



# Year 5/6 - Autumn - Cycle A

<b>History What's in a name? (WW1 focus)</b>	<b>Geography</b> <b>What Shapes My World? (Mountains)</b>	<b>Art</b>	<b>French</b>
<p>To know and understand the history of Britain</p> <p>To develop a chronologically secure knowledge and understanding of British, local and world history</p> <p>To gain historical perspective by placing their growing knowledge into different contexts understanding the connections between local, regional, national and international history</p> <p>To build upon their knowledge of events beyond living memory that are commemorated.</p> <p>To understand how our knowledge of the past is constructed from a range of sources</p>	<p>To know locations, and places which show us evidence of physical and human processes in shaping the landscape.</p> <p>To know that physical processes have shaped and continue to alter the landscape and affect the lives of the people who live in different places.</p> <p>To use atlases and globes, and a variety of sources of geographical information- text, photographs, satellite images</p> <p>To use annotation of photographs, geographical descriptions of features and places, using and referring to geographical resources in writing</p>	<ul style="list-style-type: none"> <li>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</li> <li>Create sketchbooks to record their observations and use them to review and revisit ideas</li> <li>Learn about great artists, architects and designers in history</li> <li>To improve their mastery of Art and design techniques</li> <li>Become proficient in drawing and other art, craft and design techniques</li> <li>Evaluate and analyse creative works using the language of art, craft and design</li> </ul>	<ul style="list-style-type: none"> <li>To be able to listen to and join in with spoken language</li> <li>To know key vocabulary</li> <li>To be able to speak clearly and confidently</li> </ul>
<b>Pupils should be taught:</b>	<b>Pupils should be taught:</b>	<b>Pupils should be taught:</b>	<b>Pupils should be taught:</b>
<p>To explore other times when Britain has been under threat and create their own account of one of these</p> <p>To analyse evidence from the era and how well it helps us understand what life was like.</p> <p>To write a narrative describing one of the key features in the years around 1900 in Britain.</p> <p>To know who from our area was involved in WW1</p> <p>To consider how we should remember those who died in WW1 and how we should remember them by designing a memorial</p>	<p>To understand that there are a variety of landforms and begin to investigate how they are created.</p> <p>To investigate how ice has shaped some of the land in the UK and development of OS map knowledge and skills</p> <p>To know about the impact of tectonic movement on landscapes, use different types of map and geographical resources</p> <p>To know the effects of river processes around the world (erosion, transport, deposition)</p> <p>To know the effect of coastal processes on landforms</p> <p>To investigate the impact of human activity on the landscapes</p>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To draw by interpreting forms from direct observation</li> <li>To look closely at details such as roof tiles and bricks to interpret them accurately</li> <li>To recognise and describe <i>Hundertwasser's</i> work</li> <li>To add colours and motifs to a design to transform the look of a building</li> <li>To reimagine and transform the look of a building in the style of <i>Hundertwasser</i></li> <li>To design a building based on an architectural style</li> <li>To use perspective view, a plan view or front elevation to draw my design</li> <li>To design a building based on a theme or to suit a specified purpose</li> <li>About the work of different artists and discuss similarities/differences in their work: <i>The Monument to the Great Fire of London, The Holocaust Memorial in Berlin, The Column of Marcus Aurelius, The Sphinx of Giza</i></li> <li>To design a monument to symbolise a person or event</li> <li>That everything that is made starts with an idea, a drawing, a sketch, a design</li> <li>To use their imagination to brainstorm ideas for an invention that has a set purpose</li> <li>To develop and communicate ideas through notes and drawings</li> <li>To select one idea and draw this in full - including annotations</li> <li>To design a new invention</li> <li>That throughout history, people have recorded their lives, history and written messages using pictograms and the current emoji is a development from that</li> <li>To use symbols to create a meaningful message</li> </ul>	<ul style="list-style-type: none"> <li>To say, read and write colours in French.</li> <li>To say, read and write classroom commands in French.</li> <li>To say, read and write days of the week in French.</li> <li>To say, read and write months of the year in French.</li> <li>To say, read and write numbers 1-20 and beyond in French.</li> </ul>
