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| **Year 5/6 - Year A** | | | |
| **Term** | **Autumn – Groovy Greeks** | **Spring – There is No Planet B** | **Summer – Vicious Vikings** |
| **Overview** | We will be finding out who the Ancient Greek people were, when and where they lived; and how they were able to establish their empire through both trading and warfare.  Following our study of Ancient Egyptians in Y3/4, we will learn how the political system worked in Ancient Greece, investigate the legacy of Athenian Democracy and compare it with the political systems we have today. We will explore the ways in which society was layered and how the physical geography of Greece influenced how the Greek States were organised.  We will also compare and contrast the modern day Olympics with the Ancient Greek events.  We will learn about and order events including the Battle of Marathon and the Trojan War. We will study fighting strategies and how armies were organised. We will compare the priorities of two differing states; Athens and Sparta.  We will learn about Ancient Greek religion, research information about a variety of Greek gods and in literacy write our own Greek myth.  We will develop a greater understanding of the role of the historian when studying primary and secondary artefacts and deepen our understanding by visiting the Royal Cornwall Museum’s Ancient Greek exhibition.  We shall focus on the physical geography of the area, including mountains, oceans and Mediterranean climate. We will compare London and Athens.  We will look at Greek architecture and examine the main types of Greek pottery, comparing it with the work of a contempory artist.  Linked to the diet and nutrition part of the RHSE curriculum, we will design and create a Greek style meal. | In this unit children will think about the needs of a settlement, and the needs of the planet as a whole. They will find out where resources such as power and food come from, and look at ways in which natural resources can be conserved. After discussing the idea of a carbon footprint, children will have the chance to consider how their actions impact on others around the world, and to think about the changes that they could make to try to ensure that natural resources are shared so there is enough for everyone.  We will find out about life processes, life cycles and the classification of living things, including micro-organisms.  Children will compare the life cycles of a mammal, an amphibian, an insect and a bird.  The children will have the opportunity to design their own ‘curious creature’ and classify it based on its characteristics.  Furthermore, the children will use play dough to create a new single celled micro-organism and explain how it is classified and why. Finally, the children will put their learning into practice by creating a field guide to the living things in their local area, showing how and why each one is classified. | In this unit children will learn about the power struggle between the Vikings and the Anglo-Saxons over hundreds of years. They will think about what it was like to live in Britain after the Romans left and why this was sometimes known as the Dark Ages. Children will find out about the seven kingdoms and seven kings in Britain and the impact of the Viking invasion in 793. Children will have the opportunity to debate the Anglo-Saxon and Viking points of views through writing newspaper reports and balanced arguments as well as hot seating activities in drama. Children will reflect on the impact of the Vikings particularly on the monasteries. Children will also learn about King Alfred the Great and why he received this title. In addition, children will find out about farming and settlements and the constant fight between the two powers and the impact this had on everyday lives. They will also discover how England became a unified country under the control of a single Viking King in 1016. Children will explore the causes and effects of actions taken by key historical figures.  They will also find out how the power struggle between the Anglo Saxons and Vikings ended in 1066 due to the Norman invasion and the new power struggle between three men with a claim to the English throne.  Children will also find out more about where the Vikings came from in their geography studies. They will locate the countries and capital cities of Scandinavia on a world map. They will explore the climate and weather of the region and explore some of the physical features. They will explore some of the human geography of Scandinavia and compare and contrast a location in the UK to a location in Scandinavia.  In art the children will explore Viking art – key characteristics and features. They will have the opportunities to build up their knowledge and skills to create Viking animal artwork and Viking inspired jewellery. |
| Prior Learning to support long term memory | Y3/4 learning about other major civilisations in Ancient Egyptian topic | Y3/4 learning – Superhumans topic | Y3/4 learning on Invaders and Settlers – Romans/ Anglo Saxons |
| Topic Question | What is the legacy of the Ancient Greeks? | What can we do to ensure there is enough for everyone? | Why did the Vikings invade Great Britain? |
| Topic Launch | Cold Task – What do we know about both the Ancient Greeks and Modern Greece?  Kahoot quiz | Animals in Art day  Cold Task – What do we know about living things, the environment and climate change? | Viking Art Day or Viking science day |
| Key Vocabulary | Acropolis, Parthenon, tyrant, democracy, oligarchy, hoplite, empire, Greece, Ancient Greeks, Trojan War, olympics, government, democracy, myths, legends, gods, goddesses, impact, Zeus, Aphrodite, philosopher, citizens, Athens | Settlement, resources, electricity, generation, power, Gigawatt (GW), coal, nuclear, renewable, non-renewable, solar power, wind power, biomass, import, export, food miles, conservation, carbon footprint, global warming, poverty, famine.  Movement, Respiration, Sensitivity, Nutrition, Excretion, Reproduction, Growth, classify, classification, Carl Linnaeus, Linnaean, domain, kingdom, phylum, class, order, family, genus, species, characteristic, organism, microorganism, vertebrate, invertebrate, mammal, amphibian, fish, insect, bird, latitude, longitude, Equator, Northern and Southern hemisphere, Tropics, Arctic and Antarctic, Prime/ Greenwich Meridian and Time zones, water cycle, evaporation, precipitation, condensation | Anglo-Saxon, Viking, Frisians, Jutes, Britons, settlement, power struggle, monastery, Lindisfarne, century, cause and effect, sources, conquest, Danelaw, kingdom, unified, unification, ‘golden age’, control, long boat, barbarian, beserker, blacksmith, Christianity, expedition, brooch, heathen, helmet, invader, loom, loot, loyalty, merchant, Dane, Norseman, pillage, plunder, raid, rune, ruthless, savage, saga, Scandinavia, seafarer, shield, slave, timber, trader, warfare, spin, weave, chieftain, warrior, battle-axe, arrow head, battle, navigate, hoard, headgear |
| Linked texts | Who Let the Gods Out? – Maz Evans  Percy Jackson series – Rick Riordan | Floodland by Marcus Sedgwick  Ruin – animated film | The Dragon's Hoard: Stories from the Viking Sagas - Lari Don & Cate James  Viking Boy- Tony Bradman  The Saga of Erik the Viking- Terry Jones & Michael Foreman  Beowulf |
| English Text Types | Myths and legends  Non-chronological reports  Playscripts  Travel writing | Poetry  Newspaper reports  Formal speech writing  Narrative | Newspaper Reports  Balanced/ Persuasive Arguments/ Letters  Recounts  Non- chronological reports  Narrative - sagas |
| Linked people of study | Hippocrates, Plato | David Attenborough, Greta Thunberg | King Alfred the Great  King Edgar  King Edward the confessor |
| Topic box | Wax tablets, examples of Greek art/ sculpture, photos from the British museum | Pictures of animals in art – different artists  Classification diagrams/ Pictures to sort/ classify | Text sources from a range of viewpoints, pictures of Viking jewellery/ runes, animal art, dragon heads |
