



***'We'll Meet Again'***

***Autumn Term***

***Year Groups 5 & 6***

***Curriculum Year A***

**We'll Meet Again.  
(Year 5 & 6)**

**Autumn Term 2013-2014  
Year A**

Brief Overview  
To include 'A Battle of Britain'

**Science**

- See subject coordinators overview for each year group.

**Art and design**

**Drawing**

- Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight)
- Use a choice of techniques to depict movement, perspective, shadows and reflection
- Choose a style of drawing suitable for the work (e.g. realistic or impressionistic)
- Give details about the style of some notable artists, artisans and designers
- Show how the work of those studied was influential in both society and to other artists
- Create original pieces that show a range of influences and styles

**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 part

**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

- Use maps, atlases, digital/computer mapping to name & locate counties, cities, regions & features of UK
- Describe how countries and geographical regions are interconnected and interdependent
- Study a region of Europe, and of the Americas
- Understand land use, economic activity, distribution of resources
- Identify and describe how the physical features affect the human activity within a location
- Use 4- and 6-figure grid references on OS maps
- Use fieldwork to record & explain areas

### History

- Use sources of information to deduce information about the past
- Select suitable sources of evidence, giving reasons for choices
- Show awareness of the concept of propaganda and how historians must understand the social context of evidence studied
- Refine lines of enquiry as appropriate
- Identify continuity and change in the locality of the history of the school
- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)
- Understand the concepts of continuity and change over time representing them, along with evidence, on a time line
- Use dates and terms accurately in describing events
- Use appropriate historical vocabulary to communicate including: dates, time period, era, chronology, continuity, change, century, decade and legacy
- Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past
- Use original ways to present information and ideas
- Children will learn about a significant turning point in British history and will learn about The Battle of Britain as part of a topic to cover both World War I and World War II.

### 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

- Sing or play from memory with confidence
- Perform solos or as part of an ensemble
- Sing or play expressively and in tune
- Hold a part within a round
- Sing a harmony part confidently and accurately
- Sustain and drone or a melodic ostinato to accompany singing
- Perform with controlled breathing (voice) and skilful playing (instrument)

### 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. (JM Education Year 5 Invasion games leading to Football, Net/wall games leading to Basketball Year 6 Invasion games leading to Hockey, Net/wall games leading to Volleyball)
- Perform dances using a range of movement patterns. (JM Education Street Dance)
- Year 6 – Outdoor Education Min-y-Don
- Take part in outdoor and adventurous activity challenges both individually and within a team.

### Religious Education

See subject coordinators overview for each year group.

### SEAL

Autumn 1 – New Beginnings

Autumn 2 – Getting on and Falling out

Anti bullying week November, Blue Friday – Say no to Bullying

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

- Refugee for the day
- Visit secret bunker (Nantwich)

### Writing opportunities

- Diary
- Recount
- Persuasive – posters and propaganda
- Drama activities – hot seating, conscious alley, role on the wall etc
- Biography

### Maths opportunities

- Data handling – soldiers
- Area
- Perimeter
- Ordering dates – chronology

### 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.