Autumn Term

SUBJECT	YEAR 5		YEAR 6	
English and History	**My Summer Memory** I will learn about • Different descriptive techniques. • Expectations and presentation in English lessons. *This will help me express my ideas precisely, engaging the reader. It will also enable me to share a memory from my holiday with my new teacher!*	**Secrets and Swords** I will learn about • Inferring character traits through what characters do and say. • Justifying my views with evidence. • how authors have developed characters and settings. • Assessing the effectiveness of their own and others' writing. • Use of a thesaurus to improve my description. • Adding extra descriptive clauses to improve my description. *This will help me to understand individuals better in real life, as well as characters from my reading and viewing. In addition to this, my ability to understand and use KS2 SPaG skills will improve.*	**My Teachers!** I will learn about • How to indicate degrees of possibility using modal verbs. • Homophones, morphology and etymology in spelling, as well as dictionary use. • Planning and selecting the appropriate form for my writing. • selecting appropriate grammar and vocabulary. • Writing legibly, fluently and with increasing speed. • The description of characters and settings in narratives. • Building cohesion within and across paragraphs. • Assessing the effectiveness of my, and my peers', writing. • Proof-reading for spelling and punctuation errors. • conveying complicated information concisely, using a range of techniques. *This will help me to understand that we can write for different audiences and purposes, and to do so with increasing effectiveness across the curriculum. In addition, I will read and write amusing and engaging stories.*	**How to Play Pok-ta-Pok Without Losing Your Head.** I will learn about • The ancient cities of Maya in South America. • Retrieving information from non-fiction texts. • Writing engaging, informative reports. • The religious beliefs and practices of a contrasting culture. • I will continue to improve my ability to: • Build cohesion within and across paragraphs. • Assess the effectiveness of my, and my peers', writing. • Proof-read for spelling and punctuation errors. • convey complicated information concisely, using a range of techniques. *This will help me to understand the achievements of ancient, non-European cultures and give me a background to my studies of language, geography and mathematics. I will improve my ability to retrieve information when reading texts in subjects across the curriculum.*
Maths				

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Science	**Forces and Movement** I will learn about • forces in action through my trip to Paultons Park. • How unsupported objects fall to the earth because of gravity • The effects of friction, air and water resistance and between moving objects • how gears, pulleys and levers function. • key scientists in this field, Galileo and Newton. • The different stages of planning a scientific enquiry *This will help me when I learn about inventions and inventors in English & history lessons. It will also help me understand the importance of scientific enquiries and how they impact me in the world I live in.*	**Me and My Body** I will learn about • 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 my bodily functions • How nutrients and water are transported within animals, including myself. • Planning different types of scientific enquiry *This will help me learn more about my body and how important the decisions I make now are on my future health. It will help me to recognise the health benefits of diet and exercise and how these decisions impact on my organs within the circulatory system.*
Geography	**Water, Water Everywhere** I will learn about • The water cycle in detail • How unclean water impact communities around the world • Apply map reading skills to locate rivers around the world • Understand the key features of a river system *This will help me when I begin to study changing states such as evaporation and condensation in science, as well as to develop an awareness of my role as a global citizen.*	**Near and Far** I will learn about • Rights and responsibilities, including the UNICEF rights of the child. • How to locate the world's countries, using maps to focus on Europe and the Americas. • Use fieldwork to observe, measure, record and present the human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies. *This will help me understand both my local area, and countries on different continents, as well how different living conditions can affect children's rights in different parts of the world.*
RE	**Why is the Bible an important book for Christians?** I will learn about • How The Bible is organised and the kinds of texts that go together to make it. • The importance of The Bible to Christians as a guide that helps them know right from wrong and to learn more about their God. • Parables, proverbs and psalms: what they are and how they help Christians learn from The Bible. • The way that people will find different meanings in the same Bible story. *This will help me when reading and writing about characters; studying a range of cultures and belief systems in geography, as well as when considering issues in depth during PSHCE.*	**Judaism** I will learn about • Some of the beliefs, teachings and practices of members of the Jewish faith. • How these are linked to the daily lives of Jewish people. • What it means to be part of a faith community. *This will help me develop a wider knowledge and understanding of world faiths and the importance of faith; improve my skills at researching and communicating new knowledge and develop skills of discussion, collaboration and empathy.*

Art	**What makes a picture?** I will learn about • The elements of art. • Observational drawing skills. • Basic painting skills. • The colour wheel. • The importance of drawing in proportion – using fractions and	**Greek pots** I will learn about • Greek art and patterns, while using a range of media. • Greek pottery – creating a thumb and coil pot. • Using a range of tools to manipulate clay.	**Drawing and Abstract Art** I will learn about • Observational drawing skills when observing a large still life. • Scale, positioning, use of light pencil. • Using tone to make objects appear 3D. • Creating a variety of patterns and	**Mayan Tiles and Gargoyles** I will learn about • Using a range of media to create symbols and patterns. • How to create a clay tile consisting of different layers and techniques. • The importance of creating a range of ideas, which show thought processes.

