

Willows Curriculum Coverage for St Paul's Curriculum 2021-2022

Key – Big Question, Christian and British Values in Action, Enrichment and Entitlement Main focus Key skills

Term	English	Maths	Science	History & Geography Main focus	RE & PSHE	PE	Art, DT & Music
<p>Autumn Term 1</p> <p><i>How Vicious were the Vikings?</i></p>  <p>Christian Value Generosity</p>  <p>British Value Rule of Law</p> <p>Rights Respecting School</p> <p>International Day of Democracy 21st September 21</p> <p>Articles – 2, 12, 28 and 29</p> <p>Black History Month October 2021</p> <p>Articles 2, 8 and 30</p> <p>World Mental Health Day 10th October 21</p> <p>Article 24</p>	<p>Historical Narrative</p> <p>Main Text - Viking Boy by Tony Bradman</p> <p>Information Text (Cross Curricular – History)</p> <p>The 3 Sisters</p> <p>Performance Poetry</p> <p>Guided reading Text- Viking Boy by Tony Bradman</p>	<p>Maths</p> <p>Number and Place Value Decimals and Fractions Mental and Written Addition Mental and Written Multiplication 2d Shape Mental and Written Subtraction</p> <p>Computing E-safety 1 week</p> <p>Unit 5.1 Coding 6 weeks Coding breakdown *Review Previous coding – Year 5 Lesson 1 *Simulating a physical system – Year 5 Lesson 2 * Creating a game with a score and timer – Year 5 Lessons 4 and 5 *The Launch Command – Year 5 Lesson 6 *Using User Input – Year 6, Lesson 4 Programs- 2Code</p> <p>Unit 5.2 Online safety 3 weeks (Complete 1 week and then carry 2 weeks over to next half term) Programs- 2Publish Plus, writing templates, Display boards, 2Connect (mind map)</p>	<p>Science</p> <p>Unit: Forces – Effects on Movement Y5</p> <p>Knowledge &Conceptual understanding</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>Working Scientifically</p> <ul style="list-style-type: none"> •Exploring falling paper cones or cup-cake cases. •Designing and making [exploring] a variety of parachutes. •Carrying out fair tests to determine which designs are the most effective. •Exploring resistance in water by making and testing boats of different shapes. •Design and make [create/invent/design] artefacts that use simple levers, pulleys, gears and/or springs and explore their effects. 	<p>History</p> <p>Vikings- Continue in Autumn 2.</p> <p>What was life like in Britain before the Vikings? How could the Anglo-Saxons have stopped the invasion from the Vikings? Who was King Alfred and why was he 'great'? How did the long ship support the Viking invasion? Why did the Vikings invade Britain? What was Danelaw? Where did they settle and how did they live? What did they achieve that has had a lasting impact on how we live now?</p> <p>Vikings and Anglo Saxon: struggle for the kingdom of England to the time of Edward the Confessor, including crime and punishment. Explain how parliament affects decision making in England</p> <p>How did England become a unified country?</p> <p>Use a wide range of sources as a basis for research to answer questions and to test hypotheses</p> <p>Regularly address and sometimes devise historically valid questions about change and continuity, cause and consequence, similarity and difference, and significance. Ask questions such as, 'How did life change..?' 'Why do we remember..?' 'Why do people disagree..?'</p> <p>Recognise how our knowledge of the past is constructed from a range of different sources</p> <p>Give some reasons for contrasting arguments and interpretations of the past. Ask, 'Why have different stories been told about..?'</p> <p>Describe the results of historical events, situations and changes e.g. the impact on people's lives</p> <p>Evaluate sources and make inferences Choose relevant sources of evidence to support particular lines of enquiry</p>	<p>RE</p> <p>Buddhism</p> <p>Who was Siddhartha Gautma? What do we mean by a 'good' life? What are the four noble truths? What is the eight fold path? What festivals do Buddhists celebrate? Why do Buddhists meditate? What is life like in a Buddhist Monastery? Who is the Dalai Lama? Where do I find happiness? How do I cope with the bad aspects of life? What does a 'good' life mean to me? What ingredients are needed for a good life? What makes us truly happy? What is true contentment? What does contentment look like? What can we do to improve the quality of our lives?</p> <p>PSHE</p> <p>Right of the Child- Rights respecting school:</p> <ul style="list-style-type: none"> -Understand that classroom rules help everyone to learn and be safe; -Explain their classroom rules and be able to contribute to making these -Devise Class Charter -Introduce RRS 	<p>PE</p> <p>Indoor: Invasion games</p> <p>Outdoor: Net/Wall Core task 1 - Badminton</p>	<p>Art</p> <p>British Art:</p> <p>Painting Landscapes Study of the work of Joseph William Turner Georgia O Keefe Ken Done Claude Monet David Hockney</p> <p>Painting – Watercolour Pencil Drawing Perspective of the landscape Colour and Texture</p> <p>Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and colour mixing Mix and Match colours to create light and atmosphere Be able to identify and work with complimentary and contrasting colours.</p> <p>DT - Food</p> <p>Make a Viking Pottage and bread</p> <p>Prepare a mostly savoury dish using own selection of ingredients, taking</p>

