

Area of Learning	Year 5/6 Cycle One		
	<i>Autumn</i> <i>Ancient Adventures</i>	<i>Spring</i> <i>The Tardis</i>	<i>Summer</i> <i>Wish You Were Here</i>
Books	M.Hoffman-A Treasury of Fairy Tales S.Lewis-The Story of King Arthur M.Williams-The Adventures of Robin Hood M.Williams-King Arthur and the Knights of the Round Table	F.Macdonald-You Wouldn't want to be a Victorian Servant J.Malam-You Wouldn't want to be a Victorian Mill	J.Clary-The Bold's on holiday Simon & Schuster- Holiday Ha Ha Ha! M.Sendak-Where the Wild Things Are E.Browne-Handa's surprise J.Verne-Around the World in 80 days
Enrichment opps	Create costume's and catwalk	Create time machine Study of Black Country Language Alive- Star Gazing	Visit to BHX airport
Enrichment ideas (GEMs)	<p><u>Year 5</u> Visit a Mosque Ride on a canal boat Walk along a canal Take part in cycling proficiency training Take part in a secondary school taster session Learn about careers</p> <p><u>Year 6</u> Visit a Synagogue Have an outdoor adventurous residential experience Try rock climbing/ abseiling Liaise with secondary schools Try DIY/Woodwork Learn First Aid</p>		
Notes - possible links with English core texts	Y5 English- Eragon Y6 English- Macbeth	Y5 English- Harry Potter and the Philosopher's Stone Y6 English- Boy in the striped pajamas	Y5 English- Kensuke's Kingdom Y6 English- Ice Trap

Geography

Key vocabulary

Key physical features:

beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

Key human features:

city, town, village, factory, farm, house, office, port, harbour and shop.

Human Geography-

Settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies

Physical Geography-

Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.

Ancient Adventures

Staff to use National Curriculum Guidance

The Tardis

Geographical sources- maps, diagrams, globes, aerial photographs, Geographical Information Systems (GIS) (Y5)

- To recognise key geographical features of the countries of the UK and understand how some of these aspects have changed over time. (Name and locate counties and cities of the United Kingdom) (Y5)
- Describe and understand key aspects of physical and human geography (Y5)
- Describe and explain changes to places and how they might change in the future(Y5)
- To recognise how places fit into the wider geographical context and are interdependent (Y5)
- Describe where places are (location, geographical features) and begin to say why they are like they are (Y5)
- Identify how and why places have changed and how this might affect the people living there (Y5)
- Understand geographical similarities and differences through the study of a region of a European country and a region within North or South America (Y5)
- Key aspects of human geography including: types of settlement and land use and types of economic activity including trade links (Y5)
- Use appropriate fieldwork techniques and methods (e.g. using a camera, labelled field sketches, aerial views and maps.) (Y5)
- Use four-figure grid references, symbols and keys on OS maps (Y5)
- Begin to draw maps and plans at a range of scales, including using ICT (Y5)
- Continue to use a range of secondary sources to carry out research and find information (Y5)
- Increasing depth of knowledge of the UK and wider world (Y6)
- Describe and explain changes to places and how they might change in the future (Y6)
- Human geography- population and urbanisation, the use of natural resources (Y6)
- Suggest plausible conclusions from their investigations (Y6)
- Carry out geographical investigations and use a variety of methods to record and present their information (Y6)
- Evaluate sources of information for their relevance and usefulness (Y6)
- Interpret OS maps using grid reference and scale (Y6)

Wish You Were Here

- Geographical sources- maps, diagrams, globes, aerial photographs, Geographical Information Systems (GIS) (Y5)
- To recognise key geographical features of the countries of the UK and understand how some of these aspects have changed over time. (Name and locate counties and cities of the United Kingdom) (Y5)
- Locate key countries in the World (Y5)
- Locate major cities in the World (Y5)
- Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom, a region or area in a European country and a region or area within North or South America and communicate findings geographically (Y5)
- Locate the geographical zones of the world and understand their significance.(including latitude and longitude, Equator, Northern hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones (day and night) (Y5/6)
- Name and locate countries and cities of the United Kingdom, geographical regions and their human and physical characteristics (Y5)

