

# YEAR 2021-22

Y5/6	Autumn – How on Earth?	Spring – Exploring Another Culture	Summer – Let There Be Light!
<b>Enrichment Science</b>	<p><b>Earth and Space</b> Describe the movement of the Earth and other planets relative to the sun in the solar system.</p> <p>Describe the movement of the moon relative to the Earth.</p> <p>Describe the sun, Earth and moon as approximately spherical bodies.</p> <p>Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky</p>	<p><b>Materials</b> 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> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>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>	<p><b>Light</b> Recognise that light appears to travel in straight lines.</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>
<b>Computing</b>	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts <b>Unit 5.1 Coding, Free Code Gorilla</b>	Use sequence, selection, and repetition in programs; work with variables and various forms of input and output (2020: Y5 crash course) <b>Unit 5.5 Game Creator</b>	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs <b>Unit 6.1 Coding</b> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. <b>Unit 4.7, Effective Searching</b>
<b>History</b>	<b>Medicine:</b> A study of an aspect <b>or theme</b> in British history that extends pupils’ chronological knowledge beyond 1066 (Y6 Spring 1, Scholastic Planning) (Edward Jenner, Al Razi) <b>Plan Bee: Medicines and Disease Twinkl: Medicine Through Time/Imagine Medicine KS2 resource pack</b>	<b>Early Islamic Civilisation:</b> A study of a non-European society that provides contrasts with British history: early Islamic civilization, including a study of Baghdad circa AD900 (link to RE topic and British Values) (Y6 Summer 2, Scholastic Planning) <b>Twinkl Planit Resources</b>	<b>Independent Project:</b> Research a topic/theme inspired by either medicine/Early Islamic Civilisation – create a presentation for an end of term event.
<b>Geography</b>	<b>Physical Geography</b> Describe and understand: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes (link to science topic Earth and Space) <b>Plan Bee: Extreme Earth</b> <b>Twinkl: KS2 Biomes, climates and weather resources</b>	<b>Locational knowledge</b> Use maps, atlases, globes and digital/computer mapping to locate the world’s countries, 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. <b>Plan Bee: South America</b> <b>Twinkl Planit: The Amazing Americas (Y6)</b>	<b>Geo skills and fieldwork –</b> Use the eight points of a compass, four and six-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 sketch maps, plans and graphs, and digital technologies. <b>Twinkl Planit: Marvelous Maps (Y5) + other resources</b> <b>North York Moors maps/compass skills/geocaching</b>
<b>D.T.</b>	<b>3D Modelling:</b> solar system (movement, scale?)	<b>Food, cooking and nutrition:</b> creating and sampling food from Islamic culture (street food, festival dishes)	
<b>Art and Design</b>	<b>Mixed media images:</b> space/weather images (collage, paint, print etc.)	<b>Islamic art:</b> geometric patterns <b>Twinkl UKS2 resources</b> (link to history topic)	<b>Painting</b> Yorkshire show art
<b>Music</b>	Christmas performance – singing together	Interesting Time signatures Combining elements to make music	Developing pulse and groove through improvisation Creating simple melodies together
<b>MFL NYCC scheme</b>	<i>Le petit déjeuner (Y5)</i> <i>Au café (Y6)</i>	<i>Vive le temps libre (Y5)</i> <i>Tour de France (Y6)</i>	<i>À la plage (Y5)</i> <i>Les destinations (Y6)</i>

<p><b>P.E.</b></p>	<p><b>Invasion Games:</b>          Use running, jumping, throwing and catching in isolation and in combination          Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, <b>football</b>, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending          Take part in outdoor and adventurous activity challenges both individually and within a team  <b>Yoga:</b>          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.</p>	<p><b>Invasion Games:</b>          Use running, jumping, throwing and catching in isolation and in combination          Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, <b>hockey</b>, netball, rounders and tennis], and apply basic principles suitable for attacking and defending          Take part in outdoor and adventurous activity challenges both individually and within a team  <b>Yoga:</b>          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.</p>	<p><b>Athletics/ Net and ball games</b>          Use running, jumping, throwing and catching in isolation and in combination          Play competitive games, modified where appropriate [for example, <b>badminton</b>, basketball, <b>cricket</b>, football, hockey, netball, <b>rounders and tennis</b>], and apply basic principles suitable for attacking and defending          Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>
--------------------	--	--	---