				<p>Recognise that some events, people and changes are judged as more historically significant than others</p> <p> British Value</p> <p>Rule of Law – what rules do we have that are the same and/or different to the Vikings? How are people punished now? Then? Jorvik Viking centre subsidised by the enterprise day?</p> <p>Geography Locate and map journeys. Types of settlement and land use. Distribution of natural resources.</p>			<p>into account nutritional properties</p> <p>Weigh and measure using scales</p> <p>Select and prepare food for a purpose</p> <p>Know where and how ingredients are grown</p> <p>Music Livin' on a prayer (Y5)</p>
<p>Autumn Term 2 <i>How Vicious were the Vikings? Continued.</i></p> <p> Christian Value Courage</p> <p> British Value Individual Liberty</p> <p>Rights Respecting Schools</p> <p>International Children's Day 20th November 21 Articles 1 and 4</p> <p>Anti – Bullying Week Monday 15th – Friday 19th November Articles 2, 12 and 19</p>	<p>(Science Fiction) Main Text -Cosmic by Frank Cotterall Boyce</p> <p>Biography Katherine Johnson</p> <p>Poems with Figurative Language (2 Weeks)</p> <p>When I'm an Astronaut The Moon Moonlight Children of The Sun</p> <p>Guided Reading- Hidden Figures by Margot Lee Shetterley (Biography)</p>	<p>Maths Mental and Written Division Fractions Percentages and Calculating Fractions Angles Pie Charts Perimeter and Mass Area</p> <p>Computing Unit 5.2 Online safety 3 weeks (Complete the 2 weeks carried over from last half term) Programs- 2Publish Plus, writing templates, Display boards, 2Connect (mind map)</p> <p>Unit 5.3 Spreadsheets 5 weeks Programs- 2Calculate</p>	<p>Science Unit: Light and Astronomy -Earth and Space Y5</p> <p>Knowledge &Conceptual understanding</p> <ul style="list-style-type: none"> •Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. •Describe the movement of the Moon relative to the Earth •Describe the Sun, Earth and Moon as approximately spherical bodies •Use the idea of the Earth's rotation to explain day and night. <p>Working Scientifically</p> <ul style="list-style-type: none"> •Comparing the time of day at different places on the Earth through internet links and direct communication. •Creating simple models of the solar system. •Constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day. •Finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks. 	<p>History- continue with Vikings.</p> <p>Geography Scandinavia Compare and contrast Lancashire with an area of Scandinavia.</p> <p>Locate Scandinavia's countries and major cities on a world map Explore the climate and weather of Scandinavia Explore the physical geography of Scandinavia Explore the human geography of Scandinavia Investigate Tourism in Scandinavia Explain how a location fits into its wider geographical location with reference to human and economical features. Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p> <p>Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. Relate different maps to each other and to aerial photos. Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. Choose the most appropriate map/globe for a specific purpose.</p>	<p>RE Christianity- Incarnation Was Jesus the Messiah?</p> <p>PSHE Me and My relationships How can I be a good friend?</p> <ul style="list-style-type: none"> -Explain what collaboration means; -Give examples of how they have worked collaboratively; -Describe the attributes needed to work collaboratively. -Explain what is meant by the terms negotiation and compromise; -Describe strategies for resolving difficult issues or situations. -Demonstrate how to respond to a wide range of feelings in others; -Give examples of some key qualities of friendship; -Reflect on their own friendship qualities. -Identify what things make a relationship unhealthy; 	<p>PE Indoor: Gymnastics</p> <p>Outdoor: Invasion games – Ultimate Frisbee</p>	<p>Art Peter Thorpe – Space Artist</p> <p>Mixed Media Art Paint / Oil Pastel Combining colour with texture Accurately depict a light - source within artwork What is abstract art?</p> <p>Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and colour mixing Mix and Match colours to create light and atmosphere Be able to identify and work with complimentary and contrasting colours.</p>