| Trip | The Minack Theatre or Royal Cornwall Museum | Kresen Kernow  Cornwall energy recovery centre | Delaware 3 day residential – Outdoor Centre – PE and PSHE link – outdoor adventurous activities |
| Topic Finale | Greek Play performed to parents or another school or a pop-up art gallery | Presentation in assembly on living things or fact files made into a book | Pop up museum on the Anglo-Saxons and Vikings |
| Outdoor Learning Opportunities | Battle of Marathon re-enactment  Outdoor play performance  Shadow investigation | Classifying plants in the school grounds  Using a tree diagram to identify plants | Creating Viking patterns in the outdoor environment – inspired by Andy Goldsworthy  Viking oil lamps |
| Aspirations and Hopes | Politician, philosopher, engineer, poet, military, scientist, inventor traveller, travel vlog/blogger, archaeologist, historian. | Explorer, botanist, doctor, pharmacist, nurse, scientist, conservationist, vet, activist | Historian, Archaeologist, dietician, historian, writer, reporter, geographer, explorer |
| **History** | **NC objectives:**  Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. | | |
| **NC objectives:**  Ancient Greece – a study of Greek life and achievements and their influence on the western world  The legacy of Greek culture (art, architecture and literature) on the presnt day | **NC objectives:**  Changes from the Stone Age to the present day. Learning how the transition from late Neolithic hunter-gatherers to early farmers influenced our relationship with the environment. | **NC objectives:**  The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor |
| **Skills Components:**  Shows some understanding and talks with some clarity about the impact of historical events.  Use a variety of reliable sources to gain a deeper understanding of history.  Compare historical sources and suggest the validity of these.  Begin to use questions to understand significant events.  Language specific to topic (e.g. democracy, oligarchy)  Talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day.  Understand the methods of historical enquiry, including how it is used to make historical claims.  Identify significant events, make connections, draw contrast and analyse trends | **Skills Components:**  Use a variety of reliable sources to gain a deeper understanding of history.  Compare historical sources and suggest the validity of these (include the growth of ‘fake news’)  Begin to use questions to understand significant events.  Language specific to topic (e.g. solar, hydro)  Talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day.  Understand the methods of historical enquiry, including how it is used to make historical claims.  Identify significant events, make connections, draw contrast and analyse trends. | **Skills Components:**  Shows some understanding and talks with some clarity about the impact of historical events.  Use a variety of reliable sources to gain a deeper understanding of history.  Compare historical sources and suggest the validity of these.  Begin to use questions to understand significant events.  Language specific to topic (e.g. invader, settler)  Talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day.  Understand the methods of historical enquiry, including how it is used to make historical claims.  Identify significant events, make connections, draw contrast and analyse trends. |
| **Sticky knowledge:**  • The ancient Greeks were people who lived from about 1200BC to 150BC  • The Trojan War was fought between the Greeks and the Trojans The first Olympic games took place in 776BC.  • The Ancient Greeks invented government, democracy, the Olympics and practised early medicine.  • Greek myths are well known stories which were made up in the past to explain natural events.  • Zeus was the most powerful of all the gods.  • Aphrodite was the goddess of love and beauty.  • Plato founded the first ever University and was the first to argue that women should receive the same education as men.  • Socrates was a famous philosopher who taught others to question things.  • Ancient Greece was made up of a few wealthy people, citizens and many slaves. Most lived in the countryside and only the wealthy lived in the city.  • The Romans invaded Greece in 146 BC | **Sticky knowledge:**  Know that humans were once hunter gatherers  We became settlers when we learnt how to grow crops and domesticate animals  These changes allowed us to settle and build villages, towns and cities.  The infrastructure required for these urban developments placed new demands upon our design and engineering skills  Growing crops and specialising in manufacture allowed us more trading opportunities.  Competition for these resources may sometimes have contributed to warfare between tribes, states, nations and their armies. | **Sticky knowledge:**   * The first Viking raid was in 793AD. It was at Lindisfarne. * When they arrived, they fought the Anglo- Saxons for control. * Eventually they shared the land between them. * The Vikings originated from the Scandinavian countries. * Not all Vikings were warriors. Some were farmers and came in peace. * Vikings spoke Norse, which had an alphabet made up of runes. * Know what Britain was like in the 8th Century * Know why this time was known as the Dark Ages * Impact on monasteries – Lindisfarne * Be able to gather information from a range of sources effectively * Know about Danelaw and where in Britain was under control of Danelaw * Know who King Alfred the Great was and what he did to earn that title * Know about key figures of the time – King Edgar, King Edward, Ethelred the Unready, King Cnut, Edmund Ironside and King Sveyn * 1016 – unification of England * Edward the Confessor * William the Conqueror * When the Vikings arrived, they were pagans. They believed in multiple Gods. |
| **Geography** | **NC objectives:**  Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. | | |
| **NC objectives:**  Locate the world’s countries, using maps to focus on Europe. Understand geographical similarities and differences through the study of human and physical geography. | **NC objectives:**  Physical geography, including: climate ones, biomes, and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  Human geography: the distribution of natural resources including energy, food, minerals and water. | **NC objectives:**  Locate the world’s countries, using maps to focus on Europe, concentrating on key physical and human characteristics.  Human geography: types of settlement and land use |
| **Skills Components:**  Use internet and maps to locate Greece and surrounding seas.  Use atlas to identify mountainous nature of mainland Greece.  Use larger scale maps to identify the areas where Greece traded.  Research similarities and differences between Athens and London.  Link to literacy work: creating a guidebook for modern Greece. | **Skills Components:**  Study environments and compare similarities and differences in a range of some features.  Know meaning of Biomes and vegetation belts.  Know about climate change. Know about plate tectonics.  Know where energy comes from.  Know about the water cycle and natural resources (where they come from). | **Skills Components:**  Know meaning of latitude or longitude, Equator or Tropics of Capricorn and Cancer (inc. Northern and Southern hemispheres) or Arctic and Antarctic Circles or Time zones.  Use atlas to plot journeys made by Vikings. Identify oceans and/or seas where they travelled. |
