

## Falcon's Class – Year 5 and 6 (2020-21)

Cycle B	Autumn Term 1 Benin	Autumn Term 2 People and Places	Spring Term 1 World War 2	Spring Term 1 European Countries	Summer Term 1 Watercycle	Summer Term 2 Coventry
<b>Enrichment Activities</b>		<b>Visit to Stratford Upon Avon</b>	<b>Visit from soldier World War 2 talk Bletchley Park</b>	<b>European Day</b>	<b>Visit to a river</b>	<b>Visit to Coventry</b>
<b>Geography History</b>	<p style="text-align: center;"><b>History – Benin</b></p> <p><a href="#">KS2 National Curriculum Link</a></p> <p><b>Chronological understanding</b> -Know and sequence key events of the time studied (Yr5) -Place current study on timeline in relation to other studies (Yr6) -Use relevant terms and period labels (Yr5)</p> <p><b>Range and depth of history knowledge</b> -Study different aspects of different people – difference between men and women (Yr5) - Compare life in early history (Yr5) -Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings (Yr6)</p> <p><b>Interpretations of history</b> -offer some reasons for different versions of events (Yr5) -Confidently use the library and internet for research (Yr6)</p> <p><b>Historical enquiry</b> -Begin to identify primary and secondary sources (Yr5)</p> <p><b>Organisational and communication</b> -Recall, select and organise historical information (Yr5) -Communicate knowledge and understanding (Yr5)</p>	<p style="text-align: center;"><b>Geography - Comparing people and places - Local area</b></p> <p><a href="#">KS2 National Curriculum Link</a></p> <p><b>Locational knowledge/geographical language and enquiry</b> -Link words to theme (Yr5/6) -Ask questions (Yr5/6) -Design and use questionnaires to obtain views of community (Yr5) -Collect and observe evidence (Yr5) -Communicate in ways appropriate to audience (Yr5/6) -Describe and compare different features of human and physical geography of a place, offering explanations for the locations of some of these features</p> <p><b>Filed work/map work</b> -field sketches should show understanding of pattern, movement and change (Yr5/6) -locate information/place with speed and accuracy (Yr5/6)</p>	<p style="text-align: center;"><b>History - World War 2</b></p> <p><a href="#">KS2 National Curriculum Link</a></p> <p><b>Chronological understanding</b> - Know and sequence key events of the time studied (Yr5) - Use relevant dates and terms (Yr6) - Sequence up to 10 events on a timeline (Yr6) - Make comparisons between different times in the past (Yr6)</p> <p><b>Range and depth of history knowledge</b> - Examine causes and results of great events and the impact on people (Yr5) -Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation (Yr6)</p> <p><b>Interpretations of history</b> -Compare accounts of events from different sources – fact or fiction (Yr5) -Link sources and work out how conclusions were arrived at (Yr6) -Be aware that different evidence will lead to different conclusions (Yr6)</p> <p><b>Historical enquiry</b> -Recognise primary and secondary sources (Yr6)</p> <p><b>Organisational and communication</b> -Communicate knowledge and understanding (Yr5) -Select and organise information to produce structured work, making appropriate use of dates and terms (Yr6)</p>	<p style="text-align: center;"><b>Geography - Place knowledge - European countries</b></p> <p><a href="#">KS2 National Curriculum Link</a></p> <p><b>Locational knowledge/geographical language and enquiry</b> -Give extended description of the human features of different places around the world (Yr6) -Plan a journey to a place in another part of the world, taking account of distance and time (Yr5) -Locate the Mediterranean and explain why it is a popular holiday destination -Know the countries that make up the European Union</p>	<p style="text-align: center;"><b>Geography - Water cycle</b></p> <p><a href="#">KS2 National Curriculum Link</a></p> <p><b>Locational knowledge/geographical language and enquiry</b> -Explain how a location fits into its wider geographical location (Yr5) - Link words to theme (Yr5/6) -Ask questions (Yr5/6)</p> <p><b>Filed work/map work</b> -Field sketches should show understanding of pattern, movement and change (Yr5)</p>	<p style="text-align: center;"><b>History - Local history (Coventry)</b></p> <p><a href="https://www.coventry.gov.uk/localhistory">https://www.coventry.gov.uk/localhistory</a></p> <p><a href="#">KS2 National Curriculum Link</a></p> <p><b>Chronological understanding</b> - Know and sequence key events of the time studied (Yr5) - Make comparisons between different times in the past (Yr6)</p> <p><b>Range and depth of history knowledge</b> -Compare an aspect of life with the same aspect in another period (Yr5)</p> <p><b>Interpretations of history</b> -Consider ways of checking the accuracy of interpretations – fact, fiction or opinion (Yr6)</p> <p><b>Historical enquiry</b> -use evidence to build up a picture of a past event (Yr5) -Use a range of sources to find out about an aspect of the past (Yr6)</p> <p><b>Organisational and communication</b> -Recall, select and organise historical information (Yr5) -Communicate knowledge and understanding (Yr5)</p>