				<p>Follow routes on maps describing what can be seen.</p> <p>Interpret and use thematic maps. Understand that purpose, scale, symbols and style are related.</p> <p>Recognise different map projections. Identify, describe and interpret relief features on OS maps.</p> <p>Use six figure coordinates</p>	<p>-Identify who they could talk to if they needed help.</p> <p>-Identify characteristics of passive, aggressive and assertive behaviours;</p> <p>-Understand and rehearse assertiveness skills.</p> <p>-Recognise basic emotional needs, understand that they change according to circumstance;</p> <p>-Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</p> <p>-Understand that online communication can be misinterpreted;</p> <p>-Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</p>		<p>Design and Technology</p> <p>Christmas Cards with Moving Parts CAMS / Mechanisms</p> <p>Music Classroom Jazz 1 (Y5)</p>
<p>Spring Term 1 <i>Is it now a race to save our Rainforests?</i></p> <p> Christian Value Perseverance</p> <p> British Value Mutual Respect</p> <p>Rights Respecting Schools</p> <p>World Religion Day January 16th 2022 Articles 2, 14 and 30</p> <p>Holocaust Memorial Day 27th January 2022 Articles 2, 19, 37 and 39</p> <p>LGBTB+ History Month February 2022 Articles 2 and 13</p>	<p>4 Weeks (Stories from other Cultures Theme)</p> <p>The Explorer by Katherine Rundell</p> <p>(Newspaper Report / Magazine Article) (1week) David Attenb- Scientists who made History</p> <p>Persuasive Letter</p> <p>Speaking and Listening debate</p> <p>When might deforestation be necessary?</p>	<p>Maths Coordinates Sequencing and Counting Translation and Reflection Temperature, Negative numbers and Mean Fractions Mental and Written Division Mental and Written Multiplication</p> <p>Computing E-safety 1 week</p> <p>Unit 5.4 Databases 4 weeks Programs- 2Question, 2Investigate.</p> <p>Unit 5.5 Game creator 5 weeks (<i>Start unit and complete week 1 and then carry over to next half term</i>) Programs- 2DIY 3D.</p>	<p>Science Unit: Environment – Observing life cycles Y5</p> <p>Knowledge &Conceptual understanding</p> <ul style="list-style-type: none"> ·Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. ·Describe the life process of reproduction in some plants and animals. ·Name, locate and describe the functions of the main parts of reproductive system of plants. <p>Working Scientifically</p> <ul style="list-style-type: none"> ·Observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world ·Asking pertinent questions. ·Suggesting reasons for similarities & differences [grouping and classifying]. ·They might try to [explore] grow new plants from different parts of the parent plant, for e.g., seeds, stem & root cuttings, tubers, bulbs. ·Observe changes in an animal over a period of time (for example, by hatching & rearing chicks). 	<p>Geography Rainforests/deforestation.</p> <p><i>How can we affect our world for the better?</i></p> <p>Is climate change affecting the world? What is climate change? Why did it start? What can we do to stop it?</p> <p>DEBATE: WHEN MIGHT DEFORESTATION BE NECESSARY? (CROSS CURRICULAR WRITING)</p> <p>Climate change - Rainforests and deforestation.</p> <p>Answer questions by using a map. Use maps, aerial photographs, plans and e-resources to describe what a locality might be like.</p> <p>Locate the world’s countries, using maps to focus on Europe and North and South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Explain how a location fits into its wider geographical location referring to human and economical features.</p>	<p>RE Christianity- Gospel What would Jesus do?</p> <p>PSHE Keeping myself safe. How can I keep myself safe?</p> <ul style="list-style-type: none"> -Explain what a habit is, giving examples; -Describe why and how a habit can be hard to change -Recognise that there are positive and negative risks; -Explain how to weigh up risk factors when making a decision; -Describe some of the possible outcomes of taking a risk. -Demonstrate strategies to deal with both face-to-face and online bullying; -Demonstrate strategies and skills for supporting others who are bullied; -Recognise and describe the difference between online and face-to-face bullying. 	<p>PE Indoor: Gymnastics</p> <p>Outdoor: Swimming</p>	<p>Art Drawing</p> <p>Drawing animals of the rainforest in pencil Painting animals of the Rainforest Design, make, print and experiment with colour using Styrofoam templates</p> <p>Explain why I have used different tools to create art.</p> <p>Explain why I have chosen specific techniques to create my art.</p> <p>Create printing blocks by simplifying an initial idea</p> <p>Use relief or impressed method</p> <p>Create prints with 3 overlays</p>