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	comparisons. • Creating an accurate portrait. *This will help me to understand what makes a good picture, how to draw from a still life, what the elements of art are and how to use paintbrushes effectively. Also, it will help me understand the importance of proportion and placement of key features, when creating a portrait drawing. These drawing skills can be used in any drawing across the curriculum.*	• Different clay moulding techniques. *This will help me develop further skills in sculpture, understand how to manipulate clay and how to create something structurally correct. I will also learn about combining different drawing media and how to use them effectively.*	textures. • Colour blending, using coloured pencils *This will help me create a detailed observation using the elements of art. It will also help me create an abstract drawing, showing a range of patterns, techniques and use of colour.*	• The history of gargoyles. • Supporting clay structures and joining clay securely. *This will help me to create my own Mayan tile. This will give me the knowledge that I need, to be able to create an effective gargoyle.*

DT*

RMT   **Can you take the stress?**

I will learn about
- Designing and making structures to take weight and meet other criteria
- Working safely in a RMT workshop and using simple hand tools and equipment correctly and safely.
- The forces which act upon structures
- Shapes which help to strengthen structures
- Designing and making to meet criteria.
- Working as part of a team and how to share tasks and ideas.
- Analysing the results of testing a range of finished products in order to improve future designs.

This will help me when I need to visualise the elements of a structure which make it work well and how it could fail, when I need to work productively as part of a team and to understand the expectations when working in RMT and prepare me with some basic skills ready for further projects in year 6, 7, 8 and beyond.

RMT   **Motoring to success**

I will learn about
- Working safely in a RMT workshop
- Using some basic hand tools and equipment correctly and safely
- Mechanisms, including gears
- Basic electronic circuits which include batteries and a switch
- The design and construction of a strong model vehicle chassis
- Manufacture and testing a product
- Basic graphics to include Logo design and the use of colour in advertising a product.
- Evaluation of a product in order to improve, to include self and peer feedback.

This will help me when I need to design, develop, make or repair products with mechanisms, electronic circuits, structures and graphic elements. It will give me the basic knowledge that I will need in order to understand concepts, techniques and technologies which will be developed further in year 7 and 8 and beyond.

RMT   **Pull that string!**

I will learn about
- Working safely in a RMT workshop and using simple hand tools and equipment correctly.
- Simple mechanisms
- Researching and gathering relevant information.
- Using existing products and images to influence design ideas.
- Using and adapting template patterns
- The importance of marking out and cutting accurately.
- Testing a product during production and adapting to improve.

This will help me when I need to work with accuracy and see how it is important when designing and making products in RMT, when I need to use research as a tool to inform and influence my work and to understand the expectations when working in RMT and prepare me with some basic skills ready for further projects in year 6, 7, 8 and beyond.

RMT   **What shape will your food be?**

I will learn about
- Vacuum forming plastics
- The properties and uses of some plastics.
- Plastics and the environment
- Food moulds, their shapes and constraints
- Making and using a mood-board to inspire design ideas
- Designing and making a former for a mould
- Working safely in a RMT workshop
- Using some basic hand tools and equipment correctly and safely
- Using a mould to shape types of food

This will help me when I need to understand how food moulds and some packaging are made and can be used. It will help me to understand about melting and reforming plastics and the environmental issues regarding this.

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Textiles — In stitches!

I will learn about
- A range of basic hand stitches and stitching techniques
- Designing within given limitations
- Using stitching and tassels as a decorative element of a textiles product
- Making tassels.
- Threading needles and tying off.
- Self-evaluation, in order to improve stitching techniques and future textiles products.

This will help me when I need to understand the expectations when working in a textiles room and prepare me with some basic skills ready for further textiles design and make projects in year 6, 7, 8 and beyond. It will also help me when I want to be able to use basic hand stitching techniques for textiles repair work or making textiles objects outside school.

Food — A slice of kitchen skill

I will learn about
- Working safely and hygienically in a kitchen.
- Using simple food preparation tools and equipment correctly.
- That foods come from different countries (availability)
- Slicing, cutting, peeling and grating
- Heating on a hob
- Grilling food
- Using a blender
- Baking in the oven
- Mixing ingredients
- Food presentation.