	<ul style="list-style-type: none"> • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere (Y5) • Show a knowledge and understanding of aspects of geography in the UK and wider world (Y5) • Describe and understand key aspects of physical geography including: climate zones, volcanoes and earthquakes (Y5) • Structure of the Earth- including tectonics (Y6) • Geography in the media including current affairs (Y6) • 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) (Y6) • Describe and understand key aspects of physical geography including: biomes and vegetation belts (Y6) • Understand the key processes of physical geography: plate tectonics, rocks, weathering and soils and the change in climate from the Ice Age (Y6) • Understand similarities, differences and links between places through a study of human and physical geography within Africa and Asia (Y6)
<p>History</p> <p><u>Information from the Essential Content Guidance</u></p>	<p><u>Ancient Adventures</u></p> <ul style="list-style-type: none"> • Ancient Greece (Y4) • Pupils show their knowledge and understanding of local, national and international history (Y5/6) • Place events, people and changes in chronological order, divided into different periods of time (Y5) • Describe some main events, people and periods they have studied (Y5) • Describe characteristics features of past societies and periods to identify change and continuity within and across different • Identify causes and consequences of the main events and changes (Y5) • When finding answers to historical questions, they begin to use information as evidence to test hypothesis (Y5) • They begin to produce structured work, making appropriate use of dates and terms (Y5) • Use dates and vocabulary relating to time, including ancient, modern, BC, AD, century and decade (Y6) • When finding answers to historical questions, they begin to use information as evidence to test hypothesis (Y6) • They begin to produce structured work, making appropriate use of dates and terms (Y6) • Beginning to produce structured work (Y6) • Make use of dates and terms (Y6) • Describe and make links between events, people and some features of past societies and periods in the context of their developing chronological framework (Y6) • Begin to recognise and describe the nature and extent of diversity, change and continuity, and to suggest relationships between causes (Y6) • Recall, select and organise historical information to produce structured work (Y6) • Use dates and historical vocabulary to describe periods studied (Y6) <p><u>The Tardis</u></p> <ul style="list-style-type: none"> ○ Pupils show their knowledge and understanding of local, national and international history (Y5/6) ○ Place events, people and changes in chronological order, divided into different periods of time (Y5) ○ Describe some main events, people and periods they have studied (Y5) ○ Describe characteristics features of past societies and periods to identify change and continuity within and across different periods- Britain’s settlement by Anglo-Saxons and Scots (Y5) Construct the argument that an Anglo-Saxons leader might have presented for settling in this area? ○ Britain’s settlement by Anglo-Saxons and Scots ○ Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire ○ Scots invasions from Ireland to north Britain (now Scotland)

- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne- ONE OF
- Identify causes and consequences of the main events and changes (Y5)
- When finding answers to historical questions, they begin to use information as evidence to test hypothesis (Y5)
- They begin to produce structured work, making appropriate use of dates and terms (Y5)
- Use dates and vocabulary relating to time, including ancient, modern, BC, AD, century and decade (Y6)
- When finding answers to historical questions, they begin to use information as evidence to test hypothesis (Y6)
- They begin to produce structured work, making appropriate use of dates and terms (Y6)
- Beginning to produce structured work (Y6)
- Make use of dates and terms (Y6)
- Describe and make links between events, people and some features of past societies and periods in the context of their developing chronological framework (Y6)
- Begin to recognise and describe the nature and extent of diversity, change and continuity, and to suggest relationships between causes (Y6)
- Recall, select and organise historical information to produce structured work (Y6)
- Use dates and historical vocabulary to describe periods studied (Y6)
- The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Y6)
- A study of a theme in British history (beyond 1066 i.e the Victorians and industrialisation or the Battle of Britain) (Y6)
- Theme in British history – crime and punishment- Was there an age when it was easier to be a criminal? (Y6)

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Y6)

This could include:

- resistance by Alfred the Great and Athelstan, first king of England
- Viking raids and invasion
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Y6)

For example:

- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, for example, the first railways or the Battle of Britain

Wish You Were Here

- A local history study (Y5)- Black Country Study

A local history study (Y5)

- For example:
- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)

	<ul style="list-style-type: none"> ○ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality ○ Pupils show their knowledge and understanding of local, national and international history (Y5/6) ○ They suggest some reasons for different interpretations of the past and they begin to recognise why some events, people and changes might be judged as more historically significant than others (Y6) ○ They investigate historical problems and issues and begin to ask their own questions (Y6) ○ To select and deploy information and make appropriate use of historical terminology to support and structure their work (Y6) ○ Evaluate sources to establish evidence for particular enquiries (Y6) ○ When finding answers to historical questions, they begin to use information as evidence to test hypothesis (Y5) ○ They begin to produce structured work, making appropriate use of dates and terms (Y5) ○ Use dates and vocabulary relating to time, including ancient, modern, BC, AD, century and decade (Y6) ○ When finding answers to historical questions, they begin to use information as evidence to test hypothesis (Y6) ○ They begin to produce structured work, making appropriate use of dates and terms (Y6) ○ Beginning to produce structured work (Y6) ○ Make use of dates and terms (Y6) ○ Describe and make links between events, people and some features of past societies and periods in the context of their developing chronological framework (Y6)
Art	<p><u>Ancient Adventures</u></p> <p>Drawing</p> <ul style="list-style-type: none"> ● Use a variety of techniques to add interesting effects. e.g reflections, shadows, direction of sunlight) (Y5/6) ● Use a choice of techniques to depict movement perspective, shadows and reflection) (Y5/6) <p>Painting</p> <ul style="list-style-type: none"> ● Sketch lightly before painting to combine line and colour (Y5/6) ● Create a colour palette based upon colours observed in the natural or built world (Y5/6) ● Use the qualities of watercolour and acrylic paints to create visually interesting pieces (Y5/6) ● Combine colours, tones and tints to enhance the mood of a piece (Y5/6) ● Use brush techniques and the qualities of paint to create texture (Y5/6) ● Develop a personal style of painting, drawing upon ideas from other artists(Y5/6) <p>3D Sculptures</p> <ul style="list-style-type: none"> ● Show life-like qualities and real-life proportions or if more abstract, provoke different interpretations (Y5/6) ● Use tools to carve and add shapes, texture and pattern (Y5/6) ● Combine visual and tactile qualities (Y5/6) ● Use frameworks (such as wire or moulds) to provide stability and form (Y5/6) <p><u>The Tardis</u></p> <p><i>Staff to use National Curriculum Guidance</i></p> <ul style="list-style-type: none"> ● To create sketch books to record their observations and use them to review and revisit ideas (Y5/6) ● To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) (Y5/6) ● About great artists, architects and designers in history (Y5/6) ● Develop and imaginatively extend ideas from starting points (Y5/6) ● Collects information, sketches and resources and presents ideas (Y5/6)