	<p>(1week) Poems with a Structure</p> <p>Poetry: Rainforest Poems</p> <p>Guided Reading- The Explorer by Katherine Rundell</p>		<p>Comparing how different animals reproduce and grow.</p>	<p>Identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles.</p> <p>Explain how time Zones work and calculate time differences around the world.</p> <p>History How was propaganda used to influence people's decisions regarding deforestation?</p> <p>Identify and explain propaganda; describe the features of historical events and period of life from the periods studied.</p> <p>Describe the results of historical events, situations and changes e.g. the impact on people's lives</p> <p>Evaluate sources and make inferences Choose relevant sources of evidence to support particular lines of enquiry</p> <p>Recognise that some events, people and changes are judged as more historically significant than others</p> <p>Spiritual experience: watch a clip showing the destruction caused by climate change: ice bergs melting, polar bears searching for food etc. Consider the sadness and far-reaching implications of this for God's world.</p> <p>PSHE link:</p>	<p>-Recognise which situations are risky; -Explore and share their views about decision making when faced with a risky situation; -Suggest what someone should do when faced with a risky situation. -Define what is meant by a dare; -Explain why someone might give a dare; -Suggest ways of standing up to someone who gives a dare. -Reflect on what information they share offline and online; -Recognise that people aren't always who they say they are online; -Know how to protect personal information online. -Understand some of the complexities of categorising drugs; -Know that all medicines are drugs but not all drugs are medicines; -Understand ways in which medicines can be helpful or harmful and used safely or unsafely. -Understand the actual norms around smoking and the reasons for common misperceptions of these. -identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; -Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</p>		<p>Work into prints with a range of media</p> <p>Design and Technology - (Structures)</p> <p>Build a shelter for the Yanomami Tribe</p> <p>Use correct terminology for tools, materials and processes</p> <p>Create a shell or frame structure</p> <p>Join materials using appropriate methods</p> <p>Stiffen and reinforce structure</p> <p>Music Make you feel my love (Y5)</p>
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				<p>Local and Global issues</p> <ul style="list-style-type: none"> -To make pupils aware of ecological problems and their own responsibility towards the environment. -To raise awareness of local, national and global organizations concerned with social and environmental issues. -Pupils to explore sustainable living and its impact on the global community. 			
<p>Spring Term 2</p> <p><i>What is a biome?</i></p>  <p>Christian Value Compassion</p>  <p>British value Individual Liberty</p> <p>Rights Respecting School</p> <p>World Book Day 3rd March 2022</p> <p>Articles 17, 29 and 31</p> <p>International Women's Day March 8th 2022</p> <p>Articles 2 and 8</p> <p>International Day for the Elimination of Racial Discrimination March 22nd 2022</p> <p>Articles 2, 8 and 30</p>	<p>Detective / Crime Theme</p> <p>5 weeks</p> <p>Stormbreaker by Anthony Horowitz</p> <p>Instructional Writing</p> <p>Explanation Texts (Design a gadget for an M15 agent and explain how it works)</p> <p>Guided Read- Stormbreaker by Anthony Horowitz</p>	<p>Maths</p> <p>Mental and Written Addition and Subtraction</p> <p>Measures</p> <p>Area, Perimeter and Volume</p> <p>2d and 3d Shape</p> <p>Statistics</p> <p>Line Graphs and Pie Charts</p> <p>Computing</p> <p>E-safety</p> <p>1 week</p> <p>Unit 5.5</p> <p>Game creator</p> <p>4 weeks (<i>weeks 2-5 to complete this week</i>)</p> <p>Programs- 2DIY 3D.</p>	<p>Science</p> <p>Unit: Animals – Exercise, health and the Circulatory system Y6</p> <p>Knowledge &Conceptual understanding</p> <ul style="list-style-type: none"> ·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 (in the long term and short term). ·Describe the ways in which nutrients and water are transported within animals, including humans. <p>Working Scientifically</p> <ul style="list-style-type: none"> ·Exploring the work of scientists and Scientific research about the relationship between diet, exercise, drugs, lifestyle and health. 	