

<p>Launch: Landing:</p>						
<p>Essential Opportunities (Subject content NC coverage + schools)</p>						
History	Geography	Art & DT	PE	RE	Music	French
<p>Britain's Settlement by Anglo Saxons and Scots. The Viking and Anglo Saxon struggle for England Use sources of evidence to deduce information about the past.</p> <ul style="list-style-type: none"> • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. 	<p>Britain's Settlement by Anglo Saxons and Scots. The Viking and Anglo Saxon struggle for England</p> <p>Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><u>ART (Linked to Literacy /Science)</u> The Jungle – Art work inspired by Henry Rousseau using drawing and painting techniques</p> <p>Collective Collage – based on CREATION (Georges Seurat – pointillism)</p> <p>THEME – linked to RE / SCIENCE : Evolution and Inheritance</p> <p><u>DT</u></p> <p>Mechanical Systems: Pulleys and Forces (Linked to Science)</p> <p>The Children will design, make an evaluate a product for a user for a particular purpose. For example a moveable toy for a child to play with.</p>	<p>Invasion Games: TAG rugby/Netball Gymnastics: Flight/Sports Acro</p> <p>Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending.</p> <ul style="list-style-type: none"> • Take part in gymnastics activities. • Perform dances. 	<p>Creation and Science-conflicting or complementary?</p> <p>Incarnation. Trinity- Three is the magic number.</p> <p>Study the beliefs, festivals and celebrations of Christianity.</p> <p>Explain how religious beliefs shape the lives of individuals and communities.</p>	<p>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</p> <ul style="list-style-type: none"> • Improvise and compose music using the inter-related dimensions of music separately and in combination. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand the basics of the stave and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. • Develop an understanding of the history of music. 	<ul style="list-style-type: none"> • Following Catherine Cheater Scheme
<p>Essentials for Progress (skills coverage)</p>						

<p>Compare some of the times studied with those of the other areas of interest around the world.</p> <ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <ul style="list-style-type: none"> • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. <p>Use appropriate historical vocabulary to communicate,</p>	<p>Identify and describe how the physical features affect the human activity within a location.</p> <p>human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p>	<p><u>Drawing</u></p> <p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight)..</p> <ul style="list-style-type: none"> • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. • Create original pieces that show a range of influences and styles <p><u>COLLAGE</u></p> <p>. Mix textures (rough and smooth, plain and patterned).</p> <ul style="list-style-type: none"> • Combine visual and tactile qualities. <p>sketch (lightly) before painting to combine line and colour.</p> <p><u>PAINTING</u></p> <ul style="list-style-type: none"> • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing 	<p>Games:Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</p> <ul style="list-style-type: none"> • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. <p>Dance:</p> <p>Compose creative and imaginative dance sequences.</p> <ul style="list-style-type: none"> • Perform expressively and hold a precise and strong body posture. 	<p>Explain how some teachings and beliefs are shared between religions.</p> <p>Explain the practices and lifestyles involved in belonging to a faith community.</p> <ul style="list-style-type: none"> • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. <p>Explain some of the different ways that individuals show their beliefs.</p> <p>Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</p> <ul style="list-style-type: none"> • Explain their own ideas about the answers to ultimate questions. • Explain why their own answers to ultimate questions may differ from those of others. <p>Explain why different religious communities or individuals may have a different view of what</p>	<p>Perform:</p> <p>Sing or play from memory with confidence.</p> <ul style="list-style-type: none"> • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument) <p>Compose: Create songs with verses and a chorus.</p> <ul style="list-style-type: none"> • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music. <p>Transcribe: Use the standard musical notation of crotchet, minim and semibreve to</p>	<ul style="list-style-type: none"> • Read out loud familiar words and phrases. • Understand a range of spoken phrases. • Understand standard language
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<p>including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. <ul style="list-style-type: none"> • Use literacy, numeracy and computing skills to a exceptional standard to communicate information about the past. • Use original ways to present information and ideas. 		<p>upon ideas from other artists.</p> <p>DT</p> <p>Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).</p> <p>Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</p> <p>Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).</p> <p>Convert rotary motion to linear using cams.</p> <ul style="list-style-type: none"> • Use innovative combinations of electronics (or computing) and mechanics in product designs. <p>Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</p> <ul style="list-style-type: none"> • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate. 	<ul style="list-style-type: none"> • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands) <p>Gymnastics:</p> <p>Create complex and well-executed sequences that include a full range of movements including:</p> <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. • Hold shapes that are strong, 	<p>is right and wrong.</p> <ul style="list-style-type: none"> • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). • Express their own values and remain respectful of those with different values 	<p>indicate how many beats to play.</p> <ul style="list-style-type: none"> • Read and create notes on the musical staff. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and b (flat) symbols. • Use and understand simple time signatures. <p>Describe:</p> <p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones 	
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			fluent and expressive.		<ul style="list-style-type: none"> • cyclic patterns • combination of musical elements • cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning. 	
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Cross – Curricular opportunities (Basic Skills coverage)

