

### Year 5 and 6 Curriculum Plans for Autumn 2021

Subject area	Content	Key vocabulary
Science	<p><u>Living things and Habitats</u> This half- term we will be learning about how and why we classify living things. We will practise using classification keys and look at alternative ways of sorting living things. We will develop our knowledge and understanding of the different kingdoms. We will also be looking in more depth at different habitats and how and why they need protecting, linked to Global Goals.</p> <p><u>Earth and Space</u> Next half- term, we will be looking at the Earth and space. We will be finding out more about our Earth, the moon, our solar system, our galaxy and beyond.</p>	<p>classification, binomial, kingdom (phylum, class, order, family, genus, species), vertebrate, invertebrate, microorganisms, bacteria, fungi, virus, classification characteristics (various), spider/number, key, diversity, variation</p> <p>solar system, planets (names), star, sun, Earth, moon, gravity, orbit (elliptical), rotation, axis, poles, equator, northern/southern hemisphere, shadow, day, (lunar) month, year, leap year, eclipse, luminous, non-luminous, phases (names)</p>
Computing	<p><u>Webpage Creation</u> This term, we will be developing the skills and knowledge needed to create our own webpage. Our webpages will have content linked to our science learning this term. This learning will also give us a real-life context to develop our media literacy skills.</p> <p><u>Stop Motion Animation</u> We will also be creating stop-motion animations linked to our work on habitats in science and English this term.</p>	<p>website, html code, copyright, facts, media literacy, features, webpage, hyperlink</p> <p>stop motion, digital, text, audio, mixed media, edit</p>
Philosophy	<p><u>Climate change – Rights and Responsibilities</u> In philosophy this term, we will be exploring rights and responsibilities around climate change linked to Rights of the Child and Global Goals. This will also link to our work in science, computing and English this term.</p>	<p>climate change, climate emergency, crisis, rights, responsibilities, action, Global Goals, Rights of the Child</p>
R.S.E	<p><u>Me and My Relationships</u> This term, we'll be looking at friendships in particular and unpicking some of the skills needed to make and keep friends. We will talk about co-operation and how and when to be assertive. We will also look at other important relationships.</p> <p><u>Difference</u> We will dig a bit more into difference – how we are all different and are all the same and the benefits of difference. We will look at challenging stereo-types and why that is important.</p>	<p>friendship, co-operation, assertiveness, kindness, tolerance, understanding, empathy, emotions</p> <p>tolerance, empathy, kindness, difference, stereo-types</p>

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Design and Technology	<p>We will continue our focus on resistant materials, which includes learning about mechanisms (winding) and electrical circuits (linked to torches and alarms. In response to the disruption caused by lockdowns, home learning and bubbles, each student will be able to design and making a project of interest to them, linked to either electricity, pneumatics or winding (paddle) power. Each design will be individual, using and applying previously learned skills. Students will have the choice of working individually or collaboratively. Through the design, make, evaluate, improve and adapt cycle we will develop our ideas, solve problems and achieve our design goals.</p>	<p>Resistant materials, reinforce, pneumatics, hull, circuit, switch, file, paddle, axle, parallel, store, structure, mechanism, coping saw</p>
PE	<p>Our two main areas of focus this term will be athletics and gymnastics.</p> <p>In <b><u>athletics</u></b> we will develop the consistency of our actions in a number of events, increase the number of techniques we use, choose appropriate techniques for specific events, understand the basic principles of warming up, understand why exercise is good for fitness, health and wellbeing and evaluate our own and others' work, suggesting ways to improve it.</p> <p>In <b><u>gymnastics</u></b> our core task is to create and perform a floor and apparatus sequence of 6–8 actions which combines press and go actions with other actions, showing fluency, clear shapes and variety in the ways we involve the apparatus.</p> <p>We will have the opportunity to transfer sequences we develop onto the fantastic new gymnastics frame we have recently had installed. This includes, ladders, hoops, a balance beam, a high pole and much more!</p>	<p>Cone, marker, hurdle, control, efficiency , accuracy, sprint, relay, pace, lead leg, trail leg, endurance, course, slalom, shuttle, stride, chest push, fling, heave, triple, vertical jump, javelin, shot putt.</p> <p>Sequence, balance, stretch, extend, roll, control, balance ~ symmetrical and asymmetrical, large and small body parts (balance points), link, flexibility, technique, stillness</p>
Music	<p>We will be completing the Charanga unit 'How does Music bring us together?' The song for this unit is called 'Do what you want to'. This has more complex rhythms and we will add some harmony parts in too.</p> <p>All year groups are also doing 'This is me' from the greatest showman - this is so we can hopefully do a mass sing towards the end of term after exploring harmony and unity from studying this song.</p>	