	<ul style="list-style-type: none"> • Use the qualities of materials to enhance ideas (Y5/6) • Spot the potential in unexpected results as work progresses (Y5/6) • Comment on artworks with a fluent grasp of visual language (Y5/6) • Give details (including own sketches) about the style of some notable artists, artisans and designers (Y5/6) • Show how the work of those studied was influential in both society and to other artists (Y5/6) • Create original pieces that show a range of influences and styles (Y5/6) <p><u>Wish You Were Here</u> <i>Staff to use National Curriculum Guidance</i></p>
<p>DT</p> <p>Cooking and Nutrition: Once per term</p> <ul style="list-style-type: none"> • Savoury dishes from scratch • Understand seasonality / Where and how ingredients are grown, reared, caught & processed 	<p><u>Ancient Adventures</u> <i>Staff to use National Curriculum Guidance</i></p> <p><u>The Tardis</u> <i>Staff to use National Curriculum Guidance</i></p> <p><u>Wish You Were Here</u> Use following skills but decide on own project</p> <p>Developing, planning and communicating ideas</p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform design of innovative, functional and appealing products. • They take users’ views about aesthetic and technical issues into account as they respond to briefs. • They communicate alternative ideas using ICT, words, annotated sketches, pattern pieces and prototypes, showing that they are aware of constraints. • They use some ideas from others’ designing to inform their own work. • They produce step-by-step plans and then select and work with a range of tools and equipment (Y5) • Pupils develop ideas by drawing on and using research from a variety of sources to inform design of innovative, functional and appealing products. • They clarify their ideas through ICT, discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and pattern pieces showing understanding of aesthetic and economic dimensions. • They respond to briefs showing understanding of how culture and society are reflected in familiar products when developing and communicating their own ideas. • They show that they are aware of constraints as they apply knowledge and understanding of materials, ingredients and techniques. • They use understanding of others’ designing as they develop their work. • They work from their own detailed plans, modifying them where appropriate (Y6) <p>Working with tools, equipment, materials and components to make quality products</p> <ul style="list-style-type: none"> • They produce step-by-step plans and then select and work with a range of tools and equipment (Y5) • They apply their knowledge and understanding of materials, ingredients and components, and select and work with them with some accuracy, paying attention to quality of finish and to function (Y5) • They work with a range of tools, materials, ingredients, equipment, components and processes with accuracy (Y5)

- They select and use a wide range of materials and components, including construction materials, textiles and ingredients according to their functional properties, aesthetic qualities and cultural suitability (Y5)
- Follow safe procedures for food safety and hygiene (Y5/6)

Evaluating processes and products

- Investigate and analyse a range of existing products and use to inform design criteria (Y5)
- Reflect on the design & make process and design criteria and evaluate their own ideas and products to identify what is working well and what could be improved to overcome technical problems (Y5)
- They reflect on their designs as they develop, recognising the significance of knowledge and previous experience (Y5)
- Investigate and analyse a range of existing products (Y6)
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work (Y6)
- Understand how key events and individuals in design technology have helped shaped the world (Y6)
- They check their work as it develops, solve technical problems and show some evidence of creativity as they modify their approach in the light of progress (Y6)
- They test and evaluate their products, showing that they understand the situations in which the products will function (Y6)

Knowledge and understanding of materials and components

- Use specific knowledge and understanding of how to strengthen, stiffen and reinforce more complex structures (Y5)
- To understand how mechanisms can be used to make things move in different ways (Y5)
- To understand how electrical circuits, including those with simple switches, can be used to achieve results that work (Y5)
- To use knowledge of computing to program and control products (Y5)
- Apply their understanding of how to strength, stiffen and reinforce more complex structures (Y6)
- Understand and use mechanical systems in their products (for examples gears, pulleys, cams, levers and linkages) (Y6)
- Understand and use electrical systems in their products (for example series circuits incorporating switches, bulbs, buzzers and motors) (Y6)
- Apply their understanding of computing to program, monitor and control their products (Y6)