<p>Geography- rainforests</p> <p>Biomes</p> <p>Key Questions: What is a Biome? Are all Biomes equally fragile?</p> <p>What are the Earth's Biomes? Where are the Earth's Biomes? What effects an eco – system? What is the Tundra? What is the Taiga? What are the Grasslands? How are Biomes being damaged? How are Biomes being protected and preserved?</p> <p>Cross Curricular Writing –</p> <p>Are all Biomes equally fragile?</p> <p>☑ Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.</p> <p>Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes.</p> <p>History</p> <p>How has the rainforest changed? What has had an impact on the rainforests over time?</p> <p>Significant Figure - David Attenborough</p>	<p>RE</p> <p>Christianity- Salvation</p> <p>What did Jesus do to save human beings?</p> <p>PSHE</p> <p>Rights and responsibilities</p> <p>What are my rights and responsibilities as a British and a Global citizen?</p> <ul style="list-style-type: none"> -Identify, write and discuss issues currently in the media concerning health and wellbeing; -Express their opinions on an issue concerning health and wellbeing; -Make recommendations on an issue concerning health and wellbeing. -Understand the difference between a fact and an opinion; -Understand what biased reporting is and the need to think critically about things we read. -Define the differences between responsibilities, rights and duties; -Discuss what can make them difficult to follow; -Identify the impact on individuals and the wider community if responsibilities are not carried out. 	<p>PE</p> <p>Indoor:</p> <p>Striking & Fielding</p> <p>Core task 1</p> <p>Outdoor:</p> <p>Swimming</p>	<p>Art</p> <p>Portraits</p> <p>Artist Study</p> <p>Frída Kahlo</p> <p>Produce increasingly accurate sketches of humans and animals</p> <p>Paint</p> <p>Pencil</p> <p>Collage</p> <p>3d Insect Models</p> <p>Shape, form, model and construct from observation or imagination</p> <p>Use recycled, natural and man made materials to create sculptures</p> <p>Music</p> <p>Fresh Prince of Bel Air (Y5):</p> <p>Hip Hop</p> <p>Option to make up own rap or words to the existing rap, that could link to any</p>

				<p>Create Wildlife Documentaries</p> <p>Describe the results of historical events, situations and changes e.g. the impact on people's lives</p> <p>Evaluate sources and make inferences Choose relevant sources of evidence to support particular lines of enquiry</p> <p>Recognise that some events, people and changes are judged as more historically significant than others</p>	<p>-Explain what we mean by the terms voluntary, community and pressure (action) group;</p> <p>-Give examples of voluntary groups, the kind of work they do and its value.</p> <p>-State the costs involved in producing and selling an item;</p> <p>-Suggest questions a consumer should ask before buying a product.</p> <p>-Define the terms loan, credit, debt and interest;</p> <p>-Suggest advice for a range of situations involving personal finance.</p> <p>-Explain some of the areas that local councils have responsibility for;</p> <p>-Understand that local councillors are elected to represent their local community.</p>		<p>topic in school, graffiti art, literacy, breakdancing and 80s Hip hop culture in general.</p> <p>Pulse, rhythm, pitch, tempo, dynamics</p> <p>Explore the link between sound and symbol.</p> <p>Explore and create own responses and rhythms.</p> <p>Performance for Parents</p>
<p>Summer Term 1</p> <p>What the Dickens was life like in the Victorian Age?</p> <p></p> <p>Christian Value Forgiveness</p> <p></p> <p>British Value Tolerance and Rule of Law</p> <p>Rights Respecting School</p> <p>Mental Health Awareness Month</p> <p>May 2022</p> <p>Article 24</p>	<p>Historical Texts Street Child - By Berlie Doherty</p> <p>6 weeks</p> <p>Writing Historical Story Settings</p> <p>Diaries</p> <p>Perform Scripted Scenes making use of dramatic conventions</p> <p>Balanced Argument</p>	<p>Maths Place Value Written Calculations for addition and subtraction Fractions Mass, Volume, Capacity and Time Area</p> <p>Computing E-safety 1 week</p> <p>Unit 5.6 3D Modelling 4 weeks Programs- 2Design and make</p>	<p>Science Unit: Electricity Y6</p> <p>Knowledge & Conceptual understanding</p> <p>·Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>·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.</p> <p>·Use recognised symbols (at least: cells, wires, switches, bulbs, buzzers, and motors) when representing a simple circuit in a diagram.</p> <p>Working Scientifically</p> <p>•Systematically identifying [testing] the effect of changing one [thing] component at a time in a circuit.