<p style="text-align: center;"><u>Language</u></p> <p>Conflict, war, Durham, census, useful, utility, area, identify, source, consequence, memorial, chronology</p>	<p style="text-align: center;"><u>Language</u></p> <p>Process, human, physical, climate, weather, ice, glacier, water, water cycle, tectonic plates, biomes, climate zones, Earth's crust, biome, vegetation, soil</p>	<p style="text-align: center;"><u>Language</u></p> <p>observation, lighter shade, darker shade, reimagine, pattern, motif, bold, bright, perspective view, plan view, front elevation, architecture, monument, symbolic aspects, visual concept annotations, diagram, plan, design, visual symbol, visual language, pictogram,</p>	<p style="text-align: center;"><u>Language</u></p> <p>Colours, commands, days, months and numbers in French</p>



# Year 5/6 - Autumn - Cycle A

RE	Computing Online Safety Unit 5.2 Coding Unit 5.1	Music																								
<p><b>Humanism</b></p> <ul style="list-style-type: none"> <li>To know and explore what a world view is</li> <li>To understand the key ideas of humanist thinkers</li> <li>To know the ideas of humanist thinkers</li> <li>To be able to explain humanist beliefs to others</li> <li>To be able to create a symbol representing a value</li> <li>To reflect on a range of scenarios and decide how humanists will respond</li> </ul> <p><b>What are the themes of Christmas?</b></p> <ul style="list-style-type: none"> <li>To know how Christmas is celebrated as both a religious and secular festival</li> <li>To know about some of the themes of Christmas</li> <li>To understand and make links between the identified themes of Christmas and the birth stories.</li> <li>To know how themes are understood and practised in our secular society today</li> <li>To know how themes are understood and practised in Christianity today</li> <li>To reflect upon and relate the themes of Christmas to their own experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</li> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> </ul>	<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musician</li> <li>develop an understanding of the history of music</li> </ul>																								
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<p><b>Humanism</b></p> <ul style="list-style-type: none"> <li>To be able to explain the difference between a religious and non-religious world view</li> <li>To know at least two influential and two humanist thinkers</li> <li>To understand the key humanist ideas</li> <li>To explain what the happy human symbol represents</li> </ul> <p><b>What are the themes of Christmas?</b></p> <ul style="list-style-type: none"> <li>To understand the key themes of love, peace, light over darkness, goodwill, joy, giving from Christmas story, connecting with how both Christians and non-Christians celebrate this festival</li> <li>To be able to reflect on their own feelings, ideas and experiences about these themes and develop empathy for those with differing experiences</li> <li>To be able to give their views and sound reasons to the question "Is Christmas for everyone?".</li> </ul>	<ul style="list-style-type: none"> <li>To gain a greater understanding of the impact that sharing digital content can have.</li> <li>To review sources of support when using technology and children's responsibility to one another in their online behaviour.</li> <li>To know how to maintain secure passwords.</li> <li>To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this.</li> <li>To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.</li> <li>To learn about how to reference sources in their work</li> <li>To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.</li> <li>To represent a program design and algorithm.</li> <li>To create a program that simulates a physical system using decomposition.</li> <li>To explore string and text variable types so that the most appropriate can be used in programs.</li> <li>To use the Launch command in 2Code Gorilla</li> <li>To program a playable game with timers and scorepad.</li> </ul>	<p><b>Song: Happy</b> <b>Style of Main Song: Pop/Neo soul</b> <b>Unit Theme: Being happy</b></p> <p><b>Listen and Appraise As Year 3/4 With these additions</b></p> <p>To know styles from the unit who sang or wrote them, when they were written and why?  To choose three or four other songs and be able to talk about:  The style indicators of the songs (musical characteristics that give the songs their style)  The lyrics: what the songs are about  Any musical dimensions featured in the songs and where they are used  The historical context. What was going on at this time, musically and historically?  