

Science

Evolution and inheritance

Pupils should be taught to:

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

Animals, including humans

Pupils should be taught to:

- 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 their bodies function.
- Describe the ways in which nutrients and water are transported within animals including humans.
- To describe the changes as humans develop to old age.

Identifying scientific evidence that has been used to support or refute ideas or arguments.

TERM 5: That's life!



Health and Well-Being:

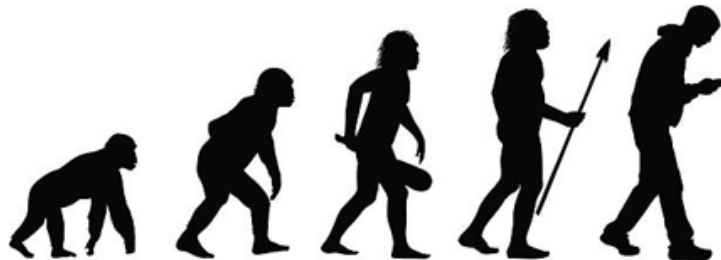
Mental well-being
Drugs, tobacco and alcohol

Art and Design

To improve mastery of art and design techniques including drawing and sketching.

(Charles Darwin animal sketches).

To create sketch books to record observations and use them to review and revisit ideas.



Computing

Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration (Website design - Purple Mash).

French

Au Parc D'Attractions

Making statements about visiting a theme park referring to the past.

Expressing an opinion about what a theme park ride was like.

Using adjectives to add interest and detail to a description.

Religious Education

What can we learn about our local faith communities?

Explore diverse religions across the community including Sikhs, Muslims and Christians.

Why are Good Friday and Easter Day the most important days for Christians?

Why is the Last Supper so important to Christians? Demonstrating an understating of the Last Supper, its significance at the time of Jesus and beliefs today.

Design Technology

I can select from a wider range of tools and equipment

I understand and apply the principles of a healthy and varied diet.

I can prepare and cook a savoury dish using a range of cooking techniques

TERM 5: Non-Theme

Geography Teesmouth Field Centre

Geographical skills and fieldwork

Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Name and locate counties and cities in the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers and land-use patterns.

Use the eight points of a compass, six figure grid references, symbols and key (including the use of ordnance survey maps) to build their knowledge of the UK and the wider world.

Music

Use and understand stave and other musical notation.

PE

1. Swimming intervention
2. Basketball
3. Dance
4. Mini Tennis
5. Outdoor and Adventurous Activity (Residential)

Pupils should be taught to:

- ♣ use running, jumping, throwing and catching in isolation and in combination

- ♣ play competitive games, modified where appropriate [for example, basketball and tennis], and apply basic principles suitable for attacking and defending
- ♣ perform dances using a range of movement patterns

- ♣ take part in outdoor and adventurous activity challenges both individually and within a team
- ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best.

- ♣ swim competently, confidently and proficiently over a distance of at least 25 metres

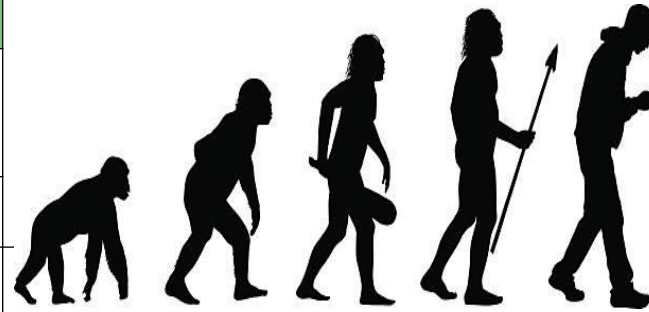
- ♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

- ♣ perform safe self-rescue in different water-based situations.



Year 5/6 Term 5 : That's Life - Theme

Vocabulary		Knowledge
Offspring	Adaptation	I know that living things have changed over time, because we can see their remains in the rocks.
Evolution	Genes	
Inheritance		I can detail the process of fossilisation.
Chromosomes		I can describe types of fossils.
Palaeontologist		I know how animals adapt to their environment.
Charles Darwin		I know that the animals and plants of today are different from those of long ago.
Syndrome		
Genotype	variation	I know the discoveries made by Charles Darwin.
Fossilisation		
sediment		I know that evolutionary questions are still being actively researched by biologists.
arteries	veins	I know the effects that cigarettes can have on the body.
capillaries	Heart	
transfusion	Enzymes	I know the three types of blood vessels and their individual roles
diet	Nutrients	I understand how nutrients allow your body to perform daily activities
Circulatory system	Respiratory system	I can describe the changes as humans develop to old age.



