**Mathematics    White Rose Maths Long Term Overview and Small Steps of Learning**

Fluent in Five
Arithmetic, Varied Fluency and Reasoning.
Fractions
Decimals
Percentages
Ratio
Algebra
Converting Units

**RE**

What difference might the resurrection make to many Christians? Christianity

What do Jews believe? How do they express their faith?
Judaism

**English**

**Key Texts – Wonder (R. J. Palacio)**

**Video – Little Freak**

Inference, descriptive language, describing from different viewpoints, show-don't-tell, pathetic fallacy, figurative language and imagery, symbolism, emotive language, thoughts and feelings, empathy, drama and performance, freeform poetry.

Weekly spelling patterns

Common exception words Y5/6

**Science**

Animals Including Humans

Evolution and Inheritance

**Design & Technology**

Digital world: Navigating the world

**Art &Design**

Sculpture and 3D: Making Memories

Context for Learning

# Lakes and Fells

**History**
Crime and Punishment

**Geography**

The Lake District is a distinctive place – Why?

**PHSE**

Confidentiality, physical Contact, responding to others, shared goals, community spirit, basic first aid.

RSHE

**Music**

Haven
Connect It

Ravi Shankar: Banjara
Joseph Bologne, Chevalier de Saint-Georges

**PE**
Swimming

Striking and Fielding

Athletics

Football

**Computing**

Creating Media – 3d Modelling

Coding - Scratch

**Modern Foreign Languages**

Basics in conversational German

End points of learning – summer term.

## The Lake District is a distinctive place – Why?

- **Identify and locate** the fifteen National Parks of Great Britain
- **Explain** the distribution of National Parks in Great Britain in relation to upland and urban areas
- **Explain** why areas of Great Britain are selected as National Parks
- **Describe and explain** the main physical features of National Parks
- **Explain** what the term 'cultural heritage' means
- **Understand** why the cultural or human features of National Parks are as important as their physical features
- **Describe and explain** the important physical and cultural features of their local National Park
- **Explain** the three aims or purposes of National Parks
- **Evaluate** these three aims and **reach a judgement** as to which they feel should be the most important and **justify** their view
- **Understand** why these three aims can sometimes conflict with each other
- **Explain** what the term 'management' means and **understand** why National Parks have to be carefully managed
- **Understand** the difference between preservation and conservation when it comes to managing National Parks
- **Explain** the main land use of National Parks
- **Draw an informed conclusion** as to why farming and farmers are so important in helping to achieve the aims of National Parks
- **Understand** how and why National Parks in the USA are similar to and different from National Parks in Great Britain

## Crime and Punishment

To compare, contrast, analyse and rank evidence, ask questions and reach an informed judgement to justify views.
To understand chronology in relation to Crime and Punishment.
To understand the terms crime, detection and punishment.
To develop understanding of crime, detection and punishment in Roman, Anglo Saxon/Viking, Tudor, Early Modern, Victorian and Modern time periods.
To evaluate how crime and punishment has changed over time.
To reach an informed judgement regarding the most significant factors, answering the question Does the Punishment Always fit the Crime, justifying their views.
understand how our knowledge of the past is constructed from a range of sources.

## Computing – 3D Modelling

Understand that you can work in 3D on a computer

Understand that 3D objects can be modified and combined

Be able to rotate, duplicate and group 3D objects

Know how to plan and create a 3D object

## Coding

To be able to design, create and evaluate a project using knowledge of variables

## Science

### Animals including Humans
Identify and name the main parts of the human circulatory system. Describe the functions of the heart (structure), blood vessels (arteries, veins and capillaries) and blood (components)
Understand and describe the double circulatory system of humans to describe the way water, nutrients and oxygen are transported in animals
Recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function

### Evolution and Inheritance
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

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**Music**

**Banjara**

Year 5
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
Improvise freely over a drone, developing a sense of shape and character, using tuned percussion and melodic instruments
Year 6
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
Develop an understanding of the history of music
Extend improvisation skills to create music with multiple sections, involving repetition and contrast

**Haven**
Year 5
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
Use chords to compose music to evoke a specific mood, atmosphere or environment
Compose melodies from pairs of phrases in a major or minor key (e.g. C major or A minor)
Understand how triads are formed and play them on tuned percussion / melodic instruments. Perform simple, chordal accompaniments to familiar songs.
Year 6
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
Plan, compose and notate an 8- or 16-beat melodic phrase using the pentatonic scale, and incorporate rhythmic variety and interest. Enhance with rhythmic / chordal accompaniment.

**PSHE**
• Know the importance of permission-seeking and giving in relationships with friends, peers and adults
• Recognise that there are many different ways to communicate
• Understand the need for confidentiality in certain situations
• I can work co-operatively, showing fairness and consideration to others
• I can recognise and respond to issues of safety relating to myself and others and how to get help

• Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical,
and other, contact
• Know about and understand the importance of touch in a range of contexts
• Know the difference between appropriate and inappropriate touches
• Know how to recognise and report feelings of being unsafe or feeling bad about any adult
• I can take responsibility for my own safety and the safety of others and be able to seek help in an emergency
• I can recognise when physical contact is acceptable and unacceptable
• I can judge what kind of physical contact is acceptable or unacceptable in relationships

• Understand that there are many situations in which collaboration is necessary
• Understand the need to develop teamwork skills
• I can work co-operatively, showing fairness and consideration to others
• I can recognise my strengths and how they can contribute to different groups
• I can work independently and in groups, taking on different roles and collaborating towards common goals
• I can recognise how new relationships may develop
• I can reflect on the many different types of relationships that exist