Know and talk about that fact that we each have a musical identity  How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</p> <table border="1" data-bbox="1958 1045 2873 1297"> <thead> <tr> <th>Level of challenge</th> <th>Sing, play and copy back</th> <th>Play and improvise</th> <th>Improvise</th> </tr> </thead> <tbody> <tr> <td>Bronze</td> <td>one note: A</td> <td>using one note: A</td> <td>one note: A</td> </tr> <tr> <td>Silver</td> <td>two notes: A&amp;G</td> <td>using two notes: A&amp;G</td> <td>using two notes: A&amp;G</td> </tr> <tr> <td>Gold</td> <td>three notes: A G B</td> <td>three notes: A G B</td> <td>three notes: A G B</td> </tr> </tbody> </table> <table border="1" data-bbox="1958 1297 2873 1843"> <thead> <tr> <th>Singing</th> <th>Playing</th> </tr> </thead> <tbody> <tr> <td> <p>To know and confidently sing five songs and their parts from memory, with a strong internal pulse.</p> <p>To be able to talk about one song:</p> <ul style="list-style-type: none"> <li>Its main features</li> <li>Singing in unison, the solo, lead vocal, backing vocals or rapping</li> </ul> </td> <td> <p>To know and be able to talk about:</p> <p>Different ways of writing music down, e.g. staff notation and symbols</p> <p>The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends</p> </td> </tr> <tr> <th>Composing</th> <th>Performance</th> </tr> <tr> <td> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>Notation: recognise the connection between sound and symbol</li> </ul> </td> <td> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Everything that will be performed must be planned and learned</li> <li>You must sing or rap the words clearly and play with confidence</li> <li>It is planned and different for each occasion</li> <li>A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul> </td> </tr> </tbody> </table> <p><b>Song: Happy Make you Feel My Love</b> <b>Style of Main Song: Pop ballads</b>  <b>Unit Theme: Pop Ballads</b>  <b>All elements as above using notes C D E</b></p>	Level of challenge	Sing, play and copy back	Play and improvise	Improvise	Bronze	one note: A	using one note: A	one note: A	Silver	two notes: A&G	using two notes: A&G	using two notes: A&G	Gold	three notes: A G B	three notes: A G B	three notes: A G B	Singing	Playing	<p>To know and confidently sing five songs and their parts from memory, with a strong internal pulse.</p> <p>To be able to talk about one song:</p> <ul style="list-style-type: none"> <li>Its main features</li> <li>Singing in unison, the solo, lead vocal, backing vocals or rapping</li> </ul>	<p>To know and be able to talk about:</p> <p>Different ways of writing music down, e.g. staff notation and symbols</p> <p>The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends</p>	Composing	Performance	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>Notation: recognise the connection between sound and symbol</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Everything that will be performed must be planned and learned</li> <li>You must sing or rap the words clearly and play with confidence</li> <li>It is planned and different for each occasion</li> <li>A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>
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<p><b>Language</b></p> <p>Secular, humanist, views, thinkers, thinking</p> <p>Birth, teacher, teachings, love, peace, dark, darkness, light, goodwill, joy</p>	<p><b>Language</b></p> <p>Encryption, reputable, plagiarism, citation, identity theft, bibliography, algorithm, decomposition, variable, launch command, scorepad, input, simulation.</p>	<p><b>Language</b></p> <p>style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, Motown, hook, riff, solo, Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover,</p>																								



# Year 5/6 - Spring - Cycle A

<b>History</b> <b>Crime and Punishment</b>	<b>Geography</b> <b>Fantastic Forests</b>	<b>Art</b>	<b>French (At school)</b>
<ul style="list-style-type: none"> <li>To develop chronological understanding and an awareness of the key features of differing periods in the past</li> <li>To understand historical concepts such as change/continuity and similarity and difference</li> <li>To be able to note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> </ul>	<ul style="list-style-type: none"> <li>To develop knowledge of environmental regions and key features of these areas, vegetation belts - Types of forest, functions, locations.</li> <li>To develop knowledge of distribution of natural resources, economic activity</li> <li>To know different types of forests, impact of human activity on vegetation, role of forests as a resource</li> <li>To use geographical information including satellite photographs, charts and information texts</li> <li>To engage in fieldwork and employ geographical skills to include data collection techniques and methods of presentation</li> </ul>	<ul style="list-style-type: none"> <li>Become proficient in drawing and other art, craft and design techniques</li> <li>Evaluate and analyse creative works using the language of art, craft and design</li> <li>Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art and design</li> <li>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]</li> <li>About great artists and designers in history</li> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> </ul>	<ul style="list-style-type: none"> <li>To listen attentively to spoken language and show understanding by joining in and responding</li> <li>To speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>To read carefully and show understanding of words, phrases and simple writing</li> </ul>