Individual subject skills

	Year 5			Year 6			
Science	Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Plus non-statutory guidance	5	Forces	Earth and space	Properties and changes of materials	Properties and changes of materials	Living things and their habitats	Animals, including humans
	6	Electricity Light	Animals, including humans Living things and their habitats	Evolution and inheritance	Revision	Revision	Revision
<p>Working Scientifically During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Test results to make predictions to set up further comparative and fair tests Report and present findings from enquiries, including conclusions Identify scientific evidence that has been used to support or refute ideas or arguments 							
<p>Living things and their habitats</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 <p>Animals, including humans</p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age <p>Properties and changes of materials</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 Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic 				<p>Living things and their habitats</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>Animals, including humans</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 Describe the ways in which nutrients and water are transported within animals, including humans <p>Light</p> <ul style="list-style-type: none"> Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our 			

	<ul style="list-style-type: none"> • Demonstrate that dissolving, mixing and changes of state are reversible changes • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda <p>Earth and space</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 and the apparent movement of the sun across the sky <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>Depth: Earth and Space Assessment Question: Is time travel possible?</p>	<p>eyes or from light sources to objects and then to our eyes</p> <ul style="list-style-type: none"> • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them <p>Electricity</p> <ul style="list-style-type: none"> • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • 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 • Use recognised symbols when representing a simple circuit in a diagram <p>Evolution and inheritance</p> <ul style="list-style-type: none"> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <p>Depth: Evolution and inheritance Assessment Question: Can you prove evolution?</p>
<p>Computing</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create and refine 	<p>Autumn 1</p> <ul style="list-style-type: none"> • Create original artwork and sound for a game • Design and create a computer program for a computer game, which uses sequence, selection, repetition and variables • Detect and correct errors in their computer game • Make and test a series of small changes to improve their game <p>Possible outcomes and Simplified /Activities- Scratch/ 2 Code – Free code</p> <p>Autumn 2</p> <ul style="list-style-type: none"> • Be familiar with semaphore and Morse code 	<p>Autumn 1</p> <ul style="list-style-type: none"> • Develop an awareness of the capabilities of smartphones and tablets • Understand geolocation, including GPS • Identify interesting, solvable problems • Evaluate competing products • Pitch a proposal for a smartphone or tablet app • Understand the connected nature of devices <p>Assessment question: Recommend devices that you feel are most successful and justify your choices Possible outcomes and Simplified /Activities- Kodu – gaming creation software? Need to download through J2E</p> <p>Autumn 2</p>

- Understand the need for private information to be encrypted
- Encrypt and decrypt messages in simple ciphers
- Appreciate the need to use complex passwords and to keep them secure
- Have some understanding of how encryption works on the web

Assessment question: Understanding codes and ciphers- Can you crack the code? Explain how....

Possible outcomes and Simplified /Activities- World War 2 theme day? Link with year 6 work? Communication with another place / classroom? Send and receive messages using Morse code

Spring 1

- Develop an appreciation of the links between geometry and art
- Become familiar with the tools and techniques of a vector graphics package
- Develop an understanding of turtle graphics
- Experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it and receive feedback from their peers
- Develop some awareness of computer generated art, in particular fractal-based landscapes

Possible outcomes and Simplified /Activities- Create graphic art:
Purple Mash - 2logo/ J2E – J2code logo/ Scratch – challenge

Spring 2

- Develop their research skills to decide what information is appropriate
- Understand some elements of how search engines select and rank results
- Question the plausibility and quality of information
- Develop and refine their ideas and text collaboratively
- Develop their understanding of online safety and responsible use of technology

Possible outcomes and Simplified /Activities- Investigate how search engines work online. Good vs bad surfing? Purple Mash: Writing projects – How we search

- Scope a project to identify different components that must be successfully combined
- Identify their existing talents and plan how they can develop further knowledge and skills
- Identify the component tasks of a project and develop a timeline to track progress
- Identify the resources they'll need to accomplish a project
- Use web-based research skills to source tools, content and other resources
- Consider strategies to ensure the quality of a collaborative project

Possible outcomes and Simplified /Activities- Group research / movie / coding / green screen- project

Spring 1

- Create a set of good survey questions
- Analyse the data obtained from a survey
- Work collaboratively to plan questions
- Conduct an interview or focus group
- Analyse and interpret the information obtained from interviews or a focus group
- Present their research findings
- **Possible outcomes and Simplified /Activities- Questionnaire + survey** Link to Enterprise? Google sheets Charts? Graphs? Purple Mash: 2connect/ 2investigate/2graph/2Question

Spring 2

- Work collaboratively to design the app's interface
- Use wireframing tools to create a design prototype of their app
- Develop or source the individual interface components (media assets) they will use
- Address accessibility and inclusion issues
- Document their design decisions and the process they've followed

