



***'An Active Planet'***

***Spring Term***

***Year Groups 5 & 6***

***Curriculum Year A***

## An Active Planet (Year 5 & 6)

Spring Term 2013-2014  
Year A

### Brief Overview

To include trade links, distribution of resources, earthquakes, volcanoes etc

### Science

- See subject coordinators overview for each year group.

### Art and design

- Sculpture/3D – Antony Gormley, Henry Moore, Barbara Hepworth, African Art/Artefacts
- Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations
- Use tools to carve and add shapes, texture and pattern
- Combine visual and tactile qualities
- Use frameworks (such as wire or moulds to provide stability and form)
  
- Digital Media
- Enhance digital media by editing (including sound, video, animation, still images and installations)

### Computing

- 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
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

### Design and Technology

#### Designing and Planning

- Investigating products/images to collect ideas.
- Sketch and model labelled sketches to communicate the details of my designs types
- Generate ideas by gathering information.
- Plan the sequence of work using a storyboard.
- Make prototypes.
- Give a report using correct technical terms.
- Take users' views into account.
- Draw plans that can be used by others.

#### Skill – Materials/Structures

- Cut accurately and safety to marked lines.
- Measure accurately to cm and mm.
- Use hand drill to drill tight and loose fit holes.
- I can use sand paper to smooth edges.
- Combine materials create more useful properties.
- Join materials using suitable methods.
- Build frameworks using a range of materials e.g. wood, card, corrugated plastics.
- Use glue gun under close supervision.
- Use a craft knife, vice and drill under supervision.

#### Skill – Electricals

- Use crocodile clips to join components.
- Use pins to secure fasteners.
- Use a screwdriver to connect wires in a circuit.
- To apply knowledge of electrical circuits and use switches to make e.g. an alarm box or an on / off torch.
- Use circuit diagrams in planning and evaluating work.

#### Skill – Textiles

- Create 3D products using pattern pieces and seam allowance.
- Understand and follow pattern layout.
- Decorate textiles appropriately often before joining components.
- Pin and tack fabric pieces together.
- Join fabrics using over sewing, back stitch, blanket stitch or machine stitching.
- Combine fabrics to create more useful properties.
- Make quality products.

#### Skill – Food technology

- Prepare food products taking into account the properties of ingredients and sensory characteristics
- Select and prepare foods for a particular purpose
- Chose equipment independently
- Taste a range of ingredients, food items to develop a sensory food vocabulary for use when designing.
- Weigh and measure using scales
- Cut and shape ingredients using appropriate tools and equipment e.g. grating
- Join and combine food ingredients appropriately e.g. beating, rubbing in

- To follow recipes.
- Work safely and hygienically, showing an understanding of the importance of hygiene.
- Show awareness of a healthy diet from an understanding of a balanced diet

#### **Evaluating processes and products**

- Reflect on their designs as these develop, bearing in mind the purposes for which the product is intended.
- Identify what does and does not work in the product.

### Geography

- Describe and understand climate, mountains, volcanoes, earthquakes, settlements, trade links
- Locate world's countries focusing on physical and human features
- Study a region of Europe, and of the Americas
- Understand biomes, vegetation belts, land use, economic activity, distribution of resources, including energy, food, minerals, and water supplies
- Use 4- and 6-figure grid references on OS maps
- Collect and analyse statistics and other information in order to draw clear conclusions about locations
- Identify and describe how the physical features affect the human activity within a location
- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location
- Identify and describe the geographical significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night)
- Describe geographical diversity across the world
- Describe how locations around the world are changing and explain some of the reasons for change
- Create maps of locations identifying patterns such as land use, climate zones, population densities, height of land
- Understand some of the reasons for geographical similarities and differences between countries

### History

### Languages

- Read and understand the main points in short written texts.
- Read short texts independently.
- Use a translation dictionary or glossary to look up new words.
- Write a few short sentences using familiar expressions.
- Express personal experiences and responses.
- Write short phrases from memory with spelling that is readily understandable.
- Understand the main points from spoke passages.
- Ask others to repeat words or phrases if necessary.
- Ask and answer simple questions and talk about interests.
- Take part in discussions and tasks
- Demonstrate a growing vocabulary.
- Describe with some interesting details some aspects of countries or communities where the language is spoken.
- Make comparisons between life in countries or communities where the language is spoken and this country.

