

## Spring 1 (Cycle A): Heroes & Villains – Once more unto the breach...

| Subject                     | NC link  | Declarative knowledge  | Procedural knowledge   |
|-----------------------------|--|--|--|
| History (A)<br>Phase: 5/6   | Pupils should be taught: about a study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.     | <u>The Hundred Years War</u> <ul style="list-style-type: none"> <li>I know the key dates (start and end) of The Hundred Years War.</li> <li>I know the key Monarchs who ruled during The Hundred Years War.</li> <li>I know the key battles of The Hundred Years War.</li> <li>I know details about the Battle of Agincourt.</li> </ul>  | <u>The Hundred Years War</u> <ul style="list-style-type: none"> <li>I can use sources of evidence to find out about the Hundred Years War.</li> <li>I can describe the social and religious diversity during the Hundred Years War time period.</li> <li>I can create my own timeline with key monarchs and battles on from this period in history.</li> </ul>   |
| Art (A)<br>Phase: 5/6       | Pupils should be taught: to develop their techniques, including control and their use of experimentation.                                    | <u>Drawing and Painting an Icon</u> <ul style="list-style-type: none"> <li>I know how Rembrandt portrayed icons in his work.</li> <li>I know an icon is usually in the centre of a piece of artwork and usually higher.</li> <li>I know about the key events in Rembrandt's life.</li> <li>I know the primary, secondary and tertiary colours.</li> </ul>  | <u>Drawing and Painting an Icon</u> <ul style="list-style-type: none"> <li>I can choose a style of drawing which is suitable for the work (eg. realistic or impressionistic).</li> <li>I can show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>I can manipulate and experiment with the elements of art: line, pattern, tone, texture, form, space, colour, shape, perspective or proportion.</li> <li>I can use a variety of techniques and paints to add interesting effects (eg. reflections, shadows, direction of sunlight etc.).</li> <li>I can sketch lightly before painting.</li> <li>I can create a colour palette based upon colours observed in the natural or built world.</li> <li>I can review and revisit artwork.</li> </ul> |
| Science (A)<br>Phase: 5/6   | Year 5:<br>Pupils should be taught to: describe the changes as humans develop to old age.<br>Science – key stages                            | <u>Year 5 Animals, including humans</u> <ul style="list-style-type: none"> <li>I know the 6 stages of human development.</li> <li>I know the differences between mammal, amphibian, insect and bird.</li> <li>I know what a table, bar chart and line graph are.</li> </ul>  | <u>Year 5 Animals, including humans</u> <ul style="list-style-type: none"> <li>I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>I can use test results to make predictions to set up further comparative and fair tests</li> <li>I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> </ul>  |
| Computing (A)<br>Phase: 5/6 | Pupils should be taught: to understand computer networks including the internet; how they can provide multiple services                      | <u>Year 5 - Technology in our lives</u> <ul style="list-style-type: none"> <li>I know how to log on.</li> <li>I know how to use a search engine.</li> <li>I know the difference between the Internet and the World Wide Web.</li> <li>I know what copyright means.</li> <li>I know how to stay safe and be responsible online.</li> <li>I know the names of modern devices used in day to day life.</li> <li>I know what bias and reliable means.</li> <li>I know how to identify a reliable search engine.</li> </ul> | <u>Year 5 - Technology in our lives</u> <ul style="list-style-type: none"> <li>I can tell you the Internet services I need to use for different purposes.</li> <li>I can describe how information is transported on the Internet</li> <li>I can select an appropriate tool to communicate and collaborate online.</li> <li>I can talk about the way search results are selected and ranked.</li> <li>I can check the reliability of a website.</li> <li>I can tell you about copyright and acknowledge the sources of information that I find online.</li> </ul>   |
| Music (A)<br>Phase: 5/6     | Pupils should be taught to: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions . | <u>Make you feel my love</u> <ul style="list-style-type: none"> <li>I know the names of historical and modern composers/ performers</li> <li>I know the words to Make You Feel My Love</li> <li>I know instruments used in most Pop songs</li> <li>I know actions to accompany the performance of Make You Feel My Love</li> <li>I know the importance of warming up my voice to keep it safe</li> </ul>   | <u>Make you feel my love</u> <ul style="list-style-type: none"> <li>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.</li> <li>I can find the pulse easily on my own when listening.</li> <li>I can use musical words / language to describe the music we listen to and my feelings towards it</li> <li>I can confidently discuss other dimensions of music and how they fit into the music we are listening to.</li> <li>I understand the importance of warming up my voice to keep it safe</li> <li>I understand that when I sing, I need to know what the song is about and how the melody and words work together.</li> </ul>  |

