**Sensational Starter**

PE session based around drills

Food from the era

Fact trail around the school grounds

**Fantastic Finish**

Send and receive coded messages in a blackout

VE Day tea party

**Key Dates**

26th April – Athlete in school

5th May World Maths Day

WB 9th May SATs week

Healthy Living Week 23rd May and Sports Day

21st June – World Music Day

22nd June – Olympic baton

June – Queens Jubilee

27th June – visit from ARP warden (1 hour sessions)

Transition 11th – 20th July (superheroes)

Water Park WB 11th July

Puberty Talk Summer 2

**English - cross curricular writing**

* Hitler’s biography – link to History
  + Consistent verb tenses.
  + Cohesion within and across paragraphs.
  + Write effectively for a range of purposes (formal tone, facts, dates and technical vocabulary).
  + Opportunities for full range of punctuation (including GDS).
* Hybrid Text – “Air Raid!”
  + Labelled diagrams of shelters.
  + Timeline of blitz
  + Short diary entry
  + Top tips (bullet points)
  + Short single verse poem about blitz
* Narrative – next chapter (Letters from the Lighthouse)
  + Dialogue to convey character and advance the action (paired with high quality verbs)
  + Cohesion within and across paragraphs.
  + Developing settings, characters & atmosphere
  + Writing appropriately for purpose and audience
  + Consistent verb tenses
  + Writing in the passive voice
  + Words from 5/6 word list
* Debate – conscription
  + Write effectively for a range of purposes (formal tone, facts, dates and technical vocabulary).
  + Consistent verb tenses.
  + Selecting language that shows good awareness of the reader (direct address in persuasive writing).
  + Cohesion within and across paragraphs.
  + Use of modal verbs to indicate degrees of possibility.
* Newspaper – Based on Letters from the Lighthouse.
  + Direct and reported speech
  + Passive and active voice
  + Cohesion within and across paragraphs.
  + Shifts in formality
  + Apostrophes for omission (speech/dialect)
  + Distinguish between the language of speech and writing.
* Recount – Based on the trip
  + Consistent verb tenses.
  + Cohesion within and across paragraphs.
  + Direct and reported speech
  + Apostrophes for omission (speech/dialect)
  + Distinguish between the language of speech and writing.

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| **English – Writing Objectives:** |
| **All**  Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).  In narratives, describe settings, characters and atmosphere.  Integrate dialogue in narratives to convey character and advance the action.  Use speech punctuation accurately.  Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately.  Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.  Use verb tenses consistently and correctly throughout their writing  Maintain legibility in joined handwriting when writing at speed. |
| **Year 5**  Draft and write by: Blending action, dialogue and description within and across paragraphs.  Draft and write by: USING ORGANISATION AND PRESENTATIONAL DEVICES E.G. HEADINGS, SUB HEADINGS, BULLET POINTS, DIAGRAMS, TEXT BOXES.  Evaluate and edit by: Assessing the effectiveness of own and others’ writing in relation to audience and purpose.  Evaluate and edit by: Proofreading for spelling and punctuation errors.  Evaluate and edit by: SUGGESTING CHANGES TO GRAMMAR, VOCABULARY AND PUNCTUATION TO ENHANCE EFFECTS AND CLARIFY MEANING.  Perform composition: Ensuring meaning is clear.  Perform composition: Using appropriate intonation and volume.  Plan their writing by: Drawing on reading and research.  Plan their writing by: Using similar writing models.  Create and punctuate complex sentences using ed and ing openers.  Create and punctuate complex sentences using simile starters.  Demarcate complex sentences using commas and explore ambiguity of meaning.  Identify and use brackets and dashes  LINK IDEAS ACROSS PARAGRAPHS USING ADVERBIALS FOR TIME, PLACE AND NUMBERS E.G. LATER, NEARBY, SECONDLY.  USE DEVICES TO BUILD COHESION WITHIN A PARAGRAPH E.G. FIRSTLY, THEN, PRESENTLY, SUBSEQUENTLY.  CREATE COMPLEX SENTENCES BY USING RELATIVE CLAUSES WITH PRONOUNS WHO, WHICH, WHERE, WHOSE, WHEN, THAT |
| **Year 6**  Draft and write by: Deviating narrative from linear or chronological sequence e.g. flashbacks, simultaneous actions, time-shifts.  Draft and write by: Introducing and developing characters through blending action, dialogue and description within sentences and paragraphs.  Draft and write by: Using devices to build cohesion.  Evaluate and edit by: Proofreading for grammatical, spelling and punctuation errors.  Evaluate and edit by: Reflecting upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.  EVALUATING, SELECTING AND USING A RANGE OF ORGANISATION AND PRESENTATIONAL DEVICES FOR DIFFERENT PURPOSES AND AUDIENCES.  Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.  Plan their writing by: Choose appropriate text-form and type for all writing.  Plan their writing by: Drawing on similar writing models, reading and research.  Plan their writing by: Using a range of planning approaches e.g. storyboard, story mountain, discussion group, post-it notes, ICT story planning.  Explore and investigate active and passive e.g. I broke the window in the greenhouse versus the window in the greenhouse was broken.  Explore how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark.  Identify and use colons to introduce a list.  Punctuate bullet points consistently.  Identify and use semi-colons to mark the boundary between independent clauses e.g. It is raining; I am fed up.  Identify the subject and object of a sentence.  Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved.  Use ellipsis to link ideas between paragraphs. |

