

Standalone Science

The Circulatory System & Impact of Diet, Drugs and Exercise

National Curriculum Links

Pupils should be taught to:

- 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

Learning Outcomes

Children will be able to:

- State the three main parts of the circulatory system and describe the job of the heart.
- Describe the important jobs of the blood vessels and blood.
- Explain how heart rate is affected by exercise and understand that regular exercise is important for a healthy body.
- Discuss how diet and exercise affect the body.
- Discuss the impact of drugs and lifestyle on the way bodies function

Working Scientifically: How does exercise affect the heart rate?

Children can plan different types of scientific enquiries to answer questions, including recognising and controlling variables; recording and presenting results and reporting findings from enquiries.

Geography

Natural Disasters

National Curriculum Links

Pupils should be taught to:

- 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).
- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- 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.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Learning Outcomes

Children will be able to:

- Explore the Earth's extreme climates by investigating what climates there are on our planet and finding out about the hottest, wettest, coldest and driest places on Earth;
- Find out about the water cycle and how it works to result in different levels of rainfall in different parts of the world;
- Investigate a variety of extreme weather phenomena, such as tropical storms, floods, lightning, hurricanes and tornadoes and the effects these can have on people and the landscape;
- Explore how the Earth's surface is split up into tectonic plates and the resulting earthquakes that occur when they move;
- Find out how tsunamis are caused by earthquakes under the sea floor, focusing on the effects that tsunamis can have on an environment;
- Identify the differences between a volcano and a mountain; and
- Discover how volcanoes are formed and what happens when one erupts.



Physical Education

Spring 1: Swimming, NUF Team Games (Larch & Rowan), Invasion Games

Spring 2: Dance and Striking & Fielding

National Curriculum Links:

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate
- Develop flexibility, strength, technique, control, balance
- Perform dances using a range of movement patterns
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- Take part in outdoor challenges both individually and within a team
- Swim competently, confidently and proficiently over a distance using a range of strokes effectively
- Perform safe self-rescue in water-based situations



Extreme Earth



Topic-based English

Narrative, recounts and persuasive (*Floodland* by Marcus Sedgwick)

National Curriculum Links:

Pupils should be taught to:

Spoken language:

- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Speak audibly and fluently with an increasing command of Standard English.

Maintain positive attitudes to reading and understanding of what they read by:

- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

Understand what they read by:

- Provide reasoned justification for their views.
- Asking questions to improve their understanding.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.
- Summarise the main ideas drawn from more than one paragraph, identify key details to support the main ideas.
- Discuss their understanding of what they read and explore the meaning of words in context.

Writing - Pupils should be taught to:

Draft and write by:

- Précis longer passages.
- Noting and developing initial ideas, drawing on reading and research where necessary.
- Using a wide range of devices to build cohesion within and across paragraphs.

Evaluate and edit by:

- Assess the effectiveness of their own and others' writing.
- Proof-read for spelling and punctuation errors.
- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

Grammar and Punctuation - Pupils should be taught to:

Develop their understanding of the concepts set out in English Appendix 2 by:

- Using hyphens to avoid ambiguity.
- Using semi-colons, colons or dashes to mark boundaries between independent clauses.

Outdoor Learning Opportunities

Geography

- Use the outdoor area to explore the movements of tectonic plates and how these can cause earthquakes.
- Create volcanoes using natural materials found in the outdoor area.

Mastering English

Geography

Explanation text: Write a natural disasters survival guide.

Performance Review of Annie

Mastering Maths

Geography

Creating graphs to show temperatures and rainfall.
Read and interpret Richter scales.

Science

Create, read and interpret data from heart rate investigations.

Computing

Create, read and interpret data shown in charts.

Foreign Languages (French)



Weather Conditions, Seasons and Reports

National Curriculum Links

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.
- Engage in conversations and speak in sentence, using familiar vocabulary, phrases and basic language structures.
- Present ideas and information orally to a range of audiences.
- 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.

