

Year 5 and 6 Curriculum Plans for Spring 2022

| Subject area | Content | Key vocabulary |
|---|---|--|
| Science | <p><u>All living things</u></p> <p>We will be thinking about how we change as we grow older and linking this to the life cycles of other animals. We will investigate the rates at which people grow and how different people grow at different rates. We will find out about reproduction and how we inherit traits from our families through our genes. We will talk about what happens during puberty and how this is part of our life cycle.</p> <p><u>Forces</u></p> <p>We will be investigating all sorts of forces – contact forces, friction, air resistance, non-contact forces, gravity and up-thrust. We will be finding out how they affect us in our everyday lives and how they are used to benefit processes. We will be designing our own machine that takes a small force and increases it to do a task.</p> | <p>Baby, toddler, child, adolescent, adult, offspring, puberty, egg, sperm, testes, ovaries, oviduct, uterus, cervix, vagina, vulva, sperm duct, foreskin, scrotum, glands, intercourse, fertilisation, gamete</p> <p>Force, contact, non-contact , push, pull, friction, air resistance, water resistance, up-thrust, drag, gravity, balanced, unbalanced, force arrow, accelerate, decelerate, Newton, force meter, mass, multiplier, lever, pulley, gear, pivot, fulcrum, effort, load, machine</p> |
| Computing | <p><u>Lego WeDo Coding</u></p> <p>We will be building, programming and testing our own Mars Rovers linked to last term’s science learning.</p> <p>Online safety</p> <p>We will be having a focus on how we can use online technology safely and responsibly and thinking about what protection is in place and why it is there.</p> | <p>Code, debug, algorithm, input, output</p> <p>Online, internet, community, trust, age ratings, gaming, apps, live stream</p> |
| Philosophy for Children | <p><u>Rights of the Child</u></p> <p>In philosophy this term, we will be choosing and looking in more detail at some of the articles from the UN convention on Rights of the Child.</p> | <p>Rights of the Child, inalienable, etc.</p> |
| R.S.E Relationships and Sex Education PSHE | <p><u>Keeping Myself Safe</u></p> <p>This will link to our computing learning this term, as we look at how to keep ourselves safe on and offline. We will think about what information we should share and who we can trust. We will talk about the difference between legal and illegal drugs and the role of the law in helping to keep us safe. We will think about assessing risk.</p> <p><u>Rights and Responsibilities</u></p> <p>We will thinking about differences between fact and opinion and will be honing our media literacy skills. We will look at the things we can do to be responsible citizens and will link this to Global Goals and Rights of the Child. We will also be thinking about money and how we can manage our money well.</p> | <p>Safety, trust, personal information, legal, illegal, drugs, medicine, alcohol, cigarettes, law, healthy</p> <p>Rights, responsibilities, inalienable etc.</p> |

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| Design and Technology | <p>We are just finishing our resistant materials projects, which included the use of electrics, pneumatics and winding mechanisms. The final part of our learning is evaluation of the project. We will evaluate against our goals and design criteria.</p> <p>We have decided together on food technology and textiles as our areas of focus for the rest of the school year.</p> <p>We will begin with textiles. We will explore a variety of textiles from around the world, considering how they are sourced and made. If we can, we will visit a mill to find out about the history of mills in this country. We will touch on fast fashion and the pollution associated with this and, with this in mind will learn how to repair and embellish our clothing. We will learn about a range of fasteners and how to attach these to textiles. We may also learn about conductive thread and find out how to attach an LED light to textiles! With all these skills in place we will design and make our own object using textile with fasteners. We will consider our target audience.</p> | <p>Goal, design criteria (what will it need to do to work well), barriers, solutions, collaboration, resilience, detail....</p> <p>Fabric, wool, cotton, silk, polyester, nylon, linen, cashmere, viscose, crepe, jersey, chiffon, voile, felt, fleece etc!</p> <p>Press stud, button, button hole, hook and loop, buckle, Velcro, zip, toggle etc.</p> <p>Running stitch and decorative stitches such as chain and blanket.</p> <p>Purpose, function, lining,</p> |
| PE | <p>Our main area of focus this term will be gymnastics. We spent longer on outdoor PE last term due to mini COVID outbreaks in school.</p> <p>In <u>gymnastics</u> 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>We will also have a bouldering experience at Eden Rock.</p> | <p>Sequence, balance, stretch, extend, roll, control, balance ~ symmetrical and asymmetrical, large and small body parts (balance points), link, flexibility, technique, stillness.</p> <p>Tuck sit, V sit, front support, back support, side support, dish, arc, arabesque, forward and backward roll,</p> |
| Music | <p>After building our notation skills in the Autumn term, Spring is our DRSMITH booster! We dive into the specifics of the musical elements and use focused terminology to perform, compose and appraise music. We sing using harmonies and perform more complex music in two, three and even four parts.</p> | |

