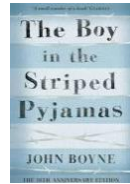
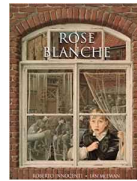


History – Local History
 A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.
 World War 2



Art

To learn about great artists and designers in history.

Picasso

DT

Focus: Evaluate – Existing products – I can investigate and analyse a range of existing products. Technical Aspect: Mechanisms – I understand and use mechanical systems in my products (for example cams).

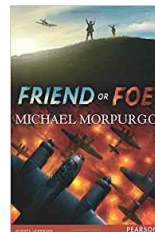
**TERM 6:
 Theme -
 The Great
 Wars**



**Geography
 FALLON**

Computing

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create content to present data and information.



Science – Living things and their habitats

- Describe how living things are classified into broad groups according to common, observable characteristics and based on similarities and differences including micro-organisms, plants and animals.
- Give reasons for classifying plants and animals based on specific characteristics
- 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.

Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

French

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.



PE

1. Swimming intervention
2. Gymnastics
3. Cricket
4. Hockey / Netball
5. Athletics

Pupils should be taught to:

- ♣ use running, jumping, throwing and catching in isolation and in combination
- ♣ play competitive games, modified where appropriate [for example, cricket, hockey and netball], and apply basic principles suitable for attacking and defending
- ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- ♣ 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.

**TERM 6:
 Non-Theme**

Intercultural understanding:

- To present information about an aspect of culture.
- To compare attitudes towards aspects of everyday life
- To recognise and understand some of the differences between people.

PSHE

Being Safe

Changes to the adolescent body

Music

Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.

RE



What do we now know about Christianity?
 An opportunity for pupils to reflect on their own feelings, beliefs, values and ideas as a result of their learning about the RE concepts before starting year 7.

Year 5/6 Term 6 : The Great Wars - Theme

Vocabulary		Knowledge
Axis	Allies	I know how WW2 was a battle between two groups of countries
Nazi	Evacuee	
reliability	bias	I know the chronology of the major events in WW2.
Primary/ secondary evidence		
Kindertransport		I know about the D-Day landings
Eye witness		I know the significant people in WWII
hypothesise		
Luftwaffe	RAF	I can use sources/ historical accounts to evaluate the impact of the War on the lives of children.
Propaganda	rations	
Kristallnacht	significant	
influence	impact	I can research and discuss the work of Kandinsky
Abstract		I can discuss images I see in Picasso's Guernica
Represent		Understand the use of Abstract images to represent emotion of war.
		I can research and discuss the work of Kandinsky.
emotion		

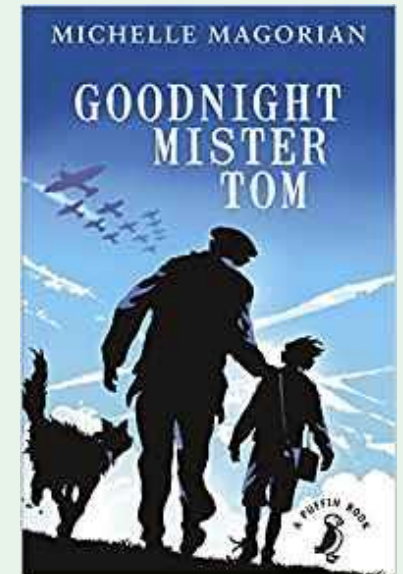
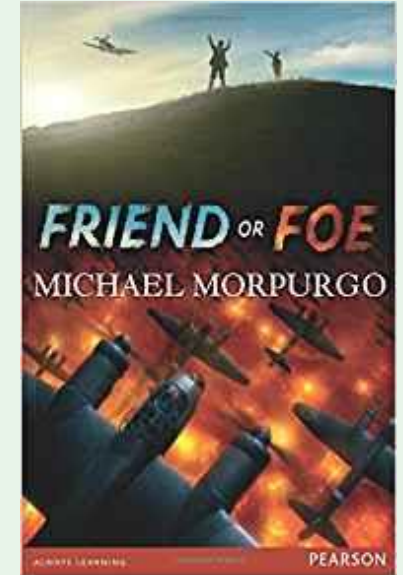


Objectives – History and Art and Design

History – Local History
A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.
World War 2

Art
To learn about great artists and designers in history.