Possible outcomes and Simplified /Activities- see MH

Summer 1

- Become familiar with another programming toolkit or development platform
- Import existing media assets to their project
- Write down the algorithms for their app

	<p>Summer 1</p> <ul style="list-style-type: none"> • Become familiar with blogs as a medium and a genre of writing • Create a sequence of blog posts on a theme • Incorporate additional media • Comment on the posts of others • Develop a critical, reflective view of a range of media, including text <p>Possible outcomes and Simplified /Activities- Write a Blog (link to English) Purple Mash -2Blog/ J2E- J2Bloggy</p> <p>Summer 2</p> <ul style="list-style-type: none"> • Understand the work of architects, designers and engineers working in 3D • Develop familiarity with a simple CAD (computer aided design) tool • Develop spatial awareness by exploring and experimenting with a 3D virtual environment • Develop greater aesthetic awareness • Possible outcomes and Simplified /Activities- Make a 3D maze-design own artwork, monsters etc.../ Purple Mash- 2DIY 3D (HTML) 	<ul style="list-style-type: none"> • Program, debug and refine the code for their app • Thoroughly test and evaluate their app <p>Possible outcomes and Simplified /Activities- see MH</p> <p>Summer 2</p> <ul style="list-style-type: none"> • Consider key marketing messages, including identifying a unique selling point • Develop a printed flyer or brochure incorporating text and images • Further develop knowledge, skills and understanding in relation to creating a website • Further develop skills relating to shooting and editing video <p>Possible outcomes and Simplified /Activities- Enterprise- Link to persuasive writing - product website/audio/video advertising/Green Screen</p>
<p>PE/Games</p> <p>Children should be taught the knowledge, skills and understanding through 5 areas of study:</p> <ul style="list-style-type: none"> • Dance • Games • Gymnastics <p>and two areas of;</p> <ul style="list-style-type: none"> • Swimming • Athletics • Outdoor and adventurous 	<p>Games (for examples cricket, football, hockey, netball, rounders, and tennis)</p> <ul style="list-style-type: none"> • To develop a broader range of techniques and skills for attacking and defending • To know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations • To use and adapt rules, strategies and tactics, using their knowledge of basic principles of attack and defence • To evaluate performances, explain what needs improving in their own and others' work, and suggest possible improvements • Their performance shows precision, control and fluency, and that they understand tactics and composition <p>Gymnastics</p> <ul style="list-style-type: none"> • To perform actions, shapes and balances consistently and 	<p>Games (for examples cricket, football, hockey, netball, rounders, and tennis)</p> <ul style="list-style-type: none"> • To choose, combine and perform skills more fluently and effectively a variety of games • Play the full game of a variety of games • Play games effectively, reading situations and responding quickly • Organise themselves well in a team • Understand the need for different tactics • Choose and use tactics effectively • Use a variety of equipment needed for different sports e.g. bat, ball, racket etc with precision and control • Identify strengths and weaknesses in their own and others' play and suggest practices that will lead to improvement <p>Gymnastics</p> <ul style="list-style-type: none"> • To combine and perform gymnastic actions, shapes and balances more fluently and effectively across the activity areas

