

Autumn 1 (Cycle B): Kings & Queens - Boudicca

Subject	NC link	Declarative knowledge	Procedural knowledge
History (B) Phase: 5/6	Pupils should learn about the Roman Empire and its impact on Britain.	<u>Roman Empire</u> <ul style="list-style-type: none"> I know key facts about the invasion of Britain. I know where some of the main roads ran from and to and know how the roads were made. I know about the resistance of Queen Boudicca and understanding different perspectives. I know what the Roman baths were. 	<u>Roman Empire</u> <ul style="list-style-type: none"> I can explain the spread of the Roman Empire I can understand why the Romans built new roads in Britain I can understand how the Roman Empire affected different people and how they felt and reacted to the changes that were being made.
Art (B) Phase: 5/6	Pupils should be taught: to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	<u>Mosaic creation</u> <ul style="list-style-type: none"> I know how the Romans created mosaics and why. I know how Gaudi created his work. 	<u>Mosaic creation</u> <ul style="list-style-type: none"> I can combine visual and tactile qualities I can choose how to mix textures (rough and smooth, plain and patterned). I can evaluate Gaudi's work and use it to create my own.
Science (B) Phase: 5/6	<u>Year 6</u> Pupils should be taught about electricity: number and voltage of cells used in the circuit, how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches and use-recognised symbols when representing a simple circuit in a diagram.	<u>Year 6: Electricity</u> <ul style="list-style-type: none"> I know what the components of the circuit are. I know the electrical symbol for each component. I know why repeated measurements are needed in an investigation. I know what a data logger is and what it is used for. I know what a fair test is and what variables are. 	<u>Year 6: Electricity</u> <ul style="list-style-type: none"> I can compare and give reasons for variations in how components function, including the brightness of bulbs. I can associate the brightness of a lamp with the number and voltage of cells used in the circuit I can use recognised symbols when representing a simple circuit in a diagram I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate 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.
Computing (B) Phase: 5/6	Pupils should be taught to: select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information and use technology safely, respectfully and responsibly.	<u>E-Safety and basic skills</u> <ul style="list-style-type: none"> I know what my personal log on and password are and how to log on. I know which online games and sites are appropriate for my age. I know how to keep my personal information safe and secure. I know the safety and reporting features of major sites such as Facebook, Google and Youtube. I know how to use a keyboard effectively to type. I know how to save images from the internet. I know how to save documents in relevant folders. I know how to save images taken on a variety of hardware using different software. I know that anything I post online can be seen and may affect others. 	<u>Year 6: E-Safety and basic skills</u> <ul style="list-style-type: none"> I can protect my password and other personal information. I can explain the consequences of sharing too much about myself online. I can support my friends to protect themselves and make good choices online, including reporting concerns to an adult. I can explain the consequences of spending too much time online or on a game. I can explain the consequences to myself and others of not communicating kindly and respectfully. I can protect my computer or device from harm on the Internet.
Music (B) Phase: 5/6	Pupils should be taught to: listen with attention to detail and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	<u>Happy</u> <ul style="list-style-type: none"> I know the names of historical and modern composers/ performers. I know the words to Happy I know instruments used in most Pop songs. I know actions to accompany the performance of Happy I know the importance of warming up my voice to keep it safe 	<u>Happy</u> <ul style="list-style-type: none"> I can listen to a variety of music from all over the world, different times and traditions and discuss their place in history. I can confidently recognise/ identify different style indicators and different instruments and their sounds. I can find the pulse and recognise when in or out of time. I can use musical words / language to describe the music we listen to and my feelings towards it. I 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. (B) Phase: 5/6</p>	<p>Pupils should be taught to: play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending and compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I know the 5 basic jumps – tuck, star, straddle, straight one-legged jump • I know what a sequence is • I know basic balances • I know basic travelling steps • I know basic turning steps <p><u>Games – Football – Year 5</u></p> <ul style="list-style-type: none"> • I know the rules of football • I know how to pass using the inside and outside of my foot • I know how to control the ball • I know how to tackle and defend appropriately <p><u>Year 6</u> Rugby coach in from Archbishop Sentamu Academy</p>	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I can demonstrate the 5 basic jumps – tuck, star, straddle, straight one-legged jump • I can perform basic movements with fluency and control • I can demonstrate that a sequence contains elements of all categories of movement i.e. travel, turn, jump and balance • I can adapt and transfer work from floor to apparatus <p><u>Games – Football – Year 5</u></p> <ul style="list-style-type: none"> • I can work cooperatively: passing, receiving and signalling, playing with increasing confidence in a variety of game formations • I can pass confidently with the inside, the front and outside of the foot • I can demonstrate increasing control when dribbling with the feet • I can consistently apply attacking and defending principles
<p>Religious Ed. (B) Phase: 5/6</p>	<p>To be able to investigate different forms of worship To investigate religious rituals that show identity and belonging in different religious traditions</p>	<p><u>Living a Faith 6.2</u></p> <ul style="list-style-type: none"> • I know forms of worship are expressions of belief. • I know how to show the milestones of life give a sense of identity and belonging for faith members. 	<p><u>Living a Faith 6.2</u></p> <ul style="list-style-type: none"> • I can express thoughts about the importance of worship for faith members. • I can discuss the impact of rites of passage on faith members, their family and community.
<p>PSHE (B) Phase: 5/6</p>	<p>Jigsaw</p>	<p><u>Being Me in My World</u> <u>Year 6</u></p> <ul style="list-style-type: none"> • I know how to feel welcome and valued and know how to make others feel the same • I know that there are universal rights for all children but for many children these rights are not met • I know my own wants and needs and can compare these with children in different communities • I know that my actions affect other people locally and globally; I care about other people's feelings and try to empathise with them • I know how democracy and having a voice benefits the school community 	<p><u>Being Me in My World</u> <u>Year 6</u></p> <ul style="list-style-type: none"> • I can identify my goals for this year, understand my fears and worries about the future and know how to express them • I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities • I can contribute to the group and understand how we can function best as a whole
<p>Spanish (MFL) (B) Phase: 5/6</p>	<p>Pupils should be taught to: listen attentively to spoken language and show understanding by joining in and responding, develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>	<p><u>Year 6 - Descriptions</u></p> <ul style="list-style-type: none"> • I know the numbers 1-31 and months. • I know how to understand, say and write dates. • I know about birthday traditions in Spain and saints days. • I know how to understand and describe hair colour and type. • I know how to understand and describe eye colour. • I know how to understand and describe size. • I know how to pronounce words with the 'j' sound accurately. 	<p><u>Year 6 - Descriptions</u></p> <ul style="list-style-type: none"> • I can listen for specific words and phrases. • I can ask and answer questions with a partner. • I can read and understand a range of familiar written phrases. • I can write simple words and phrases using a model and some words from memory. • I can reinforce and extend recognition of word classes and understand their function. • I can recognise and apply simple agreements, singular & plural