

TOPIC: YEAR 5/6

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| <p>STRATFORD-UPON-AVON</p>  | <p>ART: As artists we will: Develop photography skills and techniques to design a range of creative photographic outcomes.</p> <p>Our artist study is Steve McQueen</p> | <p>HISTORY/GEOGRAPHY As Geographers we will: Learn to find Stratford on maps of differing scales. Learn to use an Ordnance Survey map recognising symbols and scale Read 6 figure grid references. Recognise the difference between the physical and human features of a place. Learn how to collect information to answer a line of enquiry. Learn how to present these findings.</p> | <p>KEY QUESTIONS Where is Stratford-upon Avon? How has the settlement of Stratford- upon Avon changed over time? What are the physical and human geography features of the town? What can we learn about Stratford from maps, photographs and field work? How do we use our information about Stratford -upon Avon to develop a line of enquiry to investigate? How do we collect information for our enquiry? How do we present our findings? What does this tell us about Stratford- upon Avon? What was Stratford like when Shakespeare lived there?</p> |
| <p>COMPUTING Unit 6.1 We will look at coding and develop our skills so that we can understand how user input can be used in a program. To understand how 2Code can be used to make a text-adventure game.</p> <p>Unit 6.7 We will look at how we can use quizzing in a variety of situations and develop our own.</p> | <p>DT As designers we will: Create a functional four-page pop-up storybook design, using lever, sliders, layers and spacers to create paper-based mechanisms.</p> | <p>As Historians we will: Order key events in the history of Stratford upon Avon. Find out about life in Tudor times using secondary sources and first-hand experiences. Evaluate the legacy of Shakespeare on the town.</p> | <p>ENGLISH: As readers we will: Study the play –Macbeth looking at how the story version and the play version differ and why. We will then develop our insight into crime fiction looking at High Rise Mystery. As writers we will: Write a description of a battle scene. We will write informal letters in character and then look at writing a fitting newspaper report for the death of a king. We will write, police reports, setting description, formal persuasive letter and concentrate on an extended narrative.</p> |
| <p>PE In PE we will In this unit, the children will develop and apply their sending and receiving and ball chasing through focused skill development sessions, modified/non-traditional games and sports and healthy competition. They will then use these skills in a range of sports such as Cricket, Rounders and orienteering.</p> | <p>MATHS: As mathematicians we will: Consolidate our learning in number and solve problems. In Geometry and shape we will learn about the properties of shape, position and direction.</p> | <p>MUSIC: As musicians we will: Focus on Performing (singing and playing instruments) and sharing our work, as well as developing a deeper understanding of working together as part of an ensemble / band.</p> | <p>SCIENCE: As scientists we will: Recognise that light appears to travel in straight lines. 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. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> |

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| <p>LANGUAGES: As linguists we will: Build vocabulary around our town – En ville. Label and use maps Ou habite tu? Ask and answer questions about where people live. Toutes directions Ask for and give directions.</p> | <p>PSHE/ SMSC/ BRITISH VALUES Health and Wellbeing including: Balanced lifestyles, dealing with change, keeping safe online. In RSE we will look at the firm foundations of lasting relationships including marriage.</p> | <p>VISITS & EXPERIENCES Fieldwork in Stratford town centre.</p> | <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. Compare and give reasons for variations in component function, including brightness of bulbs, the loudness of buzzers and on/off position of switches. Use recognised symbols when representing a circuit. Use circuits to create our own alarm system for a theatre.</p> |
| <p>RE: What matters most to Christians and to Humanists? This investigation enables pupils to learn in depth from Christianity and from Humanism, a non-religious way of life looking at these questions How should we care for others and the world, and why does it matter? What can we learn from religions about deciding right and wrong? Does religion help people to be good? What would Jesus do? Outline Jesus’ teaching on how his followers should live. Offer interpretations of two of Jesus’ parables and say what they might teach Christians about how to live. Explain the impact Jesus’ example and teachings might have on Christians today. Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.</p> | | | |