### Music

- Create songs with verses and a chorus
- Create rhythmic patterns with an awareness of timbre and duration
- Combine a variety of musical devices, including melody, rhythm and chords
- Thoughtfully select elements for a piece in order to gain a defined effect
- Use drones and melodic ostinato (based on the pentatonic scale).
- Convey the relationship between lyrics and the melody
- Use digital technologies to compose, edit and refine pieces of music.

### Physical Education

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance through gymnastics and Sports hall Athletics.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### Religious Education

- See subject coordinators overview for each year group.

### SEAL

- Spring 1- Going for Goals
- Spring 2- Good to be Me

**Enhancement opportunities (visits, visitors, residential etc)**

- Use of local environment to look at different rocks and rock layers

**Writing opportunities**

- Instructional writing – making own volcano
- Information text – volcanoes, earthquakes etc
- Diary of a survivor
- Persuasive posters – help for survivors

**Maths opportunities**

- Area
- Dealing with money – place value, ordering etc
- Dealing with scales e.g. Richter scale
- Data – destruction, wind speed etc

### Personal Development (to achieve by the end of year 6)

#### To try new things

- Enjoy new things and take opportunities wherever possible.
- Find things to do that give energy.
- Become fully involved in clubs or groups.
- Meet up with others who share interests in a safe environment.

#### To work hard

- Have fun working hard.
- Understand the benefits of effort and commitment.
- Continue to practise even when accomplished.
- Encourage others by pointing out how their efforts gain results.

#### To concentrate

- Give full concentration.
- 'Tune out' most distractions.
- Understand techniques and methods that aid concentration.
- Develop expertise and deep interest in some things.

#### To push themselves

- Find ways to push past doubts, fears, or a drop in motivation even in challenging circumstances.
- Push oneself in areas that are not so enjoyable.
- Listen to others who encourage and help, thanking them for their advice.
- Reflect upon how pushing past doubts, fears or a drop in motivation leads to a different outlook.

#### To imagine

- Generate lots of ideas.
- Show a willingness to be wrong.
- Know which ideas are useful and have value.
- Act on ideas.
- Ask lots of questions.

#### To improve

- Clearly identify own strengths.
- Identify areas for improvement.
- Seek the opinion of others to help identify improvements.
- Show effort and commitment in refining and adjusting work.

#### To understand others

- Listen first to others before trying to be understood.
- Change behaviours to suit different situations.
- Describe and understand others' points of view.

#### To not give up

- Show a determination to keep going, despite failures or setbacks.
- Reflect upon the reasons for failures and find ways to bounce back.
- Stick at an activity even in the most challenging of circumstances.
- See possibilities and opportunities even after a disappointment.
- Consider oneself to be lucky and understand the need to look for luck

### Communication (to achieve by the end of year 6)

To listen carefully and understand

- Understand how to answer questions that require more than a yes/no or single sentence response.
- Recognise and explain some idioms.
- Understand irony (when it is obvious).

To develop a wide and interesting vocabulary

- Use adventurous and sophisticated vocabulary.
- Explain the meaning of words, offering alternatives.
- Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity.

To speak with clarity

- Vary the length and structure of sentences.
- Ask questions and make suggestions to take an active part in discussions.
- Comment on the grammatical structure of a range of spoken and written accounts.

To tell stories with structure

- Narrate detailed and exciting stories.
- Use the conventions and structure appropriate to the type of story being told.
- Interweave action, character descriptions, settings and dialogue.

To hold conversations and debates

- Negotiate and compromise by offering alternatives.
- Debate, using relevant details to support points.
- Offer alternative explanations when others don't understand.