

<p>English</p> <p>Discussion Text Formal Letter Horror story Flashback story Sci- Fi story Persuasive advert Poetry 'Personal' email Playscript</p>	<p>Science – Forces</p> <p>Explain that unsupported objects fall towards the Earth</p> <p>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Science – light</p> <p>Recognise that light appears to travel in straight lines.</p> <p>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.</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p><u>Working scientifically year 5</u></p> <p>Measure precisely in standard units Plan ways to test out their own/someone else’s ideas Set up and carry out fair tests Draw tables, bar charts and simple line graphs to record observations/data Interpret and predict from bar charts and line graphs Explain what the evidence show and whether it supports any predictions</p> <p><u>Working scientifically year 6</u></p>	<p>PSHE – Relationships</p> <p>I know that it is important to take care of my mental health</p> <p>I know how to take care of my mental health</p> <p>I understand that there are different stages of grief and that there are different types of loss that cause people to grieve</p> <p>I can recognise when people are trying to gain power or control</p> <p>I can judge whether something online is safe and helpful for me</p> <p>I can use technology positively and safely to communicate with my friends and family</p> <p>I understand that people can get problems with their mental health and that it is nothing to be ashamed of</p> <p>I can help myself and others when worried about a mental health problem</p> <p>I can recognise when I am feeling those emotions and have strategies to manage them</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</p> <p>I can resist pressure to do something online that might hurt myself or others</p> <p>I can take responsibility for my own safety and well-being</p> <p>PSHE – Changing Me Year 5 I am aware of my own self-image and how my body image fits into that</p>
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Measure precisely in standard units
Plan ways to test out their own/someone else's ideas
Independently set up and carry out fair tests
Choose the most appropriate way to record and present results
Interpret and predict from bar charts and line graphs
Explain what the evidence shows and whether it supports any predictions
Identify trends and patterns in data that do not fit and explain using scientific facts and ideas

I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally

I can describe how boys' and girls' bodies change during puberty

I understand that sexual intercourse can lead to conception and that is how babies are usually made

I also understand that sometimes people need IVF to help them have a baby

I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)

I can identify what I am looking forward to when I move to my next class.

I know how to develop my own self esteem

I understand that puberty is a natural process that happens to everybody and that it will be ok for me

I can express how I feel about the changes that will happen to me during puberty

I appreciate how amazing it is that human bodies can reproduce in these ways

I am confident that I can cope with the changes that growing up will bring

I can start to think about changes I will make next year and know how to go about this.

Year 6

I am aware of my own self-image and how my body image fits into that

		<p>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p>I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend</p> <p>I am aware of the importance of a positive self-esteem and what I can do to develop it</p> <p>I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.</p> <p>I know how to develop my own self esteem</p> <p>I can express how I feel about the changes that will happen to me during puberty</p> <p>I can recognise how I feel when I reflect on the development and birth of a baby</p> <p>I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to</p> <p>I can express how I feel about my self-image and know how to challenge negative 'body-talk'</p> <p>I know know how to prepare myself emotionally for the changes next year.</p>
<p>History Skill 6 - Pupils can compare time periods with explanation, they can demonstrate a complete chronological framework by referencing a variety of time periods they have previously studied, they are capable of investigating similarities, differences and trends.</p> <p>Skill 2 - Children ask meaningful and relevant questions and are capable of considering possible answers. Through questioning they</p>	<p>Geography</p> <p>Describe and understand key aspects of the water cycle'</p> <p>To understand key aspects of a river and how they are formed'</p> <p>'Topographical features of the River Aire'</p>	<p>RE – Pilgrimage</p> <p>What is a pilgrimage?</p> <p>Key sites – religious and non-religious</p> <p>Sikh pilgrimage</p> <p>Buddhist pilgrimage</p> <p>Hindu and Islam comparison</p> <p>Pilgrimage preparation</p> <p>Jewish pilgrimage</p> <p>Lourdes</p>

