

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.

Physical Ed. (B) Phase: 5/6	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.	<u>Gymnastics</u> <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 <u>Games – Football – Year 5</u> <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 <u>Year 6</u> Rugby coach in from Archbishop Sentamu Academy	<u>Gymnastics</u> <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 <u>Games – Football – Year 5</u> <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
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 6.2</u> <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. 	<u>Living a Faith 6.2</u> <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.
PSHE (B) Phase: 5/6	Jigsaw	<u>Being Me in My World Year 6</u> <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 	<u>Being Me in My World Year 6</u> <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
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 so that others understand when they are reading aloud or using familiar words and phrases.	<u>Year 6 - Descriptions</u> <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. 	<u>Year 6 - Descriptions</u> <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

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"> I know the name and location of the countries of North and South America I know all of the countries that migrants to Hull came from and where they are in the world. 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). 	<u>Migration</u> <ul style="list-style-type: none"> I can show the migrants journeys to Hull and then onwards to countries such as America, Canada and South Africa. I can use maps of Hull, including digital versions on the Hull Curriculum digital platform to see the development of Hull over time
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"> I know how to display information and artefacts effectively. 	<u>Exhibition</u> <ul style="list-style-type: none"> I can design and create a product that offers a service – an exhibition of children's work I can create an exhibition with a high quality finish, using art and IT skills where appropriate.
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"> I know that light appears to travel in straight lines. 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. I know that because light travels in straight lines objects are seen because they give out or reflect light into the eye. I know how a prism affects a ray of light and what this tells us about the visible spectrum. 	<u>Year 6 Light</u> <ul style="list-style-type: none"> I can use scientific evidence to support or refute on idea. I can plan a scientific enquiry to answer a questions. I can use test results to make predictions to set up further comparative tests. I can plan a scientific enquiry to answer a question. I can plan a fair-test; recognising and controlling variables.
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"> I know what a programme is. I know what an algorithm is. I know how to design a program with an algorithm. I know what inputs and outputs are. I know what the term 'debug' means. I know how to use the terms 'if' and 'then' in a program. 	<u>Year 6: Programming</u> <ul style="list-style-type: none"> I can deconstruct a problem into smaller steps, recognising similarities to solutions used before. I can explain and program each of the steps in my algorithm (for a device or onscreen activity). I can evaluate the effectiveness and efficiency of my algorithm while I continually test the programming of that algorithm. I can recognise when I need to use a variable to achieve a required output. I can use a variable and operators to stop a program. I can use different inputs (including sensors) to control a device or onscreen action and predict what will happen. I can link errors in a program to a problem in the algorithm on which it is based.
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"> I know the words to a variety of Christmas carols and songs to perform I know how body movements can be combined with vocals to produce a performance 	<u>Whole school Christmas carol concert</u> <ul style="list-style-type: none"> 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. I can confidently recognise/ identify different style indicators and different instruments and their sounds. I understand the importance of warming up my voice to keep it safe 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.

<p>Physical Ed. (B) Phase: 5/6</p>	<p>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.</p>	<p><u>Dance</u></p> <ul style="list-style-type: none"> • I know what a sequence is. • I know a range of jumps and travelling movements. <p><u>Netball – Year 5</u></p> <ul style="list-style-type: none"> • I know the rules of netball. • I know how to pivot. <p><u>Year 6</u> Rugby coach in from Archbishop Sentamu Academy</p>	<p><u>Dance</u></p> <ul style="list-style-type: none"> • I can work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances • I can use appropriate criteria to evaluate and refine their own and others' work <p><u>Games – Netball – Year 5</u></p> <ul style="list-style-type: none"> • I can use pivot in a game situation • I can change direction to either dodge or mark an opponent • 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 • I can throw or pass to a moving target using hands or feet
<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 (Focus on Christmas)</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 Focus on Christmas)</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>Year 6 – Celebrating Difference</u></p> <ul style="list-style-type: none"> • I know there are different perceptions about what normal means • I know how having a disability could affect someone's life • I know how to explain some of the ways in which one person or a group can have power over another • I know some of the reasons why people use bullying behaviours • I know about examples of people with disabilities who lead amazing lives • I know how to explain ways in which difference can be a source of conflict and a cause for celebration 	<p><u>Year 6 – Celebrating Difference</u></p> <ul style="list-style-type: none"> • I can empathise with people who are living with disabilities • 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 • I can show empathy with people in either situation
<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, 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</p>	<p><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.</p> <p><u>Both - Festivals</u> I know about some Christmas traditions in Spain.</p>	<p><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.</p> <p><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</p>

