

Summer 2 (Cycle A): Incredible Humans - A Gentleman's Game?

Subject	NC link	Declarative knowledge	Procedural knowledge
History (A) Phase: 5/6	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> the history of rugby - the origin and development of the sport 	<p><u>The History of Rugby (Modern Britain)</u></p> <ul style="list-style-type: none"> I know the key dates (start, changes to rules, competitions, notable games) of the history of rugby. I know details about the history of rugby, including key figures/players. I know details about the life of William Webb Ellis. 	<p><u>The History of Rugby (Modern Britain)</u></p> <ul style="list-style-type: none"> I can use sources of evidence to find out about 1843 onwards linked to the history of rugby in the last 200 years (modern Britain) I can understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. I can use dates and terms accurately in describing events. I can use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. I can understand that no single source of evidence gives the full answer to questions about the past. I can describe changes in attitudes towards women in sports
Art (A) Phase: 5/6	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas. to develop their techniques, including control and their use of experimentation. 	<p><u>Drawing – Athletes in Motion</u></p> <ul style="list-style-type: none"> I know how Marcel Duchamp created his work. I know how artists portray athletes in their work. I know that some sketching techniques depict movement. I know a range of sketching techniques including hatching, cross-hatching, contour hatching and random lines. 	<p><u>Drawing – Athletes in Motion</u></p> <ul style="list-style-type: none"> I can choose a style of drawing which is suitable for the work (eg. realistic or impressionistic). I can show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. I can manipulate and experiment with the elements of art: line, pattern, tone, texture, form, space, colour, shape, perspective or proportion.
Science (A) Phase: 5/6	<p><u>Year 5</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the movement of the Earth, and other planets, relative to the Sun in the solar system 	<p><u>Year 5 – The Earth and Space</u></p> <ul style="list-style-type: none"> I know that the movement of the Earth, and other planets, is relative to the Sun in the solar system. know that the movement of the Moon relative to the Earth. I know how the Earth's rotation explains day and night and the apparent movement of the Sun across the sky. 	<p><u>Year 5 – The Earth and Space</u></p> <ul style="list-style-type: none"> I can plan a scientific enquiry to answer a question. I can identify scientific evidence that has been used to support or refute ideas or arguments. I can plan a fair-test; identifying the control variables. I can take repeated accurate measurements using a stopwatch. I can explain the degree of trust in results. I can use test results to make predictions to set up further fair-tests.
Computing (A) Phase: 5/6	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> understand computer networks. select, use and combine a variety of software. 	<p><u>Year 5 - Multimedia</u></p> <ul style="list-style-type: none"> I know the software that can be used to create multimedia: e.g. word, powerpoint, media player I know what an animation is I know what instructions are/set of steps to create an animation I know how to select suitable images I know the importance of audience in video design. I know how to save 	<p><u>Year 5 - Multimedia</u></p> <ul style="list-style-type: none"> I can talk about audience, atmosphere and structure when planning a particular outcome. I can confidently identify the potential of unfamiliar technology to increase my creativity. I can combine a range of media, recognising the contribution of each to achieve a particular outcome. I can tell you why I select a particular online tool for a specific purpose. I can be digitally discerning when evaluating the effectiveness of my own work and the work of others
Music (A) Phase: 5/6	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<p><u>Years 5 and 6 concert</u></p> <ul style="list-style-type: none"> I know the words to a variety of songs to perform I know how body movements can be combined with vocals to produce a performance. 	<p><u>Years 5 and 6 concert</u></p> <ul style="list-style-type: none"> 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. I can explain why we work together in an ensemble and what it means to do so.

Physical Ed. (A) Phase: 5/6	Pupils should be taught to: ♣ use running, jumping, throwing and catching in isolation and in combination ♣ play competitive games, modified where appropriate *develop flexibility, strength, technique, control and balance	<u>Athletics</u> • I know the different heats in athletic sports. <u>Dance – Year 5/6 Concert</u> <u>Year 5</u> Rugby coach in from Archbishop Sentamu Academy	<u>Athletics</u> • I can develop strength and flexibility • I can compare performances and demonstrate improvements to achieve their best. <u>Dance – Year 5/6 Concert</u>
Religious Ed. (A) Phase: 5/6	Pupils should be taught to: • explore the diversity and significance of local religious places to faith groups and members of the community • To explore the diversity and significance of religious places to faith groups and members of the community.	<u>Pilgrimage 5.3</u> • 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.	<u>Pilgrimage 5.3</u> • 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.
PSHE (A) Phase: 5/6	Jigsaw	<u>Year 5 – Changing Me</u> • I know how to develop my own self esteem • I understand that puberty is a natural process that happens to everybody and that it will be ok for me • I know that sexual intercourse can lead to conception and that is how babies are usually made • I know that sometimes people need IVF to help them have a baby • I appreciate how amazing it is that human bodies can reproduce in these ways • I am confident that I can cope with the changes that growing up will bring	<u>Year 5 – Changing Me</u> • I can explain how a girl’s body changes during puberty and understand the importance of looking after yourself physically and emotionally • I can describe how boys’ and girls’ bodies change during puberty • I can express how I feel about the changes that will happen to me during puberty • I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) • I can identify what I am looking forward to when I am in Year 6 • I can start to think about changes I will make when I am in Year 6 and know how to go about this
Spanish (MFL) (A) Phase: 5/6	Pupils should be taught to • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	<u>Year 5 - Numbers</u> • I know how to act out a traditional tale. • I know queasier and how to use it with different food items. • I know how to pronounce words with the ‘qu’ sound. • I know food items and numbers 1-15. • I know the words for months • I know how to pronounce words with the ‘r’ sound. • I know the numbers 16-31. • I know how to do some maths in Spanish including division and multiplication.	<u>Year 5 - Numbers</u> • I can listen for sounds, rhyme and rhythm. • I can read and understand a range of familiar written phrases. • I can follow a short familiar text, listening and reading at the same time. • I can practise new language with a friend. • I can use a dictionary to look up spellings.