**Text -**

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| **English – Reading Objectives:** | |
| **Year 5**  Analysing the conventions of different types of writing.  CHECKING THAT THE BOOK MAKES SENSE TO THEM AND DEMONSTRATING UNDERSTANDING E.G. THROUGH DISCUSSION, USE OF READING JOURNALS.  DEMONSTRATING ACTIVE READING STRATEGIES E.G. GENERATING QUESTIONS TO REFINE THINKING, NOTING THOUGHTS IN A READING JOURNAL.  Discuss and evaluate how authors use language including figurative language, considering the impact on the reader  Explaining the effect on the reader of the authors’ choice of language.  Exploring meaning of words in context.  Exploring themes within and across texts e.g. loss, heroism, friendship.  Exploring, recognising and using the terms metaphor, simile, imagery.  INFERRING CHARACTERS FEELINGS, THOUGHTS AND MOTIVES FROM THEIR ACTIONS AND JUSTIFYING INFERENCES WITH EVIDENCE.  JUSTIFYING OPINIONS AND ELABORATING BY REFERRING TO THE TEXT. (POINT + EVIDENCE + EXPLANATION).  Learning a wider range of poems by heart.  Listening to and discussing a range of fiction/poetry/non-fiction which they might not choose to read themselves.  Making comparisons within a text e.g. characters’ viewpoints of same events.  Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously.  PREDICTING WHAT MIGHT HAPPEN FROM INFORMATION STATED AND IMPLIED.  Preparing poems and playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.  RE-READ AND READS AHEAD TO LOCATE CLUES TO SUPPORT UNDERSTANDING.  Reading books and texts that are structured in different ways for a range of purposes.  Recommending books to their peers with reasons for choices.  Regularly listening to whole novels read aloud by the teacher from an increasing range of authors.  SCANNING FOR KEY WORDS AND TEXT MARKING TO LOCATE KEY INFORMATION.  Summarising main ideas drawn from more than one paragraph and identifying key details which support this.  Apply knowledge of prefixes to understand meaning of new words.  Read the words on Y5/6 word list.  Understand the meaning of the words from the Y5/6 list.  Use knowledge of root words to understand meanings of words.  USE PUNCTUATION TO DETERMINE INTONATION AND EXPRESSION WHEN READING ALOUD TO A RANGE OF AUDIENCES. | **Year 6**  Analysing the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story.  DEMONSTRATING ACTIVE READING STRATEGIES E.G. CHALLENGING PEERS WITH QUESTIONS, JUSTIFYING OPINIONS, RESPONDING TO DIFFERENT VIEWPOINTS WITHIN A GROUP.  Discuss / evaluate how authors use language including figurative language, considering the impact on the reader  EXPLAINING THE EFFECT ON THE READER OF THE AUTHORS’ CHOICE OF LANGUAGE AND REASONS WHY THE AUTHOR MAY HAVE SELECTED THESE.  EXPLORING NEW VOCABULARY IN CONTEXT.  Exploring texts in groups and deepening comprehension through discussion.  Exploring, recognising and using the terms personification, analogy, style and effect.  Identifying how language, structure and presentation contribute to meaning e.g. persuasive leaflet, balanced argument.  Inferring characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point;Evidence;Explanation.  JUSTIFYING OPINIONS AND ELABORATING BY REFERRING TO THE TEXT E.G. POINT;EVIDENCE;EXPLANATION.  Learning a wider range of poems by heart.  Listening to, reading and discussing an increasingly wide range of fiction, poetry, plays and non-fiction.  Participate in discussions about books building on their own and others’ ideas and challenging views courteously.  Predicting what might happen from information stated and implied.  Preparing poems and playscripts to read aloud and perform using dramatic effects.  PROVIDE REASONED JUSTIFICATIONS FOR THEIR VIEWS  RE-READ AND READS AHEAD TO LOCATE CLUES TO SUPPORT UNDERSTANDING AND JUSTIFYING WITH EVIDENCE FROM THE TEXT.  Recognising themes within and across texts e.g. hope, peace, fortune, survival.  Regularly listening to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.  SCANNING FOR KEY INFORMATION E.G. LOOKING FOR DESCRIPTIVE WORDS ASSOCIATED WITH A SETTING.  SKIMMING FOR GIST.  USING A COMBINATION OF SKIMMING, SCANNING AND CLOSE READING ACROSS A TEXT TO LOCATE SPECIFIC DETAIL.  Using a reading journal to record on-going reflections and responses to personal reading.  Employ dramatic effect to engage listeners whilst reading aloud.  Recognise authors’ techniques to influence and manipulate the reader  Understand the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives).  Understand underlying themes, causes and consequences within whole texts.  Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment.  Use suffixes to understand meanings e.g. –cious, -tious, -tial, -cial. |

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| **Maths Objectives:** | |
| **Year 5:**  **Statistics**  Solve comparison, sum and difference problems using information presented in a line graph.  Complete, read and interpret information in tables, including timetables.  **Geometry**  Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.  Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.  Draw given angles, and measure them in degrees (°)  Identify angles at a point and 1 whole turn (total 360°).  Identify angles at a point on a straight line and half a turn (total 180°).  Identify other multiples of 90°.  Use the properties of rectangles to deduce related facts and find missing lengths and angles.  Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.  Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.  Consolidation | **Year 6:**  **Statistics**   * Interpret and construct pie charts and line graphs and use these to solve problems * Calculate and interpret the mean as an average   **Geometry**   * Draw 2-D shapes using given dimensions and angles * Recognise, describe and build simple 3-D shapes, including making nets * Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons * Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius * Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles * Describe positions on the full coordinate grid (all 4 quadrants) * Draw and translate simple shapes on the coordinate plane, and reflect them in the axes   **Consolidation** |