Pupils should be taught:	Pupils should be taught:	Pupils should be taught:	Pupils should be taught:
<ul style="list-style-type: none"> <li>To understand the broad trends of crime and punishment from the Romans to the 21st century</li> <li>To explore crime and punishment in the Roman period.</li> <li>To explore and punishment in the Anglo-Saxon and Viking period.</li> <li>To explore crime and punishment in the medieval and Tudor periods.</li> <li>To explore crime and punishment in the early modern period (Stuarts to 1800)</li> <li>To explore crime and punishment in the Victorian period.</li> <li>To recap the history of crime and punishment and compare it to today.</li> </ul>	<ul style="list-style-type: none"> <li>To understand different types of forest and similarities/differences between them</li> <li>To consider the different types of forest and where on Earth they are typically found</li> <li>To find out the location and types of woodland and trees in the UK.</li> <li>To know the types of vegetation in the local area and the use made of local forest and woodland (could use school site)</li> <li>To know the functions of forests, especially as habitats and a comparison of two different forest habitats.</li> <li>To understand the nature and role of the Amazon Rainforest.</li> <li>To investigate the impact of human activity and deforestation by farming, logging, mining and urbanisation on the rainforests - climate, soil, eco system and people.</li> </ul>	<b>Drawing</b> <ul style="list-style-type: none"> <li>To develop observational drawing</li> <li>To develop visual literacy skills to develop my ability to draw objects</li> <li>To use fine control with a pencil to make a detailed and analytical observational drawing</li> <li>To use a HB pencil to extend the drawing so that the lines are a continuation of the lines that are already there</li> <li>To add tonal gradation using a 2B pencil</li> <li>About the work of different artists and discuss similarities/differences in their work: <i>Cezanne's 'Still Life with Apples', Funke's 'Composition—glass and ball', Nicholson's '1946 (still life)'</i></li> <li>To sketch ideas for a still life study by drawing with attention to form line and layout and observing with care</li> <li>To know that my sketches are not the finished article and I can do several attempts</li> <li>To evaluate and analyse creative work using the language of art, craft and design</li> <li>To understand that art can have both meaning and message</li> <li>To evaluate and analyse a work of street art and relate it to the news and current affairs and to British Values</li> <li>To understand that a work of public art can have a very powerful message</li> <li>About the work of different artists and discuss similarities/differences in their work: <i>Banksy</i></li> <li>To create graffiti art</li> <li>To recognise there are different styles of graffiti art</li> <li>To create a graffiti tag that includes block letters, serifs and two contrasting colours</li> <li>To add a 3D shadow to my tag</li> <li>To use imagination and visualisation to create an original piece of artwork</li> <li>To sketch initial thoughts and ideas based on a given theme</li> <li>To use visualisation and imagination to think of an original idea for a picture</li> <li>To develop ideas into a successful piece of artwork</li> </ul>	<ul style="list-style-type: none"> <li>To repeat from memory all the school subjects learnt in class.</li> <li>To tell you what subjects they like and dislike at school.</li> <li>To tell you the time very simply in French.</li> <li>To say what subjects they have today.</li> <li>To tell you at what time they go to School.</li> </ul>
<p style="text-align: center;"><u>Language</u></p> Crime, punishment, compare, era, period, detect, prevent, police, probation, prison, jury, fine, theft, lawyer, judge, magistrate, transportation, pillory	<p style="text-align: center;"><u>Language</u></p> Vegetation, forest, woodland, biome, farming, natural resources, equator, tropics, continent, hemisphere. Deforestation, deciduous, coniferous, temperate, boreal, tropical, plantation	<p style="text-align: center;"><u>Language</u></p> Observational drawing, visual literacy, texture, thin, thick, medium, curved, tonal gradation, layout, form line, composition, Graphics, zig-zag, curve, cuboid, graphic representation, Evaluate, analyse, mural, graffiti, tag, contrast, shadow, serif, blend, contrast	<p style="text-align: center;"><u>Language</u></p> French school subjects, j'aime, je n'aime pas, times.