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Geography	<p><u>Fantastic forests</u></p> <p>Our focus this term is comparison of native British forests and rainforests of South America. Using maps, atlases, globes and digital/computer mapping we will locate countries and vegetation belts around the world and identify the position and significance of latitude, longitude and the Equator. There will be opportunities to use fieldwork to observe, measure, record and present the human and physical features in the local area through sketch maps, graphs and digital technologies. This work will link with the Global Goals which we will use as a starting point to allow us to explore and study the threats that our forests face globally.</p>	<p>Biomes, climate, zones, the equator, tropics, hemispheres, longitude and latitude, sub/tropical, terrain, import, export, leisure, inches (rainfall), kilometre, resources (natural), rainforest, urban/isation, population, pollution, flora/fauna, vegetation, networks, minerals, energy.</p>
RE	<p><u>Charity – Can Islamic Relief and Christian Aid change the world?</u></p> <p>This half term, we will be learning about some of the work of two major faith-based charities: Islamic Relief and Christian Aid. This links to global citizenship and the UN Sustainable Development Goals. We will be developing our understanding of some of the impact of religion in action and will be considering important questions about social justice. There will be opportunities to develop attitudes and opinions whilst considering key beliefs and teaching in Islamic and Christian traditions. Through enquiry, we will compare the two charities and their work, looking at their inspiration through Ummah (Islam) and fellowship (Christianity). We will consider the personal challenges involved in helping to make the world a fairer and better place.</p>	<p>Islam, Almsgiving, Zakat, Ummah, generosity, Christianity, charity, fellowship, justice, stewardship, sustainable, fundraising, social justice, poverty, fairness, justice, equality, global citizenship, being empowered, colonial approach, Emergency Aid, Sustainable Development Goals,</p>
French	<p><u>Around Our School</u></p> <p>This term we will learn vocabulary associated with the school environment, for example, our school building, classrooms, resources and daily routines. We will learn to say, read and write this vocabulary through songs, books and games. We will create posters and interactive displays which will allow us to practise our written French and will ask and answer simple questions relating to our topic.</p>	<p>Un livre, un dictionnaire, un ordinateur portable, la carte du monde, la salle de classe, le couloir, la bibliotheque, la cour, le terrain de sport, les toilettes</p>

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<b>History</b>	<p><b><u>Who Were the Ancient Greeks?</u></b></p> <p>This term we will be learning about important features of life in Ancient Greece. We will compare life in different city states, study key events and investigate the beliefs of the Ancient Greeks. We will also consider the impact the Ancient Greeks still have on life today.</p>	<p>civilisation, city state, empire, citizen, democracy, government, Parthenon, Acropolis, hoplite, tactics, Persia, Marathon, Sparta, Athens</p>
<b>Art</b>	<p><b><u>What a Performance!</u></b></p> <p>Following on from our research into costumes and headwear, including theatre costumes and the work of contemporary hat designers, we're now designing and making a piece of headwear for a character in a story or a film, using a range of textiles and other materials. Our challenge is to clearly communicate our ideas through design and the use of colour, form and texture.</p>	<p>theatre, carnival, ritual, celebration, ceremony, culture, quilting, fringe, weight, balance, movement, crease, fold, curl, embellishment, decorative detail</p>