This will help me when I need to understand the expectations when working in a kitchen and it will prepare me with some basic skills ready for further food design and preparation in year 6, 7, 8 and beyond. It will also help me when I want to be able to prepare simple healthy snacks and drinks at home for myself and my family and friends.

Food — Healthy snacks for hungry people

I will learn about
- Working safely and hygienically in the kitchen
- Why it is important to have an awareness of healthy living.
- How to prepare healthy snacks as part of a healthy lifestyle.
- Using the design process to complete design and modification tasks in food.
- Writing a plan in advance of making.
- Using a grill
- Using a sandwich toaster
- Using the oven to cook savoury food
- Designing a healthy desert
- The importance of food presentation.
- Evaluation of my work and that of my peers in order to improve working practice and the final product.

This will help me when I need to design and make recipes for food technology in years 7 and 8 and beyond. Also, when I prepare snacks for myself, my family and friends outside of school.

Textiles — Are you sitting comfortably?

I will learn about
- Making a decorative, soft cushion.
- Researching to find relevant information and using this to inform/influence design ideas
- Analysing existing products to inform good choices in my own work
- Designing within the constrictions of the criteria
- Creating and using templates
- Techniques for pinning fabric correctly
- Using decorative hand stitching to secure fabrics
- Tacking stitch
- Using a sewing machine to join fabrics (straight runs and turning corners)
- Evaluation of my work and that of my peers in order to improve working practice and the final product.

This will help me when I need to use and build on any of these skills for future textiles work at school or at home, in years 7 and 8 and beyond.

Music

Out of Africa
I will learn about
- How to perform different rhythmic patterns.
- Different African drumming techniques.

Everybody's Talking 'Bout.. Pop Music
I will learn about
- Reading basic music notation
- Vocal control and technique
- Structure and transition

Polys and Patterns
I will learn about
- Creating different call and response and riff patterns.
- Creating a polyrhythm.
- Improvise using interrelated

We Will Rock You
I will learn about
- Reading and interpreting music notation.
- Developing vocal control and timing skills.

	• How to development timing skills. • Collaboration and self/peer assessment. *This will help me… Understand the expectations of how to work sensibly and effectively in the music department. These skills could also be used to help development instrumental control, accuracy and fluency, which will help prepare me for future music modules.*	*This will help me… Understand how to interpret basic music notation from sheet music to a specific instrument. These skills can also make me aware of how to sing, with control, from the diaphragm. This unit will also allow me to understand and identify the differences between structural sections in pop music.*	dimensions of music. • Creating, structuring and performing an African drumming composition. • Collaboration and peer/self-assessment. *This will help me… Understand the basic principles of how to create and notate percussive music. These skills will allow me to understand the basic approach to improvisation, which will help me to effectively prepare for future modules. Based on good practice and routine, my self-assessment and feedback will be more accurate, clearer and more efficient.*	• Developing collaboration and group performance skills. *This will help me… Develop and improve my notation, timing and instrumental skills. These skills will allow me to work more effectively as part of group and realise the aspects of a good band performance with varying instruments.*

PE*

	SAQ and Multi skills	SAQ and Multiskills
	I will learn about • Basic Movement patterns • Exercises that develop fluency and efficiency of movement • Exercises that will develop proficiency in one of the 6 focus health related fitness areas • Collaboration and self/peer assessment *This will help me become a move efficient and fluent mover, which will enable me to be more involved in games and sports later in the year and the following years. These skills could be used to refine movement techniques and improve on elements of fitness. I will also have the opportunity to work alone and in small groups with some emphasis placed upon assessment, feedback and the need for specific information. The program is designed for individual progression at all levels but also has the opportunity for competition.*	I will learn about • Development of the basic movement patterns and begin to combine. • More exercises that develop fluency and efficiency of movement with increased speed and co-ordination • Exercises that will develop proficiency in one of the 6 focus health related fitness areas with a stronger focus on timing and technique. • Collaboration and self/peer assessment *This will help me…master the basic movement skills and begin to increase speed to a base of good technique. I will be able to perform these skills in isolation efficiently from the formation of good habits. My self-assessment and feedback will be more accurate, clearer and more efficient. I will start to understand how these movement skills can be used to improve my individual performance in sports but also how I can improve one of the 6 areas of HRF that we have identified.*

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Indoor athletics

I will learn about
- Developing ability to improve performance in activities that involve speed and stamina.
- Investigate the techniques required to be successful at throwing and jumping in isolation.
- Begin to implement some of the skills and techniques learnt in the SAQ/Multi skills in a sports specific action.