# Year 5/6 - Spring - Cycle A

RE	Computing Spreadsheets Unit 5.3 Databases Unit 5.4	Music																				
<p><b>Belief in our Community</b></p> <ul style="list-style-type: none"> <li>To know about the different beliefs of religious and non-religious communities in our local area.</li> <li>To understand the ways in which belonging to a religious community can help people.</li> <li>To understand the impact faith and beliefs have had on the lives of inspirational figures</li> <li>To know the difficulties for people of different religious beliefs living in non-religious communities.</li> </ul> <p><b>Why is the Last Supper important to Christians?</b></p> <ul style="list-style-type: none"> <li>To know the key events Christians remember at Lent and Holy Week and to understand why they are important to Christians.</li> <li>To know that Jesus met with his disciples to celebrate Passover</li> <li>To know that Jesus foretold his death through using the bread and wine</li> <li>To know that Jesus was betrayed, arrested and tried</li> <li>To reflect on experiences, feelings and values of friendship and betrayal.</li> <li>To know that some Christians eat bread and wine (Eucharist) to remember what Jesus said at The Last Supper and that Jesus died on the cross</li> <li>To know that not all Christians take Eucharist</li> <li>To know that the ritual of Eucharist differs in different types of churches (and is called different things).</li> <li>To reflect on their learning in this unit to ask questions and give views.</li> </ul>	<ul style="list-style-type: none"> <li>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>	<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musician</li> <li>develop an understanding of the history of music</li> </ul>																				
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<ul style="list-style-type: none"> <li><b>Belief in our Community</b></li> <li>To be able to identify the difference between beliefs and faith</li> <li>To be able to identify the similarities and differences between beliefs in different communities—multi-faith, non-religious</li> <li>To be able to identify how religious communities impact on daily life and how it affects decision making</li> <li>To be able to identify how figures in the community are inspired by their beliefs</li> <li><b>Why is the Last Supper important to Christians?</b></li> <li>To be able to show understanding of key events remembered at Easter and their importance for Christians</li> <li>To be able to describe and show understanding of what happened at The Last Supper</li> <li>To be able to describe and show understanding of what some Christians do today at the Eucharist service</li> <li>To be able to ask questions, give views and back up with reasons</li> <li>To reflect on their own experiences, feelings and values raised by learning about Easter events eg about fear, betrayal, friendship, humility.</li> </ul>	<ul style="list-style-type: none"> <li>To copy and paste within 2Calculate.</li> <li>Using 2Calculate tools to test a hypothesis.</li> <li>To add a formula to a cell to automatically make a calculation in that cell.</li> <li>Using a spreadsheet to model a real-life situation and answer questions.</li> <li>To learn how to search for information in a database.</li> <li>To contribute to a class database.</li> <li>To create a database around a chosen topic.</li> </ul>	<p><b>Song: A New Year Carol</b> <b>Style of Main Song: Urban Gospel</b>  <b>Unit Theme: Benjamin Britten's music and cover versions</b>  <b>Listen and Appraise As Year 3/4 With these additions</b>  <b>To know styles from the unit who sang or wrote them, when they were written and why?</b>  <b>To choose three or four other songs and be able to talk about:</b>  <b>The style indicators of the songs (musical characteristics that give the songs their style)</b>  <b>The lyrics: what the songs are about</b>  <b>Any musical dimensions featured in the songs and where they are used</b>  <b>The historical context. What was going on at this time, musically and historically?</b>  <b>Know and talk about that fact that we each have a musical identity</b>  <b>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</b></p> <table border="1"> <thead> <tr> <th>Level of challenge</th> <th>Sing, play and copy back</th> <th>Play and improvise</th> <th>Improvise</th> </tr> </thead> <tbody> <tr> <td>Bronze</td> <td>Using instruments</td> <td>Using instruments, question and answer</td> <td>Take it in turns to improvise using ...