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| Physical Ed. (A)<br>Phase: 5/6  | Pupils should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own.                               | <u>Gymnastics</u> <ul style="list-style-type: none"> <li>I know and understand the basic principles of warming up and why it is important for good quality performance.</li> <li>I know the names of individual pieces of apparatus.</li> <li>I know how to use apparatus safely</li> </ul><br><u>Games – Hockey</u> <ul style="list-style-type: none"> <li>I know the rules of hockey.</li> <li>I know how to pass, dribble and shoot.</li> <li>I know the difference between attacking and defending skills.</li> </ul>   | <u>Gymnastics</u> <ul style="list-style-type: none"> <li>I can observe and describe the movements of others using appropriate language and terminology</li> <li>I can work cooperatively with a partner to travel over/under/around and move in synchronisation or canon</li> <li>I can understand and can demonstrate rotation around 2 different axes</li> <li>I can balance to demonstrate specific planned shapes e.g. symmetry and asymmetry</li> <li>I can warm up and cools down independently</li> <li>I can understand and demonstrate the principles of using apparatus safely in twos and small groups</li> </ul><br><u>Games – Hockey</u> <ul style="list-style-type: none"> <li>I can strike a ball with increasing control using a large headed bat/racquet, a hockey stick or rounders' bat</li> <li>I can play modified versions of a range of competitive games</li> </ul> |
| Religious Ed. (A)<br>Phase: 5/6 | Pupils should be taught to: <ul style="list-style-type: none"> <li>consider what motivates faith believers to get involved in different causes</li> </ul>                             | <u>Faith in Action 5.2</u> <ul style="list-style-type: none"> <li>I know the work of a religious charity.</li> <li>I know the values that motivate people of faith to respond to a cause</li> <li>I know how significant religious people are inspired</li> <li>I know how to explain why significant people of faith acted according to their commitments.</li> </ul>  | <u>Faith in Action 5.2</u> <ul style="list-style-type: none"> <li>I can give reasons why people may choose to make sacrifices to improve the lives of others.</li> <li>I can say why religions do charitable work.</li> <li>I can reflect on what influences religious people.</li> <li>I can explain how people are inspired by actions of significant people of faith.</li> </ul>   |
| PSHE (A)<br>Phase: 5/6          | Jigsaw  | <u>Year 5 – Dreams and Goals</u> <ul style="list-style-type: none"> <li>I know that I will need money to help me achieve some of my dreams</li> <li>I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs</li> <li>I know what job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it</li> <li>I know why I am motivated to make a positive contribution to supporting others</li> <li>I know that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other</li> </ul> | <u>Year 5 – Dreams and Goals</u> <ul style="list-style-type: none"> <li>I can identify what I would like my life to be like when I am grown up</li> <li>I can appreciate the contributions made by people in different jobs</li> <li>I can appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future</li> <li>I can reflect on how these relate to my own</li> <li>I can appreciate the similarities and differences in aspirations between myself and young people in a different culture</li> <li>I can describe the dreams and goals of young people in a culture different to mine</li> <li>I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship</li> </ul>   |
| Spanish (MFL) (A)<br>Phase: 5/6 | Pupils should be taught to: <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding in sentences.</li> </ul> | <u>Year 5 – My Body</u> <ul style="list-style-type: none"> <li>I know how to say and understand parts of the body.</li> <li>I know how to read, say and understand words for colours.</li> <li>I know how to use a bilingual dictionary to find out plurals and genders.</li> <li>I know the words grande and pequeño to describe size.</li> <li>I know five words for facial features.</li> <li>I know that adjectives must agree with the noun they describe.</li> </ul>  | <u>Year 5 – My Body</u> <ul style="list-style-type: none"> <li>I can listen for sounds, rhymes and rhythm.</li> <li>I can follow a short, familiar text, identifying common spelling patterns in letter strings; use physical response to show understanding of specific words.</li> <li>I can read and memorise words.</li> <li>I can ask and answer questions.</li> <li>I can use question forms.</li> <li>I can start to recognise the adjective agreement rule.</li> <li>I can start to apply the adjective agreement rule.</li> <li>I can write simple words and phrases using a model and some words from memory.</li> <li>I can recognise and apply simple agreements.</li> </ul>  |