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| **Science - Topic Objectives** | |
| **KNOWLEDGE & UNDERSTANDING**  **Year 5/6**  Describe the changes as humans develop to old age.  Describe contrasting lifecycles.  **WORKING SCIENTIFICALLY**  **Year 5**  Use test results to make predictions to set up further tests (comparative/fair).  Identify scientific evidence that has been used to support/refute arguments.  Use science experiences to plan different types of enquiry.  Record data/results of increasing complexity using diagrams, classification keys, tables, bar and line graphs.  Report and present findings from enquiries, examining causal relationships and reliability of results.  Independently decide which observations to make.  Recognise and control variables where necessary.  Take measurements using a range of scientific equipment with accuracy and precision.  **Year 6**  Use test results to make predictions to set up further tests (comparative/fair) and explain reasoning.  Interpret scientific evidence that has been used to support/refute arguments.  Plan different types of scientific enquiry in order to answer questions.  Use science experiences to explore ideas and raise different types of question.  Independently decide which observations to make.  Recognise and control variables where necessary.  Decide how to record data/results of increasing complexity using diagrams, classification keys, tables, scatter graphs, bar and line graphs  Report and present findings from enquiries, examining causal relationships and reliability of results.  Explain which variables need to be controlled and why.  Take measurements using a range of scientific equipment with accuracy and precision, taking repeat readings where appropriate. | |
| **Intended Outcomes**  **Children will be able to:**  **Explain changes during puberty and then again during menopause.**  **Define sexual reproduction.**  **Explain the rapid growth and development of babies.**  **Compare at least two contrasting lifecycles.** | |
| 1 | **Lesson Overview –** Children will be presented with images ofbabies at month interval and will discuss the obvious changes in appearance and average weight.Children will then create a mind map around the image of a baby detailing in what ways they are reliant on their parents. Look at a document that details the expected development of a babies development in relation to milestones and write down how that are supported to achieve their milestones by their parents. Consider the importance of repetition and perseverance in the development of new skills and compare to their own learning. |
| * I understand that when babies are young, they grow rapidly. * I can explain in what ways babies are very dependent on their parents. * I can explain how as babies and children develop, they learn many skills. |
| 2 | **Lesson Overview –** Children are to read the descriptions of the life cycles of two similar animals from different environments. They are then to highlight similarities in one colour, and differences in another. Next, children should write a description of the differences between the life cycles of the two animals, giving reasons for those differences such as environmental factors. Finally, children could research a third animal from another environment and compare its life cycle to the other two. The children need to compare contrasting lifecycles eg mammals, amphibians and birds. |
| I can observe and compare the life cycles of animals including mammals, amphibians, insects and birds. |
| 3 | **Lesson Overview –** Children to discuss their understanding of sexual reproduction based on the learning from last lesson. Define sexual reproduction. Explain the two main ways in which fertilisation occurs in animals showing the ways in which internal and external fertilisation occurs in mammals and fish. Describe how birds and reptiles reproduce internally, but lay eggs in which embryos develop. Question children about how the environment in which a species lives affects the way in which it reproduces giving children time to discuss. Briefly explain that some species, called hermaphrodites, can produce both female and male sex cells. Explain that today we will be comparing and sorting different species of animal according to how they reproduce and writing an explanation paragraph about this. |
| I can describe the process of sexual reproduction in animals. |
| 4 | **Lesson Overview –** Explain that during sexual reproduction in mammals, egg cells are fertilised by internal fertilisation. Do you remember what ‘internal fertilisation’ means? Children to discuss. Recap the definition of internal fertilisation. Describe the typical life cycle of mammals, then show the different gestation periods of a variety of mammals. Can children see a pattern? Explain that gestation period and size of mammal are interdependent. Describe the life cycles of a reptile and an insect. After each description is shared, children are to discuss the differences and similarities with the life cycle of mammals. Do you remember what ‘external fertilisation’ means? Children to discuss their ideas. Recap the definition of external fertilisation. Describe the life cycle of a fish. Again, children are to think, pair, share ways in which this life cycle is similar and different to that of other animals. Explain that today we will be looking closely at the ways in which some animals reproduce, the way their offspring grow and develop, and how their life cycles differ. |
| I can compare how different animals reproduce and grow. |
| 5 | **Lesson Overview –** Puberty talk using same resources/videos as last year.Children to detail the changes during puberty on body maps. |
| * I can explain how male and female bodies change at puberty.   I can explain how child’s body changes and develops primary and secondary sexual characteristics.  I can explain how the changes in a child’s body during puberty enables the adult to reproduce. |
| 6 | **Lesson Overview –** Children consider how humans develop from puberty onwards including menopause in women. |
| * I can describe the changes as humans develop to old age. |
| **KNOWLEDGE & UNDERSTANDING**  **Year 5/6**   * Adding more cells to a complete circuit will make a bulb brighter, a motor spin faster or a buzzer make a louder sound. * If you use a battery with a higher voltage, the same thing happens. * Adding more bulbs to a circuit will make each bulb less bright. * Using more motors or buzzers, each motor will spin more slowly and each buzzer will be quieter. * Turning a switch off (open) breaks a circuit so the circuit is not complete and electricity cannot flow. Any bulbs, motors or buzzers will then turn off as well. * You can use recognised circuit symbols to draw simple circuit diagrams.   **WORKING SCIENTIFICALLY**   * Select from a range of practical resources to gather evidence to answer their questions. They carry out fair tests, recognising and controlling variables. They decide what observations or measurements to make over time and for how long. They look for patterns and relationships using a suitable sample. * Select measuring equipment to give the most precise results e.g. ruler, tape measure or trundle wheel, force meter with a suitable scale. * Decide how to record and present evidence and measurements. * Answer their own and others’ questions based on observations they have made, measurements they have taken or information they have gained from secondary sources. * In conclusions, identify causal relationships and patterns in the natural world from their evidence; identify results that do not fit the overall pattern; and explain their findings using their subject knowledge. | |
| **Intended Outcomes**   * I can make electric circuits and demonstrate how variation in the working of particular components, such as the brightness of bulbs, can be changed by increasing or decreasing the number of cells or using cells of different voltages. * I can draw circuit diagrams of a range of simple series circuits using recognised symbols. * I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. * I can incorporate a switch into a circuit to turn it on and off. * I can change cells and components in a circuit to achieve a specific effect. * I can communicate structures of circuits using circuit diagrams with recognised symbols. * I can devise ways to measure brightness of bulbs, speed of motors, volume of a buzzer during a fair test. * I can predict results and answer questions by drawing on evidence gathered. | |
| 7 | Lesson Overview – Use recognised symbols when representing a simple circuit in a diagram by recognising and drawing scientific circuit symbols accurately. Label parts of a circuit and then convert circuit diagrams using informal pictures into a circuit diagram using scientific circuit symbols. |
| LO: I can recognise and draw scientific circuit symbols. |
| 8  **DT LINK MORSE CODE MACHINE** | Lesson Overview – Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit by observing and explaining the effect of different voltages in a circuit. Make predictions together about what will happen to a bulb, motor or buzzer depending on the voltage of the cell or battery. Discuss what difference they would expect. |
| LO: I can observe and explain the effects of differing voltages in a circuit. |
| 9  **DT LINK MORSE CODE MACHINE** | Lesson Overview – 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. Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary by investigating the relationship between wire length and the brightness of bulbs or the loudness of buzzers. |
| LO: I can plan an investigation and understand variations in how components function. |
| 10 | Lesson Overview – Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results by conducting an investigation, presenting and report findings on the effect of wire length on the brightness of bulbs or the loudness of buzzers. |
| LO: I can conduct an investigation, record my data and report my findings. |
| 11 | Lesson Overview – Children reflect on their investigation from last week and feedback their ideas to the whole class. What changes could be made? Explore reasons why. How can you conduct a different investigation in order to further investigate your results? Make predictions from results. Show how to make a further prediction based on their test results. What did your results show? How will you investigate further? What will your new prediction be? Children need to create a new question, make new predictions, explain how they are related to their results, and add the variables and equipment. Children conduct their new investigation. |
| LO: I can use test results to make predictions to set up further comparative and fair tests by planning and conducting a further investigation. |

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| **History - Topic Objectives** (World War II) | |
| **Year 5**  Choose relevant sources of evidence to support particular lines of enquiry.  Choose relevant ways to communicate historical findings.  Describe links and contrasts within and across different periods of time including short-term and long-term time scales.  Discuss and debate historical issues.  Recognise how our knowledge of the past is constructed from a range of sources.  Identify where people, places and periods of time fit into a chronological framework.  Use dates and appropriate historical terms to sequence events and periods of time.  Use appropriate vocabulary when discussing and describing historical events.  **Year 6**  Acknowledge contrasting evidence and opinions when discussing and debating historical issues.  Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.  Choose relevant ways to communicate historical findings.  Describe links and contrasts within and across different periods of time including short-term and long-term time scales.  Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066.  Develop chronologically secure knowledge of the events and periods of time studied.  Regularly address and sometimes devise historically valid questions and hypotheses.  Use appropriate vocabulary when discussing, describing and explaining historical events.  Use dates and a wide range of historical terms when sequencing events and periods of time. | |
| **Intended Outcomes: By the end of this unit pupils will be able to:**   * Explain who Hitler was and some of his ideas. * Explain some causes of WW2 (beyond Germany’s invasion of Poland). * Explain what the Blitz was and how the British people adapted their lives. * Discuss the roles of women during the war. * Express an opinion about conscription. | |
| 1  LINKED WITH ENGLISH (BIO) | **Lesson Overview: Children will learn about Hitler’s early life and the events that shaped him to become the person that he was.**  **“How did Hitler’s life experiences shape his ideas?” (Curriculum objective – significant figure that has impacted history)** |
| LO: I can identify where people, places and periods of time fit into a chronological framework.  LO: I can address and sometimes devise historically valid questions and hypotheses. |
| 2 | **Lesson Overview: A detailed look at the causes of WW2 beyond the powder keg moment where Germany invaded Poland. (Treaty of Versailles, Great Depression, The Munich Conference, Hitler’s foreign policy etc.) Opportunity to make observations and links to the situation with Ukraine and Russia.** |
| LO: I can use dates and a wide range of historical terms when sequencing events and periods of time.  LO: I can recognise how our knowledge of the past is constructed from a range of sources.  LO: I can describe links and contrasts within and across different periods of time including short-term and long-term time scales. |
| 3 & 4  ENGLISH LINK (HYBRID TEXT) | **Lesson Overview: Children to learn about the Blitz: why certain places were targeted, how the British responded/reacted (drills, air raid shelters, black out etc.) and evacuees (second lesson focus) – Again another opportunity to compare to the evacuees fleeing Ukraine.** |
| LO: I can use appropriate vocabulary when discussing, describing and explaining historical events.  LO: I can use dates and a wide range of historical terms when sequencing events and periods of time.  LO: I can describe links and contrasts within and across different periods of time including short-term and long-term time scales. |
| 5 | **Lesson Overview: Detailed look at the life of Anne Frank and how this was typical of the lives of many Jewish people living at that time.** |
| LO: I can identify where people, places and periods of time fit into a chronological framework.  LO: I can recognise how our knowledge of the past is constructed from a range of sources. |
| 6  ENGLISH LINK (DEBATE) | **Lesson Overview: Exploring the subject of conscription and debating whether it is fair or not. This can also be linked to conscription of ‘fighting age men’ in the Ukraine recently. Learn about women taking conscripted men’s places in the workforce and how this enabled the country to continue to function effectively. Explore what happened when the men returned from war.** |
| LO: I can acknowledge contrasting evidence and opinions when discussing and debating historical issues.  LO: I can describe links and contrasts within and across different periods of time including short-term and long-term time scales. |
| 7  Mrs Hicks to support with tea party. | **Lesson Overview: VE Day. Learn about what VE day is, when and why we celebrate it. This lesson will be the precursor to our fantastic finish VE day tea party.** |
| LO: I can identify where people, places and periods of time fit into a chronological framework.  LO: I can demonstrate knowledge of an aspect or theme in British history. |

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| **Geography - Topic Objectives** | |
| **Year 5**  Locate and name the main counties in England.  Locate and name the main countries in Europe.  Compare 2 localities that experienced the war in different ways. Use Blackpool as one area.  Focus in on Lancashire and the impact of the war on both rural and urban areas.  Consider changes in both physical and human geography using key terminology.  **Physical geography**: key natural land features of the Blackpool coast during the war years as well as the features of chosen area of comparison.  **Human geography**: bombing of buildings, terraced housing, changing roles at work, migration, population explosion.  Children will use source material both written and visual as well as going on a trip to understand the changes in both physical and human geography at the time.  Children will also look at maps over time and use 4-digit grid references.  Google maps will be used to hone in on key battle areas in the present day.  **Year 6**  Locate and name the main counties and cities in England.  Locate and name the main countries and capital cities in Europe.  Look at an axis area and compare the impact of war with that at home.  Compare 2 localities that experienced the war in different ways. Use Blackpool as one area.  Focus in on Lancashire and the impact of the war on both rural and urban areas.  **As above in relation to human and physical geography with the addition of** choropleth, density, distribution.  Children will also look at maps over time and use 6-digit grid references. | |
| **Intended Outcomes – by the end of this unit, children will be able to:**  **show a good factual knowledge of cities and counties in England and countries in Europe.**  **explain the impact of war both in London and Dresden in relation to human and physical geography.**  **show that they can read 4-figure (Y5) and 6-figure (Y6) grid references.**  **explain the value of Digi and Google maps.** | |
| 1  **LINKED WITH HISTORY** | **Lesson Overview** – Locate the counties and cities in England that were affected by bombings. Next look more closely at the city of London using Digi maps to add a grid reference overlay to a specific area and discuss both 4-figure and 6-figure grid references. These can be snipped and added to a word document for the children to work from. |
| I can locate and name the main counties in England.  I can look at maps over time and use 4-digit grid references.  I can look at maps over time and use 6-digit grid references. |
| 2  **LINKED WITH HISTORY** | **Lesson Overview –** Locate the countries in Europe on both the axis and allied sides. |
| I can locate the main countries in Europe  I can consider the population density of the main countries in Europe through the use of choropleth maps. |
| 3  **LINKED WITH HISTORY** | **Lesson Overview –** Use Digi maps to look at both pre and post war cities that were bombing targets - compare London and Dresden. Look in detail at how the bombings affected both human and physical geography. |
| I can compare the impact of war in both allied and axis areas.  I can use source material to support my understanding of the impact of war in axis and allied areas. |
| 4  **LINKED WITH HISTORY AND ENGLISH** | **Lesson Overview –** Children look at how different areas in Lancashire experienced the war and compare it with Blackpool. |
| I can compare two localities that experience the war in different ways.  I can consider how war was experienced in different areas of Lancashire in relation to both human and physical geography.  I can use source material to support my understanding of the human and physical geographical changes post war including distribution of resource. |
| 5  **LINKED WITH HISTORY AND ENGLISH** | **Lesson Overview –** Children consider migration, population explosion and changing roles at work. |
| I can consider how human geography changed from pre-war to post war. |
| 6  **LINKED WITH HISTORY** | **Lesson Overview –** Children use Digi maps and Google maps to look at areas such as Dunkirk and Stalingrad. |
| I can use Digi maps and Google maps to look at the present day use of World War Two battle areas. |

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| **Art - Topic Objectives (Drawing and Painting)** | |
| **Year 5**   * Improve mastery of art/design techniques with wide range of materials * Capture artistic process in sketch book * In drawing, use a wide range of pencils to begin to develop a personal style, drawing on work of other artists for inspiration * Understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation * Communicate ideas and comment on artworks using artistic language * Use range of artistic vocabulary to communicate ideas, discuss and evaluate work/other artworks eg tactile, influence, captivate, emulate   **Year 6**   * Master art/design techniques with wide range of materials * In drawing, use a wide range of pencils to begin to develop a personal style, drawing on work of other artists for inspiration * Over the course of history, understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation * Communicate ideas and comment on artworks using artistic language * Use wide range of artistic vocabulary to evaluate own work and communicate ideas / comment on artworks eg atmosphere, symbolise, mastery, evocative | |
| **Intended Outcomes – Blitz artwork**  By the light of the moon - ABC News (Australian Broadcasting Corporation) | |
| 1  LINK TO HISTORY SOURCE WORK | **Lesson Overview: Look at examples of work from different and mediums (sculpture, paintings, sketches, collages etc).**  **Children to be art critics – talk about what the images show and how they capture the mood and make them feel.** |
| LO: Communicate ideas and comment on artworks using artistic language  LO: Use wide range of artistic vocabulary to evaluate own work and communicate ideas / comment on artworks eg atmosphere, symbolise, mastery, evocative. |
| 2 | **Lesson Overview: Lesson practising creating the moon/sky – explore techniques and media.** |
| LO: Master art/design techniques with wide range of materials |
| 3 | **Lesson Overview: Lesson practising creating the planes – explore techniques and media (focus on shading and perspective).** |
| LO: I can use size and shading to create depth and perspective.  LO: In drawing, use a wide range of pencils to begin to develop a personal style, drawing on work of other artists for inspiration |
| 4 | **Lesson Overview: Lesson on creating night sky backdrop for image – involving mixing watercolours and practising brush strokes.** |
| LO: Capture artistic process in sketch book |
| 5 | **Lesson Overview: Create/assemble final piece of artwork incorporating all elements practised in previous lessons.** |
| LO: Master art/design techniques with wide range of materials |
| 6 | **Lesson Overview: Evaluate artwork – comment on likes/dislikes and improvements to be made if it were to be done again. Vocabulary/sentence starters to be provided (as per first ‘art critic’ lesson).** |
| LO: Use wide range of artistic vocabulary to evaluate own work and communicate ideas / comment on artworks eg atmosphere, symbolise, mastery, evocative |

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| **DT – Topic Objectives** | |
| * Research and **design**functional, appealing products that are fit for purpose * Confidently select from and use a wider range of tools, equipment and materials to **make**their products * **Evaluate**existing products and their own ideas against their design criteria * Become familiar with how key events and individuals in design and technology have helped shape the world * Develop their **technical knowledge**to create and use more complex structures and mechanisms including electrical systems * Apply computing skills to their designs * Prepare and **cook**a variety of dishes and understand where and how a variety of ingredients are grown, reared, caught and processed | |
| **Intended Outcomes**  **Children will:**  **have clear and concise planning of their Morse Code machine.**  **have clear and concise planning of their WW2 meal.**  **show confidence in improvements based on evaluation in relation to their Morse Code machine and their meal.**  **show confidence using tools and combining materials.**  **successfully incorporate a circuit into their Morse Code machine.** | |
| 1  History link | **Lesson Overview –** Children research Samuel F. Morse and the structure of the machine that he invented using a variety of labelled and unlabelled images. Based on their investigation of the object, children will develop a component criteria for their own design. |
| I can investigate the background of Samuel F. Morse  I can research the design of Morse Code machines and explain how the structure is fit for purpose.  I can develop a design criteria for my Morse Code machine. |
| 2  Science link (circuit diagrams) | **Lesson Overview –** Children draw out their own Morse Code machine with reference to their design criteria. Children will create a to scale, labelled design. Children also indicate on their design where the light and buzzer circuit will sit before sharing their design with other groups for evaluation and improvement. Children will also be presented with a variety of resources during this lesson and will rationalise what they will use in the construction of their Morse Code machine. |
| I can develop, evaluate and improve my own design for a Morse Code machine that incorporates light and sound.  I can discuss and finalise the materials and resources that I will use for the construction of my Morse Code machine. |
| 3 and 4  Mrs Hicks to support | **Lesson Overview –** Children will collect their chosen resource and work together to construct their Morse Code machines. |
| I can confidently select from and use a wider range of tools, equipment and materials to makemy product. |
| 5  Science link (circuit diagrams) Mrs Hicks to support | **Lesson Overview –** Children investigate the best circuit configuration for their Morse Code machine and incorporate it into their built model. |
| I can develop my technical knowledge to create and use more complex structures and mechanisms including electrical systems. |
| 6 | **Lesson Overview –** Evaluating their product. |
| LO: I can consider and explain how the finished product could be improved referring to my design criteria.  LO: I can discuss how well the finished product meets the design criteria having tested/discussed outcomes with the user. |
| 7 | **Lesson Overview –** Children will be presented with several wartime dishes (title only) and a selection of resources. They will then have to decide what ingredients could be combined to produce their dish including quantities. Children will write up their recipe including step by step instructions that they will follow during the next lesson. |
| I can design a WW2 dish using foods that were availableduring rationing**.** |
| 8  Mrs Hicks to support | **Lesson Overview –** Children follow their recipes and cook their recipes. |
| I can prepare and cook a WW2 dish using foods that were availableduring rationing. |
| 9 | **Lesson Overview –** Evaluating their product. |
| I can consider and explain how the finished product could be improved referring to my design criteria.  I can discuss how well the finished product meets the design criteria. |

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| **RE - Topic Objectives** | |
| **Year 5/Year 6**   * describe what Christians mean when they talk about one God in Trinity * identify the beliefs contained within the Apostle’s Creed * explain why the Christian community (The Church) might want/need an agreed statement of belief * describe and explain the meaning of a range of symbols that might be used for the Trinity * explain how symbols might unite the worldwide Christian Church * describe the role of places like Taizé where Christians from different backgrounds might come together to worship * consider what we mean by sources of authority. Give examples of sources of authority that might guide individuals and communities – and the value of these as guidance for life * discuss different responses to sources of authority * raise meaningful questions about things that puzzle them * differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and values * make links between beliefs and sacred texts (in this case, the Torah), including how and why religious sources are used to teach and guide believers * explain the impact of Jewish beliefs and values – including reasons for diversity * explain differing forms of expression within the context of Jewish worship * describe diversity of religious practices and lifestyle * interpret the deeper meaning of symbolism – contained in stories, images and actions * explain (with appropriate examples) where people might seek wisdom and guidance * consider the role of rules and guidance in uniting communities * discuss and debate the sources of guidance available to them * consider the value of differing sources of guidance | |
| **Intended Outcomes**   * Pupils should know what is meant by the idea of one God in Trinity and be able to explain the role of each person of the Trinity. They should be able to explain these concepts using subject specific vocabulary and make connections between beliefs, teachings and practices. * Pupils will begin to explore diversity within Christianity by looking at differences in worship. They should consider different ideas about diversity within a community – and the importance of being respectful of difference. Pupils should know that there is one worldwide Christian community - the Church – but that there are many types of Christians and churches that belong to this. * Pupils will have opportunities to explore the question of how people can live together well in modern Britain – and the value of being united in diversity. * Pupils will have opportunities for revisiting prior learning on how the Torah was given to Moses. * Pupils will learn that Jewish people attend the synagogue in order to find out more about how to live their lives and to seek guidance from religious leaders. * They will explore how the Torah is respected and honoured through Jewish worship and the way that it is used and handled at the synagogue. * Pupils will then have time to reflect upon how they personally make decisions and who or what can have influence over this. | |
| 1 | **Lesson Overview –** Put pupils into groups and ask them to work together to write a poem to express the shared ideas and values of the school community. Ask pupils to read their poems aloud to the class. Discuss similarities and differences between the groups. Are there any key ideas that all groups agree on? Were there any surprising ideas? |
| LO: I can devise a poem highlighting the values of our school. |
| 2 | **Lesson Overview -** Does it matter if people within a community have different ideas and opinions? What are the advantages and disadvantages of having different beliefs and values in a community? Explain that religious communities often have sources of authority which guide them in their beliefs and values – Consider what might be classed as ‘sources of authority’ for non-religious communities and how these might guide individuals within the community. |
| LO: I understand what a community is, identify communities in my area and explain features of them |
| 3 | **Lesson Overview –** Investigate the Apostle’s Creed. Identify the Christian beliefs and values contained within this declaration and discuss how these might have an impact on a believer. Discuss the difference between fact and belief. Give pupils a list of questions containing some questions which can be answered factually and others that ask about personal beliefs and values. Pupils could do a ‘speed dating’ activity to compare and discuss responses, including what has influenced their answers. Pupils could write their own ‘creed’ containing their personal beliefs and values. |
| LO: I can show my understanding of the Apostle’s Creed and know the difference between fact and belief. |
| 4 | **Lesson Overview -** Look at a selection of images representing Christian beliefs about the Trinity. Ask pupils to explain how symbolism is used to express beliefs about the nature/role of each person of the Trinity, but also how the three are ultimately one. Encourage pupils to make links between the images and their prior learning about the Apostle’s Creed. Pupils could design their own piece of art work to show understanding of the Trinity. This could be used as an assessment task, along with a written explanation. |
| LO: I can explain what is meant by the Trinity. |
| 5 | **Lesson Overview -** Compare different forms of Christian worship – eg. Anglican/Catholic/Salvation Army/Quaker/Pentecostal. Discuss similarities and differences and suggest reasons. Explain the meaning of ecumenical – the movement to bring together the different denominations to focus on their shared values and bring unity to the Church. Look at Taizé or Iona as examples of a Christian communities united in diversity. |
| LO: I can compare and find similarities/differences between different denominations. |
| 6 | **Lesson Overview –** Write down three rules about their behaviour that they have to follow. Encourage them to think about within school and at home. Identify who makes these rules. Where have they found out about them? One of our human rights is freedom of expression. Discuss if the pupils think it is fair that they have to follow rules that they have not made themselves? What if we want to do something that is against the rules? |
| LO: I can explain what rules of behaviour we have in school and at home and what impact these have on our lives. |
| 7 | **Lesson Overview –** Show ‘The Jewish Story of Moses’ from Religions of the World series. Look at stories from the Torah, eg Abraham, Moses all have lessons for Jews and help guide them and live their lives. The book contains 613 rules that teach people how to live. Explore some of these. Pupils could then research rules to do with family life and create posters to demonstrate their knowledge. |
| LO: I can understand and discuss some stories from the Torah. |
| 8 | **Lesson Overview –** Attending the synagogue gives Jewish people time to focus on God and for the Rabbi and community to pass on religious and moral teachings to the people. Ask pupils to identify what the Bimah, Ark and yad are, or do research into them. Pupils could write a recount of a visit to a synagogue from the point of view of a Jewish person describing their use. Identify ways in which Jewish people show respect for the Torah. |
| LO: I can identify significant artefacts and areas in a synagogue and why they are important to Jewish people. |
| 9 | **Lesson Overview –** Provide pupils with images of Jewish use of the Torah and worship at the synagogue. The pupils should explain what each is, why it is important and how it is used in worship. |
| LO: I can show my understanding and knowledge of the Torah in the Jewish religion. |
| 10 | **Lesson Overview –** When we have decisions or dilemmas who or where can I turn to for guidance? Discuss the amount of control that pupils have over their decisions. Would they like more control? Carry out Conscience Alley drama activity to explore any identified areas. |
| LO: I can explain who I turn to when I have difficult decisions to make, |