	<p>fluently in specific activities</p> <ul style="list-style-type: none"> • To choose and apply basic compositional ideas to the sequences they create, and to adapt them to new situations • To know and understand the basic principles of warming up and why it is important for good-quality performance • To understand why physical activity is good for their health • To choose and use information and basic criteria to evaluate their own and others' work • Develop flexibility, strength, technique, control and balance <p>Dance</p> <ul style="list-style-type: none"> • To explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group • To compose dances by using, adapting and developing steps, formations and patterning from different dance styles • To perform dances expressively, using a range of performance skills • To show an understanding of why it is important to warm up and cool down • To describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context <p>Outdoor and adventurous activities</p> <ul style="list-style-type: none"> • To develop and refine orienteering and problem-solving skills when working in groups and on their own • To decide what approach to use to meet the challenge set • To adapt their skills and understanding as they move from familiar to unfamiliar environments • To see the importance of a group or team plan, and the value of pooling ideas • To improve their performance by changing or adapting their approaches as needed <p>Athletics</p> <ul style="list-style-type: none"> • To develop the consistency of their actions in a number of events • To choose appropriate techniques for specific events • To understand why exercise is good for fitness, health and 	<ul style="list-style-type: none"> • To develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles • To understand why warming-up and cooling-down are important • To understand why exercise is good for health, fitness and well being, and how to become healthier themselves • To carry out warm ups safely and effectively • To evaluate their own and others' work • To suggest ways of making improvements • Begin to master flexibility, strength, technique, control and balance <p>Dance</p> <ul style="list-style-type: none"> • To explore, improvise and combine movement ideas fluently and effectively to create and structure motifs, phrases, sections and whole dances • Begin to use basic compositional principles when creating their dances • To understand why dance is good for their fitness, health and wellbeing • To prepare effectively for dancing • How a dance is formed and performed • To evaluate, refine and develop their own and others' work <p>Outdoor and adventurous activities</p> <ul style="list-style-type: none"> • Adapt quickly to new situations • Devise and put into practice a range of solutions to problems and challenges • Understand clearly the nature of a challenge or problem and what they want to achieve • Take a leading role when working with others • Prepare efficiently and safely • Identify and respond to events as they happen • Identify effective performances and solutions • Take the lead in planning to improve weaknesses <p>Athletics</p> <ul style="list-style-type: none"> • Show good control, speed, strength and stamina when running, jumping and throwing • Adapt their skills and techniques to different challenges and equipment use good technique, pace their effort well, know the rules, organise and judge events and challenges well • Identify activities that help develop stamina or power and suggest how some can be used when warming up • Pick out the important features of a performance • Make good suggestions about what could be • Compare their performance with previous ones and demonstrate
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	<p>wellbeing</p> <ul style="list-style-type: none"> To evaluate their own and others' work and suggest ways to improve it achieve their personal best Know what their personal best is in a variety of events and see how this improves over a period of time <p>Depth: Use and adapt rules, strategies and tactics, using their knowledge of basic principles of attack and defence</p> <p>Assessment Question: What are the motives behind tactics in ...?</p>	<p>improvements to achieve their personal best</p> <p>Depth: Play games effectively, reading situations and responding quickly</p> <p>Assessment Question: Invent a game that could be played by anyone, anywhere</p>
<p>Music</p> <p>Children MUST be taught to</p> <ul style="list-style-type: none"> Sing and play musically with increasing confidence and control Develop their understanding and ability of musical composition Use and understand conventional and other notations Appreciate and understand a wide range of quality live and recorded music from different traditions and great composers and musicians 	<p>DPA provision 3 terms- Clarinets</p> <p>Listening (Responding to music, appraising sounds and applying knowledge)</p> <ul style="list-style-type: none"> Pupils identify and explore the relationship between sounds and how music reflects different intentions. Pupils compare and evaluate different kinds of music using an appropriate musical vocab Link to history of music – analyse a piece at least once a term <p>History of Music (developing an understanding of)</p> <ul style="list-style-type: none"> Listen to and discuss music from the 20th Century (1900's) Eg. Debussy, Bartok, Cage Rhythm became much more complex and irregular in the 20th century Melodies were often erratic with wide leaps, irregular rhythms, and unexpected phrases - an instrumental rather than vocal approach New scale and chord structures were developed New instruments were created (mostly electronic) and instruments unique to "world" or ethnic music were incorporated <p>Performing (controlling sounds through singing and playing)</p> <ul style="list-style-type: none"> Pupils, while performing by ear and from notations, they maintain their own part with awareness of how the different parts fit together and the need to achieve an overall effect 	<p>Listening (Responding to music, appraising sounds and applying knowledge)</p> <ul style="list-style-type: none"> Pupils identify and explore musical devices and how music reflects time, place and culture Link to history of music – analyse a piece at least once a term <p>History of Music (developing an understanding of)</p> <ul style="list-style-type: none"> Listen to and discuss music from the 21st Century (since 2000) Eg. McCartney and John Williams There is no longer a differentiation between the various musical genres. "Pop", "jazz", "rock", and so on are seen as styles to be used in any work rather than as separate disciplines. The combination of classical music and multimedia is also a notable practice in the present century <p>Performing (controlling sounds through singing and playing)</p> <ul style="list-style-type: none"> Pupils perform significant parts from memory and from notations, with awareness of their own contribution such as leading others, taking a solo part or providing rhythmic support <p>Creating (developing musical ideas – composing and responding to music through other media)</p> <ul style="list-style-type: none"> Pupils improvise melodic and rhythmic material within given structures, use a variety of notations, and compose music for different occasions using appropriate musical devices <p>Responding and reviewing (appraising own and others' performances)</p> <ul style="list-style-type: none"> Pupils analyse and compare musical features Pupils evaluate how venue, occasion and purpose affect the way music is