</p> <p>•Designing and making [Create / Invent / Design] a set of traffic lights, a burglar alarm, or some other useful circuit.</p> <p>Design and Technology (To be covered in Science)</p>	<p>History</p> <p>What was life like in the Victorian Age?</p> <p>Who was Queen Victoria and what was her family tree?</p> <p>What impact did the Industrial Revolution have on Britain?</p> <p>What impact did the Industrial Revolution have on Lancashire?</p> <p>What was invented during the Victorian Period?</p> <p>What was medical care and public health like during the Victorian Age?</p> <p>What rights did children have during the Victorian Period?</p> <p>How did the leisure activities of rich and poor Victorians differ?</p>	<p>RE Islam</p> <p>Why is the Qur'an important to Muslims?</p> <p>What is the Islamic Holy Book?</p> <p>Where do I find guidance?</p> <p>What do Muslims believe?</p> <p>How did I develop my own values and beliefs?</p> <p>What are the 5 pillars of Islam?</p> <p>Who decides what is right and wrong?</p> <p>Where do Muslims worship?</p> <p>Where do we learn to behave?</p> <p>Where do laws come from? And why are they important?</p> <p>Where can you find the right advice and guidance?</p> <p>Visit to Mosque</p> <p>PSHE</p>	<p>PE Indoor: Target games - Dodgeball</p> <p>Outdoor: OAA</p>	<p>Art</p> <p>Seaside Art</p> <p>Make drawings of the sea, seaside, lighthouses, boats etc from photographs using pencils, charcoal, pens, oil pastels</p> <p>Make paintings of rough and calm seas</p> <p>Look at composition and viewpoint – how the sea meets the beach, sand and beach huts, piers into the sea</p> <p>Use dry media to make marks, lines and patterns within a drawing</p> <p>Experiment with wet media to carry out the above</p>

			<p>Make a working lighthouse model</p> <p>Incorporate a circuit into a model / product</p> <p>Use electrical systems such as switches, bulbs and buzzers,</p> <p>Use ICT to programme and control products</p>	<p>Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends</p> <p>Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time.</p> <p>Describe and make links between main events, situations and changes within and across different periods of time, as well as between short- and long-term timescales.</p> <p style="text-align: center;">Geography</p> <p>Investigate what the British Empire was and the countries which were part of it during the Victorian Era?</p> <p>Describe and understand key aspects of human geography, including: type of settlement and land use, economic activity including trade links, and the distribution of natural resources such as energy, food, minerals and water.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key to build the knowledge of the wider world.</p> <p style="text-align: center;">Visit to the Victorian School</p> <p style="text-align: center;">Debate – Should countries still be part of the British Empire today?</p> <p style="text-align: center;">Royal Tour of the Carribean</p>	<p>Being my best.</p> <p>How can I keep my body healthy?</p> <p>-Know two harmful effects each of smoking/drinking alcohol.</p> <p>-Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health.</p> <p>-Understand the actual norms around smoking and the reasons for common misperceptions of these.</p> <p>-Know the basic functions of the four systems covered and know they are inter-related.</p> <p>-Explain the function of at least one internal organ.</p> <p>-Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.</p> <p>-Identify their own strengths and talents;</p> <p>-Identify areas that need improvement and describe strategies for achieving those improvements.</p> <p>-State what is meant by community;</p> <p>-Explain what being part of a school community means to them;</p> <p>-Suggest ways of improving the school community.</p> <p>-Identify people who are responsible for helping them stay healthy and safe;</p> <p>-Identify ways that they can help these people.</p> <p>-Describe 'star' qualities of celebrities as portrayed by the media;</p> <p>-Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;</p> <p>-Describe 'star' qualities that 'ordinary' people have.</p>		<p>Explore colour mixing and blending with pencils</p> <p>Use different techniques for shading</p> <p>Use simple perspective in their work using a single focal point and horizon</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings</p> <p>Add collage to a painted, printed or drawn background</p> <p style="text-align: center;">DT - Textiles</p> <p>Design, make and evaluate a quilted cushion for a Victorian Parlour for decorative purposes</p> <p>Understand pattern layout</p> <p>Pin and tack fabric pieces together</p> <p>Join and combine fabrics</p> <p>Make a quality product</p> <p style="text-align: center;">Music</p> <p>Dancing in the street (Y5)</p>
