

Journeys

Year 5/6 Year A

Summer Term



Journeys

Science

Animals including humans

Geography

Rivers

RE

Beliefs and moral values -
Hinduism
God

PE

Handball/Lacrosse
Athletics
Striking and Fielding

Art and Design

Collage

Computing

Selection in physical
computing: Crumble Kits

PSHE

Growing up
It's my Body

DT

Structures - Shelters

Music

Classroom Jazz

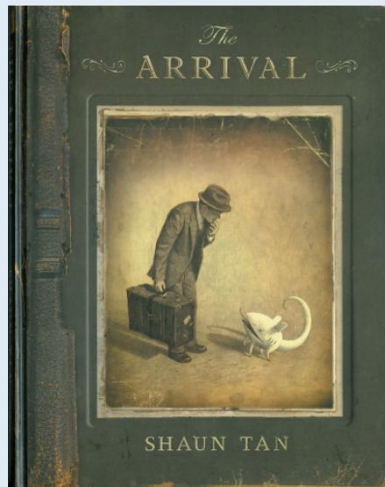
French

At school

History

Migration

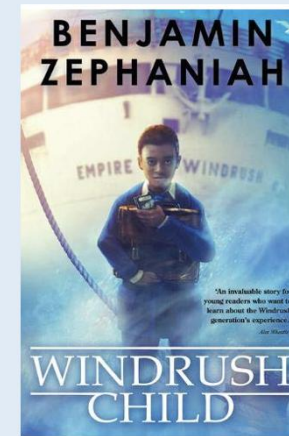
Narrative



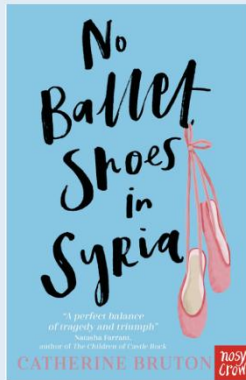
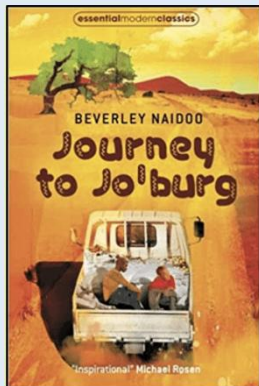
Year A
Summer Term
Theme: Migration

Core VIPERS Text
Class Readers

Non - fiction writing



Recommended reads



Poetry writing and performance



Science

Animals including humans Year 6		Term: 5	Year: A
Foundations of previous learning: <ul style="list-style-type: none"> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Y2 - Animals, including humans) Identify that animal, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. (Y3 - Animals, including humans) Describe the simple functions of the basic parts of the digestive system in humans. (Y4 - Animals, including humans) Identify the different types of teeth in humans and their simple functions. Y4 - Animals, including humans) 			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans	Record scientific models, diagrams and labels Identify and explain scientific evidence Take measurements, repeating readings when appropriate Record data using a line graph Enquiry types: Research and comparative /fair testing	To identify and name the main parts of the human circulatory system To describe the functions of the heart blood vessels and blood To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function To describe the ways in which nutrients and water are transported within animals, including humans	Heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle, circulatory system, diet, exercise, drugs, lifestyle
	Assessment of Skills	Assessment of Knowledge	
	To use secondary sources for research and report findings in a non-chronological report. To plan a simple comparative test, collecting data and presenting findings as a line graph.	Use the role play model to explain the main parts of the circulatory system and their role Can use subject knowledge about the heart whilst writing conclusions for investigations Can explain both the positive and negative effects of diet, exercise, drugs and lifestyle on the body Present information e.g. in a health leaflet describing impact of drugs and lifestyle on the body Can produce a piece of writing that demonstrates the key knowledge e.g. explanation text, job description of the heart	

Science

Animals including humans Year 5		Term: 6	Year: A
<p>Foundations of previous learning:</p> <p>Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals, including humans)</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>To describe the changes as humans develop to old age.</p> <p>Notes and guidance (non-statutory) Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</p> <p>Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows</p>	<p>Researching gestation period of different mammals Recording and comparing gestation period of different mammals. To communicate data using a scatter graph.</p>	<p>To recognise childhood milestones and draw conclusions Can explain the changes that take place to the body during puberty. Can explain some of the changes that happen in late adulthood.</p>	<p>Gestation Adult Foetus Fertilisation Puberty Hormones Toddler Testosterone Adolescent Oestrogen</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>To use secondary sources for research and report findings in a non-chronological report. To produce a scatter graph based on gestation periods in mammals.</p>	<p>Can explain the changes that takes place in boys and girls during puberty Can explain how a baby changes physically as it grows, and also what it is able to do Can present information about the changes occurring during puberty as an information leaflet for other Y5 children or answers to 'problem page questions</p>	