</td> </tr> <tr> <td>Silver</td> <td>one note: A</td> <td>using one note: A</td> <td>one note: A</td> </tr> <tr> <td>Gold</td> <td>two notes: A&amp;G</td> <td>using two notes: A&amp;G</td> <td>using two notes: A&amp;G</td> </tr> <tr> <td></td> <td>three notes: A G B</td> <td>three notes: A G B</td> <td>three notes: A G B</td> </tr> </tbody> </table> <p><b>Singing</b>  To know and confidently sing five songs and their parts from memory, with a strong internal pulse.  To be able to talk about one song:  o Its main features  o Singing in unison, the solo, lead vocal, backing vocals or rapping</p> <p><b>Playing</b>  To know and be able to talk about:  Different ways of writing music down, e.g. staff notation and symbols  The notes C, D, E, F, G, A, B + C on the treble staff  The instruments they might play or be played in a band or orchestra or by their friends</p> <p><b>Composing</b>  To know and be able to talk about:  • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure  • Notation: recognise the connection between sound and symbol</p> <p><b>Performance</b>  To know and be able to talk about:  • Everything that will be performed must be planned and learned  • You must sing or rap the words clearly and play with confidence  • It is planned and different for each occasion  • A performance involves communicating ideas, thoughts and feelings about the song/music</p> <p><b>Song: You got a Friend</b> <b>Style of Main Song: 70's Ballad/pop</b>  <b>Unit Theme: The Music of Carole King</b>  <b>All elements as above using notes A G E</b></p>	Level of challenge	Sing, play and copy back	Play and improvise	Improvise	Bronze	Using instruments	Using instruments, question and answer	Take it in turns to improvise using ...	Silver	one note: A	using one note: A	one note: A	Gold	two notes: A&G	using two notes: A&G	using two notes: A&G		three notes: A G B	three notes: A G B	three notes: A G B
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<p><b>Language</b>  Beliefs, community, religious, non-religious, secular, responsibility, values, faith, inspiration  Lent, Holy Week, Eucharist, Passover, Easter, Palm Sunday, Holy Communion, Mass</p>	<p><b>Language</b>  Formula, formula wizard, charts, random tool, spin tool, timer, binary tree, collaborate, statistics.</p>	<p><b>Language</b>  Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, urban gospel  Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony</p>																				



# Year 5/6 - Summer - Cycle A

<b>History</b> <b>The Mayans</b>	<b>Geography</b>	<b>Art</b>	<b>French</b> <b>The weekend</b>
<ul style="list-style-type: none"> <li>To develop chronological knowledge and understanding of the sequence and duration of the main time periods.</li> <li>To understand the methods of historical enquiry, including how evidence is used to make historical claims and how interpretations of the past have been constructed.</li> <li>To gain historical perspective by placing their growing knowledge into different contexts, understanding connections between national and international history.</li> <li>To know about a non-European society that provides contrasts with British history-Mayan Civilisation c900AD</li> </ul>	<ul style="list-style-type: none"> <li>To develop knowledge of land use patterns for farming in the UK and another area of the world.</li> <li>To investigate the distribution of natural resources including food and economic activity including food production.</li> <li>To understand how growing and producing food affects the physical geography of a place.</li> <li>To use information from maps, diagrams and information texts.</li> <li>To look at possible questions, collect/ measure and record data through fieldwork. Use some basic presentation techniques</li> </ul>	<ul style="list-style-type: none"> <li>Create sketchbooks to record their observations and use them to review and revisit ideas</li> <li>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</li> <li>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> <li>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</li> <li>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>About great artists, architects and designers in history</li> <li>To develop a wide range of Art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>About great artists, architects and designers in history.</li> <li>Evaluate and analyse creative works using the language of art, craft and design</li> </ul>	<ul style="list-style-type: none"> <li>To listen attentively to spoken language and show understanding by joining in and responding</li> <li>To speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>To read carefully and show understanding of words, phrases and simple writing</li> </ul>
