

KS2 Year 5 & 6 Year B

	Term 1 Myths & Minotaurs (History)	Term 2 Out of this World! (Science)	Term 3 Circle of Life Vikings V Anglo Saxons (Science, History , Geography)
Art	<p>Main project: Investigate the patterns, shapes and designs used in <i>Greek</i> pottery. Explore painting techniques. Create a pot/vase/bowl and investigate the most appropriate techniques for each.</p> <p>Enrichment tasks: Greek shield and mosaic vase.</p> <p><u>N.C Statements</u> Pupils will be taught:</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<p>Main project: Research the artist Peter Thorpe and his work and collect ideas in sketch books. Create abstract backgrounds in their sketch books and evaluate. Invent a rocket design motif which can be used in the foreground.</p> <p><u>N.C Statements</u> Pupils will be taught:</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history 	<p>Main project: Research the typical designs (e.g. knotwork, use of animals, dragons and runes) in Viking art. Apply this knowledge to a brooch design. Create the brooch using materials, e.g. tinfoil/wool and string.</p> <p>Design an 'illuminated letter' based on the artwork used in Anglo-Saxon monastery texts.</p> <p>Y6 - Props for production</p> <p><u>N.C Statements</u> Pupils will be taught: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>
D & T	<p>Researching the materials which were typically used to make <i>Greek</i>-style sandals. Comparing these materials with those we use nowadays. Coming up with design criteria for making a sandal, and then designing prototypes of a sandal. Exploring the suitability of different materials. Making a sandal.</p> <p><u>N.C Statements</u> Pupils will be taught to: <u>Design</u></p>	<p>Design & make a lunar buggy (Mars Rover). Visit to STEM Discovery Centre in order to see a real-life Mars Rover. Researching the features of different lunar vehicles, and designing a miniature prototype which moves, using a motor.</p> <p><u>N.C Statements</u> Pupils will be taught to: <u>Design</u></p>	<p>Researching the ingredients used in bread in Anglo-Saxon times. Comparing these to the ingredients used now. Tasting different types of bread. Designing a recipe for a bread product. Making it in school.</p> <p>Y6 - Props for production</p> <p><u>N.C Statements</u> Pupils will be taught to:</p>

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	<ul style="list-style-type: none"> ● use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ● generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p><u>Make</u></p> <ul style="list-style-type: none"> ● select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p><u>Evaluate</u></p> <ul style="list-style-type: none"> ● investigate and analyse a range of existing products ● evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ● understand how key events and individuals in design and technology have helped shape the world <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> ● apply their understanding of how to strengthen, stiffen and reinforce more complex structures ● understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 	<ul style="list-style-type: none"> ● use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ● generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p><u>Make</u></p> <ul style="list-style-type: none"> ● select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ● select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p><u>Evaluate</u></p> <ul style="list-style-type: none"> ● investigate and analyse a range of existing products ● evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ● understand how key events and individuals in design and technology have helped shape the world <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> ● apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<p><u>Design</u></p> <ul style="list-style-type: none"> ● use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups <p><u>Make</u></p> <ul style="list-style-type: none"> ● select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p><u>Evaluate</u></p> <ul style="list-style-type: none"> ● investigate and analyse a range of existing products ● evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ● understand how key events and individuals in design and technology have helped shape the world <p><u>Technical knowledge</u></p>
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		<ul style="list-style-type: none"> • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products. <p><u>Cooking and Nutrition</u></p> <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed 	
<p>Geography</p>	<p>Comparing Greece to the UK in terms of its geographical features. Using atlases and Google maps to study the differences between the two locations.</p> <p><u>N.C Statements</u> Pupils will be taught to:</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> • locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical 	<p>Earth maps</p> <p><u>N.C Statements</u> Pupils will be taught to:</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 	<p>Place knowledge - place names</p> <p><u>N.C Statements</u> Pupils will be taught to:</p> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including

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	<p>characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America <p><u>Human and physical geography</u></p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region in North or South America. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<p>sketch maps, plans and graphs, and digital technologies</p>
<p>History</p>	<p>Learning what daily life was like for a person from the <i>Ancient Greek</i> civilisation. Collecting evidence from different sources, and comparing what life was like in the city states of Athens and Sparta. Discussion of the term 'democracy.'</p> <p><u>N.C Statements</u> Pupils will be taught about:</p>	<p>Learning how astronomy was important in ancient civilisations, and how Galileo used the telescope to give birth to modern astronomy. Ancien Explore Apollo 11's mission to the moon by looking at who was involved, what they did and how the mission affected those who were the first people ever to walk on the moon. Look at some of the different ways in which astronauts and scientists explore space today</p>	<p>Learning about the invasions and settlements of the Anglo-Saxons and Vikings. What was Britain like before the first Viking invasions?</p> <p><u>N.C Statements</u> Pupils will be taught about:</p> <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots

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	<ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world 	<p>(such as the Hubble telescope, observatories, space stations, space shuttles and more) and how events from the past have enabled these to happen.</p> <p><u>N.C Statements</u> Pupils will be taught about:</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	<ul style="list-style-type: none"> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
<p>Computing</p>	<p>Key skills, E safety 5.2 We are Cryptographers - Cracking codes. 5.1 We are Game Developers - developing an interactive game</p> <p><u>N.C Statements</u> Pupils will be taught to:</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 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 	<p>Key skills, E safety 5.5 We are Adventure Gamers - Creating an interactive adventure using presentation software 6.4 We are Connected - Developing skills for social media</p> <p><u>N.C Statements</u> Pupils will be taught to:</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 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 	<p>Key skills, E safety 6.1 we are Toy Makers - Coding and physical computing 6.5 We are Advertisers - Creating a short television advert</p> <p><u>N.C Statements</u> Pupils will be taught to:</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and

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	<ul style="list-style-type: none"> ● use sequence, selection, and repetition in programs; work with variables and various forms of input and output ● use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<ul style="list-style-type: none"> ● use sequence, selection, and repetition in programs; work with variables and various forms of input and output ● use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>ranked, and be discerning in evaluating digital content</p> <ul style="list-style-type: none"> ● 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 sequence, selection, and repetition in programs; work with variables and various forms of input and output ● use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
<p>Music</p>	<p><i>Glockenspiel Stage 2</i></p> <p>Understanding structure and form</p> <p>Christmas production</p> <p><u>N.C Statements</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> ● play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ● improvise and compose music for a range of purposes using the inter-related dimensions of music ● listen with attention to detail and recall sounds with increasing aural memory 	<p>Music theory</p> <p>Learn about Holst 'The Planets'</p> <p>Compose a piece of music in the style of Holst -on tuned and untuned percussion instruments.</p> <p>Perform compositions. (Shared drive, Music planning)</p> <p><u>N.C Statements</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> ● play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ● improvise and compose music for a range of purposes using the inter-related dimensions of music ● listen with attention to detail and recall sounds with increasing aural memory ● use and understand staff and other musical notations 	<p>Exploring notation further</p> <p>Developing melodic phrases</p> <p>Y6 - Leaving concert</p> <p><u>N.C Statements</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> ● play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ● improvise and compose music for a range of purposes using the inter-related dimensions of music

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- 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.

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PE	<p>Cricket Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Swimming/ OAA All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: 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. Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Football Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Swimming/ Fitness All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres use a</p>	<p>Gymnastics Y6 Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Netball Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Badminton Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>Athletics Y6. All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: 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. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Volleyball Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Golf</p>
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	<p>range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>Hockey</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p>	<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Yoga</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>
PSCHE	<p>Jigsaw - Being me in my world Y6</p> <p>Celebrating difference Y6</p>	<p>Jigsaw - Dreams and goals Y6</p> <p>Healthy me Y6</p> <p>End of H/T 1 - Y5 to have a visit from an RSE expert to deliver a lesson focusing on puberty. This will be built on in subsequent spring 1 science lessons and P.S.H.C.E lessons.</p>	<p>Jigsaw - Relationships Y6</p> <p>Changing Me Y6</p>
MFL (French) (Y6 Wakefield)	<p>Classroom routines</p> <p>Clothes</p> <p>Opinions J'aime Je n'aime pas</p> <p>Family members</p> <p>Occupations</p> <p>Christmas</p> <p>2022-2023 UKS2 cover Y4 curriculum (COVID)</p> <p><u>N.C Statements</u></p> <p>Pupils should be taught to:</p>	<p>Phrases from Y4/5 Il y a, j'habite, Voici</p> <p>Rooms of a house</p> <p>Adjectives</p> <p>Une fenetre Une piscine</p> <p>Sur sous</p> <p>Requests - repete, qu'est-ce que ce</p> <p>Furniture</p>	<p>Days of week, months of year</p> <p>Verb - Aller</p> <p>Holidays</p> <p>Travel options</p> <p>Destinations</p> <p>Presentation for a holiday</p> <p><u>N.C Statements</u></p>

