

Summer 1 (Cycle B): Who is your favourite author? - Battle of the Authors

Subject	NC link	Declarative knowledge	Procedural knowledge
History (B) Phase: 5/6	Pupils should be taught to: • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events.	<u>Comparing the Edwardian era and Modern-day Britain</u> <ul style="list-style-type: none"> • I know key information about the Edwardian era • I know what it would have been like to live during the Edwardian era as a woman • I know how life during the Edwardian era is different to life today for women • I know some reasons why some sources of evidence are more/less reliable than others 	<u>Comparing the Edwardian era and Modern-day Britain</u> <ul style="list-style-type: none"> • I can use sources of evidence to find out about The Edwardian era. • I can describe the social, ethnic, cultural or religious diversity of past society. • I can describe the characteristic features of the past, including experiences of women. • 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.
Art (B) Phase: 5/6	Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas.	<u>Illustrating a book cover</u> <ul style="list-style-type: none"> • I know how Tom Sanderson created his work. • I know how artists portray part of a story in their work. • I know that some sketching techniques depict movement. • I know a range of sketching techniques including hatching, cross-hatching, circulism, cross contour and random lines. 	<u>Illustrating a book cover</u> <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 (B) Phase: 5/6	Year 6 Pupils should be taught to: describe how living things are classified into broad groups according to common observable characteristics	<u>Year 6 Living things</u> <ul style="list-style-type: none"> • I know that living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. • I know the reasons for classifying plants and animals based on specific characteristics. 	<u>Year 6</u> <ul style="list-style-type: none"> • I can make a key to classify plants.
Computing (B) Phase: 5/6			
Music (B) Phase: 5/6	Pupils should be taught to: listen with attention to detail and recall sounds with increasing aural memory	<u>Music and Me (Women in the music industry)</u> <ul style="list-style-type: none"> • I know the names of some inspirational and influential women in the music industry • I know that music has been a catalyst in the development of the identity of female artists • I know that music can help me develop positive self-identity and individual self-expression • I know the importance of warming up my voice to keep it safe 	<u>Music and Me (Women in the music industry)</u> <ul style="list-style-type: none"> • I can listen to a variety of music from female artists over the past one hundred years, explain why they have been successful and discuss how they have changed the course of musical 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 create my own lyrics, raps and melodies and perform them over a beat

Physical Ed. (B) Phase: 5/6	Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination and to take part in outdoor and adventurous activity challenges both individually and within a team	<u>Athletics</u> <ul style="list-style-type: none"> I know the different heats and activities in athletics. I know how to pass and work in a team. <u>Games - Bat and ball / Tennis / Outdoor adventure – Year 6</u> <ul style="list-style-type: none"> I know what skills are needed in orienteering and outdoor challenges. I know the rules of tennis. <u>Year 5</u> Rugby coach in from Archbishop Sentamu Academy	<u>Athletics</u> <ul style="list-style-type: none"> I can master basic movements of running, jumping and throwing and link them together <u>Games - Bat and ball / Tennis / Outdoor adventure – Year 6</u> <ul style="list-style-type: none"> I can take part in outdoor and adventure challenges – individually and within a team I can ‘field’ a rolling ball
Religious Ed. (B) Phase: 5/6	To be able to explore issues of justice and freedom and consider religious teachings of forgiveness and reconciliation	<u>Justice and Freedom 6.1</u> <ul style="list-style-type: none"> I know how to describe what freedom means to people of faith I know how to show understanding of the beliefs and feelings of faith members who have experienced injustice I know how to identify the impact of a religious teaching such as forgiveness on a believer’s actions I know how to identify the impact that reconciliation has on community harmony 	<u>Justice and Freedom 6.1</u> <ul style="list-style-type: none"> I can explain what freedom means to me I can share experiences of injustice and explain my hopes and dreams for a just world I can give examples of conflicts that have been resolved within the family, school or community. I can appreciate the power of forgiveness and reconciliation in the world.
PSHE (B) Phase:5/6	Jigsaw	<u>Year 6 - Relationships</u> <ul style="list-style-type: none"> I know how it feels to have people in my life that are special to me I know some of the feelings we can have when someone dies or leaves I know that there are different stages of grief and that there are different types of loss that cause people to grieve I know how technology can be used to try to gain power or control and I can use strategies to prevent this from happening 	<u>Year 6 - Relationships</u> <ul style="list-style-type: none"> I can identify the most significant people to be in my life so far I can use some strategies to manage feelings associated with loss and can help other people to do so I can recognise when I am feeling those emotions and have strategies to manage them I can recognise when people are trying to gain power or control I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control I can take responsibility for my own safety and well-being I can use technology positively and safely to communicate with my friends and family
Spanish (MFL) (B) Phase: 5/6	Pupils should be taught to: speak in sentences, using familiar vocabulary, phrases and basic language structures	<u>Year 6 -Clothing</u> <ul style="list-style-type: none"> I know words for clothing and colours. I know how to use colours to describe clothing with correct adjectival agreements. I know how to understand and write a short description of an outfit. I know how to understand aural descriptions of clothing. Remember words for clothing. 	<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 memorise and present a short spoken text. I can find out about the lack of uniforms in Spain and give opinions about uniform.