| **Sticky knowledge:**  Greece is in Europe and shares borders with Macedonia, Turkey, Bulgaria and Albania—be able to locate on a map.  Athens is the capital city  Climate is Mediterranean—hot, dry summers  Temperatures often rise to 35 degrees C in the summer  Greece is made up of a mainland and many islands (approx. 2,000) and is situated in the Aegean, Ionian and Mediterranean seas.  80% of the country is mountainous—highest peak is Mount Olympus  Understand the reasons why Greece is a popular tourist attraction  List some of the similarities and differences when comparing Athens and London. | **Sticky knowledge:**  • Identify important features of a settlement site.  • Rank human needs by importance to me.  • Tell you the main stages of electricity distribution.  • Use an atlas to locate a given place.  • Label a map using a key.  • Identify what makes an energy source renewable.  • Find the country or town of origin on a food label.  • List some foods that are produced in the UK.  • Tell you what food miles are.  • Identify ways to reduce food wastage.  • Tell you that food shortages are a global problem.  • Tell you about the causes of food shortages in a country in South or Central America. | **Sticky knowledge:**  Settlers need shelter, water and food.  Place names give us clues to who first settled in an area.  Environment and agriculture was important in deciding where to settle.  Vikings sailed west across the North Sea to the British mainland, landing from the Hebrides down to the east coast of England.  The Vikings originated in Scandanavia – today the coutries of Denmark, Sweden and Norway.  The most important Viking British city was York, or Jorvik as it was known by the Vikings.  Be able to name and locate on a map the seven kingdoms in Britain and know who they were ruled by and how this changed over time  Longships were designed to sail in both deep and shallow water so that they could get close to the shore and sail in rivers to get inland.  York – Viking capital of England |
| **Science** | **NC objectives:**  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 | | |
| **NC objectives:**  **Properties and Changes of Materials**   * compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets * know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution * use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating * give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic * demonstrate that dissolving, mixing and changes of state are reversible changes * explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.   **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. | **NC objectives:**  **Living things and their habitats**   * describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird * describe the life processes of reproduction in some plants and mammals.   **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. | **NC objectives:**  **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. |
| **Skills Components:**  **Properties and Changes of Materials**   * compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets * know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution * use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating * give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic * demonstrate that dissolving, mixing and changes of state are reversible changes * explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.   **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. | **Skills Components:**  **Living things and their habitats**   * Observe life cycle changes in a variety of living things. * Find out about the work of naturalists, for example, David Attenborough. * Find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. * Grow new plants from different parts of the parent plant, for example, seeds stem and root cuttings, tubers, bulbs.   **Animals including humans**   * Describe the changes as humans develop to old age * 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 | **Skills Components:**  **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   **Revision Block**   * Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird * Describe the life process of reproduction in some plants and animals * Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets |
| **Sticky knowledge:**  Understand properties (of materials) , including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets  Know some materials will dissolve in liquid; and how to recover the substance from a solution  Understand how mixtures might be separated  Understand the reasons for the particular uses of everyday materials  Know how some changes are reversible and some irreversible  Know the terms reactants and product  Light travels in straight lines  Objects are seen because they give out or reflect light into the eye  Light travels from light sources to our eyes – or from light sources to objects – then to our eyes  Shadows have the same shape as the objects that cast them | **Sticky knowledge:**  Humans develop inside their mothers and are dependent on their parents for many years.  Amphibians such as frogs are laid in eggs then, once hatched, go through many changes until they become an adult.  Some animals, such as butterflies, go through metamorphosis to become an adult.  Birds are hatched from eggs and they are looked after by their parents until they are able to live independently.  Mammals have hearts which pump blood around the circulatory system  Blood transports gases, nutrients and waste products  Regular exercise improves all aspects of our health, even stopping us from getting ill | **Sticky knowledge:**  More batteries (or a higher voltage) create more power to flow through a circuit  Shortening the wires means the electrons have less resistance to flow through  More buzzers or bulbs mean the power is shared by more components  If any part of a circuit is broken, the circuit is broken and the flow of current stops  Current is the flow of electrons, measured in amps  Voltage is the force that makes the current move through the wires |
| **RE** | Cornwall Agreed Syllabus 2020-2024  **U2.2 Creation and science: conflicting or complementary?**  **Make sense of belief:**  • Identify what type of text some Christians say Genesis 1 is, and its purpose  • Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations  **Understand the impact:**  • Make clear connections between Genesis 1 and Christian belief about God as Creator  • Show understanding of why many Christians find science and faith go together  **Make connections:**  • Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying  their responses  • Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views. | Cornwall Agreed Syllabus 2020-2024  **U2.7 Why do some Hindus want to be good?**  **Make sense of belief:**  • Identify and explain Hindu beliefs, e.g. *dharma*, *karma*, *samsara*, *moksha*, using technical terms accurately  • Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about *samsara*, *moksha*, etc.  **Understand the impact:**  • Make clear connections between Hindu beliefs about *dharma*, *karma*, *samsara* and *moksha* and ways in which Hindus live  • Connect the four Hindu aims of life and the four stages of life with beliefs about *dharma*, *karma*, *moksha*, etc.  • Give evidence and examples to show how Hindus put their beliefs into practice in different ways  **Make connections:**  • Make connections between Hindu beliefs studied (e.g. *karma* and *dharma*), and explain how and why they are important to Hindus  • Reflect on and articulate what impact belief in *karma* and *dharma* might have on individuals and the world, recognising different points of view. | Cornwall Agreed Syllabus 2020-2024  **U2.6 For Christians, what kind of king is Jesus?**  **Make sense of belief:**  • Explain connections between biblical texts and the concept of the kingdom of God  • Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations  **Understand the impact:**  • Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice  • Show how Christians put their beliefs into practice in different ways  **Make connections:**  • Relate the Christian ‘kingdom of God’ model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today  • Articulate their own responses to the idea of the importance of love and service in the world today. |
| **Components:**  Suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality  Begin to explain, with reasons, the meaning and significance religion/faith to individuals and communities.  Consistently use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers.  Consider the challenges and impact of belonging to a religion today with reference to our own and other people’s views on human nature and society, supporting those views with reasons and examples.  Begin to consider and apply ideas about ways in which diverse communities can live together for the well-being of all and respond thoughtfully to ideas about community, values and respect. | **Components:**  Show understanding of the similarities and differences in forms of religious, spiritual and moral expression found within and between religions and begin to apply their knowledge to their own understanding of religious and spiritual expression of belief and value. | **Components:**  Apply and express their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair. |
