

## Summer 2 (Cycle B): Survival of the fittest – Running Wild

Subject	NC link	Declarative knowledge	Procedural knowledge
Geog. (B) Phase: 5/6	Pupils should be taught to describe and understand key aspects of physical geography, including: climate zones, mountains, volcanoes and earthquakes.	<u>Global – Harsh environments</u> <ul style="list-style-type: none"> <li>I know what a map is used for</li> <li>I know the terms country, continent, city and vocabulary pertaining to physical geography</li> <li>I know what a biome is</li> <li>I know that different biomes exist because of the climate</li> <li>I know how to use maps and atlases to locate different biomes</li> </ul>	<u>Global – Harsh environments</u> <ul style="list-style-type: none"> <li>I can name and locate rainforests on a map of the world</li> <li>I can name and locate some biomes on a map of the world</li> <li>I can describe and understand key aspects of physical geography, including: climate zones</li> <li>I can describe geographical diversity across the world and explain how locations around the world are changing. Explaining some of the reasons for change.</li> <li>I can use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</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>Creating a shelter</u> <ul style="list-style-type: none"> <li>I know what a structure is</li> <li>I know what a shelter is</li> <li>I know the key features of a survival shelter</li> <li>I know what makes my survival shelter successful</li> <li>I know how I could improve my survival shelter</li> </ul>	<u>Creating a shelter</u> <ul style="list-style-type: none"> <li>I can design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</li> <li>I can ensure products have a high quality finish, using art skills where appropriate.</li> <li>I can evaluate the design of products so as to suggest improvements to the user experience.</li> <li>I can cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</li> <li>I can show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).</li> <li>I can develop a range of practical skills to create products (such as cutting and joining).</li> </ul>
Science (B) Phase: 5/6	<u>Year 6</u> Pupils should be taught to: recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	<u>Year 6 - Animals, including humans</u> <ul style="list-style-type: none"> <li>I know the impact of diet, exercise, drugs and lifestyle on the way bodies function.</li> </ul>	
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.	<u>Year 5 and 6: Multimedia</u> <ul style="list-style-type: none"> <li>I know the software that can be used to create multimedia: e.g. word, powerpoint, media player</li> <li>I know what an animation is</li> <li>I know what instructions are/set of steps to create an animation</li> <li>I know how to select suitable images</li> <li>I know the importance of audience in video design.</li> <li>I know how to save</li> </ul>	<u>Year 5 and 6: Multimedia</u> <ul style="list-style-type: none"> <li>I can talk about audience, atmosphere and structure when planning a particular outcome.</li> <li>I can confidently identify the potential of unfamiliar technology to increase my creativity.</li> <li>I can combine a range of media, recognising the contribution of each to achieve a particular outcome.</li> <li>I can tell you why I select a particular online tool for a specific purpose.</li> <li>I can be digitally discerning when evaluating the effectiveness of my own work and the work of others</li> </ul>
Music (B) Phase: 5/6	Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression	<u>Years 5 and 6 concert</u> <ul style="list-style-type: none"> <li>I know the words to a variety of songs to perform</li> <li>I know how body movements can be combined with vocals to produce a performance.</li> </ul>	<u>Years 5 and 6 concert</u> <ul style="list-style-type: none"> <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> <li>I can explain why we work together in an ensemble and what it means to do so.</li> </ul>

Physical Ed. (B) Phase:5/6	Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination	<u>Athletics</u> <ul style="list-style-type: none"> <li>I know the different heats in athletic sports.</li> </ul> <u>Games - Fielding / Cricket / Rounders – Year 6</u> <ul style="list-style-type: none"> <li>I know how to throw or pass.</li> <li>I know the rules of rounders and cricket.</li> </ul> <u>Dance – Year 5/6 Concert</u> <u>Year 5</u> Rugby coach in from Archbishop Sentamu Academy	<u>Athletics</u> <ul style="list-style-type: none"> <li>I can develop strength and flexibility</li> <li>I can compare performances and demonstrate improvements to achieve their best.</li> </ul> <u>Games - Fielding / Cricket / Rounders</u> <ul style="list-style-type: none"> <li>I can throw or pass to a moving target using hands or feet</li> <li>I can play modified versions of a range of competitive games</li> <li>I can 'field' a rolling ball</li> <li>I can strike a ball with increasing control using a large headed bat/racquet, a hockey stick or rounders' bat</li> <li>I understand 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</li> </ul>
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</u> <ul style="list-style-type: none"> <li>I know how to describe what freedom means to people of faith</li> <li>I know how to show understanding of the beliefs and feelings of faith members who have experienced injustice</li> <li>I know how to identify the impact of a religious teaching such as forgiveness on a believer's actions</li> <li>I know how to identify the impact that reconciliation has on community harmony</li> <li></li> </ul>	<u>Justice and Freedom</u> <ul style="list-style-type: none"> <li>I can explain what freedom means to me</li> <li>I can share experiences of injustice and explain my hopes and dreams for a just world</li> <li>I can give examples of conflicts that have been resolved within the family, school or community.</li> <li>I can appreciate the power of forgiveness and reconciliation in the world.</li> </ul>
PSHE (B) Phase: 5/6	Jigsaw	<u>Year 6: Changing Me</u> <ul style="list-style-type: none"> <li>I recognise how I feel when I reflect on the development and birth of a baby</li> <li>I know how being physically attracted to someone changes the nature of the relationship</li> <li>I know how to prepare myself emotionally for starting secondary school</li> </ul>	<u>Year 6: Changing Me</u> <ul style="list-style-type: none"> <li>I can ask the questions I need answered about changes during puberty</li> <li>I can reflect on how I feel about asking the questions and about the answers I receive</li> <li>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born</li> <li>I can express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this</li> <li>I can identify what I am looking forward to and what worries me about the transition to secondary school</li> </ul>
Spanish (MFL) (B) 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 6 - Bodies</u> <ul style="list-style-type: none"> <li>I know words for parts of the body, colours, clothes, months, numbers, personal descriptions and family.</li> <li>I know what happens at the San Fermín festival.</li> </ul>	<u>Year 6- Bodies</u> <ul style="list-style-type: none"> <li>I can listen for specific words and phrases.</li> <li>I can ask and answer questions.</li> <li>I can read and understand a range of familiar written phrases.</li> <li>I can write simple words and phrases from memory.</li> <li>I can recognise and apply simple agreements.</li> <li>I can create a poster on the San Fermín festival.</li> </ul>