

Spring 2 (Cycle A): What's in the News - Our Community

Subject	NC link	Declarative knowledge	Procedural knowledge
Geography (A) Phase: 5/6	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe and understand key aspects of human geography, including: types of settlement and land use, economic activity 	<p><u>Local - Building a community</u></p> <ul style="list-style-type: none"> I know what residential, commercial and industrial mean I know where people live in my local area (types of houses – detached/ semi/ terraced/ bungalow) I know about my local area I know how to use a map I know how to use and create a key on a map I know what makes a community (businesses, houses, local amenities, public buildings) I know which things we need near our houses 	<p><u>Local - Building a community</u></p> <ul style="list-style-type: none"> I can ask and answer geographical questions using a variety of resources about the physical and human characteristics of a location. I can create maps of locations describing and identifying key aspects of human geography, including: settlements, land use, population, economic activity I can collect and analyse statistics and other information in order to draw clear conclusions about locations.
D&T (A) Phase: 5/6	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> make products through stages of prototypes, making continual refinements. 	<p><u>Design and Making our own Community</u></p> <ul style="list-style-type: none"> I know what texture, pattern and materials means I know how to use a net to construct a model house I know how to use texture, pattern and materials to decorate my model house I know which internal features a house needs (rooms, staircase, furniture) I know what makes my model house successful I know how I could improve my design 	<p><u>Design and Making our own Community</u></p> <ul style="list-style-type: none"> I can ensure products have a high quality finish, using art skills where appropriate. I can cut materials with precision and refine the finish with appropriate tools. I can show an understanding of the qualities of materials to choose appropriate tools to cut and shape I can develop a range of practical skills to create products. I can evaluate the design of products so as to suggest improvements to the user experience.
Science (A) Phase: 5/6	<p><u>Year 5</u> Pupils should be taught to</p> <ul style="list-style-type: none"> describe the life process of reproduction in some plants. 	<p><u>Year 5 - Living Things</u></p> <ul style="list-style-type: none"> I know the life process of reproduction in some plants. 	<p><u>Year 5 - Living Things</u></p> <ul style="list-style-type: none"> I can understand and draw scientific diagrams with labels.
Computing (A) Phase: 5/6	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<p><u>Year 5 - Handling Data</u></p> <ul style="list-style-type: none"> I know what data means I know what a database is I know what the features of a database are I know how to search a database I know how to set up a database I know how to order/sequence data from a database I know what makes a database successful 	<p><u>Year 5 - Handling Data</u></p> <ul style="list-style-type: none"> I can plan the process needed to investigate the world around me. I can select the most effective tool to collect data for my investigation. I can check the data I collect for accuracy and plausibility. I can interpret the data I collect. I can present the data I collect in an appropriate way. I can use the skills I have developed to interrogate a database.
Music (A) Phase: 5/6	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> perform in solo and ensemble contexts, using their voices develop an understanding of the history of music 	<p><u>The Fresh Prince of Bel Air</u></p> <ul style="list-style-type: none"> I know the names of historical and modern composers/ performers. I know the words to The Fresh Prince Of Bel Air I know instruments used in most Rap songs I know actions to accompany the performance of The Fresh Prince Of Bel Air I know the importance of warming up my voice to keep it safe 	<p><u>The Fresh Prince of Bel Air</u></p> <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 confidently discuss other dimensions of music and how they fit into the music we are listening to. I can find the pulse of any piece of music with ease and confidence, internally or externally, with body movement. 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: <ul style="list-style-type: none"> play competitive games, perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<u>Dance</u> <ul style="list-style-type: none"> I know a range of rotational sequence dances (Macarena, 5, 6, 7, 8, Fast Food dance) I know the term repetition I know basic sequence steps I know how to create a 16 and 32 count sequence I am able to use what I know to produce my own sequence dance <u>Games – Fielding / Cricket / Rounders</u> <ul style="list-style-type: none"> I know how to throw or pass. I know the rules of rounders and cricket. I know how to organise my team I know and can explain how taking part in PE can impact on health and fitness and developing a healthy lifestyle in school, after school and in the community 	<u>Dance</u> <ul style="list-style-type: none"> I can adapt and refine the use of weight, space and rhythm in dances to express themselves in the style of dance. I can perform dances using a range of stimuli and more complex movement patterns <u>Games - Fielding / Cricket / Rounders</u> <ul style="list-style-type: none"> I can throw or pass to a moving target using hands or feet I can 'field' a rolling ball I can strike a ball with increasing control using a large headed bat/racquet, a hockey stick or rounders' bat I understand and can explain how taking part in PE can impact on health and fitness and developing a healthy lifestyle in school, after school and in the community
Religious Ed. (A) Phase: 5/6	Pupils should be taught to: <ul style="list-style-type: none"> explore commitment as demonstrated in the lives and work of significant people of faith 	<u>Faith in Action</u> <ul style="list-style-type: none"> I know the work of a religious charity. I know the values that motivate people of faith to respond to a cause I know how significant religious people are inspired I know how to explain why significant people of faith acted according to their commitments. 	<u>Faith in Action</u> <ul style="list-style-type: none"> I can give reasons why people may choose to make sacrifices to improve the lives of others. I can say why religions do charitable work. I can reflect on what influences religious people. I can explain how people are inspired by actions of significant people of faith.
PSHE (A) Phase: 5/6	Jigsaw	<u>Year 5 – Healthy Me</u> <ul style="list-style-type: none"> I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations I know how the media and celebrity culture promotes certain body types I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy I know how to keep myself calm in emergencies 	<u>Year 5 – Healthy Me</u> <ul style="list-style-type: none"> I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures I can make an informed decision about whether or not I choose to smoke and know how to resist pressure I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am I can respect and value my body I can keep myself healthy and happy
Spanish (MFL) (A) Phase: 5/6	Pupils should be taught to: <ul style="list-style-type: none"> speak in sentences, using familiar vocabulary, phrases and basic language structures 	<u>Year 5 - Festivals</u> <ul style="list-style-type: none"> I know how to apply the adjective agreement rule. I know some words for food items in Spanish. I know about the importance of festivals in Spain. I know about Las Fallas, the festival of San José in Valencia. 	<u>Year 5 - Festivals</u> <ul style="list-style-type: none"> 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 write simple words and phrases using a model and some words from memory. I can recognise and apply simple agreements. I can learn about festivals and celebrations in different cultures. I can use a dictionary. I can design my own 'ninot'.