<p>hypothesise. Their questions explore many areas of civilisations, e.g. culture, politics, economy and military and are generally open</p> <p>Skill 3 - Pupils can understand that previous time periods have a significant impact on the lives of us and the world around us today. Children can think beyond their own lives and consider how historical time periods have influenced the modern world.</p>	<p>‘Describe and Understand key aspects of economic activity, including trade links, settlement and land use, now and in the past’</p>	
<p>Computing Presentations</p> <p>Year 5</p> <p>I can collaborate with peers using online tools I can create presentation and include a variety of media, animations, transitions I can create a webpage and include a hyperlink</p> <p>Year 6</p> <p>I can create a multipage website including a range of media and hyperlinks I can evaluate my content</p> <p>Data</p> <p>Year 5</p> <p>I can create and publish my own online questionnaire and analyse the results. I can use simple formulae to solve calculations such as autosum I can edit and format cells in a spreadsheet (borders, size, font, bold)</p> <p>Year 6</p> <p>I can edit and format cells in a spreadsheet (merge, columns width, align left) I can write spreadsheet formula to solve more challenging maths Problems (add and subtract cells etc) Sort data (A-Z, lowest to highest) Use filters</p> <p>Computer Networks</p> <p>Year 5</p> <p>I understand how we view web pages on the Internet I use search technologies effectively I appreciate how pages are ranked in a search engine</p>	<p>Art and Design</p> <p>Chn to design a collage, inspired by Spring’s artist in focus, which includes: use of colour and lines; layering different materials and techniques and creating further texture and pattern</p> <p>Chn to create their own collage, using the materials and favoured techniques practised and embedded from their skills sessions</p> <p>Chn to control the media to produce realistic, accurate images incorporating greater detail of light & shade</p> <p>Chn to draw with accurate scale consistently throughout a piece, including use of foreground, background and distance</p> <p>To ‘have a go’ at using parallel, perpendicular and straight lines to create depth and perspective</p> <p>Chn to research and evaluate the influence of Islamic culture in architecture, and how some examples have changed over time</p> <p>Chn to research and explore key symbolism in Islamic architecture and what this signifies</p> <p>Chn to plan and design an example of Islamic architecture, considering and applying their understanding of: scale, dimension, lines and shapes</p> <p>Chn to explore how ‘early creators’ of Islam made paper and decorate with calligraphy</p>	<p>Design and Technology</p> <p>What consists of a healthy diet and that people follow different diets based on their own cultural or religious beliefs/preferences – eg vegetarians, vegans, religious groups etc Judaism/Islam How heating and cooling affects the product made including reversible and irreversible change and the effects on where to store products as a result.</p> <p>In addition to cut, grate, peel, mix & knead Rubbing in, beat & fold Greasing and lining a tin or tray</p> <p>Measure and weigh ingredients appropriately Follow a recipe- making simple adjustments to the amounts eg doubling/halving for the different number it will serve.</p> <p>Prepare ingredients hygienically and using the appropriate utensils, by following a recipe</p>

<p>Year 6 I understand what HTML is and recognize HTML tags I know a range of HTML tags</p>		
<p>Music</p>	<p>French – ilanguages</p> <p>Hobbies Numbers to 60 School subjects Preferences Types of transport In the classroom Possessive adjectives Prepositions Silent letters</p>	<p>PE – cricket & golf</p> <p><i>Develop a good batting technique using a kwik cricket bat.</i> Strike a ball with control from an overarm bowl. <i>Develop a good batting technique using a kwik cricket bat.</i> Play a variety of shots with control. Throw (under/overarm) with accuracy at the wickets from 10m. Using an overarm action, bowl with control from 15 yards. Use the long barrier technique to stop a moving ball. Confidently catch a tennis ball with one and two hands over increased distances. Make good tactical choices when running between the wickets. Make good tactical choices when fielding. Demonstrate good communication skills when batting and fielding. <i>To develop a tick-tock putting technique.</i> To show good accuracy when putting at targets over longer distances. To show good distance control when putting over longer distances. <i>To develop a tick-tock chipping technique.</i> From 5m, to consistently chip the ball in the air and strike the vertical target. <i>To develop a L shape pitching technique.</i> Strike the ball onto a small greens over 10m from the tee. Design a pitch and putt golf hole for others to play.</p>