Spring 1 (Cycle B): A stitch in time - The Elizabethans

Subject	NC link	Declarative knowledge	Procedural knowledge
History (B) Phase: 5/6	Pupils should be taught about: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, the changing power of monarchs.	<u>Elizabethans</u> <ul style="list-style-type: none"> I know the role the theatre played in the entertainment industry. I know that wealth was important and had an impact on life in Elizabethan times. I know that the clothing is linked to social class in Elizabethan times. I know the main events that happened during the period 1550 to 1603. I know Queen Elizabeth I was the ruler during this time. 	<u>Elizabethans</u> <ul style="list-style-type: none"> I can use artefacts and sources of evidence to find out about the Elizabethan period. I can discuss the religious diversity during the Elizabethan times. I can describe the social diversity of the Elizabethan society – theatres, playhouses. I can the ideas, beliefs, attitudes and experiences of men, women and children. I can create my own timeline of key events during the Elizabethan period and describe chronology and change.
Art (B) Phase:5/6	Pupils should be taught: about great artists, architects and designers in history. to improve their mastery of art and design techniques.	<u>Create an Elizabethan costume accessory</u> <ul style="list-style-type: none"> I know what costumes Elizabethans wore. I know ruffs, collars, petticoats and corsets were in fashion during the Elizabethan times. 	<u>Create an Elizabethan costume accessory</u> <ul style="list-style-type: none"> I can cut materials with precision I can create my own Elizabethan costume that employs a seam allowance. I can join textiles with a combination of stitching techniques (such as backstitch for seams and running stitch to attach decoration). I can use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion)
Science (B) Phase: _5/6	<u>Year 6:</u> Pupils should be taught to: identify and name the main parts of the human circulatory system, and their functions.	<u>Year 6: Animals, including humans</u> <ul style="list-style-type: none"> I know the names of the main parts of the human circulatory system, I know the functions of the heart, blood vessels and blood. 	<u>Year 6: Animals, including humans</u> <ul style="list-style-type: none"> I can explain how the circulatory system works.
Computing (B) Phase: 5/6	Pupils should be taught: to understand computer networks including the internet and WWW. technology safely, respectfully and responsibly.	<u>Technology in our lives</u> <ul style="list-style-type: none"> I know how to log on. I know how to use a search engine. I know the difference between the Internet and the World Wide Web. I know what copyright means. I know how to stay safe and be responsible online. I know the names of modern devices used in day to day life. I know what bias and reliable means. I know how to identify a reliable search engine. 	<u>Technology in our lives</u> <ul style="list-style-type: none"> I can tell you the Internet services I need to use for different purposes. I can describe how information is transported on the Internet I can select an appropriate tool to communicate and collaborate online. I can talk about the way search results are selected and ranked. I can check the reliability of a website. I can tell you about copyright and acknowledge the sources of information that I find online.
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>A New Year Carol</u> <ul style="list-style-type: none"> I know the names of historical and modern composers/ performers I know the words to A New Year Carol I know instruments used in most Folk songs I know actions to accompany the performance of A New Year Carol I know the importance of warming up my voice to keep it safe 	<u>A New Year Carol</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. 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 continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.	<u>Gymnastics</u> <ul style="list-style-type: none"> I know and understand the basic principles of warming up and why it is important for good quality performance. I know the names of individual pieces of apparatus. I know how to use apparatus safely <u>Games – Hockey</u> <ul style="list-style-type: none"> I know the rules of hockey. I know how to pass, dribble and shoot. I know the difference between attacking and defending skills. 	<u>Gymnastics</u> <ul style="list-style-type: none"> I can observe and describe the movements of others using appropriate language and terminology I can work cooperatively with a partner to travel over/under/around and move in synchronisation or canon I can understand and can demonstrate rotation around 2 different axes I can balance to demonstrate specific planned shapes e.g. symmetry and asymmetry I can warm up and cools down independently I can understand and demonstrate the principles of using apparatus safely in twos and small groups <u>Games – Hockey</u> <ul style="list-style-type: none"> I can strike a ball with increasing control using a large headed bat/racquet, a hockey stick or rounders' bat I can play modified versions of a range of competitive games
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</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 	<u>Hopes and Visions 6.3</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
PSHE (B) Phase: 5/6	Jigsaw	<u>Dreams and Goals</u> <u>Year 6</u> <ul style="list-style-type: none"> I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal) I know why it is important to stretch the boundaries of my current learning I know what some people in my class like or admire about me and can accept their praise I know how give praise and compliments to other people when I recognise their contributions and achievements 	<u>Dreams and Goals</u> <u>Year 6</u> <ul style="list-style-type: none"> I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these I can set success criteria so that I will know whether I have reached my goal I can identify problems in the world that concern me and talk to other people about them I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations I can work with other people to help make the world a better place I can empathise with people who are suffering or who are living in difficult situations I can describe some ways in which I can work with other people to help make the world a better place I can identify why I am motivated to do this
Spanish (MFL) (B) Phase:5/6	Pupils should be taught to: listen attentively to spoken language and show understanding by joining in and responding ask and answer questions; express opinions and respond to those of others;	<u>Year 6 - Family</u> <ul style="list-style-type: none"> I know the words for family members. I know how to recognise different words for 'my' in Spanish. I know how to ask and answer the question ¿Tienes hermanos? I know how to pronounce the phoneme 'i' correctly. 	<u>Year 6 -Family</u> <ul style="list-style-type: none"> I can listen for specific words and phrases. I can ask and answer questions. I can read some familiar words aloud and pronounce them accurately. I can write simple words and phrases using a model and some words from memory. I can learn about festivals and celebrations in different cultures. I can use a dictionary.

