

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 – New inventions during the wars.

Understand how key events and key individuals in design and technology have helped shape the world.

STEM Project

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



Geography
 FOLLOW

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.



**TERM 6:
 Non-Theme**

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.

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

Going for Goals

Relationships/Changes

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 can we learn about Christian faith through studying the lives of the northern saints?


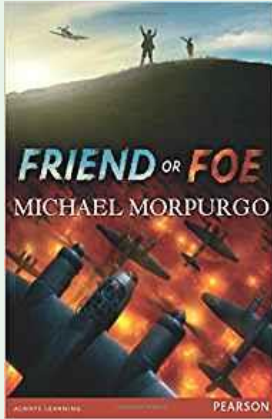
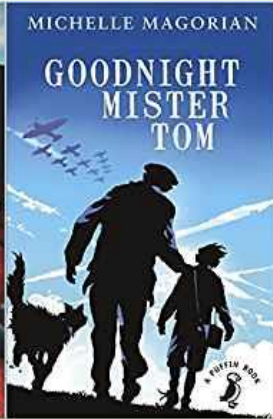
Demonstrating understanding of the significance of Northern Saints, then and now:

Impact of Belief



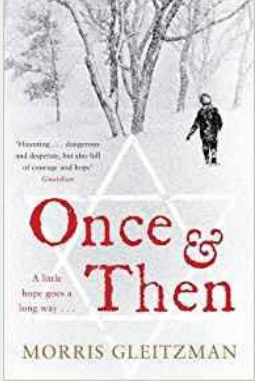
So, what do we now know about Christianity? (Exploration and concepts) – Statutory bridging unit.

Demonstrating an understanding of what they have learnt about Christianity through the four concepts.


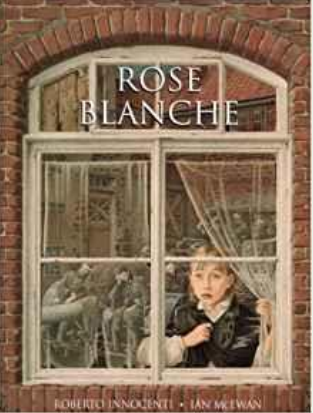
Year 5/6 Term 6 : The Great Wars - Theme

Vocabulary		Knowledge		Exciting Books
Axis		I know how WW2 was a battle between two groups of countries		 
Allies				
Nazi		I know the chronology of the major events in WW2.	<h2>Objectives – History, Art and Design Technology</h2>	
Evacuee		I know about the D-Day landings		
Kindertransport				
Luftwaffe	RAF	I can use sources/ historical accounts to evaluate the impact of the War on the lives of children.	<p>History – Local History A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066. World War 2</p> <p>Art To learn about great artists and designers in history.</p> <p>DT – New inventions during the wars. Understand how key events and key individuals in design and technology have helped shape the world.</p>	<h2>Assessment</h2> <p>I know how WW2 was a battle between two groups of countries. I know the chronology of the major events in WW2 I know about the D-Day landings I can use sources/ historical accounts to evaluate the impact of the War on the lives of children.</p> <p>I can name some inventors/inventors I can say how inventions help people I can name inventions within the classroom I can evaluate the progression of IT from early coding machines to the world-wide-web.</p>
Propaganda				
Abstract		I can discuss images I see in Picasso's Guernica		
Represent		I can research and discuss the work of Kandinsky		
emotion				
Invention		I can name some inventions / inventors from the War years		
Inventor				
progress		I can say how inventions help people		
Evaluate		I can name inventions from within the classroom		
Reflection		I can evaluate the progression of IT from early coding machines to the World Wide Web		
designers				


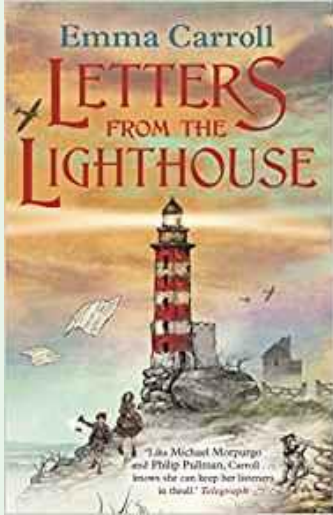
Year 5/6 Term 5 : The Great Wars

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	Objectives – Computing and Science	
bacteria	algae	I know how to classify living things into broad groups according to observable characteristics and based on similarities and differences.	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.	
invertebrates			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.	
Vertebrates				
Micro organisms				
Species				
Fungi		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.		
Monera				
Protista				
Carl Linneaus		I can give reasons for classifying plants and animals based on specific characteristics.	Assessment	
I know how to import images from the internet on to a word document I know how to insert a QR code to link to more information I know how to create a report on Microsoft Word.				
I can investigate the conditions which are suitable for animals to survive.				

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 Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	Assessment
maintenant			
Il / elle porte	I can give a set of instructions		<p>I understand basic grammar appropriate to language structures to build sentences.</p> <p>I can appreciate and understand a wide range of high-quality recorded music from great composers.</p>
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		Exciting Books
Emotion		I can examine and explore my own and others' feelings and emotions		
Positivity				
Loss				
Disappointment				
Guilt experience		I can recognise that feelings and emotions may change at times of change or loss.	Objectives – PHSCE and Religious Education	
St Cuthbert	Saint	I know the names and background history of some of the Northern Saints.	PSHE Going for Goals Relationships/Changes	Assessment
Lindisfarne Gospels		I know the focus and mission of the Northern Saints.	RE What can we learn about Christian faith through studying the lives of the northern saints? Demonstrating understanding of the significance of Northern Saints, then and now: Impact of Belief So, what do we now know about Christianity? (Exploration and concepts) – Statutory bridging unit. Demonstrating an understanding of what they have learnt about Christianity through the four concepts.	I understand different feelings and emotions and have strategies to deal with them. I understand the significance of the Northern Saints both then and now.
Synod of Whitby				
St Hilde	St Aiden	I can discuss different ways of communicating and how stories can be spread.		
origons	mission	I know the early origins of Christianity in the UK.		