• Know the principles of planning and preparing a range of healthy meals
• I can work collaboratively towards common goals
• I can recognise my strengths and how I can contribute to different groups
• I can listen to and show consideration for other people's views
• I can work independently and in groups, taking on different roles and collaborating towards common goals
• I can take responsibility for my physical activity and nutrition in achieving a physically and mentally healthy lifestyle

• Know what constitutes a healthy diet (including understanding calories and other nutritional content)
• Know how to cook and apply the principles of nutrition and healthy eating
• Prepare and cook with a variety of ingredients, using a range of cooking techniques
• I can work collaboratively towards common goals
• I can reach agreements, make decisions and manage discussions to achieve positive results
• I can work independently and in groups, taking on different roles and collaborating towards common goals
• I can respond to challenges, including recognising, taking and managing risk
• I can make connections between my learning, the world of work and my future economic wellbeing
• I can take action based on responsible choice

• Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical,
and other, contact
• Know about and understand the importance of touch in a range of contexts
• Know the difference between appropriate and inappropriate touches
• Know how to recognise and report feelings of being unsafe or feeling bad about any adult
• I can take responsibility for my own safety and the safety of others and be able to seek help in an emergency
• I can recognise when physical contact is acceptable and unacceptable
• I can judge what kind of physical contact is acceptable or unacceptable in relationships

**RE - What difference might the resurrection make to many Christians?**

- Describe the similarities and differences between the Gospel accounts of Jesus' death and resurrection.
- Describe the connections between sacrifice in the OT and NT and the link to Jesus as the ultimate sacrifice.
- Describe the significance of resurrection and how it shapes how Christians see the world and others.
- Describe how the resurrection effects how Christians might live their lives.

**What do Jews believe? How do they express their faith?**

- Describe different sources of authority and how they link with beliefs.
- Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.
- Describe ways in which beliefs shape the way Jews view the world in which they live and how they view others.
- Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences.
- Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.

**Design and Technology**
Navigating the World

Highlighting key information that directly describes the request such as 'multifunctional' and 'compact', with a simple explanation for selecting them. Writing a design brief, that includes some of the information gathered from the client's letter. Completing points three and six of the design criteria with given choices (pedometer, light or thermometer functionality).

Writing a program that displays an arrow to indicate cardinal compass directions, with an 'On start' loading screen. Can suggest where there are errors (bugs) in the code and ways to fix(debug) them by comparing their program to a finished example or by retracing steps. Explaining in basic terms, the functions of the program and how they will be useful as part of a navigation tool. Including an additional function such as those prescribed in the extension program or on previous Digital world units as linked above.

Considering material choices carefully when deciding on what they would recommend their navigation tool be made out of and explaining why they made that decision. Developing a product concept that includes some annotated features based on information pulled from the client's (Aria's) letter. Self and peer evaluating a product concept against a list of design criteria with basic statements.

Explaining key industries that use 3D CAD modelling and why. Recalling and describing the name and use of key tools used in Tinkercad (CAD) software. Combining more than one object to develop a finished 3D CAD model in Tinkercad.

Completing a product pitch plan that includes key information (such as functions of the program, materials chosen) drawn from the rest of the project (unit link). Reading their answers from a planned list of questions to the audience including some detail as to how their product meets the design brief for Adventure Awaits Co. Using visual references on their pitch poster to describe their Micro:bit program and 3D CAD model.

**Art and Design**
- Discuss the work of artists.
- Create a sculpture that shows an ability to use art to express themself.
- Reflect either verbally or as a written response to demonstrate an understanding of creative decisions.
- Suggest ways to represent memories through imagery, shapes and colours.
- Develop a composition of shapes from initial ideas to form a plan for a sculpture.
- Produce a clear sketchbook idea for a sculpture that includes written notes and drawings to explain what they will need and how they intend to make it.
- Translate plans to a 3D sculpture, selecting and combining appropriate materials.
- Identify and make improvements to work, selecting appropriate tools to do so. Producing a completed sculpture demonstrating experimentation, originality and technical competence. Competent reflection on successes and personal development shows an

**German**

<u>Describing me and others</u>

- Describing what things are like
  - Negation with nicht + adjective, adverb
  - Negation with nicht + definite article + noun
  - Subject-verb inversion yes/no questions
- Welcome, Friendship sentences
  - Possessive adjectives mein, dein
- Talking about possessions
  - Negation with nicht + possessive adjectives
  - Negation with nicht + proper nouns
  - Possessive adjectives mein, dein

<u>Talking about things and things to do</u>

- Donating items to a charity sale
  - to have - I have, s/he, it has
  - haben - ich habe, er, sie, es hat
  - definite articles (Row 2 accusative)
  - den, die, das
  - Compound nouns
- What you have at home
  - to have - I have, you have
  - haben - ich habe, du hast
  - indefinite articles (accusative)
  - einen, eine, ein
  - Negation with kein + noun (keinen, keine, kein)
- Talking about favourites
  - to have - I have, you have, s/he has
  - haben - ich habe, du hast, er/sie/es hat
  - Subject-verb inversion yes/no questions
  - Negation with nicht + adjective | kein + noun
- Activities in school
  - Present tense - weak verbs (singular persons - I, you, s/he, it)
  - Infinitive and s/he, it
- Activities at home
  - Present tense - weak verbs (singular persons - I, you, s/he, it)
  - Ich and du