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<p>Summer Term 2</p> <p><i>What the Dickens was life like in the Victorian Age?</i></p>  <p>Christian Value Thankfulness</p>  <p>British value Democracy</p> <p>Rights Respecting School</p> <p>World Refugee Day 20th June 2022 Articles 10 and 22</p>	<p>Novel as theme Kaspar – Prince of Cats by Michael Morpurgo</p> <p>5 weeks</p> <p>Recount</p> <p>Write a recount of the events of the night through the experiences of chosen passenger</p> <p>Information Text – The Titanic</p> <p>1 week Classical Poetry – ‘The Convergence of the Twain’ by Thomas Hardy</p>	<p>Maths Place Value Written Methods for Addition and Subtraction Written Methods for Multiplication and Division Fractions, Decimals and Percentages Coordinates Translations and Reflections Time Angles</p> <p>Computing E-safety 1 week</p> <p>Unit 5.7 Concept maps 4 weeks Programs- 2Connect</p>	<p>Science Unit: Properties of Materials – Testing Material Properties Material changes – Irreversible changes Material Changes – Reversible changes Y5</p> <p>Knowledge & Conceptual understanding</p> <ul style="list-style-type: none"> • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible. <p>• Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>• Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>DT – Food - (To be done alongside learning in Science – Changing State) Design, make and evaluate a fair trade chocolate product for sale at Willows Class fundraiser</p> <p>Know where and how ingredients are grown and made</p> <p>Consider the influence of famous chefs on sustainability</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> • Carry out tests to answer questions such as ‘Which materials would be the 	<p>History- Summer 2 focus. Victorians- The impact on the lives of the Victorians of the development of the railway.</p> <p>Cross Curricular Writing – Balanced Argument Debate the positive and negative impact of the railways on different aspects of Victorian Society.</p> <p>Key Questions:</p> <p>How were the first trains and railways developed?</p> <p>Why were steam locomotives important and how did they develop over time?</p> <p>How and why did the railway network grow and change over time?</p> <p>How did the railways affect different aspects of Victorian Society?</p> <p>What were the early railways like in seaside resorts?</p> <p>Local History / Geography – What was the impact of the Manchester to Rochdale Line (1848) on the Textile Industry in Rossendale?</p> <p>Walk through the Stacksteads / Waterfoot Tunnels</p> <p>Discuss how Britain has influenced and been influenced by the wider world Describe aspects of cultural, economic, military, political, religious and social history Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms.</p> <p>Discuss and debate historical issues acknowledging contrasting evidence and opinions</p>	<p>RE Christianity- People of God All Y6 to visit Manchester Cathedral Was Moses a Good Leader?</p> <p>PSHE SRE-Growing and changing. Why am I changing?</p> <ul style="list-style-type: none"> -Use a range of words and phrases to describe the intensity of different feelings -Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; -Explain strategies they can use to build resilience. -Identify people who can be trusted; -Understand what kinds of touch are acceptable or unacceptable; -Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch -Explain how someone might feel when they are separated from someone or something they like; -Suggest ways to help someone who is separated from someone or something they like. -Know the correct words for the external sexual organs; -Discuss some of the myths associated with puberty. -Identify some products that they may need during puberty and why; -Know what menstruation is and why it happens. -Recognise how our body feels when we’re relaxed; -List some of the ways our body feels when it is nervous or sad; 	<p>PE Indoor: Dance (RSSP coach)</p> <p>Outdoor: Athletics</p>	<p>Art Railway Art - Henry Carr George Walker</p> <p>Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and colour mixing Mix and Match colours to create light and atmosphere Be able to identify and work with complimentary and contrasting colours.</p> <p>Digital media</p> <p>Use graphics packages to create a manipulate images</p> <p>Import an image</p> <p>Create layered images digitally</p> <p>Music Reflect, rewind and replay (Y5).</p>
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