This will help me to develop my skills in some of the 6 components of health related fitness that we have identifies. This unit will allow me to compete to my maximum and give me the opportunity to take on individual challenges. This topic will also help me to begin to develop the knowledge of how some skills can be transferred form one sport to another.

Indoor athletics

I will learn about
- Continue to developing the ability to perform accurately in activities that involve speed and stamina.
- Develop the techniques required to be successful at throwing and jumping in isolation.
- Develop a deeper knowledge of the type of type of fitness required for each event.
- Measuring distances and comparing times.

This will help me… continue to develop my skills in some of the 6 components of health related fitness that we have identified. This unit will allow me to compete to my maximum and give me the opportunity to take on individual challenges. This will also enable me to compete against a personal target. This topic will also help me to begin to develop the knowledge of what activities I could do to improve on my scores. I will also have the knowledge of where I can go outside of school to develop my skills and interest further.

Netball/Football/Tag Rugby

I will learn about
- Basic principles of passing/receiving and moving, with and without the ball.
- Individual skills in attacking and defending
- Strategies that would increase success in attacking and defending.
- The rules of the games and the roles of officials

This will help me to be fully engaged with team games and have the confidence to be physically active within the games. This unit will help me understand the need for rules and officials to implement the rules. I will also have the opportunity to work as part of a team and begin to look at the different roles that are needed to make a successful team.

Netball/Football/Tag Rugby

I will learn about
- Developing the basic principles of passing/receiving and moving, with and without the ball and begin to improve speed, timing and distances.
- Individual and small team skills in attacking and defending
- Develop strategies that would increase success in attacking and defending and be able to explain why.
- The more specific rules of the games and the roles of different officials

This will help me…. Continue to be fully engaged with team games and have the confidence to be physically active within the games. This unit will help me understand the more specific rules for each age and begin to play the small sided games with more realism. I will also have the opportunity to take on different roles within a team and develop an understanding of more than one position. I will also have the knowledge to know where I can take my interest further outside of school.

French	

Putting the Flags Out!

I will learn about
- Colours and how their spelling changes according to the noun they are describing.
- Shapes
- How to describe the position of a shape on a flag.
- How to say which country a flag is from.
- How to give my opinion about particular flags.
- Where the adjectives of size and colour go in the sentence.

This will help me to describe the shape, size and colour of various objects, as well as identify flags from other countries.

In Town

I will learn about
- The differences and similarities about French and English towns.
- Asking the way to a place in the town and understanding the directions.
- Prepositions and how I can use them to describe the location of a place.

This will help me to visit a new town and locate various different places.

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ICT	E-safety & Digital Citizenship	Programming	Ready, Programmer One?	Intelligent Design
	I will learn about • keeping myself safe when using the internet. • Creating strong passwords to keep my information safe. • What behaviours make a good 'digital citizen'? • How to avoid SPAM communication. • Why we can't trust everything we see on screen. • Think about the language I use when communicating via the internet. *This will help keep my private information protected and to make the internet a safe and fun place to spend time.*	I will learn about • editing and producing algorithms to solve problems. • Identify bugs (errors) within a program. • Use coding instructions in a sequence to achieve a basic goal. • Control visual elements using a set of instructions. • Create animations using REPEAT and FOREVER loops. • Use IF statements to make choices • Program input devices to control visual elements in a program. *This will help me to begin to use the 4 strands of Computational Thinking to achieve objectives*	I will learn about • How to use a new toolset to apply basic programming skills. • How to program behaviours using IF/ELSE commands. • How to change behaviours of our programmes based on specific conditions. • How to use programming skills and new toolset to design a game. *This will help me to understand how fundamental programming features can be applied to a variety of programming platforms.*	I will learn about • How to manage and use multimedia elements. • How to use a range of formatting tools to edit. • How to source new elements from the internet safely and input them into our designs. • To use software interfaces to arrange elements in an appropriate layout. • Why using a computer for design is advantageous. *This will help me to understand why computers are often used to produce design work: from initial sourcing of material, through to editing, formatting and arrangement into a design that meets an objective.*
PSHCE	**New Beginnings** I will learn about • Rights Respecting Schools • What it means to be a part of a community • Making new friends • Setting targets *This will help me settle into my new school and understand the rights of a child around the world to allow me to become a Global Citizen.*			
Skill Learning	**GROUP WORK** • **Respect** others' ideas, even if you don't agree. • Everyone participates; no-one dominates. • Use supplies and time **responsibly**. • Focus on the learning. • Be **resilient** if other people disagree. • **Reciprocate**.			

*Taught in units in rotation across the year.