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| Geography | <p><u>Brazil</u> This term we will be focussing on the diverse and unique culture of Brazil. Throughout the unit we will be comparing the geography of Brazil to that of the UK. We will begin by studying the human and physical features of Brazil before placing Brazil in the wider context of the world in South America. We will investigate the many differences between urban and rural Brazil and case study the lives of people living within Rio de Janeiro. Throughout this topic, we will consider, The Global Goals for Sustainable Development as well as the United Nations Convention on the Rights of the Child.</p> | <p>Southern Hemisphere, Northern Hemisphere, population, Amazon, Pico da Neblina, climate, weather, tropical, arid, axis, urban, rural, migration, urbanisation, counter-urbanisation, economic inequality, Zona Norte, Zona Sul, 'poverty line', 'favelas', indigenous, deforestation</p> |
| RE | <p><u>How and Why Do People Pray?</u> We will using philosophical discussion to deepen our understanding of verbal and non-verbal communication and its relation to the act of prayer. Using the questions and ideas generated about the nature and purpose of prayer and communication, we will consider how a variety of religions and non-religious beliefs align or differ with our thoughts as well as reflecting upon the challenges of commitment to faith and prayer. There will be a particular focus on Christianity, Islam and Buddhism in which we will research and make explicit links between the aspects of religious buildings/ places and how they aid prayer. From this, we will use our knowledge to design our own interfaith spaces where people can pray/worship/reflect harmoniously.</p> <p>We will be using P4C to support pupils to think more deeply by generating questions about prayer, before discussing then in relation to their own lives or through the lenses of religion, belief, faith and non-faith.</p> | <p>Communication, non-verbal communication, body language, interpretation, symbolic, Orthodox Church, Minaret, Adhan, salah, Wudhu, Rak'ah, Qiblah, adoration, confession, thanksgiving, petition, intercession</p> |
| French | <p><u>La Météo' - The Weather</u></p> <p>This term's French will be all about the weather. This will tie in with geography learning this term. Using songs, chants, games and activities, the children will learn to ask 'Quel temps fait-il?' ('What is the weather like?') and to name different types of weather. Year 5 and 6 be working towards writing and performing a short sketch of 'La météo' - a weather forecast- in French for groups of children from the rest of the school. We will be building on the knowledge of the days of the week and months to learn how to say the time and to explain what the weather is doing at different times and in different places. We will expand by looking at more extreme weathers and natural disasters, as well as learning French weather expressions and their meanings</p> | <p>Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, La météo, Nord, Sud, Est, Ouest, il fait chaud, il pleut, il y a du soleil, il fait froid, il fait mauvais, il neige, il fait du vent, il fait beau, humide, loured, nuageux, orageux, mauvais, degrés, du brouillard, bad weather, des intempéries (f), bolt of lightning, un coup de foudre, flood, une inondation, flood tide, une marée haute, good weather, le beau temps, gust of wind, une rafale, hail, la grêle, tidal wave, un raz-de-marée, chart une carte météorologique</p> |