Exciting Books



Year 5/6 Term 6 : The Great Wars - Theme

Vocabulary			Knowledge
Design brief			I can investigate and analyse how well products have been designed and made.
Design specification			
evaluate	user		I can investigate why materials have been chosen and what methods of construction have been used.
purpose	Function		I can investigate and analyse how well products work, achieve their purpose and meet user needs and wants.
product	effectiveness		I can investigate and analyse how much products cost to make
Innovative	mechanism		I can investigate and analyse how innovative products are.
pivot	Slider		I can investigate what impact products have beyond their intended use.
reciprocating	oscilating		
sleeve	dowel	pulley	I know that mechanical systems have an input, process and output.
cam	lever	linkage	I know how mechanical systems such as cams create movement.
component	Mechanical system		I can explain how rotary motion is converted into a linear motion in a mechanical system.
convert	motion		
rotary	Linear		
follower	Input		
output	process		

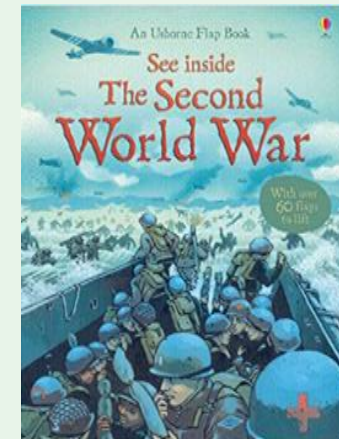


Objectives – Design Technology


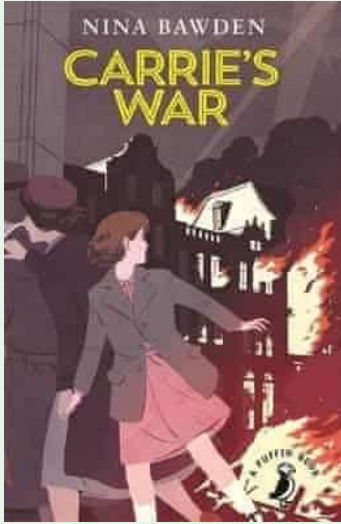
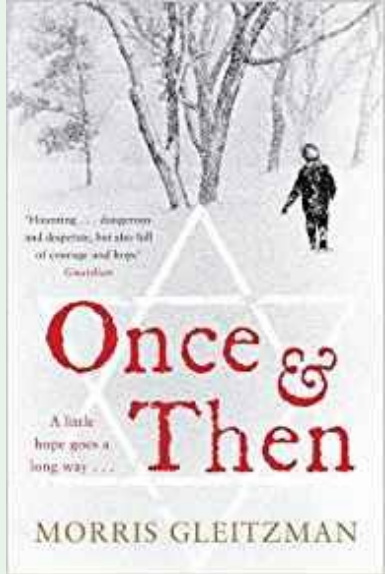
DT

Focus: Evaluate – Existing products – I can investigate and analyse a range of existing products. Technical Aspect: Mechanisms – I understand and use mechanical systems in my products (for example cams).


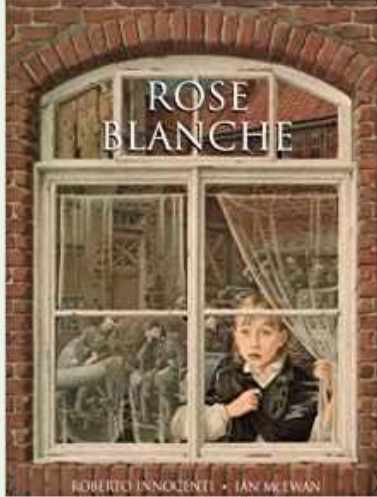
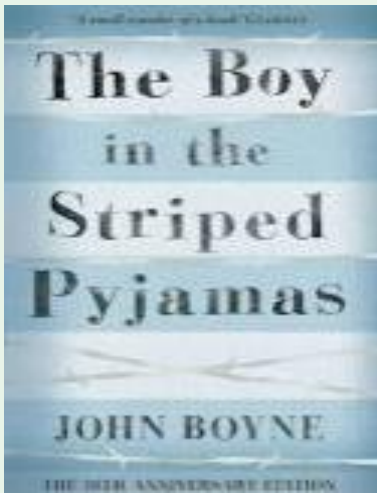
Exciting Books



Year 5/6 Term 6 : The Great Wars

Vocabulary		Knowledge		Exciting Books
QR code		I know how to import images from the internet on to a word document		
insert / import	Digital content	I know how to insert a QR code to link to more information		
World wide web		I know how to create a report on Microsoft Word	<h2>Objectives – Computing and Science</h2> <p>Computing Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create content to present data and information.</p> <p>Science – Living things and their habitats</p> <ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common, observable characteristics and based on similarities and differences including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics 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. <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p>	
bacteria	algae	I know how to classify living things into broad groups according to observable characteristics and based on similarities and differences.		
invertebrates		I know how living things have been classified.		
Vertebrates				
Micro organisms		I can give reasons for classifying plants and animals based on specific characteristics.		
Species	Fungi	I can investigate the conditions which are suitable for animals to survive		
Algae	Monera	I can observe and describe life cycle changes in a variety of living things		
Protista	Carl Linneaus	I know about sexual and asexual reproduction in plants		
Reproduction	Sexual and asexual	I know about sexual reproduction in animals		
mammal	amphibian			