| **U2:11 Why do some people believe in God and some people not?**  **Make sense of belief:**  • Define the terms ‘theist’, ‘atheist’ and ‘agnostic’ and give examples of statements that reflect these beliefs  • Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from  • Give examples of reasons why people do or do not believe in God  **Understand the impact:**  • Make clear connections between what people believe about God and the impact of this belief on how they live  • Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)  **Make connections:**  • Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging  • Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not  • Make connections between belief and behaviour in their own lives, in the light of their learning. | **U2.5 What do Christians believe Jesus did to save people?**  **Make sense of belief:**  • Outline the ‘big story’ of the Bible, explaining how Incarnation and Salvation fit within it  • Explain what Christians mean when they say that Jesus’ death was a sacrifice  **Understand the impact:**  • Make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion/Lord’s Supper  • Show how Christians put their beliefs into practice in different ways  **Make connections:**  • Weigh up the value and impact of ideas of sacrifice in their own lives and the world today  • Articulate their own responses to the idea of sacrifice, recognising different points of view. | **U2.12 Does faith help people in Cornwall when life gets hard?**  **Make sense of belief:**  • Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life  • Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences  **Understand the impact:**  • Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering,  bereavement)  • Give examples of ways in which beliefs about resurrection/  judgement/heaven/karma/reincarnation make a difference to how someone lives  **Make connections:**  • Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these  • Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own. |
| **Components:**  Suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality.  Consistently use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers.  Represent the views of others about meaning, purpose and truth.  Use reasoning and a range of examples to express insights into the relationship between beliefs, teachings and world issues. Reflect on their own ideas. | **Components:**  Begin to consider and apply ideas about ways in which diverse communities can live together for the well-being of all and respond thoughtfully to ideas about community, values and respect. | **Components:**  Represent the views of others about meaning, purpose and truth. |
| **RHSE** | **A Diverse Community**  Describe the different communities that we belong to  Explain what diversity means  Describe my personal identify in simple terms  Understand that we shouldn’t discriminate against others  Understand that we are all connected  **Respectful Relationships**  Identify the features of a positive family life  Recognising similarities and differences between people in the community  Understand how to respect differences within the community and classroom  Defines what self respect is and why this is important  Recognises how to have and encourage polite, respectful relationships  Bike Safety – Bikeability Level 1  **Illness**  Explain what it feels like when we are unwell  Explain what the immune system is  Describe different ways to keep our bodies healthy  Understand how some medications and vaccinations can help to keep us healthy  Identify who can help us when we are feeling unwell  **Nutrition and Healthy eating**  Be able to identify the different food groups in a balanced diet  To explain what foods are not healthy and reasons why  Be able to plan a healthy meal **(links to DT)** | **Bodies and Reproduction**  Correctly identify parts of external genitalia and internal reproductive organs  Understand that everyone’s bodies are different and we should respect this  Describe key facts about reproduction and pregnancy  Know where to ask for help with questions about their bodies  **Changes**  Define what puberty means  Understand that everyone will experience puberty differently  Identify key changes which happen during puberty  Understand what menstruation is  Understand where to go for help and support around puberty and their bodies  **Online Content – can you trust everything you see online?**  Understand that not everything online is trustworthy  Recognise some of the differences between fact and opinion  Describe how to make decisions on what they trust online using agreed criteria  **Online Contact- Can you trust everyone who contacts you online?**  Recognise that it is their own choice to accept something online  Recognise ways that people may seek to persuade them online  Know what to do if they have any concerns about something they experience online | **Mental health and keeping well**  Explain what is meant by the term ‘mental health’  Identify everyday behaviours that can help to support mental (and physical) health  Recognise that we can take care of our mental health (as well as our physical health)  **Managing challenges and change**  Describe what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected  Recognise conflicting emotions and when these might be experienced  Explain how feelings and emotions change over time  Identify positive actions to support mental wellbeing during difficult times, including identifying their personal support network  **Exploring risk in everyday situations**  Assess how risky different everyday activities are  Describe how important it is to ‘stop and think’ before taking a risk  Explain what makes a risk worth taking and what makes it too risky  Beach Safety Visit (RNLI)  Surf day – Surf safety – Global Boarders  **Changing Schools**  Identify the differences between primary and secondary school  Describe how it might feel to move to secondary school  Explain different ways of managing change |
| **Components:**  Listen and respond respectfully and fully to a wide range of people  Be confident when raising my concerns and raise them considerately  Recognise and care about other people’s feelings and respond to them appropriately  Try to see, respect and if necessary constructively challenge, their points of view regularly  Further tolerance and understanding of different cultural traditions Investigate and offer reasoned views about moral and ethical issues  Understand and appreciate the viewpoints of others  Resolve conflicts effectively  Accept, respect and celebrate diversity locally, nationally and globally  Recognise what positively and negative affects health and wellbeing  Make informed choices  Maintain and explain a healthy lifestyle  Recognise what might influence my choices. | **Components:**  Maintain positive and healthy relationships. Recognise when a relationship is unhealthy and know who to talk to for support. Identify healthy types of relationships.  Judge what kind of physical contact is acceptable or unacceptable and how to respond.  Recognise and respect personal boundaries and everyone’s right to privacy.  Identify how my body and emotions may change through puberty.  Keep physically and emotionally safe including road safety and safety in the environment.  Keep safe online.  Protect my personal information. | **Components:**  Keep physically and emotionally safe including road safety and safety in the environment.  Keep safe online.  Protect my personal information.  Reflect on and celebrate my achievements.  Identify my strengths and areas for improvement.  Set high aspirations and goals.  Recognise feelings and explain their range and intensity to others.  Listen to and overcome conflicting emotions.  Use strategies to cope with change, including transitions, loss, separation, divorce and bereavement.    Differentiate between risk, danger and hazard. Recognise, predict and assess risks in different situations and decide how to manage them responsibility.  Undertake increasing responsibility.  Resist pressures linked to behaving in unacceptable, unhealthy or risky ways.  Recognise when I need to ask for help.  Explain my right to protect my body and the law linked to contact and abuse.  Recognise people who are responsible for keeping me healthy and safe and how help them with this. |