Geography

Where does Energy come from ?		Term: 5	Year: A
<p>Foundations of previous learning: KS1 Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas. Compare an area of the UK with a non-European country. Use basic geographical vocabulary to identify and describe key physical and human features.</p>	<p>Lower KS2 Name and locate counties and cities of the United Kingdom, Describe and understand key aspects of: physical geography including mountains, volcanoes and earthquakes Create a survey to explore human or physical features in the local area. Identify and interpret relief maps. Locate places on an OS map using a 4 figure grid reference Use 4 points on a compass; north, south, east and west. Follow a route on an OS map. Use the key to interpret symbols and marks on an OS map for routes. Read and interpret the globe as a flat map.</p>		
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Describe and understand key aspects of physical geography, including rivers and the water cycle Describe and understand key aspects of human geography, including the distribution of natural resources including water Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including rivers), and land-use patterns; and understand how some of these have changed over time. Understand the processes that give rise to key physical and human geographical features of the world. Communicate geographical information in a variety of ways including maps. Locate the world's countries, using maps concentrating on their key physical and human characteristics.</p>	<p>To use geographical skills needed to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs. To 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>To know different types of natural resources including renewable and unrenueable resources To know the human features of the freshwater infrastructure To know where food comes from To know some non-metal minerals (sulphur, salt, graphite, clay, quartz) and metal minerals (iron, copper, gold)To know how we can protect our natural resources by conserving energy and water, sustainable farming, recycling and reusing and using renewable energy To know how electricity is generated</p>	<p>aqueduct dam distribute finite fossil fuels generator geothermal infrastructure manufacture non-renewable ore recycle renewable reservoir reuse sustainable turbine</p>
	Assessment of Skills & Knowledge		

RE

Beliefs and moral values Hinduism Discovery RE Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?		Term: 5	Year: A
Foundations of previous learning: Yr3/4 Would celebrating Divali/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? Y5.What is the best way for a Hindu to show commitment to God?			
Unit Learning			
Objectives - Coverage	Skills	Knowledge	Vocabulary
To understand the impact of certain beliefs on a Hindu's life.	Express own views about life after death. Compare Hindu and Christian beliefs relating to life after death. Show how beliefs make a difference to the daily lives of Hindus. Express own views about Hindu beliefs.	Hindus believe in Samsara which means reincarnation. Hindus believe in Karma which means that if you have led a good life you will be reborn into a better life. Christians believe that they will go to heaven if they believe Jesus died to save them from their sins and if they lead their lives according to the Ten Commandments. Hindus believe that they can break free from coming back all the time. This is called Moksha. This gives them motivation and something to aim for.	rites Hindu Samsara deed Brahman Atman Soul Moksha Samsara sadhu
	Assessment of Skills	Assessment of Knowledge	
	Children will: Consider and share own views about life after death. Explain the similarities and differences between Hindu and Christian beliefs relating to life after death. Illustrate and explain how beliefs make a difference to the daily lives of Hindus. Consider and share own views about Hindu beliefs.	What is Samara? What does it mean to be reincarnated? How do Christian and Hindu beliefs differ? Are the religious beliefs similar in any way? What do you believe about life after death? What does Karma mean? What is the impact of positive and negative karma? How does belief in Moksha help Hindus to lead a good life? How do beliefs about life after death make an impact on the ways Hindus choose to live their lives? How do your beliefs make a difference to how you live your life?	