Year 5/6 Term 5 : The Great Wars - Non-Theme

Vocabulary	Knowledge		Exciting Books
Le / un supermarche	I can compare the past and present.	Objectives – French and Music	
La / une boulangerie	I can use two adjectives to describe a noun		
Il y avait	I can use the definite and indefinite article	<p>French Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Intercultural understanding:</p> <ul style="list-style-type: none"> • To present information about an aspect of culture. • To compare attitudes towards aspects of everyday life • To recognise and understand some of the differences between people. <p>Music - Appraising Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	
maintenant			
Il / elle porte	I can give a set of instructions		
Il / elle s'appelle	I can make a statement about a town		
progression	I can appreciate music from the war era		
composers			
Canon	I can identify music from Glenn Miller and Dame Vera Lynn		
Rhythm	I know the progression of music style from the 1940's to the present day		
Dynamic			
harmony			
			

Year 5/6 Term 5 : The Great Wars - Non-Theme

Vocabulary	Knowledge
Appropriate boundaries	I know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
Privacy	
secretive	I know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
Advice	
Sources	
Emotional	I know how to recognise and report feelings of being unsafe or feeling bad about any adult
Physical well-being	
Adolescent	I know how to ask for advice or help for themselves or others, and to keep trying until they are heard.
Menstrual	
Menstruation	Where to get advice, for example family, school or other sources
Hormones	I know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
Transition	
Positivity	I know about menstrual wellbeing including the key facts about the menstrual cycle
Consequences	
puberty	



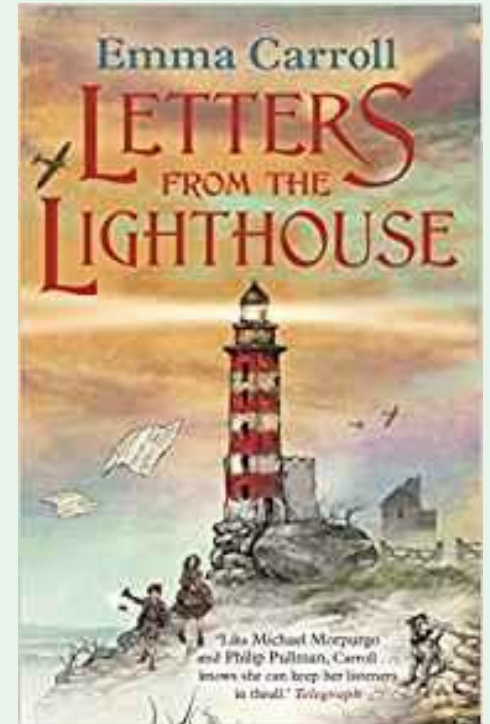
Objectives – RSE, Health and Well-Being

PSHE

Being Safe

Changes to the adolescent body

Exciting Books



Year 5/6 Term 5 : The Great Wars - Non-Theme

Vocabulary	Knowledge
Belief	I can demonstrate more detailed knowledge and understanding of some of the beliefs and features of Christianity.
Authority	
Expression	I can demonstrate more detailed knowledge and understanding of BELIEF in Christianity (God, Jesus, love, forgiveness)
Impact	
Trinity	I can demonstrate more detailed knowledge and understanding of AUTHORITY in Christianity and how this links to beliefs (Bible, Jesus)
forgiveness	
Beatitudes	I can ask questions and use different types of sources to gather information
Diversity	I can link the RE concepts together, drawing meaning from artefacts, biblical passages
Artefact	I can demonstrate more detailed knowledge and understanding of EXPRESSIONS OF BELIEF in Christianity (worship, ritual, symbols)
chalice	
icon	I can demonstrate more detailed knowledge and understanding of IMPACT OF BELIEF in Christianity (e.g. through Christian attitudes of love and care for others).
crucifix	
	I can give an informed opinion.
	I can reflect and Respond: thinking/ reflecting about own feelings and ideas



Objectives – Religious Education

RE

What do we now know about Christianity? An opportunity for pupils to reflect on their own feelings, beliefs, values and ideas as a result of their learning about the RE concepts before starting year 7.

Exciting Books