| **Music** (taught by music specialist) | **NC objectives:**  Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. | | |
| **NC objectives:**  play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  improvise and compose music for a range of purposes using the inter-related dimensions of music  listen with attention to detail and recall sounds with increasing aural memory  use and understand staff and other musical notations  appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  develop an understanding of the history of music | **NC objectives:**  play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  improvise and compose music for a range of purposes using the inter-related dimensions of music  listen with attention to detail and recall sounds with increasing aural memory  use and understand staff and other musical notations  appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  develop an understanding of the history of music. | **NC objectives:**  play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory  use and understand staff and other musical notations  appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  develop an understanding of the history of music. |
| **New Model Music curriculum (non-statutory)**  **Singing**  • Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.    **Composing Improvise**  • Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.  • Use chord changes as part of an improvised sequence.  •Create music with multiple sections that include repetition and contrast.  • Use chord changes as part of an improvised sequence.    **Compose**  • Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.  • Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.    **Performing:**  • Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud ( ), very quiet ( ), moderately loud ( ) and moderately quiet ( ).  • Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.  • Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.  **Reading notation**  • Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.  • Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do). • Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.  • Read and play from notation a four-bar phrase, confidently identifying note names and durations.    **Listening Pieces**  Chariots of fire - Vangelis  Greek national anthem  Zorba the Greek and other pieces by Mikis Theodorakiss | **New Model Music curriculum (non-statutory)**  **Singing**  • Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.  • Sing three-part rounds, partner songs, and songs with a verse and a chorus.  • Perform a range of songs in school assemblies and in school performance opportunities.    **Composing Improvise**  • Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in the composition tasks below.    **Compose**  • Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.  • Working in pairs, compose a short ternary piece.  • Use chords to compose music to evoke a specific atmosphere, mood or environment. For example, La Mer by Debussy and The River Flows In You by Yiruma both evoke images of water. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.  • Capture and record creative ideas using any of:  · graphic symbols  · rhythm notation and time signatures  · staff notation  · technology  • Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.    **Performing:**  • Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C′/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance.  • Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs (e.g. Yellow Submarine by The Beatles  Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.  **Reading Notation**  • Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures.  • Read and perform pitch notation within an octave (e.g. C–C′/do–do).  • Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.    **Listening Pieces**  Explore metre 2/4, 3/4, 4/4  Earth Song – Michael Jackson – Waltz 3/4  Colonel Bogey March – March 2/4  Ode to Joy – Beethoven 4/4 | **New Model Music curriculum (non-statutory)**  **Singing**  • Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.  • Continue to sing three- and four-part rounds (e.g. Calypso by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence  • Perform a range of songs in school assemblies and in school performance opportunities.    **Composing Improvise**  • Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.  • Create music with multiple sections that include repetition and contrast.  **Compose**  • Use chords to compose music to evoke a specific atmosphere, mood or environment. For example, La Mer by Debussy and The River Flows In You by Yiruma both evoke images of water. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.  • Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.  • Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.  • Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.  Either of these melodies can be enhanced with rhythmic or chordal accompaniment.  • Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.    **Performing:**  • Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud ( ), very quiet ( ), moderately loud ( ) and moderately quiet ( ).  Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.    **Reading notation**  • Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.  Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).  • Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.  • Read and play from notation a four-bar phrase, confidently identifying note names and durations.  **Listening Piece**  Valkiries – Wagner  Storm Interlude from Peter Grimes by Benjamin Britten (revisit)  Peer Gynt – Hall of the Mountain King revisit and extend |
| **Skills Components:**  **Year 5**  Show control, phrasing and expression in singing.  Perform in solo and ensemble contexts  Improvise independently with increasing aural memory.  Use a variety of different musical devices including melody, rhythms and chords. Compose and perform melodies using four or five notes. Create own songs  Record own compositions.  Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, silence, riff, ostinato, melody, chord, staccato, legato, crescendo, diminuendo). Use these words to identify strengths and weaknesses in own and others’ music.  Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure). Read and perform using extended notation both single and layered parts. Describe different purposes of music in history/ traditions/ other cultures.    **Year 6**  Sing or play from memory with confidence. Take turns to lead a group. Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing. Play more complex instrumental parts. Perform in live contexts, accounting for musical dimensions.  Compose and perform melodies using five or more notes. Show confidence, thought and imagination in selecting sounds and structures to convey an idea. Create music reflecting given intentions and record  Identify dimensions of music in songs and pieces of music. Use musical vocabulary confidently to describe music.  Work out how harmonies are used and how drones and melodic ostinato (riffs) are used to accompany singing.  Refine and improve own/ others’ work.  Use increased aural memory to recall sounds accurately. Use knowledge of musical dimensions to know how to best combine them. Know and use standard musical notation to perform and record own. Introduce notation recorded on a stave. Develop an understanding of the history of music. | **Skills Components:**  **Year 5**  Show control, phrasing and expression in singing. Hold part in a round (pitch/structure). Perform in solo and ensemble contexts  Improvise independently with increasing aural memory.  