	<p>Creating (developing musical ideas – composing and responding to music through other media)</p> <ul style="list-style-type: none"> Pupils improvise melodic and rhythmic phrases as part of a group performance and compose by developing musical ideas within musical structures <p>Responding and reviewing (appraising own and others’ performances)</p> <ul style="list-style-type: none"> Pupils suggest improvements to their own work and others’ work, commenting on how intentions have been achieved <p>Depth: Performing – using notation to maintain their part and be aware of how other parts fit together Assessment Question: Explain how you altered your part / performance to accommodate the other parts? (use musical terminology)</p> <p>Possible resources which are available including sing up</p> <ul style="list-style-type: none"> DPA Music Provision Unit 16 – rhythm and pulse Unit 17 – exploring rounds Unit 18 – sound sources (journey into space) 	<p>created, performed and heard</p> <ul style="list-style-type: none"> Pupils refine and improve their own work <p>Depth: History – exploring how music reflects time, place and culture? Assessment Question: How would you compose a piece of music to reflect a particular time / place / culture?</p> <p>Possible resources which are available including sing up</p> <ul style="list-style-type: none"> Unit 19 – lyrics and melody Unit 20 – performing together Unit 21 – using notation (including revision/extension of conventional notation)
<p>RE</p> <ul style="list-style-type: none"> All pupils at Brook School will have the opportunity to visit a place of worship relating to their topic once each year All year groups will follow the Dudley Agreed Syllabus created by the Dudley SACRE committee (See below) The requirements in the Agreed Syllabus 2013 have been used to create a 	<p>Identify, name, describe and give accounts of religious life, in order to build a coherent picture of each religion (AT1)</p> <ul style="list-style-type: none"> Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences They describe the impact of religion on peoples’ lives <p>Explain the meanings of religious language, stories and symbolism (AT1)</p> <ul style="list-style-type: none"> They suggest meanings for a range of forms of religious expression <p>Explain similarities and differences between, and within religions (AT1)</p> <ul style="list-style-type: none"> They make links between different religions and describe some similarities and differences both within and between religions <p>Reflect on what might be learnt from religions in the light of one’s</p>	<p>Identify, name, describe and give accounts of religious life, in order to build a coherent picture of each religion (AT1)</p> <ul style="list-style-type: none"> Pupils have a basic and secure knowledge and understanding of two religions, one of which must be Christianity. They can explain the impact of beliefs on individuals and communities They are acquainted with at least two other religions They use specialist religious vocabulary and vocabulary specific to particular religions <p>Explain the meanings of religious language, stories and symbolism (AT1)</p> <ul style="list-style-type: none"> Pupils can describe, and using reasons, are able to explain the significance and impact of beliefs, teachings and practices on the lives of believers Pupils use specific religious vocabulary during their explanations <p>Explain similarities and differences between, and within religions (AT1)</p> <ul style="list-style-type: none"> They show understanding by making reference to beliefs which are specific to a particular religion or religions They understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons

<p>scheme of work with six blocks of work for each year group.</p> <ul style="list-style-type: none"> • Two blocks to be taught each term • The scheme of work should be followed by all year groups, although teachers are able to teach their six blocks of work in any order during the year 	<p>own beliefs and experience (AT2)</p> <ul style="list-style-type: none"> • Pupils apply the religions' ideas to their own and other people's lives • They describe what inspires and influences themselves and others <p>Identify and respond to questions of meaning within religions (AT2)</p> <ul style="list-style-type: none"> • Pupils raise, and suggest answers to questions of identity, belonging, meaning, purpose, truth, values and commitments <p>Depth: Caring for each other and the planet Assessment Question: Should we all have the same rights?</p>	<p>Reflect on what might be learnt from religions in the light of one's own beliefs and experience (AT2)</p> <ul style="list-style-type: none"> • They understand why people belong to religions • Pupils ask, and suggest answers to questions of identifying, belonging meaning, purpose and truth, values and commitments and relate them to their own lives. They can give defensible reasons in support of an opinion • Pupils explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion <p>Identify and respond to questions of meaning within religions (AT2)</p> <ul style="list-style-type: none"> • Pupils identify and respond to questions of meaning within religions while showing some understanding of complexity of the issues by referring to at least another point of view <p>Depth: Celebration days Assessment Question: Should Sundays be different from other days?</p>
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RE schemes of work to be found below

<p>PSHE</p>	<p>Health and wellbeing</p> <ul style="list-style-type: none"> • About managing change, such as puberty, transition and loss • How to make informed choices about health and wellbeing and to recognise sources of help with this • How to respond in an emergency • To identify different influences on health and wellbeing • To recognise what positively and negatively affects their physical, mental and emotional health (including the media) • To be able to set high aspirations and goals • To be able to extend their vocabulary to enable them to explain both the range and intensity of their feelings towards others • To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement • To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience • To recognise that their increasing independence brings increased responsibility to keep themselves and others safe • To know the school rules about health and safety, basic emergency aid procedures, where and how to get help • To understand what is meant by the term 'habit' and why habits can be hard to change • Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others • How their body will change as they approach and move through puberty. To begin to understand about human reproduction • To recognise how images in the media do not always reflect reality and can affect how people feel about themselves <p>Relationships</p>
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- To know how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts
- To know how to recognise and manage emotions within a range of relationships
- To be able to recognise risky or negative relationships including all forms of bullying and abuse
- To know how to respond to risky or negative relationships and how to ask for help
- To know how to respect equality and diversity in relationships
- To recognize and respond appropriately to a wider range of feelings in others
- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.
- To be aware of different types of relationship, including those between friends and families, civil partnerships and marriage
- That their actions affect themselves and others
- To judge what kind of physical contact is acceptable or unacceptable and how to respond the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
- To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view
- To work collaboratively towards shared goals
- To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves
- That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)
- To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)
- To recognise and manage 'dares'
- To recognise and challenge stereotypes