<b>Pupils should be taught:</b>	<b>Pupils should be taught:</b>	<b>Pupils should be taught:</b>	<b>Pupils should be taught:</b>
<ul style="list-style-type: none"> <li>To build and label a timeline based on the world civilizations they have been taught adding in the Maya</li> <li>To know what life was like in Britain and what was happening around the world in the year 1000AD/CE and look for similarities and differences</li> <li>To be able to research then to select and organise relevant historical information..</li> <li>To know who the Mayans were</li> <li>To develop written primary resource analysis around a primary source.</li> <li>To know the organisation and buildings of the major Mayan settlement of Chiten Itzi.</li> <li>To be able to compare and find similarities between the Mayas and Anglo-Saxons.</li> <li>To understand why the Mayans disappeared</li> <li>To know what happened after the Mayan civilisation disappeared</li> </ul>	<ul style="list-style-type: none"> <li>To develop knowledge of the origin of different types of food at basic level before moving to place/ country of origin.</li> <li>To know about - world's countries, trade links, distribution of food resources.</li> <li>To use geographical information to investigate trade and imports</li> <li>To know about land use, economic activity and use of resources.</li> <li>To understand human geography, economic activity, use of resources.</li> <li>To understand impact of human actions on the physical world.</li> <li>To Use geographical knowledge to write a supported judgement</li> </ul>	<b>Drawing/Painting</b> <ul style="list-style-type: none"> <li>To create a symmetrical, abstract art form</li> <li>About the use of Rorschach Inkblots</li> <li>To use limited materials to create a symmetrical abstract image</li> <li>To use my imagination to interpret and add detail to my image</li> <li>To research and adopt the style of a famous group of painters</li> <li>About the motivations and techniques of impressionist and post-impressionist painters</li> <li>About the work of different artists and discuss similarities/ differences in their work: <b>Claude Monet</b> a famous Impressionist painter</li> <li>To paint skillfully by mixing complex colours and applying the paint in the style of <b>Claude Monet</b></li> <li>About some of the symbolism used in <b>Picasso's 'Guernica'</b></li> <li>To plan and create a drawn composition in the style of <b>Picasso's 'Guernica'</b> by using symbols in my artwork to convey a message, considering where the tones of black, grey and white are used to create effect</li> <li>To use paint to produce a carefully finished piece of art in the style of <b>Picasso's 'Guernica'</b></li> <li>Keep balance in their final composition by viewing work from a distance to see where tones of black white and grey should be used</li> <li>To represent ideas graphically, combining words and graphics and justify the choice of graphics and words</li> <li>To analyse and evaluate artwork using the following fundamental elements: 'say what you see'/scene , technique, form and shape,</li> </ul>	<ul style="list-style-type: none"> <li>To ask the time.</li> <li>To tell the time accurately.</li> <li>To say five things they like to do at the weekend.</li> <li>To identify verbs in learnt sentences.</li> <li>To use connectives to link 2 or 3 sentences together.</li> <li>To tell you what they do at the weekend and at what time</li> </ul>
<p style="text-align: center;"><u>Language</u></p> Civilisation, Maya, Mayan, century, millennium, continent, BC/AD or BCE/CE, empire, temple, plaza, sacrifice,	<p style="text-align: center;"><u>Language</u></p> Land use, farm, trade, resources, transport, UK, import, dairy, cereal, livestock, import, produce	<p style="text-align: center;"><u>Language</u></p> symmetrical, abstract, inkblot, form, impressionist, post-impressionist, landscape, scene, colour, tone, form, line, shape, symbolism, composition, symbol, tone, still life, form line, hue, tint, shade, colour, light, technique	<p style="text-align: center;"><u>Language</u></p> Je, et, mais, A _____ heure quelle heure est-il?