<b>English</b>	<b>Power of Reading text:</b> The Rabbits Information leaflet Narrative writing	<b>Power of Reading text:</b> The highwayman – Poetry Diary of an edo princess Kingdom of Benin Short Stories: Ehi and Uki - Traditional stories	<b>Power of Reading text:</b> Goodnight Mister Tom Diary writing Newspaper	<b>Power of Reading text:</b> Suffragette: The Battle For Equality Biographies Speech Persuasive letters	<b>Power of reading text:</b> Journey to the river sea Poetry Narrative fiction	<b>Power of Reading text:</b> Harry Miller's Run Documentary script Instructions/Recipes
<b>Maths</b> (Maths No Problem)	<b>Numbers up to 1,000,000</b> Addition and subtraction	<b>Multiplication and Division</b> Graphs	<b>Fractions</b>	<b>Decimals and Percentages</b> Geometry	<b>Position and direction</b> Measurements	<b>Area and Perimeter</b> Volume Roman numerals Review and Revision

<p><b>Science</b></p>	<p><b>Properties of materials yr5/6 set b</b></p> <p><a href="#">KS2 National Curriculum Link</a></p> <p>Pupils should be taught to: 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 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>	<p><b>Electricity yr6</b></p> <p><a href="#">KS2 National Curriculum Link</a></p> <p>Pupils should be taught to: Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram.</p>	<p><b>Second look science yr6</b></p> <p><a href="#">KS2 National Curriculum Link</a></p> <p>Pupils should be taught to: recognise that light appears to travel in straight lines 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>	<p><b>Animals including humans yr5</b></p> <p><a href="#">KS2 National Curriculum Link</a></p> <p>Pupils should be taught to: Describe the changes as humans develop to old age. Pupils should draw a timeline to indicate stages in the growth and development of humans.</p> <p>They should learn about the changes experienced in puberty.</p> <p>Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</p>	<p><b>Living things and their habitats yr5</b></p> <p><a href="#">KS2 National Curriculum Link</a></p> <p>Pupils should be taught to: Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals.</p>	<p><b>Evolution and inheritance yr6</b></p> <p><a href="#">KS2 National Curriculum Link</a></p> <p>Pupils should be taught to: Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>
<p><b>Design and Technology</b></p>	<p><b>Design and create a Benin house Clay (Benin, everyday life, session 1)</b></p> <p><a href="#">KS2 National Curriculum Link</a></p> <p><b>Developing, planning and communicating ideas</b> -Generate ideas through brainstorming and identify a purpose for their product (Yr5) -Communicate ideas through detailed labelled drawings (Yr6) -Draw up specifications for their design (Yr5) <b>Working with tools, equipment, materials and components to make quality products (including food)</b> -Select appropriate materials, tools and techniques (Yr5)</p>	<p><b>Wire loop game</b></p> <p><a href="#">KS2 National Curriculum Link</a></p> <p><b>Developing, planning and communicating ideas</b> - Generate ideas through brainstorming and identify a purpose for their product (Yr5) --Communicate ideas through detailed labelled drawings (Yr6) -Use results of investigations, information sources, including ICT when developing design ideas (Yr5) <b>Working with tools, equipment, materials and components to make quality products (including food)</b></p>	<p><b>Make do and mend</b></p> <p><a href="#">KS2 National Curriculum Link</a></p> <p><b>Stitching/sewing (WW2 in Europe, home front, session 2)</b> <b>Developing, planning and communicating ideas</b> -Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempt fails (Yr5) <b>Working with tools, equipment, materials and components to make quality products (including food)</b> --Select appropriate tools, materials, components and techniques (Yr6) --Measure and mark out accurately (Yr5) -Use skills in using different tools and