RE

God UC		Term: 6	Year: A
<p>Foundations of previous learning: KS1 God created the universe. The Earth and everything in it are important to God. God has a unique relationship with human beings as their Creator and Sustainer. Humans should care for the world because it belongs to God.</p>		<p>Lower KS2 The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God - and their relationship with God. The People of God try to live in the way God wants, following his commands and worshipping him. They believe he promises to stay with them and Bible stories show how God keeps his promises. The Old Testament tells the story of a particular group of people, the children of Israel, known as the People of God — and their relationship with God. The People of God try to live in the way God wants, following his commands and worshipping him. They believe he promises to stay with them and Bible stories show how God keeps his promises. The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God, and to attract all other nations to worshipping God. Christians believe that, through Jesus, all people can become the People of God.</p>	
Unit Learning			
Objective - Coverage	Skills	Knowledge	Vocabulary
Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms. Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.	Know different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms. Make clear connections between Bible texts studied and what Christians believe about God. Show how Christians put their beliefs into practice in worship. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.	Christians believe getting to know God is like getting to know a person rather than learning information. Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice but also loving, forgiving, and full of grace. Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.	God omnipotent omniscient worship holy sin justice forgiveness teaching proverb prayer cathedral church humanists gospel humanity eternal belief holiness faith injustice Bible prophet psalm
	Assessment of Skills	Assessment of Knowledge	
	Children will: Identify biblical texts. Use technical terms accurately. Make links between biblical texts and Christian ideas of God.	What difference would it make if you knew a person? What kinds of things are added to your relationship if you talk with them, or go through events or activities with them? How do Christians respond to the idea of God as omnipotent, eternal, and so on?	

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<p>Show how Christians put their beliefs into practice in worship.</p>	<p>Illustrate and explain how Christians put their beliefs into practice in worship. Consider how biblical ideas and teachings about God as holy and loving might make a difference in the world today.</p>	<p>What do cathedrals show about what Christians believe about God? How do they show that Christians believe God is worth worshipping? If God were just holy, and only concerned with purity and justice, what then? If God were just loving, what then? Why might Christians argue it would be better for God to be holy or loving, or a balance of both? In which ways has this person worked against the 'seven things God hates', and in favour of their opposites?</p>	
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Computing

Selection in Physical Computing: Crumble Kits		Term: 6	Year: A
Foundations of previous learning: Programming using block-based language - Scratch Science - Electricity Year 4 and Yr 5/6 Link to DT - understand and use electrical systems, apply their understanding of computing to program, monitor and control products			
Unit Learning			
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 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 	I can create a simple circuit and connect it to a microcontroller I can program a microcontroller to make an LED switch on I can use a count-controlled loop to control outputs I can design sequences that use count-controlled loops I can design a conditional loop I can write an algorithm that describes what my model will do	I know what an infinite loop does I know that a condition is either true or false I can create a detailed drawing of my project I know how to program a microcontroller to respond to an input	Microcontroller, Crumble controller, connection, infinite loop, output component, motor, repetition, count-controlled loop components, switch, LED, Sparkle, crocodile clips, connect, battery box, program, condition Input, output, selection, condition, action, debug
	Assessment of Skills	Assessment of Knowledge	
	To write a program that included count controlled loops To use selection to direct the flow of a program To design a physical project that includes selection To test and debug my project successfully	I can explain what an infinite loop does I can explain that a loop can stop when a condition is met I can explain that a loop can be used to repeatedly check whether a condition has been met I can describe what my project will do	

DT

Shelters Key Question – How can I build a shelter to survive outside?		Term: 6	Year 6 Year B
Foundations of previous learning: KS1 – Houses Year3 / 4- Greenhouses Year 4/5 – Bridges			
Unit Learning			
NC Objective - Coverage	Skills & Knowledge		Vocabulary
<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, prototypes, pattern pieces and computer-aided design investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products 	To communicate and develop ideas by discussing, annotating diagrams To use a variety of materials and components accurately To compare the strength of square frameworks with triangular frameworks. To reinforce square frameworks using diagonals to help develop an understanding of using triangulation to add strength to a structure. To use paper tubes made from rolling sheets of newspaper diagonally around pieces of e.g. dowel. To build 3-D frameworks such as cubes, cuboids and pyramids. To demonstrate the accurate use of tools and equipment. To demonstrate skills and techniques for accurately joining framework materials together e.g. paper straws.		Reinforce Frame Durable Shelter Structure Components Purpose Strength Resistance Durability Design Annotate Criteria
	Assessment of Skills & Knowledge		
	Children to create a simple design specification to guide their thinking. Children should produce a detailed, step-by-step plan, listing tools and materials. Children’s sketches should be annotated with notes to develop and communicate their ideas. Children to model their ideas first using materials such as paper, card and paper straws Children to make their products with accuracy. Children to regularly evaluate their work <i>How will you make it stable? How will it stand up? How could you make it stronger? Where are the weak points? How could you reinforce them? What tools and materials will you need? How can you improve the design? How could each of the frameworks be reinforced and strengthened? How will it be joined? How will it be finished?</i>		

