



**Content and skills:** Y5/6 - Forces Aut term 1 -Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. Y5/6 - Earth & Space Aut term 2- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system- Describe the movement of the Moon relative to the Earth- Describe the Sun, Earth and Moon as approximately spherical bodies- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky

**Assessment Notes:**

**Content:** Google Classroom tasks instructing research about rainforest, fact file on rainforest animal, photo editing linked to polar animals and landscapes

**Skills:**

Autumn 1- Research and Digital Literacy

- Choose an appropriate search engines to find information related to a topic
- Check accuracy of information by using a variety of different sources on the internet
- Make my own decisions about using appropriate information
- Skim and select information, checking for bias and different views
- Modify searches to find relevant information
- Choose suitable software appropriately to process and present information, considering the intended audience
- Develop a range of criteria for assessing a website and use this to rate a website

Autumn 2- Visual Media

- Know that media from different sources can be used to enhance presentation or communication ideas
- Alter, enhance and resize images for export to other packages or for uploading online
- Use a variety of image manipulation packages
- Use appropriate technical language
- Create and manipulate images to develop a particular style or genre
- Plan and create a short stop-motion animated sequence adding titles, credits and audio
- Capture/review different images
- Comment on the suitability of content I have captured considering audience and purpose
- Use a range of controls available on an image capturing device to create a desired affect

**Assessment Notes:**

**Content:** Rainforest collage and study of Henri Rousseau

**Skills:**

Collage – focus

- Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures
- Digital and new media Link to Computing Aut 2
- Have the opportunity to use digital drawing, painting, animate & design
- Work on a large scale possibly collaboratively

Know about great artists, architects and designers in history - (Henri Rousseau)

- Discuss and evaluate their own and others' work - develop reading and writing skills alongside speaking and listening skills as they research, communicate & analyze.
- Respond to the work of other artists

Exploring and developing ideas including (sketchbooks) – ongoing

- to select and record from first hand observations, experience and imagination and explore ideas for different purposes.
- to question and make thoughtful observations about starting points and select ideas to use in their work.
- to learn about great artists, architects and designers in history

Evaluating and developing work (sketchbooks) – ongoing

- Compare methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in sketchbooks

Drawing – ongoing

- to improve their mastery of art and design techniques in drawing with a range of materials

Painting – ongoing

- to improve their mastery of art and design techniques in painting with a range of materials

**Assessment Notes:**

**Content:**

**Skills:**

Prepare and cook a variety of foods, following a recipe

Learn about seasonality of foods and how it is grown, reared, caught and processed

use a range of cooking techniques including rolling and cutting.

Recognise their designs have to meet intended audience needs

Communicate ideas in different ways – discussion/labelled sketches/lists/ICT

Plan a simple sequence of actions

Shape, assemble and rearrange a range of materials and components to model ideas.

Consider purpose, appearance and conservation

Focus – Textiles & Printing

Use a variety of techniques, weaving and stitching

Create a repeating pattern

**Assessment Notes:**

**Content:** Study of the famous explorers linked to the rainforest and polar regions.

**Skills:**

- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyse

**Assessment Notes:**

**Content:** Identifying the key geographical features of two contrasting locations - South American Rainforests and Polar Regions.

**Skills:**

- locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within North or South America
- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes
- describe and understand key aspects of 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
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

**Assessment Notes:**

**EF- Why is the bible important for Christians today**

- Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation.
- Give examples of how and suggest reasons why Christians use the Bible today.
- Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression.
- Discuss their own and others' ideas about why humans do bad things and how people try to put things right.

Why is Jesus inspiring to some people?

- Make connections between some of Jesus' teachings and the way Christians live today
- Describe how Christians celebrate Holy Week and Easter Sunday (A1)
- Identify the most important parts of Easter for Christians and say why they are important (B1).
- Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).

**PSHCE-Relationships**

- Recognise different types of relationships between friends, families, relatives and acquaintances.
- Know that marriage is a commitment freely entered and no one should marry if they don't want to.
- Revisit confidentiality and when to break.
- Listen and respond respectfully to a wider range of people, feeling confident to raise concerns, recognise and care about others.
- Develop strategies to resolve disputes/conflict using negotiation or compromise.
- Learn that differences/similarities come from different things including family, cultural, ethnic, racial and religious.
- To realise nature and consequences of discrimination, bullying and aggressive behaviour including cyber bullying, prejudice or trolling.
- To recognise and challenge stereotypes.

**Assessment Notes:**

**Content:** Learning the key skills involved in Basketball and Tag rugby and participate in competitive situations.

**Skills:**

- Combine and perform skills with control, adapting them to meet the needs of the situation
- Can show responsibility for warm up programme specific to activity.
- Can plan and deliver effective warm-ups knowing what they are doing to bodies and how it prepares them for exercise.

**Assessment Notes:**

**Content:** Ongoing reading music for Pitch and Rhythm inc Recorder Karate. Dalcroze activities to 'Deep Forest' 4/4 rhythm. Singing-learn & perform 'Tiger Tiger Burning Bright' –(Link to Art Henri Rousseau). Listen, evaluate & recreate beginning of 'Africa' by Perpetuum Jazzille . Listening. Christmas prep.

**Skills:**

- Use movement, yellow cards & online exercises to embed steady beat & standard notation for rhythm
- Y5 read & write BAG ED and ta, tete, ta-a & ta-a-a. Gain Blue belt RK by playing with confidence and with a clear, unforced sound

## Content

**Autumn One** - All About Me / Greetings / My Body / My Features / le Monstre / Seasons Autumn / My Classroom / Jacques dit / My Age / My Birthday / I live in ..... /

**On-going** - Numbers / Colours / Cognates

**Grammar** - tu / vous le/la/les/un une J'aime Je n'aime pas

- **Overview of Skills Taught**
- Greetings

	<ul style="list-style-type: none"><li>• Y6 BAG ED top C &amp; D . Gain Red belt</li><li>• Sing ‘Tiger Tiger’ as a class choir with expression, accurate pitch &amp; dynamics &amp; musicality. Whatch &amp; evaluate other performances of this song</li><li>• Use body percussion &amp; work as a team to recreate a rainstorm after watching ‘Perpetuum Jazzille’</li><li>• Listen to traditional Amazon music. Identify instruments &amp; discuss its use &amp; influence in other music-Paul Simon, Deep Forest, Flight of the Condor</li><li>• Rehearse Christmas Music</li></ul> <p><b>Assessment Notes</b></p> <p><b>Skills:</b> <b>Assessment Notes</b></p>	<ul style="list-style-type: none"><li>• Listening / Understanding / Speaking (Pronunciation) Reading / Writing /</li><li>• Dictionary Use / Vocabulary / Simple Translation / Write phrases from memory</li><li>• Respond to - Songs/ Games/ Activities / Repetition /Respond to questions / Listening for instructions / Words and Gestures</li><li>• Phrase &amp; Sentence building /Listening to Native Speaker</li><li>• Whole class / Group / Pairs / Individual / -Parlez Parlez</li><li>• Surveys to encourage speaking / Speak with increasing confidence/ Have a go</li></ul> <p><b>Assessment Notes</b></p>
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