Use a variety of different musical devices including melody, rhythms and chords. Compose and perform melodies using four or five notes. Create own songs  Record own compositions.  Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, silence, riff, ostinato, melody, chord, staccato, legato, crescendo, diminuendo). Use these words to identify strengths and weaknesses in own and others’ music.  Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure). Read and perform using extended notation both single and layered parts.    **Year 6**  Sing or play from memory with confidence. Take turns to lead a group. Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing. Play more complex instrumental parts. Perform in live contexts, accounting for musical dimensions.  Compose and perform melodies using five or more notes. Show confidence, thought and imagination in selecting sounds and structures to convey an idea. Create music reflecting given intentions and record  Use ICT to organise musical ideas.  Identify dimensions of music in songs and pieces of music. Use musical vocabulary confidently to describe music.  Work out how harmonies are used and how drones and melodic ostinato (riffs) are used to accompany singing.  Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions.  Refine and improve own/ others’ work.  Use increased aural memory to recall sounds accurately. Use knowledge of musical dimensions to know how to best combine them. Know and use standard musical notation to perform and record own. Introduce notation recorded on a stave | **Skills Components:**  **Year 5**  Show control, phrasing and expression in singing. Hold part in a round (pitch/structure). Perform in solo and ensemble contexts  Improvise independently with increasing aural memory.  Use a variety of different musical devices including melody, rhythms and chords. Compose and perform melodies using four or five notes. Create own songs  Record own compositions.  Know how pulse, rhythm fit together.  Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, silence, riff, ostinato, melody, chord, staccato, legato, crescendo, diminuendo). Use these words to identify strengths and weaknesses in own and others’ music.  Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure). Read and perform using extended notation both single and layered parts. Describe different purposes of music in history/ traditions/ other cultures.    **Year 6**  Sing or play from memory with confidence. Take turns to lead a group. Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing. Play more complex instrumental parts.  Compose and perform melodies using five or more notes. Show confidence, thought and imagination in selecting sounds and structures to convey an idea. Create music reflecting given intentions and record  Identify dimensions of music in songs and pieces of music. Use musical vocabulary confidently to describe music.  Work out how harmonies are used and how drones and melodic ostinato (riffs) are used to accompany singing.  Refine and improve own/ others’ work.  Use increased aural memory to recall sounds accurately. Use knowledge of musical dimensions to know how to best combine them. Know and use standard musical notation to perform and record own. Introduce notation recorded on a stave. Develop an understanding of the history of music. |
| Create leitmotifs for Ancient Greek Gods and Goddesses.  Tell the story of Icarus through Music.  Compose a rondo.  Moonrise Kingdom | Blues – Do Anything but throw it away (Sing up).  What’s it worth Planet Earth?  Save our Planet    Songwriting – Save the planet  Use garage band  Charanga creative apps – percussion writer | BBC teach music – Vikings  Viking longship round  Song in Norse  Create music on various Viking roles.  Charanga rhythm grids |
| **Art and Design** | **NC objectives:**  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.  Pupils should be taught:   * 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. | | |
| **Skills Components:**   * CERAMICS * Greek pottery * Compare with Grayson Perry * Greek architecture and design * Observational drawing of Ancient Greek decorative styles. Children create clay tiles showing Greek pottery designs.   **Year 5**  Experiment with working on different surfaces.  Natural materials to create sculptures.  Develop sculpture techniques by manipulating natural materials to create a structure.  Begin to build up a portfolio of their work.  Use the work of a famous artist as a stimulus for their own work.  Research and develop the techniques of other artists to use in own work.  Be introduced to the work of great designers through history.  Continue to critique their own work and begin to build a portfolio of work about which they can talk confidently.  **Year 6**  Explore materials to create sculptures  Different textures and consistencies of paint.  Continue to use their sketchbooks to build up ideas and techniques that support thinking through a topic or concept.  Continue with their portfolios.  Work towards a portfolio of work of which they are proud, giving reasons for their choices, and areas in which they would like to develop.  Work in the environment or for a particular role (e.g. in hospitals, parks, school playgrounds). Look at real-life art in situ (such as The Angel of the North; Anish Kapoor; Grayson Perry; M5 ‘Wicker Man’; London Olympics Opening Ceremony) | **Skills Components:**  DRAWING AND PAINTING  Georgia O’Keefe  Maria Sibylla  Children develop skills in drawing and watercolour to create their own botanical illustrations.  **Year 5**  Experiment with working on different surfaces.  Different textures (laminating, modroc, collage.)  Acrylic paints. Oil pastels. Charcoal  Use Art to express an emotion. Why have they chosen the materials and techniques that they have?  Use drawing techniques to introduce perspective.  (Drawing from above and below, near/far.)  Continue to experiment with the techniques of different artists.  Practice skills to create different surfaces.  Begin to build up a portfolio of their work.  Use the work of a famous artist as a stimulus for their own work.  Use other artists work as a basis for critique.  Research and develop the techniques of other artists to use in own work.  Be introduced to the work of great designers through history.  Continue to critique their own work and begin to build a portfolio of work about which they can talk confidently.  **Year 6**  Different textures and consistencies of paint.  Collaborative work.  Large-scale drawings and paintings.  Large-scale models and sculpture.  Art in public sphere  Use Art to express an abstract concept e.g war, love, creation.  Continue to use their sketchbooks to build up ideas and techniques that support thinking through a topic or concept.  Continue with their portfolios.  Use viewfinders and perspective techniques in composition.  Apply paint to show textures.  ‘Limited palette’ work. Working with one colour and developing work using tints and shades.  Construct scale models using joining and drawing techniques.  Combine techniques and give reasons for choices  Be able to identify and appraise the work of designers through history.  Work towards a portfolio of work of which they are proud, giving reasons for their choices, and areas in which they would like to develop. | **Skills Components:**  DRAWING AND MIXED MEDIA  Viking jewellery  Viking patterns  Viking animal motifs  Children develop observational drawings into ideas for jewellery designs using mixed media e.g. clay, stone, string.  **Year 5**  Experiment with working on different surfaces.  Different textures (laminating, modroc, collage.)  Acrylic paints. Oil pastels. Charcoal  Why have they chosen the materials and techniques that they have?  Use drawing techniques to introduce perspective.  (Drawing from above and below, near/far.)  Continue to experiment with the techniques of different artists.  Practice skills to create different surfaces.  