Art and Design

Strand: Collage Key question: How can a journey be represented through collage? Artist: Matthew Cusick (water collages), Selena Dixon (journey collages)		Term: 5	Year: A
Year 1 /2 What materials and techniques can we use to create a seascape/landscape? Artist:-Robin Brooks, Hope Blamire, Year 3 /4 Key question: How can we depict animals through collage? Artist: Pompeii mosaics/ Gaudi Year 4 /5 Key question: How can we use collage to create represent a person Artist: Louis Jovre			
Unit Learning			
National Curriculum Coverage	Skills	Knowledge	Vocabulary
<ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, • Know about great artists and designers in history 	<ul style="list-style-type: none"> • add collage to a painted or printed background; • create and arrange accurate patterns; • apply the techniques learnt to create own collage materials e.g. Printing on paper, zentangles on card, paint effects, pencil marks etc • use a range of mixed media; • plan and design a collage; 	<ul style="list-style-type: none"> • Know what collage is • Know about the work of chosen artists • To know the techniques of collage 	Painted, printed and drawn backgrounds. Mixed media Plan, design, create, arrange, accurate. Digital technology Different techniques, colours, textures.
	Assessment of Skills	Assessment of Knowledge	
	Are children able to: <ul style="list-style-type: none"> • Select colours /collage materials for a reason • Consider composition • Create texture • Talk about final piece of artwork • Work with accuracy 	<ul style="list-style-type: none"> • What is a collage? • Know and discuss the work of great artists • To talk about techniques that have been used. 	

History

History of Migration- The migration of people to Britain from 1066. Special focus: The Windrush Generation		Term: 5&6	Year: A
Foundations of previous learning: LKS2 The Romans Anglo-Saxons Vikings		UKS2 WW2 Houses and Homes - Chronology beyond 1066	
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 using example of change in an aspect of social history</i></p> <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. 	<p>To answer questions from make conclusions from sources of evidence.</p> <p>To identify changes, similarities and differences between periods of history</p> <p>To give some reasons why changes took place.</p> <p>To record knowledge and understanding of the past in a variety of ways using dates and historical terms appropriately.</p> <p>To order events chronologically on a timeline.</p>	<p>To know that Britain is has a long history of migration</p> <p>To know that migrants have changed the British culture</p> <p>To know key vocabulary linked to the history of migration</p> <p>To know that the past is constructed from a range of different sources</p> <p>To understand some of the similarities and differences between different periods.</p>	<p>migrant immigrant emigration refuge refugee asylum seeker economic migrant invasion conquest persecution Empire trade famine industrialisation globalization racism prejudice injustice inequality discrimination opportunities citizenship</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>I can ask questions relevant to the era.</p> <p>I can give thoughtful and considered reasons why changes occurred.</p> <p>I can find answers to my enquiries.</p> <p>I can identify similarities and differences.</p>	<p>I can create an accurate timeline of migration</p> <p>I can use appropriate historical terms.</p> <p>I can summarise key changes over time.</p> <p>I can identify changes and consequences in the migration of a group of people</p>	

PSHE





































Growing up		Term: 6 Summer 1	Year: A
Unit Learning			
Themes	Outcomes		Vocabulary
<p>This topic builds on children’s knowledge of how we grow and change, both physically and emotionally, and the types of relationships that people have. Children will learn about sexual relationships. They will also learn about positive body images and stereotypes.</p>	<p>To describe the changes that people’s bodies go through during puberty and how we can look after our changing bodies. To describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings. To recognise that many things affect the way we feel about ourselves and I understand that there is no such thing as an ideal kind of body. To understand what a loving relationship is and that there are many types of relationships. To understand what a sexual relationship is and who can have a sexual relationship. To describe the process of human reproduction, from conception to birth.</p>		<p>Reproduction Puberty Hormones Changes mood swings consent foetus</p>
	Assessment		
	<p>• name physical changes young people will experience during puberty. • describe emotional changes young people might experience during puberty. • appreciate that there is no such thing as a perfect body. • list things that all loving relationships have in common. • explain what a sexual relationship is. • understand that some infections can be passed on during sexual intercourse, but that contraception can prevent this. • explain how babies are conceived and how they are born. • identify someone they could talk to about their changing body, should they need to.</p>		