# Year 5/6 - Summer - Cycle A

RE	Computing Game Creator Unit 5.5 3D Modelling Unit 5.6	Music																								
<p><b>Buddhism</b></p> <ul style="list-style-type: none"> <li>To understand who founded Buddhism and where</li> <li>To understand the main beliefs held by Buddhists.</li> <li>To understand which places are special for Buddhists</li> <li>To understand what happens at the major Buddhist festival</li> <li>To understand what the Buddhist holy book is and what is in it.</li> <li>To understand the meaning of Buddhist symbols.</li> </ul>	<ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>	<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musician</li> <li>develop an understanding of the history of music</li> </ul>																								
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<ul style="list-style-type: none"> <li>To know that Siddhartha Gautama came to found Buddhism and the teachings that followed.</li> <li>To be able to explain how key actions and events would affect the Buddhist journey to Nirvana</li> <li>To understand how Buddhists worship within the temple.</li> <li>To understand, compare and contrast Wesak celebrations around the world.</li> <li>To be able to explain how the Tipitaka is used through explanations and images.</li> <li>To understand and explain Buddhist symbols and their meanings.</li> </ul>	<ul style="list-style-type: none"> <li>To create the game environment.</li> <li>To create the game quest.</li> <li>To finish and share the game.</li> <li>To evaluate their and peers' games.</li> <li>To explore the effect of moving points when designing.</li> <li>To understand designing for a purpose.</li> <li>To understand printing and making.</li> </ul>	<p><b>Song: Don't Stop Believing</b> <i>Style of Main Song: Rock</i></p> <p><b>Unit Theme: Ambition, you can do anything</b></p> <p><b>Listen and Appraise As Year 3/4 With these additions</b></p> <p>To know styles from the unit who sang or wrote them, when they were written and why?</p> <p>To choose three or four other songs and be able to talk about:</p> <p>The style indicators of the songs (musical characteristics that give the songs their style)</p> <p>The lyrics: what the songs are about</p> <p>Any musical dimensions featured in the songs and where they are used</p> <p>The historical context. What was going on at this time, musically and historically?</p> <p>Know and talk about that fact that we each have a musical identity</p> <p>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</p> <table border="1" data-bbox="2021 1310 2852 1457"> <thead> <tr> <th>Level of challenge</th> <th>Sing, play and copy back Using instruments</th> <th>Play and improvise Using instruments, question and</th> <th>Improvise Take it in turns to impro-</th> </tr> </thead> <tbody> <tr> <td>Bronze</td> <td>one note: C</td> <td>using one note: C</td> <td>one note: C</td> </tr> <tr> <td>Silver</td> <td>two notes: C&amp;D</td> <td>using two notes: C&amp;D</td> <td>using two notes: C&amp;D</td> </tr> <tr> <td>Gold</td> <td>three notes: C D E</td> <td>three notes: C D E</td> <td>three notes: C D E</td> </tr> </tbody> </table> <table border="1" data-bbox="2021 1457 2852 1856"> <thead> <tr> <th>Singing</th> <th>Playing</th> </tr> </thead> <tbody> <tr> <td>To know and confidently sing five songs and their parts from memory, with a strong internal pulse. 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<p><b>Language</b></p> <p>Buddha, Meditate, Enlightenment, Eightfold Path, Dharmachakra, Nirvana, puja, shrine, Wesak, Dhvaja, Chattra</p>	<p><b>Language</b></p> <p>Animation, interactive, texture, perspective, playability, CAD, modelling, polygon, net, template.</p>	<p><b>Language</b></p> <p>Rock, verse, chorus, pre chorus, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure band/ensemble, style indicators</p>																								