equipment safely and accurately (Yr5) -Pin, sew and stitch materials together to create a product (Yr6) -Construct products using permanent joining techniques (Yr6) <b>Evaluating processes and products</b> -Evaluate a product against the original design specification (Yr5) -Evaluate it personally and seek evaluation from others (Yr5)</p>	<p><b>Medieval feast</b></p> <p><a href="https://downloads.bbc.co.uk/history/handsonhistory/HOH_Feasting_activities.pdf">https://downloads.bbc.co.uk/history/handsonhistory/HOH_Feasting_activities.pdf</a></p> <p><a href="#">KS2 National Curriculum Link</a></p> <p><b>Developing, planning and communicating ideas</b> -Generate ideas through brainstorming and identify a purpose for their product (Yr5) -Plan the order of their work, choosing appropriate materials, tools and techniques (Yr6) <b>Working with tools, equipment, materials and components to make quality products (including food)</b> --Select appropriate materials, tools and techniques (Yr5) -Measure and mark out accurately (Yr5) -Weigh and measure accurately (Yr5) -Apply the rules for basic hygiene and other safe practices (Yr5) <b>Evaluating processes and products</b> -Evaluate a product against the original design specification (Yr5) -Evaluate it personally and seek evaluation from others (Yr5)</p>		

	-Use tools safely and accurately (Yr6) -Construct products using permanent joining techniques (Yr6) <b>Evaluating processes and products</b> -Evaluate a product against the original design specification (Yr5) -Evaluate it personally and seek evaluation from others (Yr5)	--Select appropriate materials, tools and techniques (Yr5) <b>Evaluating processes and products</b> -Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests (Yr6) -Record their evaluations using drawings with labels (Yr6) -Evaluate against their original criteria and suggest ways that their product could be improved (Yr6)				
<b>Computing</b>	<b>Digital Literacy</b>  Using a computer efficiently <b>Word Processing</b>  <b>Internet Safety, Purple Mash 6.1</b>  Send Emails	<b>Digital Literacy</b>  <b>Working With Numbers – Spreadsheets.</b>	<b>Computer Science 1</b>  Year 5: Creating Games 5.5	<b>Digital Literacy</b> <b>Combining and Presenting Multimedia.</b> <b>Create website and/or use publisher to make poster.</b>	<b>Computer Science 2</b>  Year 6.7 Quizzing.  Year 6.6 Networks – Mini Unit.	<b>Computer Science 3: 6.8 Binary.</b>  <b>Digital Literacy</b> <b>Combining and Presenting Multimedia.</b> <b>Create website and/or use publisher to make poster</b> <b>Make film using simple film editing.</b>
<b>R.E.</b>	<b>What do religions say when life gets hard?</b>	<b>What does it mean to be a Muslim in Britain today?</b>	<b>What matters most to Christians and humanists?</b>		<b>What difference does it make?</b>	
<b>Art and Design</b>	<b>Benin art - Clay (Benin, everyday life, session 3)</b>  <a href="#">KS2 National Curriculum Link</a>  Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures (Yr5/6) Compare ideas, methods and approaches of their own and others work and say what they think and feel about them (Tr5/6) Manipulate and experiment with the elements of art (Yr6)		<b>Portraits</b>  <a href="#">KS2 National Curriculum Link</a>  Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures (Yr5/6)  Compare ideas, methods and approaches of their own and others work and say what they think and feel about them (Tr5/6)identify artists who have worked in a similar way to their own work (Yr6)  Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape (Yr5)		<b>Water colour</b>  <a href="#">KS2 National Curriculum Link</a>  Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures (Yr5/6) Compare ideas, methods and approaches of their own and others work and say what they think and feel about them (Tr5/6)	
<b>Music</b>	<b>Composition/Musical notation</b>	<b>Harvest and Christmas Celebrations</b>	<b>Blues Music</b>	<b>Easter Celebrations</b>	<b>Presenting poems</b> <b>Summer Show</b> <b>Harmonies within songs and music</b>	
<b>Physical Education</b>	<b>Invasion Games – passing, defending, attacking, competitive team games</b>	<b>Invasion Games – passing, defending, attacking, competitive team games OAA</b>	<b>Gymnastics</b>	<b>Net/wall Dance</b>	<b>Swimming</b> <b>Striking and fielding</b>	<b>Athletics</b>
<b>French</b>	<b>Welcome to school super learners</b>	<b>My local area, your local area</b>	<b>Family tree and faces</b>	<b>Celebrating carnival / body parts</b>	<b>Feeling unwell / Jungle animals</b>	<b>Summertime</b>