

Spring 2 (Cycle B): A helping hand - Looking after others

Subject	NC link	Declarative knowledge	Procedural knowledge
Geog. (B) Phase: 5/6	Pupils should be taught to: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human characteristics and economic activity	<u>National – Charity work</u> <ul style="list-style-type: none"> I know the areas that Sport Relief supports and the reasons why. I know how the local community is supported. I know the capital cities and countries in the UK. 	<u>National – Charity work</u> <ul style="list-style-type: none"> I can identify and describe how the physical features affect the human activity within a location. I can use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location – describing how social status affects charities in areas and where social deprivation is happening. I can use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. I understand some of the reasons for geographical similarities and differences between countries. I can create a map showing locations of charities in England. I can create a map of the UK to show social deprivation areas and compare these across the UK, discussing why this might be.
Art (B) Phase: 5/6	Pupils should be taught: to improve their mastery of art techniques, including printing and about great artists in history	<u>Printing a Logo</u> <ul style="list-style-type: none"> I know that there are different types of art, including printing. I know the work of notable artists, including M.C Escher. I know how to create a printing block. 	<u>Printing a Logo</u> <ul style="list-style-type: none"> I can create an accurate pattern, showing fine detail. I can use a range of visual elements to reflect the purpose of the work. I can show precision in techniques. I can describe techniques using technical vocabulary. I can print on paper or fabric.
Science (B) Phase: 5/6	Year 6 Pupils should be taught to: identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	<u>Year 6 – Living Things</u> <ul style="list-style-type: none"> I know that living things have changed over time. I know that fossils provide information about living things that inhabited the Earth millions of years ago. I know that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. I know that animals and plants are adapted to suit their environment in different ways. 	
Computing (B) Phase: 5/6	Pupils should be taught to: collect, analyse, evaluate and present data and information	<u>Handling Data</u> <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 	<u>Handling Data</u> <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 (B) Phase: 5/6	Pupils should be taught to: perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	<u>You've Got a Friend in Me</u> <ul style="list-style-type: none"> I know the names of historical and modern composers/ performers I know the words to You've Got a Friend in Me I know instruments used in most Pop Rock/ Soft Rock songs I know actions to accompany the performance of You've Got a Friend in Me I know the importance of warming up my voice to keep it safe 	<u>You've Got a Friend in Me</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 explain that the pulse is the musical heartbeat and that it is the foundation of a piece of music, 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. I can explain why we work together in an ensemble and what it means to do so.

Physical Ed. (B) 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 	<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 – Rounders</u> <ul style="list-style-type: none"> I know the rules of the game of rounders 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 – Rounders</u> <ul style="list-style-type: none"> I can throw or pass to a moving target using hands or feet I can play modified versions of a range of competitive games I can 'field' a rolling ball I can strike a ball with increasing control using a large headed bat or rounders bat
Religious Ed. (B) Phase: 5/6	To be able to investigate the life and key teachings of faith founders and make links with key religious beliefs	<u>Hopes and Visions 6.3 (Link to Easter)</u> <ul style="list-style-type: none"> I know how to explain the significance of the key teachings of faith founders for faith members I know what makes some questions ultimate I know how to offer answers to an ultimate question from Christian and Buddhist perspectives I know key information about Nivarna Day and Lent. 	<u>Hopes and Visions 6.3 (Link to Easter)</u> <ul style="list-style-type: none"> I can consider how key teachings may impact on faith members and the community I can suggest answers to some ultimate questions I can compare their responses to an ultimate question with that of a faith member, respecting all viewpoints I can show understanding of the way participating in a festival may impact on the life of a faith member
PSHE (B) Phase: 5/6	Jigsaw	<u>Year 6 – Healthy Me</u> <ul style="list-style-type: none"> I know the impact of food on the body e.g. creating energy, giving comfort and altering mood. I know about different types of drugs and their uses and their effects on the body particularly the liver and heart. I know and can put into practice basic emergency aid procedures (e.g. the recovery position) and know how to get help in emergency situations. I know what it means to be emotionally well and can explore people's attitudes towards mental health/illness I know how to give my body the best combination of food for my physical and emotional health I know how to find ways to be happy and cope with life's situations without using drugs I know how to keep myself safe to avoid emergencies and also how to deal with emergencies if they happen I know how to help myself feel emotionally healthy and can recognise when I need help with this 	<u>Year 6 – Healthy Me</u> <ul style="list-style-type: none"> I can evaluate when alcohol is being used responsibly, anti-socially or being misused. I can recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse I can tell you how I feel about using alcohol when I am older and my reasons for this I can use different strategies to manage stress and pressure
Spanish (MFL) (B) Phase: 5/6	Pupils should be taught to: listen attentively to spoken language and show understanding by joining in and responding; develop accurate pronunciation and intonation	<u>Year 6 - Clothing</u> <ul style="list-style-type: none"> I know words for clothing. I know how to ask and answer the question ¿Qué llevas? <u>Both - Festivals</u> <ul style="list-style-type: none"> I know about the importance of festivals in Spain. I know about Las Fallas, the festival of San José in Valencia. 	<u>Year 6 - Clothing</u> <ul style="list-style-type: none"> I can listen for specific words and phrases. I can ask and answer questions. I can read and understand a range of familiar written phrases. I can use context and previous knowledge to determine meaning and pronunciation. <u>Both - Festivals</u> <ul style="list-style-type: none"> I can learn about festivals and celebrations in different cultures. I can use a dictionary. I can design my own 'ninot'.