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'.

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		Opportunity to continue after short half term/re visit gaps identified	
Music (B) Phase: 5/6	Pupils should be taught to: listen with attention to detail and recall sounds with increasing aural memory	<u>New Unit - TBC</u> <ul style="list-style-type: none"> • I know the names of historical and modern composers/ performers • I know the words to TBC • I know instruments used in most Pop Rock/Soft Rock songs • I know actions to accompany the performance of TBC • I know the importance of warming up my voice to keep it safe 	<u>New Unit - TBC</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.

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.

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"> • I know what a map is used for • I know the terms country, continent, city and vocabulary pertaining to physical geography • I know what a biome is • I know that different biomes exist because of the climate • I know how to use maps and atlases to locate different biomes 	<u>Global – Harsh environments</u> <ul style="list-style-type: none"> • I can name and locate rainforests on a map of the world • I can name and locate some biomes on a map of the world • I can describe and understand key aspects of physical geography, including: climate zones • I can describe geographical diversity across the world and explain how locations around the world are changing. Explaining some of the reasons for change. • I can use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
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"> • I know what a structure is • I know what a shelter is • I know the key features of a survival shelter • I know what makes my survival shelter successful • I know how I could improve my survival shelter 	<u>Creating a shelter</u> <ul style="list-style-type: none"> • I can design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • I can ensure products have a high quality finish, using art skills where appropriate. • I can evaluate the design of products so as to suggest improvements to the user experience. • 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). • 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). • I can develop a range of practical skills to create products (such as cutting and joining).
Science (B) Phase: 5/6	Year 6 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"> • I know the impact of diet, exercise, drugs and lifestyle on the way bodies function. 	
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"> • I know the software that can be used to create multimedia: e.g. word, powerpoint, media player • I know what an animation is • I know what instructions are/set of steps to create an animation • I know how to select suitable images • I know the importance of audience in video design. • I know how to save 	<u>Year 5 and 6: Multimedia</u> <ul style="list-style-type: none"> • I can talk about audience, atmosphere and structure when planning a particular outcome. • I can confidently identify the potential of unfamiliar technology to increase my creativity. • I can combine a range of media, recognising the contribution of each to achieve a particular outcome. • I can tell you why I select a particular online tool for a specific purpose. • I can be digitally discerning when evaluating the effectiveness of my own work and the work of others
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"> • I know the words to a variety of songs to perform • I know how body movements can be combined with vocals to produce a performance. 	<u>Years 5 and 6 concert</u> <ul style="list-style-type: none"> • I understand the importance of warming up my voice to keep it safe • 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. • 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: use running, jumping, throwing and catching in isolation and in combination	<u>Athletics</u> <ul style="list-style-type: none"> I know the different heats in athletic sports. <u>Games - Fielding / Cricket / Rounders – Year 6</u> <ul style="list-style-type: none"> I know how to throw or pass. I know the rules of rounders and cricket. <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"> I can develop strength and flexibility I can compare performances and demonstrate improvements to achieve their best. <u>Games - Fielding / Cricket / 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/racquet, a hockey stick or rounders' bat 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
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"> 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</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: Changing Me</u> <ul style="list-style-type: none"> I recognise how I feel when I reflect on the development and birth of a baby I know how being physically attracted to someone changes the nature of the relationship I know how to prepare myself emotionally for starting secondary school 	<u>Year 6: Changing Me</u> <ul style="list-style-type: none"> I can ask the questions I need answered about changes during puberty I can reflect on how I feel about asking the questions and about the answers I receive I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born I can express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this I can identify what I am looking forward to and what worries me about the transition to secondary school
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"> I know words for parts of the body, colours, clothes, months, numbers, personal descriptions and family. I know what happens at the San Fermín festival. 	<u>Year 6- Bodies</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 write simple words and phrases from memory. I can recognise and apply simple agreements. I can create a poster on the San Fermín festival.