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	<ul style="list-style-type: none"> ● listen attentively to spoken language and show understanding by joining in and responding ● explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ● engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ● speak in sentences, using familiar vocabulary, phrases and basic language structures ● develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ● present ideas and information orally to a range of audiences* ● read carefully and show understanding of words, phrases and simple writing ● appreciate stories, songs, poems and rhymes in the language ● broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ● write phrases from memory, and adapt these to create new sentences, to express ideas clearly ● describe people, places, things and actions orally* and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English 	<p><u>N.C Statements</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> ● listen attentively to spoken language and show understanding by joining in and responding ● explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ● engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ● speak in sentences, using familiar vocabulary, phrases and basic language structures ● develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ● present ideas and information orally to a range of audiences* ● read carefully and show understanding of words, phrases and simple writing ● appreciate stories, songs, poems and rhymes in the language ● broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ● write phrases from memory, and adapt these to create new sentences, to express ideas clearly ● describe people, places, things and actions orally* and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● listen attentively to spoken language and show understanding by joining in and responding ● explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ● engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ● speak in sentences, using familiar vocabulary, phrases and basic language structures ● develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ● present ideas and information orally to a range of audiences* ● read carefully and show understanding of words, phrases and simple writing ● appreciate stories, songs, poems and rhymes in the language ● broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ● write phrases from memory, and adapt these to create new sentences, to express ideas clearly ● describe people, places, things and actions orally* and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English
<p>RE</p>	<p>Unit 9: Justice and poverty: why does faith make a difference? <i>(2018-2023 syllabus)</i></p>	<p>Unit 1: What does it mean if Christians believe God is holy and loving? <i>(2018-2023 syllabus)</i></p>	<p>Unit 8: How is faith expressed in Islam? <i>(2018-2023 syllabus)</i></p>

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	<p>Unit 10: What will make our community a more respectful place? <i>(2018-2023 syllabus)</i></p>	<p>Unit 6: What do Christians believe Jesus did to 'save' people? <i>(2018-2023 syllabus)</i></p>	<p>Unit 11: Why do some people believe in God and some people not? <i>(2018-2023 syllabus)</i></p>
<p>Science On-going Gather, record, classify, present data, record findings, present findings using evidence to support these</p>	<p>Understanding the effect that gravity has on objects, and learning how air resistance, water resistance and friction act between moving surfaces. Investigational work will allow pupils to explore the way that some mechanisms allow a smaller force to have a greater effect.</p> <p><u>N.C Statements Forces (Y5 N.C)</u></p> <ul style="list-style-type: none"> ● Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object ● Identify the effects of air resistance, water resistance and friction, that act between moving surfaces ● Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<p>Creating model solar system. Preparing a presentation and factfile which explains the concepts below.</p> <p>Investigations involving the changing of materials.</p> <p><u>N.C Statements Earth and space (Y5 N.C)</u></p> <ul style="list-style-type: none"> ● Describe the movement of the Earth, and other planets, relative to the Sun in the solar system ● Describe the movement of the Moon relative to the Earth ● Describe the Sun, Earth and Moon as approximately spherical bodies ● Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <p>Working scientifically – Know which materials used in Space travel – effects of heat</p> <p><u>Properties and changes of materials (Y5 N.C)</u></p> <ul style="list-style-type: none"> ● Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets 	<p>Creating keys and flow diagrams to classify living things.</p> <p>Learning about the changes humans go through in their lives - REPEATED IN YEAR A TO FIT WITH Y5 R.S.E LESSONS. Investigating life cycles in a variety of living things.</p> <p><u>Living things and their habitats (Y6 N.C)</u></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 microorganisms, plants and animals ● Give reasons for classifying plants and animals based on specific characteristics. <p>Working scientifically: Study the work of naturalist David Attenborough</p> <p><u>Living things and their habitats (Y5 N.C)</u></p>

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		<ul style="list-style-type: none"> • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • Demonstrate that dissolving, mixing and changes of state are reversible changes • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. <p>Working scientifically: - Baking soda, vinegar etc. to create erupting volcano - Greenhouse gases</p>	<ul style="list-style-type: none"> • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird – repeated in Year A • Describe the life process of reproduction in some plants and animals - repeated in Year A <p><u>Animals, including humans (Y5 N.C)</u></p> <ul style="list-style-type: none"> • Describe the changes as humans develop to old age - repeated in Year A
Visits/ Visitors ideas	Organise a Greek Day (Olympics)	Space Centre - Leicester Planetarium or Discovery Space centre, Stevenage	Y5 Residential
Comments	English text - Tales of the Greek Heroes - Roger Lancelyn Green Or Hercules/Thor/Atlantis	English text - The Jamie Drake Equation - Christopher Edge	English Texts - Viking Boy

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<p>Percy Jackson & the Lightning thief</p> <p>OTHER ENG OPPS -write a letter as a character from a Greek myth.</p> <ul style="list-style-type: none">- recount an episode from a myth in poetic form.- turn a Greek myth (prose) into a play script.- write a myth.- write a newspaper article about a character from the text.- learn that many English words have Greek origins, & identify some Greek prefixes, suffixes and letter strings.	<p>Sci-Fi poems 'Moon Juice'</p>	<p>Beowulf: Dragon Slayer retold by Rosemary Sutcliff</p> <p>Beowulf - Michael Morpurgo</p> <p>Myths of the Norsemen retold by Roger Lancelyn Green</p>
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