Learning Outcomes

Children will be able to:

- State the name of different weather conditions;
- Describe different weather conditions both orally and in writing;
- State the name of different seasons;
- Describe the weather conditions associated with each season both orally and in writing; and
- Present information digitally in the form of a weather report using Adobe Spark.

Standalone English

Exploring short stories by the same author- (*Tales from Outer Suburbia* and *The Lost Thing* by Shaun Tan)

National Curriculum Links

Pupils should be taught to:

Spoken Language:

- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Articulate and justify answers, arguments and opinions

Maintain positive attitudes to reading and understanding of what they read by:

- Participate in discussion about books, building on their own and others' ideas and challenging views courteously

Understand what they read by:

- Provide reasoned justification for their views.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
- Predict what might happen from details stated and implied; Identify how language, structure and presentation contribute to meaning
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Summarise the main ideas drawn from more than one paragraph, identify key details to support the main ideas.
- Discuss their understanding of what they read and explore the meaning of words in context

Writing - Pupils should be taught to:

Draft and write by:

- Précis longer passages;
- Composition In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- Note and develop initial ideas, drawing on reading and research where necessary
- Use a wide range of devices to build cohesion within and across paragraphs.

Evaluate and edit by:

- Assess the effectiveness of their own and others' writing.
- Proof-read for spelling and punctuation errors

Grammar and Punctuation - Pupils should be taught to:

Develop their understanding of the concepts set out in English Appendix 2 by:

- Using modal verbs or adverbs to indicate degrees of possibility
- Using passive verbs to affect the presentation of information in a sentence

Theatre Royal: Annie Performance
(09.03.23)

Religious Education

Sikhism: Beliefs and lifestyles

P4C - How far would a Sikh go for their religion?

Learning Outcomes

Children will:

- Identify the different levels of commitment shown to different things and explain these priorities.
- Make links between how Sikhs practise their religion and the beliefs that underpin this.
- Respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.
- Know the right words to describe some of the ways Sikhs show their religion is important to them.
- Make links between how Sikhs practise their religion and the beliefs that underpin this.
- Use a wide range of religious vocabulary when suggesting reasons for the differences in the ways Sikhs choose to commit to and express their religion.
- Describe some of the ways that Sikhs choose to show commitment to God.

World Religion Day (15.01.23)

Exploring Two Sikh stories and discussing the moral behind each.

Art

The Great Wave by Hokusai

Artist Study: Hokusai

National Curriculum Links

Pupils should be taught to:

create sketch books to record their observations and use them to review and revisit ideas.
Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
Give examples of great artists, architects and designers in history.

Learning Outcomes:

Children will be able to:

- Understand how key events and individuals in design have helped shape the world;
- Investigate woodblock printing and understand how it is used to create an image; and
- Evaluate their ideas against their own criteria and consider their peers' views to improve their work.
- Recall key information about the life of Hokusai and discuss the key features of his work.

Maths (White Rose Maths Hub)

Year 5 - Multiplication & Division (b), Fractions (b), Decimals & Percentages,

Perimeter & Area, Statistics

National Curriculum Links: (White Rose)

Pupils should be taught to:

- Multiply and divide numbers mentally drawing upon known facts.
- Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers.
- Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context.
- Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
- Read and write decimal numbers as fractions [for example $0.71 = \frac{71}{100}$]
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
- Read, write, order and compare numbers with up to three decimal places.
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- Round decimals with two decimal places to the nearest whole number and to one decimal place.
- Solve problems involving number up to three decimal places.
- Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.
- Solve problems which require knowing percentage and decimal equivalents and those fractions with a denominator of a multiple of 10 or 25.
- Measure and calculate the perimeter of composite rectilinear shapes in cm and m.
- Calculate and compare the area of rectangles (including squares), and including using standard units, cm^2 , m^2 estimate the area of irregular shapes.
- solve comparison, sum and difference problems using information presented in a line graph.
- complete, read and interpret information in tables, including timetables

Cooking and Nutrition

- Bread

National Curriculum Links:

Pupils should be taught to:

- 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

Learning Outcomes:

Children will:

- learn about different types of bread and the cultures and/or regions from which they originate.
- taste and describe a variety of breads.
- learn how bread can be eaten as part of a balanced diet and find out about the nutritional content of bread
- suggest some different ways in which bread can be used in meals
- design healthy meals which show understanding of a balanced diet and which include a variety of bread products
- create and make their own bread recipes and develop ideas regarding how it may be turned out, e.g. flat, plaited, as a large 'bun'.
- taste and evaluate their own bread

Maths (White Rose Maths Hub)

Year 6 - Fractions (continued) Decimals and Percentages

- Algebra, Ratio and Geometry (Position & Direction)

National Curriculum Links

Pupils should be taught to:

- Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.
- Multiply one-digit numbers with up to 2 decimal places by whole numbers.
- Use written division methods in cases where the answer has up to 2 decimal places.
- Solve problems which require answers to be rounded to specified degrees of accuracy.
- Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison.
- Recall and use equivalences between simple fractions, decimals and percentages including in different contexts.
- Use simple formulae
- Generate and describe linear number sequences.
- Express missing number problems algebraically.
- Find pairs of numbers that satisfy an equation with two unknowns.
- Enumerate possibilities of combinations of two variables
- Solve problems involving similar shapes where the scale factor is known or can be found.
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
- Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.
- Describe positions on the full coordinate grid (all four quadrants).
- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

PHRSE (Jigsaw)

Dreams & Goals

Learning Outcomes:

- I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal)
- I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these
- I can identify problems in the world that concern me and talk to other people about them
- I can work with other people to help make the world a better place
- I can describe some ways in which I can work with other people to help make the world a better place
- I know what some people in my class like or admire about me and can accept their praise

PHRSE (Jigsaw)

Healthy Me

Learning Outcomes:

- I can take responsibility for my health and make choices that benefit my health and well-being
- I know about different types of drugs and their uses and their effects on the body particularly the liver and heart
- I understand that some people can be exploited and made to do things that are against the law
- I know why some people join gangs and the risks this involves
- I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness
- I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.

Music

A New Year Carol & You've Got a Friend

Music Tuition (Sycamore)

National Curriculum Links

Pupils should be taught to:

- 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.
- Listen with attention to detail and recall sounds.
- Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.
- Use and understand staff notation.

Learning Outcomes:

- Recognise some key features of the songs and understand where classical/gospel/pop music fits into the history of music.
- Identify the structure of music listened to (verse, chorus, bridge).
- Use the interrelated dimensions of music to talk about and compare the two songs.
- Sing, play and perform New Year Carol/You've got a friend in me on recorder (using the notes of the C major scale: C,D,E,F,G,A,B,C and Eb major scale: Eb,F,G,Ab,Bb,C, D)
- Recognise the value of crotchet (1 beat), minims (2 beats) and semibreves (4 beats) notes and rests.
- Create own composition based on You've got a friend in me using crotchets, minims, semibreves choosing from the notes E,G,A, or E,G,A,C,D.



Computing

- Lemonade Stand (Excel / Google Sheets)

National Curriculum Links:

Pupils should be taught to:

- 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; identify a range of ways to report concerns about content and contact.

Learning Outcomes:

Children will be able to:

- Investigate Excel / Google Sheets and why it is used.
- Create columns, headings and formulas.
- Play a simulation game to gather data to insert in cells.
- Use Excel to create line and bar graphs to show profit/loss.

Presentation Software (Adobe Spark)

Children will be able to:

- Investigate the online presentation software Adobe Express.
- Apply their learning from French to create an Adobe Express video.
- Search and apply a suitable layout for the project.
- Search and insert pictures into the video.
- Add text and change the colour and font.
- Record and insert voiceover for the video.

Core Texts

The Lost Thing- Shaun Tan
Tales From Outer Suburbia- Shaun Tan
Floodland- Marcus Sedgewick