Living in the wider world – Economic wellbeing and being a responsible citizen

- To learn about respect for self and others and the importance of responsible behaviours and actions
- To know about rights and responsibilities as members of families, other groups and ultimately as citizens
- To learn about different groups and communities
- To respect equality and to be a productive member of a diverse community
- To learn about the importance of respecting and protecting the environment
- To learn about where money comes from, keeping it safe and the importance of managing it effectively
- To know how money plays an important part in people's lives
- To have a basic understanding of enterprise
- To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people
- Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities
- That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment
- To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- What being part of a community means, and about the varied institutions that support communities locally and nationally

- To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
- To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- To think about the lives of people living in other places, and people with different values and customs
- About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer
- To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)
- That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- About enterprise and the skills that make someone 'enterprising' to explore and critique how the media present information

Year 5

Depth: Where money comes from and economic well being

Assessment Question: Does money matter?

Year 6

Depth: Nature and consequences of discrimination and bullying (including cyber)

Assessment Question: How should you treat a bully?


Christianity 

Islam 

Judaism 

Hinduism 

Sikhism 

Buddhism 

Key Stage 2- Scheme of Work Years 5 and 6

	Autumn term		Spring term		Summer term	
Y5	<p>25. Why care about the planet? Explore how we use up the earth's resources or damage the fragile ecosystem. The planet - a small speck in space. Stewards or caretakers. Hinduism – the people who hugged the trees. What can we do that will make a difference?</p>	<p>26. Why do Christians celebrate Holy Communion? Bread as a metaphor. Something received which makes life possible. The feeding of the 5,000 – Jesus as the Bread of Life. The Body of Christ. Communion as what feeds a spiritual life.</p>	<p>27. Is getting your own back OK? Jesus' law of love – Love God and love one another. Avoiding conflict. Being a peacemaker. How to diffuse a situation. Controlling your anger. What does turning the other cheek mean? Revisit - Muhammad and the angry woman. Is getting your own back OK?</p>	<p>28. Who was Jesus? Jesus as Lord and Saviour – what does this mean? Something had gone wrong – humans were flawed. The world was corrupt. What could save humans? God entered into the world to put right what had gone wrong. The incarnation. The Word was made flesh.</p>	<p>29. Why do Jews celebrate the Passover? Revisit earlier work on Judaism. The story of Moses and the escape out of captivity. The idea that God will send a saviour and will act in history. Revisit - the light that wouldn't go out. Celebrating the Passover. Unleavened bread.</p>	<p>30. Why do Muslims worship? Revisit earlier work on Islam. Islamic worship - bowing and prostration. What does it express? Staying on the straight path. Not forgetting God. Visit a local mosque. Muslims as brothers and sisters. The Ummah.</p>
Y6	<p>31. What is your creed? Explore the idea of a personal creed. A small set of fundamental beliefs which guide one's life. Examples of creeds, eg. John Maysfield's creed, the Olympic creed, 1 Cor 15:3-4, the Apostle's creed. What is your creed? Why?</p>	<p>32. Why is the Qur'an called Holy? Revisit the story of Muhammad's Night of Power. The belief that Muhammad was a receiver of divine revelation. Muhammad as the last in line of a long chain of prophets. Humankind's history of forgetting God. How Muslims revere the book.</p>	<p>33. Why do Jews celebrate the Sabbath? Revisit earlier work on Judaism. The Sabbath as a break from surviving to celebrating life. Embracing life in food, song, dance and drink. The story of the fox and the grapes. How the Sabbath is celebrated. Why do Jews celebrate the Sabbath?</p>	<p>34. Do we have a soul? How can life be explained? How are living things different from, or are they the same as lifeless physical matter like clay, stone and rock? Do we have a non-physical extra – a soul which explains life? The creation of Adam 'the breath of life' Gen 2:7.</p>	<p>35. Why go on pilgrimage? Why do Muslims go on pilgrimage? Pilgrimage as a journey from which you return as better person. The shoemaker's pilgrimage. Why do Christians go on pilgrimage? The pilgrimage to Lourdes. Seeking a physical cure or a spiritual cure?</p>	<p>36. What do you think God is like? How has God been shown in art? What are your ideas about God? What questions about God are important to you or which you wonder about? Is God real? Is right to wonder why God doesn't show himself? Does God just sit back and watches?</p>

Key Stage 2- Years 5 and 6

Christianity	Islam	Judaism	Hinduism	Sikhism	Buddhism
Key stories The feeding of the 5,000; The Easter story; The Creation of Adam;	Key stories The Night of Power; The shoemaker's pilgrimage; Muhammad and the angry woman	Key stories The story of Moses	Key stories The people who hugged the trees; The story of the fox and the grapes	Key stories	Key stories
Key artefacts Photo of local church Statue of Jesus Wooden cross Manger scene Easter Egg Hot Cross bun	Key artefacts prayer mat The Qur'an	Key artefacts The Passover plate The Sabbath candles			
Key festivals Christmas Easter	Key festivals The Night of Power	Key festivals Passover			