

## Autumn 2 (Cycle B): A drop in the ocean - The Journey

Subject	NC link	Declarative knowledge	Procedural knowledge
Geog. (B) Phase: 5/6	Pupils should be taught to: locate the world's countries, using maps (longitude and latitude included) to focus on Europe (including the location of Russia) and North and South America, describe and understand key aspects of: human geography.	<u>Migration</u> <ul style="list-style-type: none"> <li>I know the name and location of the countries of North and South America</li> <li>I know all of the countries that migrants to Hull came from and where they are in the world.</li> <li>I know what facilities were built in Hull to support migrants including hotels and a dedicated platform, a special pier with railway links and then later the Alexander Dock were used especially for the migrants when they arrived into Hull. (I know how some geographical aspects have changed over time).</li> </ul>	<u>Migration</u> <ul style="list-style-type: none"> <li>I can show the migrants journeys to Hull and then onwards to countries such as America, Canada and South Africa.</li> <li>I can use maps of Hull, including digital versions on the Hull Curriculum digital platform to see the development of Hull over time</li> </ul>
D&T (B) Phase: 5/6	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making	<u>Exhibition</u> <ul style="list-style-type: none"> <li>I know how to display information and artefacts effectively.</li> </ul>	<u>Exhibition</u> <ul style="list-style-type: none"> <li>I can design and create a product that offers a service – an exhibition of children's work</li> <li>I can create an exhibition with a high quality finish, using art and IT skills where appropriate.</li> </ul>
Science (B) Phase: 5/6	<u>Year 6</u> Pupils should be taught to: use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye, and that shadows have the same shape as the objects that cast them.	<u>Year 6: Light</u> <ul style="list-style-type: none"> <li>I know that light appears to travel in straight lines.</li> <li>I know that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</li> <li>I know that because light travels in straight lines objects are seen because they give out or reflect light into the eye.</li> <li>I know how a prism affects a ray of light and what this tells us about the visible spectrum.</li> </ul>	<u>Year 6 Light</u> <ul style="list-style-type: none"> <li>I can use scientific evidence to support or refute on idea.</li> <li>I can plan a scientific enquiry to answer a questions.</li> <li>I can use test results to make predictions to set up further comparative tests.</li> <li>I can plan a scientific enquiry to answer a question.</li> <li>I can plan a fair-test; recognising and controlling variables.</li> </ul>
Computing (B) Phase: 5/6	Pupils should be taught to: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller.	<u>Programming:</u> <ul style="list-style-type: none"> <li>I know what a programme is.</li> <li>I know what an algorithm is.</li> <li>I know how to design a program with an algorithm.</li> <li>I know what inputs and outputs are.</li> <li>I know what the term 'debug' means.</li> <li>I know how to use the terms 'if' and 'then' in a program.</li> </ul>	<u>Year 6: Programming</u> <ul style="list-style-type: none"> <li>I can deconstruct a problem into smaller steps, recognising similarities to solutions used before.</li> <li>I can explain and program each of the steps in my algorithm (for a device or onscreen activity).</li> <li>I can evaluate the effectiveness and efficiency of my algorithm while I continually test the programming of that algorithm.</li> <li>I can recognise when I need to use a variable to achieve a required output.</li> <li>I can use a variable and operators to stop a program.</li> <li>I can use different inputs (including sensors) to control a device or onscreen action and predict what will happen.</li> <li>I can link errors in a program to a problem in the algorithm on which it is based.</li> </ul>
Music (B) Phase: 5/6	Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	<u>Whole school Christmas carol concert</u> <ul style="list-style-type: none"> <li>I know the words to a variety of Christmas carols and songs to perform</li> <li>I know how body movements can be combined with vocals to produce a performance</li> </ul>	<u>Whole school Christmas carol concert</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 confidently recognise/ identify different style indicators and different instruments and their sounds.</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. Then we can perform musically.</li> </ul>

Physical Ed. (B) Phase: 5/6	Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination and play competitive games, modified where appropriate developing flexibility, strength, technique, control and balance. Also, 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"> <li>I know what a sequence is.</li> <li>I know a range of jumps and travelling movements.</li> </ul> <u>Netball – Year 5</u> <ul style="list-style-type: none"> <li>I know the rules of netball.</li> <li>I know how to pivot.</li> </ul> <u>Year 6</u> Rugby coach in from Archbishop Sentamu Academy	<u>Dance</u> <ul style="list-style-type: none"> <li>I can work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances</li> <li>I can use appropriate criteria to evaluate and refine their own and others' work</li> </ul> <u>Games – Netball – Year 5</u> <ul style="list-style-type: none"> <li>I can use pivot in a game situation</li> <li>I can change direction to either dodge or mark an opponent</li> <li>I can accurately pass and receive a range of balls with hands in a variety of ways e.g. chest, bounce, shoulder, overarm, overhead and 2 handed underarm</li> <li>I can throw or pass to a moving target using hands or feet</li> </ul>
Religious Ed. (B) Phase: 5/6	To be able to investigate different forms of worship To investigate religious rituals that show identity and belonging in different religious traditions	<u>Living a Faith (Focus on Christmas)</u> <ul style="list-style-type: none"> <li>I know forms of worship are expressions of belief.</li> <li>I know how to show the milestones of life give a sense of identity and belonging for faith members.</li> </ul>	<u>Living a Faith Focus on Christmas)</u> <ul style="list-style-type: none"> <li>I can express thoughts about the importance of worship for faith members.</li> <li>I can discuss the impact of rites of passage on faith members, their family and community.</li> </ul>
PSHE (B) Phase: 5/6	Jigsaw	<u>Year 6 – Celebrating Difference</u> <ul style="list-style-type: none"> <li>I know there are different perceptions about what normal means</li> <li>I know how having a disability could affect someone's life</li> <li>I know how to explain some of the ways in which one person or a group can have power over another</li> <li>I know some of the reasons why people use bullying behaviours</li> <li>I know about examples of people with disabilities who lead amazing lives</li> <li>I know how to explain ways in which difference can be a source of conflict and a cause for celebration</li> </ul>	<u>Year 6 – Celebrating Difference</u> <ul style="list-style-type: none"> <li>I can empathise with people who are living with disabilities</li> <li>I can tell you a range of strategies in managing my feelings in bullying situations and for problem solving when I'm part of on</li> <li>I can show empathy with people in either situation</li> </ul>
Spanish (MFL) (B) Phase: 5/6	Pupils should be taught to: listen attentively to spoken language and show understanding by joining in and responding, engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help, speak in sentences, using familiar vocabulary, phrases and basic language structure, develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	<u>Year 6 - Descriptions</u> I know how to describe someone else using the third person. I know how to use adjectives correctly in a sentence. I know how to pronounce words with the soft 'c' sound accurately.  <u>Both - Festivals</u> I know about some Christmas traditions in Spain.	<u>Year 6 - Descriptions</u> I can memorise and present a short spoken text. I can follow a short familiar text, reading and listening at the same time I can write simple phrases using a model and some words from memory. I can recognise and apply simple agreements, singular & plural. I can read some familiar words aloud and pronounce them accurately.  <u>Both - Festivals</u> I can memorise and present a short spoken text. 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 learn about festivals and celebrations in different cultures