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| **MFL - Topic Objectives** | |
| * Tell somebody the members, names and various ages of either their own or a fictional family in French. * Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. * Understand the concept of the possessive adjectives ‘mon’, ‘ma’ and ‘mes’ in French. * Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s’appeler (to be called) and avoir (to have). * Repeat and recognise the vocabulary for a variety of clothes in French. * Use the appropriate genders and articles for these clothes. * Use the verb PORTER in French with increasing confidence. * Say what they wear in different weather/situations. * Describe clothes in terms of their colour and apply adjectival agreement. * Use the possessives with increased accuracy | |
| **Intended Outcomes**   * I can remember most of the language covered in the ‘Presenting Myself’ unit * I can recall the words for family members in French and, with support, tell you what relation they are to me, if I am an only child or, if not, the siblings I have, how old they are and what they are called. * I can change the verb from from ‘I am called’ to ‘he/she is called’. * I can recognise numbers 1-70 in French but will need some form of support when counting them myself. I can use this knowledge to say how old various family members are * I can repeat most of the clothes vocabulary presented to me in class with good pronunciation and attempt to spell some of these words from memory * I am confident using un/une/des with improving accuracy. * I can say what I am wearing if I have time to prepare in French and can attempt to tell you what my friend is wearing * I can tell you what I wear in different weather/scenarios * I can describe clothing by colour and I am beginning to understand the concept of adjectival agreement. * I am becoming increasingly confident using the possessive adjectives MON, MA and MES. | |
| 1 | **Lesson Overview –** Find pictures/draw pictures of people and label what they are wearing. |
| LO: I can learn ten new nouns and articles for items of clothing. |
| 2 | **Lesson Overview –** Draw and label their favourite outfit. |
| LO: I can consolidate all the vocabulary for clothing and introduce the verb structure ‘I wear’ - je porte. |
| 3 | **Lesson Overview –** Label items in terms of their colour paying attention to the adjectival agreement. |
| LO: I can look more closely at adjective agreement by describing clothes in terms of colour. |
| 4 | **Lesson Overview –** Find other clothes in French from a dictionary. Using new knowledge try and work out which possessive adjective should be used. |
| LO: I can use possessive adjectives in French. |
| 5 | **Lesson Overview –** To revise all language covered so far and complete assessment for the unit. |
| LO: I can practise all language from the unit. |
| 6 | **Lesson Overview –** Draw a family of their choice and label with new words to keep in their French folders as a record of their new language. |
| LO: I can revise the vocabulary previously taught in the ‘Presenting Myself’ unit and to learn how to say the various nouns for family members in French. |
| 7 | **Lesson Overview –** Children list their own family (or a fictious family) and recall the correct possessive article with the noun for the family member? |
| LO: I can consolidate the nouns and definite articles/determiners for members of the family in French and to learn how to use the possessive adjective ’my’ in French with increasing accuracy and understanding. |
| 8 | **Lesson Overview –** Create a family tree. |
| LO: I can introduce the language required to ask and answer the target question: As-tu des frères et sœurs? (Do you have any brothers or sisters?) |
| 9 | **Lesson Overview –** Present on their own/ an imaginary family? How much can they say from memory, without support? |
| LO: I can revise numbers 1-70 in French and use this knowledge to be able to say how old our family members are. |
| 10 | **Lesson Overview –** End of unit assessment. |
| LO: To revise all language covered so far and complete assessment for the unit. |