<p><b>PSHCE</b></p>	<p><b>Becoming an active citizen:</b></p> <p><b>Y5</b>  I know how to access local and national support groups  I can talk and write about my opinions  I know that circumstances in other countries and cultures may be different from our own  I know about Fair Trade and what it means  I know that individual and community rights and responsibilities need to be taken into account when making decisions  I understand that choices we make as individuals, a community and a nation impact internationally  I am beginning to understand that 'poverty' might have different meanings to different people in different circumstances  I can recognise and challenge stereotypes  I know where to find impartial advice to inform my decision making  I can express my views confidently and listen to and show respect for the views of others  I can resolve differences, looking at alternatives, making decisions and explaining choices</p> <p><b>Y6</b>  I can describe some of the different beliefs and values in society and demonstrate respect and tolerance towards people who are different from myself  I can take part more fully in school and community activities  I can demonstrate a sense of social justice and moral responsibility  I understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment  I can research, discuss and debate topical issues, problems and events  I know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules  I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom  I am aware of how the media present information and that the media can be both a positive and negative influence  I know about the basic institutions that support democracy locally and nationally  I can make informed choices about my environment</p> <p><b>I am, I know, I can – section 2 – lessons – 33, 38, 39, 40, 41</b></p>	<p><b>Me and my relationships:</b></p> <p><b>Y5</b>  I understand simple, safe routines to prevent the spread of bacteria and viruses  I know where individuals, families and groups can get help and support</p> <p><b>Y6</b>  I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying and racism on individuals and communities  I can recognise and challenge discrimination and stereotyping (including cultural, ethnic, religious diversity, gender and disability)  I recognise different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable  I know how to ask for help and have a range of strategies to resist pressure and distinguish between positive and negative influences, including bullying behaviours  I can recognise the difference between aggressive and assertive behaviour and the features of a positive healthy relationship  I know that relationships change over time and that new relationships and friendships develop</p> <p><b>Seal – SAY NO TO BULLYING</b>  <b>I am, I know, I can – section 3 – lesson 46</b>  <b>Section 1 – lesson 30</b>  <b>Section 4 – lessons 55, 56, 57</b></p>	<p><b>Moving on:</b></p> <p><b>Y5</b>  I can identify positive achievements during my time in Year 5  I can explain what I am worried about and what I am looking forward to in Year 6  I know what to expect when I start Year 6  I can understand why other people are behaving as they are when they are finding change difficult.  I know some of the ways of dealing with the feelings that sometimes arise from changes</p> <p><b>Y6</b>  I can identify positive achievements during my time in Primary School  I can explain what I am worried about and what I am looking forward to in Year 7  I know what to expect when I start Year 7  I can take part and reflect on a planned programme of transition to KS3  I know how change can interfere with our feelings of belonging</p> <p><b>SEAL – moving on</b></p>
<p><b>RE</b></p>	<p>2b.2 Creation (Digging Deeper)  Creation and science, conflicting or complementary?  (Understanding Christianity)  2b.8 Kingdom of God (Digging Deeper)  What kind of King is Jesus?  (Understanding Christianity)</p>	<p>Why are there 50 mosques in Yorkshire (NY unit)</p> <p>2b.7 Salvation (Digging Deeper)  What differences does the resurrection make for Christians?  (Understanding Christianity)</p>	<p>U2.12  What will make our town a more respectful place?  (Diocese)  2b.3 People of God (Digging Deeper)  How can following God bring freedom and justice?  (Understanding Christianity)</p>
<p><b>British Values</b></p>	<p>Democracy/Rule of Law: establishing secure routines and responsibilities in the classroom/wider school community.</p>	<p>Mutual respect and tolerance: different faiths and beliefs</p>	<p>Individual liberty: summer fair,</p>