Objectives – Science

Evolution and inheritance

Pupils should be taught to:

Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

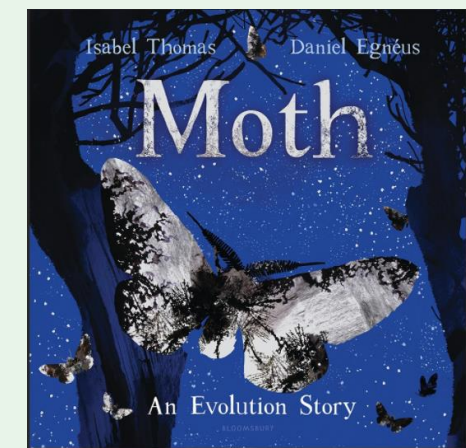
Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Animals, including humans

Pupils should be taught to: 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 their bodies function. Describe the ways in which nutrients and water are transported within animals including humans. To describe the changes as humans develop to old age.

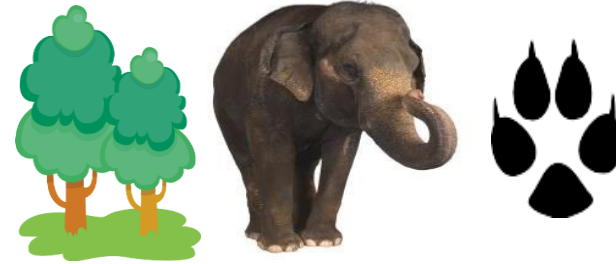
Identifying scientific evidence that has been used to support or refute ideas or arguments.

Exciting Books



Year 5/6 Term 5 : That's Life - Theme

Vocabulary		Knowledge
tone		I know how to use a variety of techniques to create a 3D effect in my sketching - different tones, - control materials including pencil / charcoal - cross- hatching.
Cross-hatch		
dimensions		
perspective		I can use perspective to represent distance in my sketching.
form	Join	I can annotate work in my sketch books, evaluating and making improvements.
cast	mark	
shape	Form	I can plan and design a sculpture.
Structure	join	
soft	texture	I can use tools and materials to carve, add shape, add texture and pattern.
Arteries	veins	I can develop cutting and joining skills
Capillaries	heart	I know the effects that cigarettes can have on the body.
enzymes	transfusion	I know the effect that fatty foods can have on the circulatory system.
nutrients	diet	I know the three types of blood vessels and their individual roles
Respiratory system		I understand how nutrients allow your body to perform daily activities.
Circulatory system		
		I can describe the changes as humans develop to old age.



Objectives – Art and Design and Science

Art and Design

To improve mastery of art and design techniques including drawing and sketching. (Charles Darwin animal sketches).

To improve mastery of art and design techniques, including sculpture with a range of materials

Animals, including humans

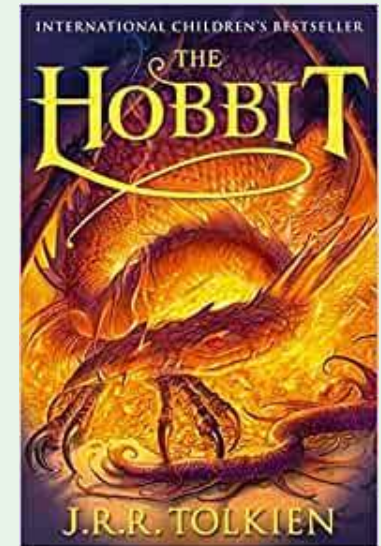
Pupils should be taught to:
Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood.

Recognise the impact of diet, exercise, drugs and lifestyle on their bodies function.

Describe the ways in which nutrients and water are transported within animals including humans.

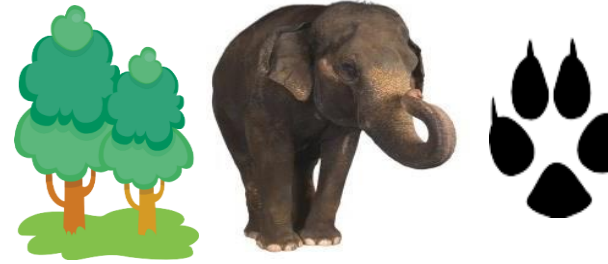
To describe the changes as humans develop to old age.