\*\* Language Angels unit on World War II if time permitting. \*\*

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| **Computing - Topic Objectives** | |
| **Year 5 & 6**   * design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts * use sequence, selection, and repetition in programs; work with variables and various forms of input and output * use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs * select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | |
| **Intended Outcomes - By the end of this unit pupils will be able to:**   * **Understand selection.** * **Explain what conditions are and how they are used as part of selection** * **Create a program in Scratch.** * **Understand variables and explain how they work.** | |
| 1 | **Lesson Overview** **– In this lesson, learners revisit previous learning on ‘selection’ and identify how ‘conditions’ are used to control the flow of actions in a program. They are introduced to the blocks for using conditions in programs using the Scratch programming environment. They modify the conditions in an existing program and identify the impact this has.** |
| LO: I can explain how selection is used in computer programs |
| 2 | **Lesson Overview – In this lesson, learners will develop their understanding of selection by using the ‘if… then… else...’ structure in algorithms and programs. They will revisit the need to use repetition in selection to ensure that conditions are repeatedly checked. They identify the two outcomes in given programs and how the condition informs which outcome will be selected. Learners use this knowledge to write their own programs that use selection with two outcomes.** |
| LO: I can relate that a conditional statement connects a condition to an outcome |
| 3 | **Lesson Overview – In this lesson, learners consider how the ‘if… then... else…’ structure can be used to identify two responses to a binary question (one with a ‘yes or no’ answer). They identify that the answer to the question is the ‘condition’, and use algorithms with a branching structure to represent the actions that will be carried out if the condition is true or false. They learn how questions can be asked in Scratch, and how the answer, supplied by the user, is used in the condition to control the outcomes. They use an algorithm to design a program that uses selection to direct the flow of the program based on the answer provided. They implement their algorithm as a program and test whether both outcomes can be achieved.** |
| LO: I can explain how selection directs the flow of a program |
| 4 | **Lesson Overview –** **In this lesson, learners will be provided with a task: to use selection to control the outcomes in an interactive quiz. They will outline the requirements of the task and use an algorithm to show how they will use selection in the quiz to control the outcomes based on the answer given. Learners will complete their designs by using storyboards to identify the questions that will be asked, and the outcomes for both correct and incorrect answers. To demonstrate their understanding of how they are using selection to control the flow of the program, learners will identify which outcomes will be selected based on given responses.** |
| LO: I can design a program which uses selection |
| 5 | **Lesson Overview – In this lesson, learners will use the Scratch programming environment to implement the first section of their algorithm as a program. They will run the first section of their program to test whether they have correctly used selection to control the outcomes, and debug their program if required. They will then continue implementing their algorithm as a program. Once completed, they will consider the value of sharing their program with others so that they can receive feedback. Learners conclude the lesson by using another learner’s quiz and providing feedback on it.** |
| LO: I can create a program which uses selection |
| 6 | **Lesson Overview – In this lesson, learners will return to their completed programs and identify ways in which the program can be improved. They will focus on issues where answers similar to those in the condition are given as inputs, and identify ways to avoid such problems. Learners will also consider how the outcomes may change the program for subsequent users, and identify how they can make use of setup to provide all users with the same experience. They will implement their identified improvements by returning to the Scratch programming environment and adding to their programs. They conclude the unit by identifying how they met the requirements of the given task, and identifying the aspects of the program that worked well, those they improved, and areas that could improve further.** |
| LO: I can evaluate my program |
| 7 | **Lesson Overview – Learners are introduced to variables. They see examples of real-world variables (score and time in a football match) before they explore them in a Scratch project. Learners then design and make their own project that includes variables. Finally, learners identify that variables are named and that they can be letters (strings) as well as numbers.** |
| LO: I can define a ‘variable’ as something that is changeable |
| 8 | **Lesson Overview – Learners understand that variables are used in programs, and that they can only hold a single value at a time. They complete an unplugged task that demonstrates the process of changing variables. Then, learners explore why it is important to name variables and apply their learning in a Scratch project in which they make, name, and update variables.** |
| LO: I can explain why a variable is used in a program |
| 9 | **Lesson Overview – Learners apply the concept of variables to enhance an existing game in Scratch. They predict the outcome of changing the same change score block in different parts of a program, then they test their predictions in Scratch. Learners also experiment with using different values in variables, and with using a variable elsewhere in a program. Finally, they add comments to their project to explain how they have met the objectives of the lesson.** |
| LO: I can choose how to improve a game by using variables |
| 10 | **Lesson Overview – Learners work at the ‘design’ level of abstraction, where they create their artwork and algorithms. Learners first design the sprites and backgrounds for their project, then they design their algorithms to create their program flow.** |
| LO: I can design a project that builds on a given example |
| 11 | **Lesson Overview – Learners implement the algorithms that they created in Lesson 4. In doing this, they identify variables in an unfamiliar project and learn the importance of naming variables. They also have the opportunity to add another variable to enhance their project.** |
| LO: I can use my design to create a project |
| 12 | **Lesson Overview – Learners build on the project that they created in Lesson 5. They consider how they could improve their own projects and make small changes to achieve this. Learners then have the opportunity to add a variable independently. Finally, learners evaluate each other’s projects; they identify features that they liked and features that could be improved.** |
| LO: I can evaluate my project. |

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| **Music - Topic Objectives** | |
| **Year 5**  Independently sing songs, speak chants and rhymes in unison and two parts with increasing diction, control of pitch, a sense of phrase and musical expression  Improvise and develop a wider range of rhythmic and melodic material when composing  Listen and evaluate a range of live and recorded music.  Share opinions about own and others’ work, offering specific comments and justifying these.  Begin to make suggestions of how musical elements can communicate different moods and effects  **Year 6**  Independently sing songs, speak chants and rhymes in unison and two parts with increasing diction, control of pitch, a sense of phrase and musical expression.  Create music with a structure and make use of musical devices (sequence), timbres, textures and techniques.  Listen and evaluate a range of live and recorded music.  Share opinions about own and others’ work, offering specific comments and justifying these.  Know that time and place can influence the way music is created, performed and heard.  Recognise a metre (the way in which beats are grouped) and recognise the change of metre in a piece of music. | |
| **Intended Outcomes –** I can discuss:  the style indicators of some of these songs  the structure of some of the songs  how some of the dimensions of the music fits together in some of the songs  the historical context of some of the songs | |
| 1 | **Lesson Overview –** Choose who you want to listen to. Perhaps a little of each artist? After listening, share your thoughts and feelings together. Explain what the Inspirational Women’s Timeline is and choose an artist to listen to and learn about. Listen using YouTube or Spotify.  Watch the video ‘Introduction to the Artists’. These are four very different artists who create their own music. They have a very strong sense of identity and culture. They know who they are and where they are from b. Themes or key words - can you remember any from the video?  Get into groups of two or more and begin to create your own music that represents how you feel/what you believe/your gender/where you are from and anything else.  Perform and present the learning that has taken place. |
| I can show an understanding of women in music.  Listen and evaluate a range of live and recorded music.  Know that time and place can influence the way music is created, performed and heard.  I can explain how different artists vary with reference to the mood, texture and dynamics of a song. |
| 2 | **Lesson Overview –** Listen to Something Helpful by Anna Meredith. After listening, share your thoughts and feelings together.  Watch some or all of the videos and discuss together the key words and themes that arise.  Continue to create your own music that represents how you feel/what you believe/your gender/where you are from and anything else.  Perform, Share and Present the learning that has taken place in the lesson. |
| I can listen and appraise ‘Something Helpful’ by Anna Meredith.  I can improvise and develop a wider range of rhythmic and melodic material when composing.  Share opinions about own and others’ work, offering specific comments and justifying these. |
| 3 | **Lesson Overview –**  Watch some or all of the videos about Shiva: a. Video 1 Music and Shiva - Who is Shiva? b. Video 2 Music and Shiva - Confidence and Believing in Yourself c. Video 3 Music and Shiva - Shiva’s Work and her Role Models Watch some or all of the videos and discuss together the key words and themes.  Learn to sing one of the songs.  continue to create your own music that represents how you feel/what you believe/your gender/where you are from and anything else.  Perform, Share and Present the learning that has taken place in the lesson. |
| Independently sing songs, speak chants and rhymes in unison and two parts with increasing diction, control of pitch, a sense of phrase and musical expression.  Improvise and develop a wider range of rhythmic and melodic material when composing.  Share opinions about own and others’ work, offering specific comments and justifying these.  Create music with a structure and make use of musical devices (sequence), timbres, textures and techniques. |
| 4 | **Lesson Overview –** Listen to Shades of Blue by Eska. After listening, share your thoughts and feelings together.  Revisit the Inspirational Women’s Timeline and choose an artist to listen to and learn about. Listen using YouTube or Spotify.  Watch some or all of the videos about Eska: a. Video 1 Music and Eska - Who is Eska? b. Video 2 Music and Eska - My Purpose in the World Watch some or all of the videos and discuss together the key words and themes that arise; you will see some of them on the screen. Use this in preparation for the Create section of the unit.  Create  Perform |
| Share opinions about own and others’ work, offering specific comments and justifying these.  Create music with a structure and make use of musical devices (sequence), timbres, textures and techniques.  Recognise a metre (the way in which beats are grouped) and recognise the change of metre in a piece of music. |
| 5 | **Lesson Overview –** Listen to The Middle Middle by Afrodeutsche. After listening, share your thoughts and feelings together.  Revisit the Inspirational Women’s Timeline and choose an artist to listen to and learn about. Listen using YouTube or Spotify.  Watch some or all of the videos about Afrodeutsche: a. Video 1 Music and Afrodeutsche - Who is Afrodeutsche? b. Video 2 Music and Afrodeutsche - Music is Powerful Watch some or all of the videos and discuss together the key words and themes that arise; you will see some of them on the screen. Use this in preparation for the Create section of the unit.  Create  Perform |
| Share opinions about own and others’ work, offering specific comments and justifying these.  Create music with a structure and make use of musical devices (sequence), timbres, textures and techniques.  Recognise a metre (the way in which beats are grouped) and recognise the change of metre in a piece of music. |
| 6 | **Lesson Overview –** You decide as a class which artist/s you want to listen to again  Revisit the Inspirational Women’s Timeline and choose an artist to listen to and learn about. Listen using YouTube or Spotify.  Video: Music and Me - Advice from the Artists Watch the video and discuss together the key words and themes (see Unit Overview doc) that arise; you will see some of them on the screen.  Get into groups and prepare performances.  Perform, Share and Present some of the music you have created. It’s important for each group to perform and there might not be time to do so in one lesson. Record the performances. |
| Share opinions about own and others’ work, offering specific comments and justifying these.  Create music with a structure and make use of musical devices (sequence), timbres, textures and techniques.  Recognise a metre (the way in which beats are grouped) and recognise the change of metre in a piece of music. |
| 7-9 | Practice for the end of year performance. |