Using Communication	Using Maths
<p>Literacy - Cross Curricular Ideas</p> <ul style="list-style-type: none"> • RE based work on genre, argument/debate (Creation) • Art based work on Jungle book (settings and characters • Science – Biographies of famous Artists / Scientists being studied (Mary Anning / Charles Darwin / Alfred Wallace) <p>Speaking and Listening : Sharing holiday news Learn to recite a poem as a class Explaining how something works – DT Science presentations (Evolution and Inheritance) Discussing/debating creation and science</p>	<p>Maths – Cross Curricular Ideas</p> <p>Linked to DT</p> <ul style="list-style-type: none"> • Understanding Ratios Apply understanding and skill to carry out accurate measuring using stand units i.e.cm/mm <p>Links to Science</p> <ul style="list-style-type: none"> • Classifying • Data collecting and recording (Tables / graphs) • Patterns / shapes in natural habitats

Computing

- Set IF conditions for movements. Specify types of rotation giving the number of degrees.
- Change the position of objects between screen layers (send to back, bring to front).
- Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation
- Combine the use of pens with movement to create interesting effects
- Set events to control other events by 'broadcasting' information as a trigger.
- Use IF THEN ELSE conditions to control events or objects.
- Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.
- Use lists to create a set of variables.

Science

Essential Opportunities

Work Scientifically – Evolution and Inheritance

Analyse advantages and disadvantages of specific adaptations (2 feet to 4 feet / long –short beak)

Work Scientifically- Forces

Explore falling paper ,cones or cupcakes

Parachutes

Catapults – Fair Testing

Water resistance

Pulleys / levers / gears etc

Evolution and Inheritance Y6

- Look at resemblance in offspring.
- Look at changes in animals over time.
- Look at adaptation to environments.
- Look at differences in offspring.
- Look at adaptation and evolution.
- Look at changes to the human skeleton over time.

Essential for Progress (Skills)

Work Scientifically

- Plan enquiries, including recognising and controlling variables where necessary.
 - Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.
 - Take measurements, using a range of scientific equipment, with increasing accuracy and precision.
 - Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.
 - Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.
 - Present findings in written form, displays and other presentations.
 - Use test results to make predictions to set up further comparative and fair tests.
 - Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.
- 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

Forces Y5

Forces and magnets

- Look at contact and distant forces, attraction and repulsion, comparing and grouping materials.
- Look at poles, attraction and repulsion.
- Look at the effect of gravity and drag forces.
- Look at transference of forces in gears, pulleys, levers and springs.

and that adaptation may lead to evolution.

Describe magnets as having two poles.

- Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Forces

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces.
- *Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.*
- *Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.*
- Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.

Personal Development (PSHE)

We will be following our PSHE programme using the SEAL/Rainbow pack.

During the first half of the Autumn Term we will be looking at 'New Beginnings'. This theme focuses on developing children's knowledge, understanding and skills in four key social and emotional aspects of learning: empathy, self-awareness, social skills and motivation. The theme offers children the opportunity to see themselves as valued individuals within their community and to contribute to shaping a welcoming, safe and fair learning community for all. Throughout the theme, children explore feelings of happiness and excitement, sadness, anxiety and fearfulness, and learn shared models for 'calming down' and 'problem solving'. After half term we will explore theme two: 'Getting on and falling out'. This theme focuses on developing children's knowledge, understanding and skills in three

key social and emotional aspects of learning: empathy, managing feelings (with a focus on anger) and social skills.

E-safety

- Communicate safely and respectfully online, keeping personal information private and recognise common uses of information technology beyond school. Using www.thinkuknow.co.uk we will explore safety through the lessons and activities

Autumn Term

Cyber Café Lesson 7 – Using text and picture messaging

+ revision lesson if necessary

Curriculum Drivers

Community	Spiritual and Moral	Risk Taking	Mastery
<p>As members of a community we will:</p> <p>Our curriculum will provide opportunities for children to learn to respect and appreciate the diversity of an ever changing society. We aim to nurture confident, independent children who are able to make responsible choices and have the ability to show empathy and compassion towards others.</p>	<p>In our spiritual and moral development we will:</p> <p><i>World and beauty:</i> Look at the awe and wonder of our natural world , consider how it has evolved and our connection to it .</p>	<p>As risk takers we will:</p> <p>Learn to work independently and collaboratively on open ended tasks.</p>	<p>In our aim to be mastery learners we will provide plenty of opportunities to revisit skills in different contexts.</p>

ENRICHMENT OPPORTUNITIES

Possible trip to Ancient Technology Centre –Cranborne Shaftesbury Abbey

Implications for next term

<p>Skills to revisit</p>	<p>Subject Knowledge</p>
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