Develop sculpture techniques by manipulating natural materials to create a structure.  Begin to build up a portfolio of their work.  Use the work of a famous artist as a stimulus for their own work.  Use other artists work as a basis for critique.  Research and develop the techniques of other artists to use in own work.  Be introduced to the work of great designers through history.  Continue to critique their own work and begin to build a portfolio of work about which they can talk confidently.  **Year 6**  Explore materials to create sculptures (mod roc, clay, natural materials, household object, chicken wire.)  Different textures and consistencies of paint.  Collaborative work.  Continue to use their sketchbooks to build up ideas and techniques that support thinking through a topic or concept.  Continue with their portfolios.  Use viewfinders and perspective techniques in composition.  Apply paint to show textures.  ‘Limited palette’ work. Working with one colour and developing work using tints and shades.  Construct scale models using joining and drawing techniques.  Combine techniques and give reasons for choices  Be able to identify and appraise the work of designers through history.  Work towards a portfolio of work of which they are proud, giving reasons for their choices, and areas in which they would like to develop. |
| **Sticky knowledge:**  Describe Greek architecture and name the three ages: Doric, Ionian and Corinthian  Ancient Greek art emphasised the importance and accomplishments of human beings (sport, battles, architecture)  Greek pottery is either red or black figureware  Name the tools needed to create pottery (clay, slip, kiln, coil pots, glaze, kidney scraper, cross hatching)  Greek vases are artefacts which we can use as reliable references to the past  Grayson Perry is a modern ceramic artist who uses art to express everyday life | **Sticky knowledge:**  Use at least three tones (and good lighting)  Establish a focal point for your drawing  Use a variety of brushes for painting  Build up colour from light to dark  Add texture with veins and hairs  Mix greens (even if they look unnatural)  Be methodical – create clear sections  Avoid black paint | **Sticky knowledge:**  Vikings loved eleborate designs  They decorated many things they used: weapons, jewellery, runestones, ship woodwork  Their designs often used animal designs and multiple interlacing lines  There were six distinct (but overlapping) art styles: Oseberg, Borre, Jelling, Mammen, Ringerrike and Urnes.  Stylistic animals are S-shaped and intertwined, with profiled heads, spiral hips and pigtails. |
| **Design and Technology** | **NC objectives:**  Through a variety of creative and practical activities pupils should be taught knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts (e.g the home, school, leisure, culture, enterprise, industry and the wider environment) | | |
| **NC objectives:**  Understand and apply the principles of a healthy and varied diet.  Understand which foods are sources of required nutrition (including minerals, vitamins, etc.)  Research existing products to inform design choices and criteria, taking into consideration user needs.  Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.  Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. | **NC objectives:**  Design purposeful, functional, appealing products for themselves and other users based on design criteria  Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  Explore and evaluate a range of existing products  Evaluate their ideas and products against design criteria | **NC objectives:**  Design purposeful, functional, appealing products for themselves and other users based on design criteria  Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  Build structures, exploring how they can be made stronger, stiffer and more stable  Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. |
| **Skills and Components:**  Understand which foods will provide a healthy, varied and balanced diet.  Understand which food groups help our bodies to function.  Prepare and cook a variety of dishes using different cooking techniques based on a specific audience.  Understand why we can only grow some foods in our country and why we need to get some foods from other countries.  Understand and apply the principles of a healthy and varied diet.  Understand which foods are sources of required nutrition (including minerals, vitamins, etc.)  Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.  Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. | **Skills and Components:**  Design innovative, functional, appealing products aimed at particular individuals or groups.  Develop a set of criteria, based on research, to aid design process.  Communicate ideas through oral and ICT presentations.  Adapt designs, where necessary, based on design feedback.  Select from and use a wide range of specialist tools and equipment safely and accurately.  Use specialist equipment for a specific purpose safely and accurately.  Select from and use a wide range of specific materials and components according to their specific use and aesthetic properties. | **Skills and Components:**  Investigate and explore a range of existing products, considering construction and purpose.  Evaluate ideas, prototypes and products against a specific set of devised criteria.  Communicate ideas by using cross-sectional diagrams, exploded diagrams, prototypes, pattern ideas and computer-aided design  Suggest ways of improving own and others’ work, using specific criteria.  (Viking boat design project) |
| **Computing** | **NC objectives:**  Sharing Information  Learners will develop their understanding of computer systems and how information is transferred between systems and devices. Learners will consider small-scale systems as well as large-scale systems. They will explain the input, output, and process aspects of a variety of different real-world systems  Learners will also take part in a collaborative online project with other class members and develop their skills in working together online.  Internet communications  In this unit, the class will learn about the World Wide Web as a communication tool. First, they will learn how we find information on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines. They will then investigate different methods of communication, before focusing on internet-based communication. Finally, they will evaluate which methods of internet communication to use for particular | **NC objectives:**  Video editing  Learners will learn how to create short videos by working in pairs or groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video.  Learners are guided with step-by-step support to take their idea from conception to completion. At the conclusion of the unit, learners have the opportunity to reflect on and assess their progress in creating a video.  Webpage creation  Learners will be introduced to creating websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites.  Throughout the process, learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths. | **NC objectives:**  Selection in physical computing  In this unit, learners will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. Learners will be introduced to a microcontroller (Crumble controller) and learn how to connect and program components (including output devices — LEDs and motors) through the application of their existing programming knowledge.  Learners will be introduced to conditions as a means of controlling the flow of actions, and explore how these can be used in algorithms and programs through the use of an input device (push switch). Learners will make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the ‘if... then...’ structure) and write algorithms and programs that utilise this concept.  Variables in games  This unit explores the concept of variables in programming through games in Scratch. First, pupils will learn what variables are, and relate them to real-world examples of values that can be set and changed. |