PSHE

It’s my Body!		Term: 6 Summer 2	Year: A
Unit Learning			
Themes	Outcomes		Vocabulary
<p>In this unit of work, children will learn about how to take care of their bodies. This will involve learning about consent and autonomy, learning about body image and stereotypes and learning about substances which are harmful to our bodies. Children will also learn about the importance of sleep, exercise and hygiene. Lessons will explore the things that influence the way people think about their bodies, where different pressures can come from and how these pressures can be resisted. Throughout the unit, children will be encouraged to consider the choices they have, healthy habits that can benefit us all and how to seek support should they need to.</p>	<p>To know that my body belongs to me and that I have control over what happens to it. To understand why getting enough exercise and enough sleep is important. To understand how to take care of my body To understand the harmful effects of using drugs, including alcohol and tobacco. To understand what a positive body image is To make informed choices in order to look after my physical and mental health.</p>		<p>Self-image Body image Self esteem Changes Puberty Physical Emotional Teenager</p>
	Assessment		
	<p>All children should be able to... • understand that they can choose what happens to their own bodies; • know where and how to get help if they are worried; • understand the importance of sleep, exercise and healthy eating; • identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies; • identify positive aspects about themselves; • discuss the choices related to health that</p>		

	they make each day; • identify choices that will benefit their health and provide a 'balanced lifestyle'; • identify ways to protect their bodies from ill health.	
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French

Language Angels – At school		Term: 6 Summer 1	Year: A																																							
Foundations of previous learning: LKS2 Y3 – Our school. Y4/5 - Time Travelling, School Life																																										
Unit Learning																																										
NC Objective - Coverage	Skills and Knowledge	Vocabulary																																								
<ul style="list-style-type: none"> To understand basic grammar rules to build sentences in the context of saying where characters are standing in the classroom. To read carefully and show understanding of words, phrases and simple writing, in the context of describing the positions of objects. To speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of subjects studied at school. To engage in conversations; ask and answer questions, in the context of a Maths/French Lesson. 	In this unit the children will be introduced to twelve new nouns with their indefinite articles/determiners for key classroom objects. They will also start to integrate previously learnt language such as the high frequency first person irregular verb j'ai (I have), alongside newly acquired language such as dans ma trousse (in my pencil case) or dans mon sac à dos (in my rucksack). Together with the negative structure je n'ai pas de (I do not have) and an awareness of the possessive adjective in French, pupils will be able to describe what they have/do not have in their pencil cases and school bags by the end of the unit. There will also be a focus on asking the questions as well as answering them.	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>French</th> <th>English</th> </tr> </thead> <tbody> <tr> <td></td> <td>un livre</td> <td>a reading book</td> </tr> <tr> <td></td> <td>un cahier</td> <td>an exercise book</td> </tr> <tr> <td></td> <td>un crayon</td> <td>a pencil</td> </tr> <tr> <td></td> <td>un stylo</td> <td>a pen</td> </tr> <tr> <td></td> <td>un taille-crayon</td> <td>a sharpener</td> </tr> <tr> <td></td> <td>un sac à dos</td> <td>a rucksack</td> </tr> <tr> <td></td> <td>une calculatrice</td> <td>a calculator</td> </tr> <tr> <td></td> <td>un bâton de colle</td> <td>a glue stick</td> </tr> <tr> <td></td> <td>une règle</td> <td>a ruler</td> </tr> <tr> <td></td> <td>une gomme</td> <td>a rubber</td> </tr> <tr> <td></td> <td>une trousse</td> <td>a pencil case</td> </tr> <tr> <td></td> <td>des ciseaux</td> <td>a pair of scissors</td> </tr> </tbody> </table>			French	English		un livre	a reading book		un cahier	an exercise book		un crayon	a pencil		un stylo	a pen		un taille-crayon	a sharpener		un sac à dos	a rucksack		une calculatrice	a calculator		un bâton de colle	a glue stick		une règle	a ruler		une gomme	a rubber		une trousse	a pencil case		des ciseaux	a pair of scissors
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	Assessment of Skills and of Knowledge I can repeat, remember and attempt to spell most of the 12 classroom objects in French with their correct indefinite article/determiners <ul style="list-style-type: none"> I am able to change the word for 'a' before a classroom object to the correct word for 'my' when I am shown a few examples first and reminded what the options are. I can recall in spoken and written form what I have and do not have in my pencil case. 																																									