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| **PE - Topic Objectives** | |
| **Summer 1 (Athletics)**  **PE Passport** | **Summer 1 (Striking & Fielding - Rounders)**  **PE Passport** |
| Lesson 1 – I can perform a pull throw.  I can perform running techniques for short and long distances.  Lesson 2 – I can take off and land one foot to one foot.  I can perform a pull throw.  Lesson 3 – I can take off and land one foot to two.  I can perform a push throw.  Lesson 4 – I can take off and land using a combination of jumps.  I can perform a sling throw.  Lesson 5 – I can perform a heave throw.  Lesson 6 – I can take part in an athletic event and record results. | Lesson 1 – I can bowl underarm with accuracy.  I can catch a ball when fielding.  Lesson 2 – I can strike a ball with a bat.  I can throw a ball overarm when fielding.  Lesson 3 – I can bowl underarm with accuracy.  I can strike a ball with a bat off a tee.  Lesson 4 – I can throw a ball overarm when fielding.  I can explain where to strike a ball in a game.  Lesson 5 – I can bowl accurately in a game.  I can strike a ball with a bat.  I can use tactics in a rounders type game.  Lesson 6 – I can bowl accurately in a game.  I can strike a ball with a bat.  I can use tactics in a rounders type game. |
| **Summer 2 (Dance – Heroes & Villains)**  **PE Passport** | **Summer 2 (Striking & Fielding - Cricket)**  **PE Passport** |
| Lesson 1 – I can understand how to construct a dance and share my creation.  Lesson 2 – I can create a group dance using a range of dynamics, accurately timed.  I can identify real-life heroes and why they are heroes.  Lesson 3 – I can develop and rehearse a duet that demonstrates a range of choreographic techniques.  Lesson 4 – I can create and perform a dance based on a stimulus.  Lesson 5 – I can make creative decisions on the performance structure.  Lesson 6 – I can perform my creations in a sequence. | Lesson 1 – I can bowl underarm with accuracy.  I can catch a ball when fielding.  Lesson 2 – I can strike a ball with a cricket bat off a tee.  I can bowl overarm with accuracy.  Lesson 3 – I can bowl overarm with accuracy.  I can strike a ball with a cricket bat off a tee with consistency.  Lesson 4 – I can bowl overarm with accuracy.  I can apply a tactic in a cricket-style game.  Lesson 5 – I can bowl overarm with accuracy in a game.  I can strike a ball with a cricket bat in a game.  I can use tactics in a cricket type game.  Lesson 6 – I can bowl overarm with accuracy and consistency in a game.  I can apply tactics in a modified competitive cricket game. |

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| **PSHE - Topic Objectives (Being My Best & Growing and Changing)** | |
| 1 | **Lesson Overview** **- Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.** |
| LO: I can explain what the five ways to wellbeing are. |
| 2 | **Lesson Overview – Learning about aspirations and how goal-setting helps to move you closer to these.** |
| LO: Identify aspirational goals; |
| 3 | **Lesson Overview – Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.** |
| LO: I can Present information I have researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. |
| 4 | **Lesson Overview - Identify risk factors in a given situation;**  **Understand and explain the outcomes of risk-taking in a given situation, including emotional risks.** |
| LO: I can identify risk factors in a given situation. |
| 5 | **Lesson Overview – Recognise what risk is;**  **Explain how a risk can be reduced;**  **Understand risks related to growing up and explain the need to be aware of these;**  **Assess a risk to help keep themselves safe.** |
| LO: I can recognise what risk is; |
| 6 | **Lesson Overview – Concepts of basic first-aid, for example dealing with common injuries, including head injuries.** |
| LO: I can understand how to make a clear and efficient call to emergency services if necessary.  LO: I can understand concepts of basic first-aid, for example dealing with common injuries, including head injuries. |
| 7 | **Lesson Overview – Recognise some of the changes they have experienced and their emotional responses to those changes;**  **Suggest positive strategies for dealing with change;**  **Identify people who can support someone who is dealing with a challenging time of change.** |
| LO: I can recognise some of the changes they have experienced and their emotional responses to those changes; |
| 8 | **Lesson Overview - Understand that fame can be short-lived;**  **Recognise that photos can be changed to match society's view of perfect;**  **Identify qualities that people have, as well as their looks.** |
| LO: I can understand that fame can be short-lived; |
| 9 | **Lesson Overview – Define what is meant by the term stereotype;**  **Recognise how the media can sometimes reinforce gender stereotypes;**  **Recognise that people fall into a wide range of what is seen as normal;**  **Challenge stereotypical gender portrayals of people.** |
| LO: I can define what is meant by the term stereotype  LO: I can recognise that people fall into a wide range of what is seen as normal |
| 10 | **Lesson Overview – Understand the risks of sharing images online and how these are hard to control, once shared;**  **Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;**  **Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.** |
| LO: I can understand the risks of sharing images online and how these are hard to control, once shared |
| 11  CONTENT FOR PUBERTY COVERED IN TALKS | **Lesson Overview - Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;**  **Suggest strategies that would help someone who felt challenged by the changes in puberty;**  **Understand what FGM is and that it is an illegal practice in this country;**  **Know where someone could get support if they were concerned about their own or another person's safety.** |
| LO: I can understand what FGM is and that it is an illegal practice in this country |
| 12 | **Lesson Overview – Explain the difference between a safe and an unsafe secret;**  **Identify situations where someone might need to break a confidence in order to keep someone safe.** |
| LO: I can explain the difference between a safe and an unsafe secret. |
| 13  TAUGHT IN SCIENCE | **Lesson Overview – Identify the changes that happen through puberty to allow sexual reproduction to occur;**  **Know a variety of ways in which the sperm can fertilise the egg to create a baby;**  **Know the legal age of consent and what it means.** |
|  | LO: |
| 14 | **Lesson Overview – Explain how HIV affects the body’s immune system;**  **Understand that HIV is difficult to transmit;**  **Know how a person can protect themself from HIV.** |
|  | LO: I can explain how HIV affects the body’s immune system |