| **Skills and Components:**  I can recognise that connected digital devices can allow us to access shared files stored online  I can send information over the internet in different ways  I can explain that the internet allows different media to be shared  To recall how to use a search engine  To compare the results from different search engines  To demonstrate that different search terms produce different results  To evaluate the results of search terms  To identify that results from search engines can include adverts, and that the adverts can be targeted | **Skills and Components:**  Use a recording device and a computer to make a video  Capture video  Create special effects  Edit and crop sections of video  Create a new blank  web page  Set the style of text on  a web page  Add web pages to a  Website  Insert hyperlinks  between pages  To insert hyperlinks to  another site | **Skills and Components:**  To experiment with a ‘repeat until’ loop  To use a condition in an ‘if... then…’ statement to produce a given outcome  To show that a condition can switch program flow in one of two ways  To use a condition in an ‘if... then... else…’ statement  to produce given outcomes  To identify a variable in an existing program  To experiment with the value of an existing variable  To choose a name that identifies the role of a variable to make it more usable (to humans)  To use a variable in a conditional statement to control the flow of a program.  To use the same variable in more than one location in a program. |
| **PE** | Pupils should continue to implement 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 | | |
| **Football**  Explain rules and tactics in detail.  To work in a team or alone to gain possession of a ball.  Reflect - ask and answer questions to change or improve games/ performance  Gain possession confidently and apply attacking and defending skills. Apply understanding of rules and tactics e.g. officiating Support other players; coaching; modelling  **Dance**  When composing it is imaginative, creative and expressive. Movements show control. Suggest new ways of working/ask and answer questions to reflect  Perform dances using advanced techniques with a range of dance styles and forms. Suggest new ways of working/ask and answer questions to reflect  **Swimming**  Use breaststroke, front crawl and backstroke, ensuring that breathing is correct  Any child not meeting the 25m requirement will receive swimming intervention Swim 25m by the end of Year 6. Explore personal survival skills safely | **Gym (partner sequences)**  Create a fluid sequence applying learnt skills  Show accuracy, control, speed, strength and stamina consistently within a range of movements. Develop and adapt techniques to improve performance.  **Netball**  Explain rules and tactics in detail. To work in a team or alone to gain possession of a ball. Reflect- ask and answer questions to change or improve games/ performance  Gain possession confidently and apply attacking and defending skills. Apply understanding of rules and tactics e.g. officiating Support other players; coaching; modelling  **Gym (counter balances)**  Create a fluid sequence applying learnt skills  Show accuracy, control, speed, strength and stamina consistently within a range of movements. Develop and adapt techniques to improve performance.  **Hockey**  Explain rules and tactics in detail.  To work in a team or alone to gain possession of a ball.  Reflect - ask and answer questions to change or improve games/ performance  Gain possession confidently and apply attacking and defending skills. Apply understanding of rules and tactics e.g. officiating Support other players; coaching; modelling | **Athletics**  Combine sprinting with low hurdles over 60m. Throw accurately and refine performance by analysing technique and body shape. Keep track of personal best performances, setting targets for improvement  Choose the best place for running over a variety of distances. Show control in take-off and landing when jumping. Keep track of personal best performances, setting challenging targets for improvement  **Tag Rugby (Pirates Rugby Coaches)**  Explain rules and tactics in detail.  To work in a team or alone to gain possession of a ball.  Reflect - ask and answer questions to change or improve games/ performance  Gain possession confidently and apply attacking and defending skills. Apply understanding of rules and tactics e.g. officiating Support other players; coaching; modelling  **Surf Day (OAA)**  **OAA/Orienteering (Trip to Delaware every 2 years)**  **Cricket**  Explain rules and tactics in detail.  To work in a team or alone to gain possession of a ball.  Reflect - ask and answer questions to change or improve games/ performance  Gain possession confidently and apply attacking and defending skills. Apply understanding of rules and tactics e.g. officiating Support other players; coaching; modelling |
| **MFL – French**  (using Twinkl planning units) | NC Objectives:  The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries. | | |
| **Skills and components:**  **Getting to know you (Y5)**  Present ideas and information orally to a range of audiences.  Understand basic grammar (key features and patterns) appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English.  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.  Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.  Appreciate stories, songs, poems and rhymes in the language.  Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.  Describe people, places, things and actions orally\* and in writing.  **That’s tasty (Y5)**  Engage in conversations; ask and answer questions.  Read carefully and show understanding of words, phrases and simple writing.  Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.  Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.  Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English.  Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English. | **Skills and components:**  **Friends and family (Y5)**  Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.  Understand basic grammar appropriate to the language.  Speak in sentences, using familiar vocabulary, phrases and best language structures.  Present ideas and information orally to a range of audiences.  Broaden vocabulary and develop ability to understand new words, including using a dictionary.  Describe people, places, things and actions orally and in writing.  Engage in conversations; ask and answer questions.  **School life (Y5)**  Understand basic grammar rules appropriate to the language and how to apply these.  Read carefully and show understanding of words, phrases and simple writing.  Speak in sentences using familiar vocabulary, phrases and basic language structure.  Engage in conversations; ask and answer questions.  Present ideas and information orally to a range of audiences. | **Skills and components:**  **All about ourselves (Y5)**  To listen attentively to spoken language and show understanding by joining in and responding, in the context of parts of the body.  To describe people, places, things and actions orally and in writing, in the context of describing yourself.  To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words, in the context of activities in the classroom or around school.  To write phrases from memory, and adapt these to create new sentences, to express ideas clearly, in the context of activities in the classroom or around school.  To understand key features and patterns of French; To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases, in the context of talking about emotions.  To appreciate stories, songs, poems and rhymes in the language, in the context of a visit to the doctor.  **Time travelling (Y5)**  To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar material; speak in sentences, using familiar vocabulary, phrases and basic language structures  To understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English; read carefully and show understanding of words, phrases and simple writing  To listen attentively to spoken language and show understanding by joining in and responding  To understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English  To understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English |