="list-style-type: none"> to use a heat source how to use a variety of techniques including peeling, chopping, slicing, grating, mixing, spreading, kneading and baking 	<p>To know:</p> <ul style="list-style-type: none"> that recipes can be adapted to change the appearance, taste, texture and aroma. that food is grown, reared and caught in the UK, Europe and the wider world; that seasons may affect the food available; how food is processed into ingredients. how to prepare and cook a variety of dishes safely and hygienically using, where appropriate, a heat source; know that different food and drink contain nutrients, water and fibre that are needed for health. 	<p>herbs: coriander, dill, mint, oregano and thyme grains, wheat, barley olives, grapes, figs lentils</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>I can weigh ingredients to an appropriate level of accuracy. I can use the right tools to slice, mix, spread, bake and knead. I can evaluate my work against my own design criteria</p>	<p>To prepare a variety of dishes safely and hygienically To be able to explain what makes a healthy diet</p>	

French

<p>Language Angels: Quel temps fait-il ?(What Is the Weather?) Core Vocabulary: Days of the week (1 lesson) Cultural Lesson: All Saints’ Day 1st Nov Phonics: Lesson 3 (revision)</p>	<p>Term: 1 Year A</p>	<p>Year: 5/6</p>
<p>Foundations of previous learning: Year 3 / 4 – Seasons Year 4 / 5 – I can</p>		
<p style="text-align: center;">Unit Learning</p>		
<p style="text-align: center;">NC Objective - Coverage</p>	<p style="text-align: center;">Skills and Knowledge</p>	<p style="text-align: center;">Vocabulary</p>
<p>Pupils should be taught to: Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences. Read carefully and show understanding of words, phrases and simple writing Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions orally* and in writing. Understand basic grammar appropriate to the language being studied – French</p>	<p>• Repeat and recognise the vocabulary for weather in French. • Ask and say what the weather is like today. • Create a French weather map. • Describe the weather in different regions of France using a weather map with symbols</p> <hr/> <p style="text-align: center;">Assessment of Skills and Knowledge</p> <p>• I can repeat all the weather vocabulary presented to me in class from memory with accurate pronunciation and spell some of these phrases correctly without help. • I can ask what the weather is in French and reply to this question without hesitation. • I can read a simple French weather map. • I am able to work on my own</p>	<p>Quel temps fait-il ? Il fait chaud. Il pleut. Il fait froid. Il neige. Dans le nord de la France. Il y a un orage. Dans le sud de la France Il y a du soleil Dans le centre de la France Il y a du vent. Dans l'ouest de la France Il fait beau. Dans l'est de la France Il fait mauvais. le temps</p>

Music

Charanga: Carole King You've got a Friend (Y6)		Term: 1 Year A	Year: 5/6
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 and sing backing vocals showing awareness of being in tune to play a musical instrument with the correct technique to rehearse and perform 	<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 cover pulse rhythm pitch tempo dynamics timbre texture structure dimensions of music hook riff solo civil rights gender equality unison harmony
	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.	

PE

Circuit training (Twinkl Y5)		Term: 1 Year A	Year: 5/6
Foundations of previous learning: Circuit training sessions throughout all previous year groups			
Unit Learning			
NC Objective - Coverage	Skills		Vocabulary
<ul style="list-style-type: none"> Pupils should be taught to develop flexibility, strength, technique, control and balance. Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	Develop flexibility in the context of circuit training. Develop strength in the context of circuit training. Develop technique in the context of circuit training. Develop control in the context of circuit training. Develop balance in the context of circuit training. Lead another individual in a circuit of exercises. Work as a group to lead a circuit of exercises.		Circuit Exercise Safe Pulse Intensity Mental Health Wellbeing Personal best Physical health Muscles Strength Fitness Improve Training Maintain
	Assessment of Skills		
	<p>Physical: Awareness of their own flexibility, strength, technique, control and balance and apply when appropriate.</p> <p>Cognitive: Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team. Work alone, or with teammates in order to gain points or possession.</p> <p>Evaluation: Analyse and discuss the difference between their own and others' performance and suggest ways to improve.</p>		

PE

Dance– Ancient Greeks		Term: 2 Year A	Year: 5/6
Foundations of previous learning: FS – Dance Notes – Once Upon a Time FS/Yr 1 – Dance – seasons (Y1) Year 1 / 2 – Dance – Toys (Y2) Year 3/ 4 – Dance Notes – Plants Year 4 / 5 – Dance Notes – WWII			
Unit Learning			
NC Objective - Coverage	Skills		Vocabulary
<ul style="list-style-type: none"> Pupils should be taught to perform dances using a range of movement patterns. Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Use a variety of movements in isolation and combination Develop flexibility, strength, technique, control and balance Perform dances using a range of movement patterns Compare and evaluate performances against previous ones Demonstrate improvement to achieve personal targets 		Balance, Pathway, Explore, Level, Direction Follow, Zigzag, Glide, Spatial awareness, Unison, Travel, Motif
	Assessment of Skills	Assessment of Knowledge	
	Physical: <ul style="list-style-type: none"> Compose creative and imaginative dance sequences. Perform expressively and hold a precise and strong body posture. Perform and create complex sequences. Demonstrate an awareness of the music’s rhythm and phrasing when improvising. Express an idea in original and imaginative ways. Compose individual, partner and group dances that reflect the chosen dance style. Perform complex moves that combine strength, stamina and balance. Perform with confidence, using a range of movement patterns. Cognitive: <ul style="list-style-type: none"> Lead others when called upon and act as a good role model within a team. Analyse own and others’ performance. Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best. Evaluation: <ul style="list-style-type: none"> Analyse and discuss the difference between their own and others’ performance and suggest ways to improve. 		