Music

Charanga – Classroom Jazz 2		Term: 5 /6	Year: A
Foundations of previous learning: Previous units from Charanga			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <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 interrelated dimensions of music listen with attention to detail and recall sounds with increasing aural memory 	<p>Listen and appraise: To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style. ● Talk about the music and how it makes you feel.</p> <p>Singing: 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 follow a leader when singing. ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being ‘in tune’.</p> <p>Playing: Play a musical instrument with the correct technique within the context of the Unit song. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader.</p> <p>Improvisation: Improvise using instruments in the context of a song to be performed</p> <p>Composition: Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Performance: choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them</p>	<p>Listen and Appraise: To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>Singing: Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice</p> <p>Playing: To know and be able to talk about: ● Different ways of writing music down – e.g. staff notation, symbols ● The notes C, D, E, F, G, A, B + C on the treble stave</p> <p>Improvisation: To know and be able to talk about improvisation:</p> <p>Composition: To know and be able to talk about: ● A composition: music that is created by you and kept in some way. ● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure ● Notation: recognise the connection between sound and symbol</p> <p>Performance: To know and be able to talk about: ● Performing is sharing music with other people, an audience</p>	<p>Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p>
	Assessment of Skills	Assessment of Knowledge	

<ul style="list-style-type: none"> • 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 	<p>Identify the piece's structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3. • Identify instruments/voices: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax). • Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture.</p>	<p>Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal puls</p>	
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PE

Athletics- Twinkl Year 6		Term: 5	Year 5/6 Year A
<p>Foundations of previous learning: KS1 National Curriculum Aims - Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Developing existing running, jumping and throwing skills as well as learn new skills. Running for speed and endurance as well as recapping on relay running, including the baton exchange and running over hurdles. Achieving personal best in the standing long jump, triple jump and vertical jump and will be involved in setting up various jumping</p>	<ul style="list-style-type: none"> • Practise and refine fundamental movement skills needed for athletics. • Work as a team to competitively perform a sprint relay • Control running pace over a range of distances • Refine hurdling technique. • Practise and refine jumping techniques. • Throw for distance using a heave throw technique. 	<p>Know the correct techniques for athletics Understand what athletics involves and know aims of disciplines taught Understand and use tactics</p>	<p>Athletics; fundamental movement skills, running, throwing, jumping, reaction time, underarm throw. Sprint; acceleration, relay, baton, baton exchange, changeover zone, down sweep</p>
	Assessment of Skills	Assessment of Knowledge	

<p>activities, including measuring the jumps. Learn the technique for the overhead heave throw and will be evaluating their own and other's performances. Take part in individual, paired and group activities and games.</p>	<p>Children can</p> <ul style="list-style-type: none"> • improve reaction speed through repetition; • use elements of the correct technique for the underarm throw, with some success; • demonstrate elements of an effective sprinting technique; • know how to pass and receive a baton using the downsweep, and use this technique with some success in a relay race; • demonstrate a degree of endurance and stamina to be able to run for longer distances; • understand how to pace themselves and can sometimes do this in a race, including speeding up at the end; • demonstrate some elements of the different jumping techniques and work hard to improve on their personal best; • use different throwing techniques for distance and accuracy. 	<p>To show knowledge of the techniques used in athletics To use these to practise and perform personal bests.</p>	<p>Middle distance, long distance, endurance, stamina, mental strength, pace, pacing, sprint, top speed, race tactics</p> <p>Hurdles, obstacles, lead leg, trail leg, stride pattern, coordination, rhythm, fluency, speed.</p> <p>Leaping, bounding, jumping, long jump, standing long jump, triple jump, standing triple jump, high jump, standing vertical jump, no jump, take off, flight, landing, pole vault.</p>
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PE

Orienteering – Twinkl Yr 6		Term: 6	Year 5/6 Year A
<p>Foundations of previous learning: Year 3/4/5 Orienteering Units</p>			
<p>Unit Learning</p>			
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</p>	<p>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;</p>	<p>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</p>	<p>communicate collaborate orienteering agility pacing compass key symbol control point</p>

<p>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"> ♣ play competitive games, modified where appropriate ♣ take part in outdoor and adventurous activity challenges both individually and within a team. 			<p>teamwork</p> <p>challenge</p> <p>course</p> <p>route</p> <p>OAA</p> <p>map</p> <p>endurance running</p> <p>navigate</p> <p>navigation</p> <p>problem solving</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>Children can:</p> <p>Demonstrate agility and endurance in a range of situations</p> <p>Read, follow and understand maps</p> <p>Collaborate and communicate effectively</p>	<p>To know what a compass is and how to use it.</p> <p>To know and understand the different features of a map including symbols, key, scale and compass directions</p>	