Exciting Books



Year 5/6 Term 5 : That's' Life - Non-Theme

Vocabulary		Knowledge
Ordinance survey		I know how to use fieldwork to observe, measure, record and present the human and physical features in the local area.
Human and Physical features		I can use a range of methods, including sketch maps, plans and graphs, and digital technologies.
Topographical features		I know the names of and can locate counties and cities in the UK.
Coasts	Symbols	I can use the eight points of a compass, six figure grid references, symbols and key to build their knowledge of the UK and the wider world.
Region	Counties	
World wide web		I know how to compare features of different websites.
Hyperlink		I know how to organise digital content
Digital content		
Appropriate information		I know what a home page is
E-safety		I know how to add pages to a website
		I know how to include a hyperlink
		I know how to add an image to a website



Objectives – Geography and Computing

Geography Teesmouth Field Centre Geographical skills and fieldwork

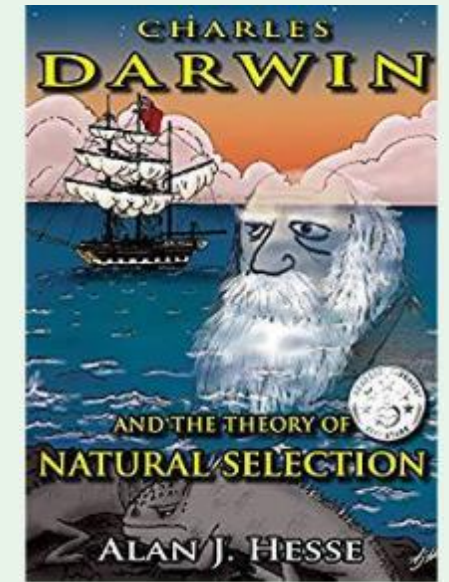
Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Name and locate counties and cities in the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers and land-use patterns).
Use the eight points of a compass, six figure grid references, symbols and key (including the use of ordnance survey maps) to build their knowledge of the UK and the wider world.

Computing

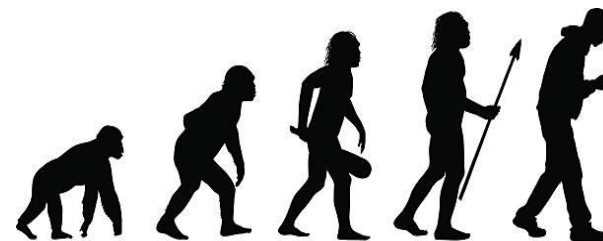
Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration (Website design - Purple Mash).

Exciting Books



Year 5/6 Term 5 : That's Life- Non-Theme

Vocabulary		Knowledge
Au Parc D'Attraction		I can make statements about visiting a theme park whilst referring to the past.
passionnant	Rapide	
Sensationnel		I can express an opinion about what a theme park ride was like.
La grande huit		
Le train fantome		I can use adjectives to add interest and detail to a description.
Taille minimum	Il faut avioour	
crucifixion	interpretations	<p>1. I can discuss and present my own views on why religious conflict may occur.</p> <p>2. I can show an understanding of the richness of religious diversity in our local community.</p> <p>3. I can explain why people may value inter-faith community work.</p> <p>1. I know The Gospels accounts of Jesus' death and resurrection.</p> <p>2. I understand the significance of The Last Supper</p> <p>3. I can explain how and why Jesus was resurrected</p> <p>4. I know what the belief in Jesus' resurrection confirms to Christians.</p> <p>5. I understand that Christians believe in a continuing new life (heaven).</p>
mosque	Allah	
ablutions	Minaret	
mikah	Qu'ran	
Gudwara	Langar	
gospels	Disciples	
symbols	Passover	
salvation	Resurrection	
incarnate	Apostles	
Last Supper	Tomb	
New Testament		



Objectives – French and RE

French Au Parc D'Attractions

Making statements about visiting a theme park referring to the past.
Expressing an opinion about what a theme park ride was like.
Using adjectives to add interest and detail to a description.

