

Science

Working Scientifically:

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Using test results to make predictions to set up further comparative and fair tests
- Reporting and presenting 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
- Identifying scientific evidence that has been used to support or refute ideas or arguments.

Living Things and Their Habitats:

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- Give reasons for classifying plants and animals based on specific characteristics.

Animals Including Humans:

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Describe the ways in which nutrients and water are transported within animals, including humans.

Evolution and Inheritance:

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Light:

- 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



- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Electricity:

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- Use recognised symbols when representing a simple circuit in a diagram.

Art and Design

It's All Greek To Me: pottery vases and mosaics

In the Trenches: propaganda posters and trench models

Behind Enemy Lines: 3D silhouette blitz scenes; blitz building line and perspective drawings and Anderson shelter models

A Tale of Three Cities: famous street artists – London, Banksy; Sao Paula, OsGemeos and Sarajevo, famous pieces – ‘Everything is Alright’; ‘Mr Chat’ and ‘The Rose’

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.

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history.

Languages

- A l'école
- Au weekend
- La deuxième guerre mondiale
- Manger et bouger

Design and Technology

In the Trenches: design, build and evaluate trench models

Behind Enemy Lines: design, build and evaluate Anderson shelters

Design

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Technical knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Cooking and Nutrition

- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques (**Behind Enemy Lines – WWII recipes**)
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed (**Behind Enemy Lines – rationing; woman's roles in WWII**)

Geography

Locational Knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities **(It's All Greek To Me; In the Trenches; Behind Enemy Lines; A Tale of Three Cities)**
- Name and locate cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns and understand how some of these aspects have changed over time **(A Tale of Three Cities)**

Place Knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **(A Tale of Three Cities)**

Human and Physical Geography

- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains **(It's All Greek To Me; A Tale of Three Cities)**
- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **(It's All Greek To Me; A Tale of Three Cities)**

Geographical Skills and Fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **(It's All Greek To Me; In the Trenches; Behind Enemy Lines; A Tale of Three Cities)**

History

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 **(In the Trenches; Behind Enemy Lines)**
- A study of Greek life and achievements and their influence on the western world **(It's All Greek To Me)**

PSHE

Jigsaw

Being me in my world
 Celebrating differences
 Dreams and goals
 Healthy me
 Relationships
 Changing me

Music

Charanga:

- I'll be there
- Classroom Jazz 2
- A new year carol
- Happy
- You've got a friend
- Reflect, rewind and replay

RE

Christianity and Islam

- Know about and understand a range of religions and world views
- Express ideas and insights about the nature, significance and impact of religions and world views
- Gain and deploy the skills needed to engage seriously with religions and world views.

KS2 Key Questions:

- 1) To what extent does participating in worship and/or prayer generate a sense of belonging? (Believing/Belonging)
- 2) Do rites of passage always help a believer to feel connected to God and/or community? (Believing/Belonging/Behaving)
- 3) How can music and the arts help express and communicate religious beliefs (Believing/Belonging)
- 4) To what extent do religious beliefs influence and encourage 'good behaviour'? (Believing/Belonging)
- 5) How do religious leaders and sacred texts contribute to believers' understanding of their faith? (Believing)
- 6) How well does faith help people cope with matters of life and death? (Believing/Behaving)
- 7) What difference might it make to believe in God as Creator? (Believing/Belonging)
- 8) How might beliefs and community shape a person's identity? (Believing/Belonging)

Computing

- **My online life**
- **Online safety dilemmas**
- **VR worlds**
- **Crossy roads**

