

First Half Term

	Art	Geography	RE	Science	Spanish	PSHE
Y5	<p>Y5 Knowledge Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product</p> <p>Drawing Draws familiar objects with correct proportions (Yr4) Use line, tone and shading to represent things seen, remembered, or imagined in three dimensions</p>	<p>Year 5</p> <p>Look for evidence of past and use by visiting the locations.</p> <p>Make field notes/observational notes about land/river features.</p> <p>Visit the local area, locate and explain the features.</p> <p>Take photographs to support findings</p> <p>Study maps past and present and to compare and contrast.</p> <p>Select a method to present the differences in transport in the area today.</p>	<p>Values: what can we learn from Christians and religion? explain connections between questions, beliefs, values and practices in different belief systems.</p> <p>recognise and explain the impact of beliefs and ultimate questions on individuals and communities.</p> <p>explain how and why differences in belief are expressed.</p> <p>suggest lines of enquiry to address questions raised by the study of religions and beliefs</p> <p>suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence</p> <p>recognise and explain diversity within religious expression, using appropriate concepts.</p>	<ul style="list-style-type: none"> • Earth and Space • To describe the movement of the Earth, and other planets, relative to the Sun in the solar system • To describe the movement of the Moon relative to the Earth • To describe the Sun, Earth and Moon as approximately spherical bodies • To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	<p>Know how to ask who someone is</p> <p>Know vocabulary for mum/dad/ brother/sister/grandma/ grandad/friend</p> <p>Know how to ask who are you</p> <p>Know parts of the face</p> <p>Hair and eye colour</p> <p>Parts of the body and simple descriptions (colour/big/small etc)</p> <p>Understand a range of familiar spoken phrases and is able to listen for specific words and phrases</p> <p>Can ask and answer simple questions and give basic information</p> <p>Pronounce familiar words and some new words accurately</p> <p>Understand simple written phrases</p> <p>Match sounds to familiar written words</p> <p>Spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood</p>	<p><u>Dreams and Goals</u></p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">I understand that I will need money to help me achieve some of my dreams</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">I can describe the dreams and goals of young people in a culture different to mine</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship</div>
Y6	<p>Y6 Knowledge Refine his/her use of learnt techniques</p> <p>Drawing Begin to develop an awareness of composition, scale and proportion in their work</p> <p>Use simple perspective in their work using a single focal point and horizon</p>	<p>Year 6</p> <p>Look for evidence of past and use by visiting the locations.</p> <p>Make field notes/observational notes about land/river features.</p> <p>Visit the local area, locate and explain the features.</p> <p>Take photographs to support findings</p> <p>Study maps past and present and to compare and contrast.</p> <p>Select a method to present the differences in transport in the area today.</p>	<p>What will make our community more respectful? (religion and beliefs) Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems</p> <p>explain some of the challenges offered by the variety of religions and beliefs in the contemporary world</p> <p>explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.</p> <p>identify the influences on, and distinguish between, different viewpoints within religions and beliefs</p> <p>interpret religions and beliefs from different perspectives</p> <p>interpret the significance and impact of different forms of religious and spiritual expression</p>	<ul style="list-style-type: none"> • I know how to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • I know how to 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 • I know how to use recognised symbols when representing a simple circuit in a diagram 	<p>Understand simple written phrases</p> <p>Match sounds to familiar written words</p> <p>Spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood</p>	<p><u>Dream and Goals</u></p> <p>Personal learning goals <i>I know my learning strengths and can set challenging but realistic goals for myself</i></p> <p>Steps to Success <i>I can work out the learning steps I need to take to reach my goal</i></p> <p>My Dream for the World <i>I can identify problems in the world that concern me and talk to other people about them</i></p> <p>Helping to Make a Difference <i>I can work with other people to help make the world a better place</i> <i>I can describe some ways in which I can work with people to help make the world a better place</i></p>

Second Half Term

	Computing	D&T	History	RE	Science	Spanish	PSHE
Y5	<ul style="list-style-type: none"> To use sequence, selection and repetition in programs using Crumble. 	<ul style="list-style-type: none"> To explore more complex electrical circuits and components. To program computers and devices to monitor changes in the environment and control their products. 	<p>World War One</p> <p>Chronological understanding Know and sequence key events that I have studied. Can use relevant terms and period labels.</p> <p>Enquiry/historical interpretation Can begin to express a choice of how to check sources using the terms secondary/primary sources. Confident explaining: primary/secondary sources. Use sources when making an argument</p> <p>Causation and change I can examine causes and results of great events and the impact on people.</p>	<p>Values: what can we learn from Christians and religion? explain connections between questions, beliefs, values and practices in different belief systems.</p> <p>recognise and explain the impact of beliefs and ultimate questions on individuals and communities.</p> <p>explain how and why differences in belief are expressed.</p> <p>suggest lines of enquiry to address questions raised by the study of religions and beliefs</p> <p>suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence</p> <p>recognise and explain diversity within religious expression, using appropriate concepts.</p>	<p>Forces</p> <ul style="list-style-type: none"> 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. 	<p>Know how to ask who someone is</p> <p>Know vocabulary for mum/dad/brother/sister/grandma/grandad/friend</p> <p>Know how to ask who are you</p> <p>Know parts of the face</p> <p>Hair and eye colour</p> <p>Parts of the body and simple descriptions (colour/big/small etc)</p> <p>Understand a range of familiar spoken phrases and is able to listen for specific words and phrases</p>	<p>Healthy Me</p> <p>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</p> <p>I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</p> <p>I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations</p> <p>I understand how the media, social media and celebrity culture promotes certain body types</p> <p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</p> <p>I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy</p>
Y6	<ul style="list-style-type: none"> To use logical reasoning to explain how some simple algorithms work using Crumble. 	<ul style="list-style-type: none"> To program computer systems and devices to control their products. To use simple electronic components. 	<p>Chronological understanding Sequence more than ten events I have studied on a timeline in relation to other studies. I know key dates, characters and events of time studied I can examine causes and results of great events and the impact on people</p> <p>Enquiry/historical interpretation Can select or confidently use primary and secondary sources to fact check/retrieve information and challenge arguments. Choose primary/secondary sources to conduct research</p> <p>Causation and change I can examine causes and results of great events and the impact on people.</p>	<p>What will make our community more respectful? (religion and beliefs) Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems</p> <p>explain some of the challenges offered by the variety of religions and beliefs in the contemporary world</p> <p>explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.</p> <p>identify the influences on, and distinguish between, different viewpoints within religions and beliefs</p> <p>interpret religions and beliefs from different perspectives</p> <p>interpret the significance and impact of different forms of religious and spiritual expression</p>	<ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro - organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics. 	<p>Can ask and answer simple questions and give basic information</p> <p>Pronounce familiar words and some new words accurately</p> <p>Understand simple written phrases</p> <p>Match sounds to familiar written words</p> <p>Spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood</p>	<p>Healthy Me STAR project delivered by local PCSO with a focus on drugs, alcohol and tobacco and the side effects.</p> <p>I can take responsibility for my health and make choices that benefit my health and well-being</p> <p>I know about different types of drugs and their uses and their effects on the body</p> <p>I understand that some people can be exploited and made to do things that are against the law</p> <p>I can recognise stress and the triggers that cause this and I understand how stress can cause alcohol and drug misuse</p>