

HISTORY

World War II and Local History

This unit will fully explain how World War Two began and give the children a more comprehensive understanding of how empire and rebellion influenced Hitler and his plan to dominate Europe. The children will explore the significance of the Battle of Britain and, in lesson 7, complete a local study, looking at various sources from different areas in Yorkshire and the Humber, such as Hull, Leeds and Sheffield.



SCIENCE

Properties of and Changes of Materials (Y5)

By the end of this unit children will be able to: compare and group materials based on their properties, including hardness, transparency, magnetism and ability to conduct heat and electricity; suggest materials for a given purpose, explaining why some materials will be suitable and why other materials will not be suitable; explain the process of dissolving and sort materials based on whether they are soluble or insoluble; understand how to recover a solute from a solution using evaporation; separate a variety of mixtures using the processes of sieving, filtering, magnetism and dissolving; explain the difference between reversible and irreversible reactions, giving examples of each.

Electricity and Light (Y6)

Light: During this unit of work, children will consolidate previous learning by exploring the way that light behaves, including light sources, reflection and shadows. Pupils will make predictions and investigate the relationship between light sources, objects and shadows and understand how the eye works. Children will extend their experience of light by looking at rainbows, prisms and bending light in water (although they don't need to explain why these phenomena occur at this stage).

Electricity: During this unit of work, children will consolidate and extend previous learning from year 4 by constructing simple series circuits and drawing them using scientific symbols. They will conduct investigations to determine how the voltage in a circuit affects the brightness of a bulb. They will use their 'working scientifically' skills to plan an experiment to investigate variations in how components function and use the results to write a clear and concise conclusion.

ART

Chromatic

How realistic do portraits need to be?

In this painting unit, children will learn about the seven elements of art and portraiture. They will use measurements to create a face with realistic proportions. They will revise how to use watercolour paints. They will understand that art does not need to be realistic to be 'good'. They will encounter a range of portrait artists from across history and the world. They will create a self-portrait using a collage. They will develop their ability to evaluate their own work. They will become more confident whilst creating their own more divergent outcomes.

LANGUAGES

As-tu un animal? (Intermediate teaching unit) & Les Couleurs

By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in French. They will move from 1st person singular to 3rd person singular verb usage, so they are able to say what the pet is called and use conjunctions more confidently. Pupils will also learn 10 common colours with the opportunity, in the Super Grammar Challenge section, to fully explore how colours can change spelling when used as adjectives in French.



PE

Gymnastics

In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback to make improvements on performances. In gymnastics, pupils develop performance skills considering the quality and control of their actions.

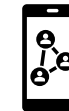
Dodgeball

In this unit pupils improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.

PHSE

How can the media influence people?

In this unit, pupils will learn: how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions; that not everything should be shared online or social media and that there are rules about this, including the distribution of images; that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions; how text and images can be manipulated or invented; strategies to recognise this; to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts; to recognise unsafe or suspicious content online and what to do about it; how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them; how to make decisions about the content they view online or in the media and know if it is appropriate for their age range; how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue; to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have; to discuss and debate what influences people's decisions, taking into consideration different viewpoints



Eagle Class Curriculum Overview



Autumn Two

COMPUTING

Podcasting!

Interweaved into other areas of our learning, we will explore podcasts, how they are created, structured and what they include. We will create a podcast on a current topic of learning that we are enthusiastic about. We will work in teams to create script for Podcast in Pages and use as an autocue before recording a final podcast that will capture our efforts.



RE

Being Human – Christianity

In this unit, pupils will consider and explore the following questions: In what ways does the Bible teach Christians to treat others? How is this expressed in practice? How do beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals?