Religious Education

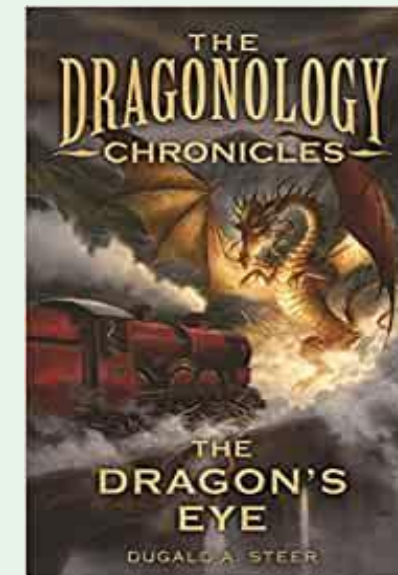
What can we learn about our local faith communities?

Explore diverse religions across the community including Sikhs, Muslims and Christians.

Why are Good Friday and Easter Day the most important days for Christians?

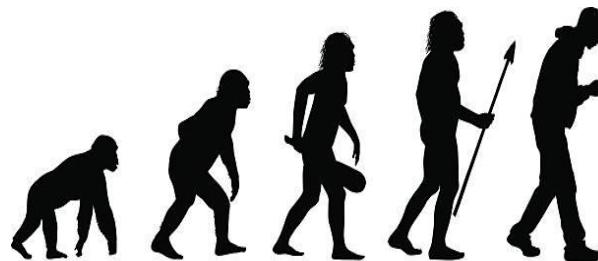
Why is the Last Supper so important to Christians?
Demonstrating an understating of the Last Supper, its significance at the time of Jesus and beliefs today.

Exciting Books



Year 5/6 Term 5 : That's Life- Non-Theme

Vocabulary		Knowledge
rest	Note	I know mnemonics to identify the base and treble clef notes.
notation	chord	I know that different notes have different lengths.
quaver	Semi quaver	I know a note has a beat and time value.
crochet	minim	I can follow simple musical notation.
key	Base / treble clef	I can compose a short piece of simple music.
dynamics	harmony	I can perform my composition using instruments.
melody	Semi breve	
Design brief	Design specification.	Year 3/4 Term 5 Knowledge and Skills plus ...
evaluate	research	I can produce appropriate lists of tools, equipment and materials I will need.
appealing	Innovative	I can formulate step-by-step plans as a guide to making
preference	Adapt fibre	I know that different food and drink contain different substances – nutrients, water and fibre – that are needed for health
substitute	vitamins	
Names of the food groups		I know that recipes can be adapted to change the appearance, taste, texture and aroma.
nutrients	seasonality	



Objectives – Music and Design Technology

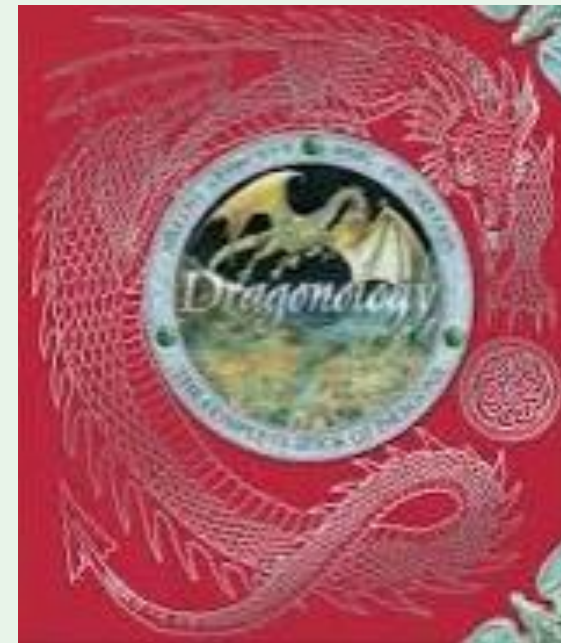
Music

Use and understand stave and other musical notation.


Design Technology

I can select from a wider range of tools and equipment
 I understand and apply the principles of a healthy and varied diet.
 I can prepare and cook a savoury dish using a range of cooking techniques

Exciting Books



Year 5/6 Term 5 : That's Life- Non-Theme

	Knowledge	Exciting Books	
support	I know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)		
Anxiety			
Control			
Mental ill health			
resolution			
	I know it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough	Health and Well Being (including RSE)	
Medication	I know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	Mental Wellbeing: Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)	
Drugs		It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough	
Legal			
Illegal			
Harmful			
Alcohol			
Smoking			
tobacco			Drugs, tobacco and alcohol: The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking