

Summer 1 (Cycle A): Food for thought - The Great Southcoates Bake Off

Subject	NC link	Declarative knowledge	Procedural knowledge
Geog. (A) Phase: 5/6	Pupils should be taught to: <ul style="list-style-type: none"> Identify and describe how the physical features affect the human activity within a location. Describe and understand key aspects of human geography 	<u>National – Land use in the United Kingdom</u> <ul style="list-style-type: none"> I know about land use in the United Kingdom I know that different regions in the United Kingdom are famous/award winning for certain produce and dishes I know how to use a map I know how to use and create a key on a map 	<u>National – Land use in the United Kingdom</u> <ul style="list-style-type: none"> I can use national maps and atlases to find different places I can label a map of the United Kingdom to show land use I can describe and understand key aspects of human geography I can create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land) I can collect and analyse statistics and other information in order to draw clear conclusions about locations
D&T (A) Phase: 5/6	Pupils should be taught to: <ul style="list-style-type: none"> Demonstrate a range of baking and cooking techniques. Create and refine recipes 	<u>Food – Yorkshire Puddings</u> <ul style="list-style-type: none"> I know how to weigh and measure ingredients accurately I know how to use ingredients to design a filling and topping for my recipe I know how to present my finished product for a competition I know what makes my finished product successful I know how I could improve my design 	<u>Food – Yorkshire Puddings</u> <ul style="list-style-type: none"> I can follow a recipe I can use a range of kitchen utensils with precision to cut and prepare ingredients I can ensure products have a high quality finish, using design skills where appropriate 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	<u>Year 5</u> Pupils should: <ul style="list-style-type: none"> demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials 	<u>Year 5 - Properties of Materials</u> <ul style="list-style-type: none"> I know the properties of solids, liquids and gases I know that some materials will dissolve in liquid to form a solution I know how to recover a substance from a solution. I know how mixtures might be separated, through filtering, sieving and evaporating. I know that dissolving, mixing and changes of state are reversible changes I know that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 	<u>Year 5 - Properties of Materials</u> <ul style="list-style-type: none"> I can control variables when planning a fair-test. I can evaluate an enquiry in terms of the amount of trust one can have in it. I can report and present findings from enquiries, including conclusions, causal relationships and explanations.
Computing (A) Phase: 5/6			
Music (A) Phase: 5/6	Pupils should be taught to: <ul style="list-style-type: none"> sing musically with increasing confidence and control. listen with attention to detail and recall sounds with increasing aural memory 	<u>Dancing in the Street</u> <ul style="list-style-type: none"> I know the names of historical and modern composers/ performers. I know the words to Dancing in The Street I know instruments used in most Hip-Hop songs I know actions to accompany the performance of Dancing in The Street I know the importance of warming up my voice to keep it safe 	<u>Dancing in the Street</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 can use musical words/language to describe the music we listen to and my feelings towards it I can confidently discuss other dimensions of music and how they fit into the music we are listening to. I understand and can explain that pulse is the foundation upon which all other dimensions are built. I can also keep a strong sense of pulse and recognise when I or others are going out of time. I understand and can demonstrate how pulse, rhythm and pitch work together over a music track and explain how they work together to create a song.

<p>Physical Ed. (A) Phase: 5/6</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> I know the different heats and activities in athletics. <p><u>Games – Bat and ball/Tennis – Year 6</u></p> <ul style="list-style-type: none"> I know how to pass and work in a team. I know the rules of tennis. <p><u>Year 5</u> Rugby coach in from Archbishop Sentamu Academy</p>	<p><u>Athletics</u></p> <ul style="list-style-type: none"> I can master basic movements of running, jumping and throwing and link them together <p><u>Games - Bat and ball / Tennis – Year 6</u></p> <ul style="list-style-type: none"> I can take part in competitive challenges – individually and within a team.
<p>Religious Ed. (A) Phase: 5/6</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> explore how a person of faith may make a special journey To explore the diversity and significance of religious places to faith groups and members of the community. 	<p><u>Pilgrimage 5.3</u></p> <ul style="list-style-type: none"> I know how to compare key places of pilgrimage and identify why a faith member might go there. I know how to describe and show understanding of actions carried out by a pilgrim before, during and after pilgrimage. I know how to show understanding of what is sacred for believers in religious places. 	<p><u>Pilgrimage 5.3</u></p> <ul style="list-style-type: none"> I can reflect on the reasons a faith member may make a special journey. I can suggest ideas about the meaning of pilgrimage to a believer and the impact on their life? I can explain the impact of a sacred place on believers.
<p>PSHE (A) Phase: 5/6</p>	<p>Jigsaw</p>	<p><u>Year 5 - Relationships</u></p> <ul style="list-style-type: none"> I know who I am as a person in terms of my characteristics and personal qualities I know how to keep building my own self-esteem I know how to stand up for myself and how to negotiate and compromise I know and understand that relationships are personal and there is no need to feel pressurised into having a boyfriend/ girlfriend I know how to stay safe when using technology to communicate with my friends 	<p><u>Year 5 – Relationships</u></p> <ul style="list-style-type: none"> I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends I can recognise the feeling of jealousy, where it comes from and how to manage it I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to others I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others I can explain how to stay safe when using technology to communicate with my friends
<p>Spanish (MFL) (A) Phase: 5/6</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> speak in sentences, using familiar vocabulary, phrases and basic language structures 	<p><u>Year 5 - Food</u></p> <ul style="list-style-type: none"> I know some words for food items. I know how to pronounce words with the 'a' sound. I know how to give opinions with reasons about food. I know how to take part in a conversation asking for and giving opinions about different foods. 	<p><u>Year 5 - Food</u></p> <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 listen for sounds, rhyme and rhythm, identifying specific phonemes. I can read and understand a range of familiar written phrases. I can write simple words and phrases using a model or working from memory. I can use context & previous knowledge to determine meaning.