

Autumn 2 (Cycle A): Planet Earth - Natural disasters

Subject	NC link	Declarative knowledge	Procedural knowledge
Geog. (A) Phase: 5/6	Pupils should be taught to: <ul style="list-style-type: none"> describe and understand key aspects of physical geography, including: climate zones, mountains, volcanoes and earthquakes. 	<u>Global – Natural Disasters</u> <ul style="list-style-type: none"> I know what a map is used for I know the terms country, continent, city and vocabulary pertaining to physical geography I know what a fault line is I know what a tectonic plate is and understand their effects I know that the Earth is made up of layers I know how each layer of the Earth contributes to how natural disasters occur 	<u>Global – Natural Disasters</u> <ul style="list-style-type: none"> I can name and locate the countries and cities of the World including North and South America. I can describe and understand key aspects of physical geography, including: volcanoes and earthquakes I can describe geographical diversity across the world and how locations around the world are changing explaining some of the reasons for change. I can use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
D&T (A) Phase: 5/6	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.	<u>Design and make – Earthquake proof structure</u> <ul style="list-style-type: none"> I know what a structure is I know what a shelter is I know what foundations are and why they are necessary I know what would make a structure 'earthquake proof' I know what makes my structure successful I know how I could improve my structure 	<u>Design and make – Earthquake proof structure</u> <ul style="list-style-type: none"> I can design with the user in mind, motivated by the service a product will offer (rather than simply for profit). I can ensure products have a high quality finish, using art skills where appropriate. I can evaluate the design of products to suggest improvements to the user experience. I can cut materials with precision using a range of practical skills and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). I can show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).
Science (A) Phase: 5/6	Year 5 Pupils should be taught to: compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets	<u>Year 5 Properties of materials</u> <ul style="list-style-type: none"> I know that everyday materials can be grouped together on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. I know the particular uses of everyday materials, including metals, wood and plastic based on evidence from investigations 	<u>Year 5 – Properties of Materials</u> <ul style="list-style-type: none"> I can recognise and control variables where necessary. I can choose the most appropriate equipment. I can take measurements, using a range of scientific equipment with increasing accuracy and precision. I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs. I can report and present findings from enquires, including conclusions, causal relationships and explanations of results (in oral and written forms). I can use simple models to describe scientific ideas. I can identify scientific evidence that has been used to support or refute ideas or arguments. I can use their results to identify when further tests and observations might be needed
Computing (A) Phase: 5/6	Pupils should be taught to: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller	<u>Year 5: Programming</u> <ul style="list-style-type: none"> I know what a programme is. I know what an algorithm is. I know how to design a program with an algorithm. I know what inputs, outputs and variables are. I know what the term 'debug' means. I know how to use the terms 'if' and 'then' in a program. 	<u>Year 5: Programming</u> <ul style="list-style-type: none"> I can decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program for a device or onscreen activity. I can use a variable to increase programming possibilities. I can change an input to a program to achieve a different output. I can use 'if' and 'then' commands to select an action. I can refine a procedure using repeat commands to improve a program. I can talk about how a computer model can provide information about a physical system. I can use logical reasoning to detect and debug mistakes in a program. I use logical thinking, imagination and creativity to extend a program.

Music (A) Phase: 5/6	Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	<u>Whole school Christmas carol concert</u> <ul style="list-style-type: none"> I know the words to a variety of Christmas carols and songs to perform I know how body movements can be combined with vocals to produce a performance 	<u>Whole school Christmas carol concert</u> <ul style="list-style-type: none"> I can listen to a variety of music from all over the world, different times and traditions. I can place them in their historical context. I can confidently recognise/ identify different style indicators and different instruments and their sounds. I understand the importance of warming up my voice to keep it safe I understand that when I sing, I need to know what the song is about and how the melody and words work together. Then we can perform musically.
Physical Ed. (A) Phase: 5/6	Pupils should be taught to: play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending perform dances using a range of movement patterns	<u>Dance</u> <ul style="list-style-type: none"> I know what a sequence is. I know a range of jumps and travelling movements. <u>Games – Netball – Year 5</u> <ul style="list-style-type: none"> I know the rules of netball. I know how to pivot. <u>Year 6</u> Rugby coach in from Archbishop Sentamu Academy	<u>Dance</u> <ul style="list-style-type: none"> I can work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances I can use appropriate criteria to evaluate and refine their own and others' work <u>Games – Netball – Year 5</u> <ul style="list-style-type: none"> I can use pivot in a game situation. I can change direction to either dodge or mark an opponent. I can accurately pass and receive a range of balls with hands in a variety of ways e.g. chest, bounce, shoulder, overarm, overhead and 2 handed underarm. I can throw or pass to a moving target using hands or feet.
Religious Ed. (A) Phase: 5/6	Pupils should explore how people express their beliefs through personal symbols and artefacts and investigate Faith Festivals	<u>Expressions of faith</u> <ul style="list-style-type: none"> I know how artefacts and symbols express the beliefs of two different faith members e.g. Rangoli pattern, Diya lamps, Aum sign, Prayer beads, hymns, Poems and art work. I know the way participating in a festival may impact on the life of a faith member e.g. Diwali, Christmas, Hanukah. 	<u>Expressions of faith</u> <ul style="list-style-type: none"> I can explain how believers may express themselves through symbols and artefacts. I can reflect and share how religious celebrations have an impact on the community.
PSHE (A) Phase: 5/6	Jigsaw	<u>Year 5 – Celebrating Difference</u> <ul style="list-style-type: none"> I know that, sometimes, we make assumptions based on what people look like I know what influences me to make assumptions based on how people look I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure I know why witnesses sometimes join in with bullying and sometimes don't tell I know what is special about me and value the ways in which I am unique I know that my first impression of someone may change when I get to know them 	<u>Year 5 – Celebrating Difference</u> <ul style="list-style-type: none"> I can talk about my own culture. I can show a positive attitude towards people from different races. I can tell you a range of strategies in managing my feelings in bullying situations and for problem-solving when I'm part of one. I can help to encourage children who use bullying behaviours to make other choices and can how to support children who are being bullied. I can appreciate the value of happiness regardless of material wealth. I can respect my own and other people's cultures.
Spanish (MFL) (A) Phase: 5/6	Pupils should be taught to: listen attentively to spoken language and show understanding by joining in and responding and develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	<u>Year 5 –Body Parts</u> <ul style="list-style-type: none"> I know the parts of the body, being able to say and understand them orally. I know how to read and write parts of the body. I know how to identify the 'z' sound and say a tongue twister with the sound in. <u>Both - Festivals</u> <ul style="list-style-type: none"> I know about some Christmas traditions in Spain. 	<u>Year 5 –Body Parts</u> <ul style="list-style-type: none"> I can memorise and present a short spoken text. I can read some familiar words aloud and pronounce them accurately. I can use question forms. I can apply phonic knowledge of the language to support reading and writing. I can listen for sounds, rhymes and rhythm. I can read and memorise words. <u>Both - Festivals</u> <ul style="list-style-type: none"> I can memorise and present a short spoken text. I can follow a short, familiar text, identifying common spelling patterns in letter strings; use physical response to show understanding of specific words. I can learn about festivals and celebrations in different cultures.