

Our Learning Journey

Computing

- **We are learning to...**

Further develop the knowledge to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

- Further develop the knowledge to 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
- Further develop the knowledge to use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Art



We are learning to...

- Develop knowledge of how to build up layers of colours.
- Understand how to create an accurate pattern, showing fine detail.
- Develop knowledge of how to use a range of visual elements to reflect the purpose of the work.

Design Technology



We are learning to...

- Further develop knowledge of how to cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).
- Further develop knowledge of how to show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).






















Music- Reggae

We are learning to...

- ~~- To learn about the origins and features of reggae and sing in this style~~
- To identify the common features of reggae and introduce the drum groove
- To develop and understanding of the common features of reggae with a focus on chords
- To develop and understanding of the common features of Reggae wit a focus on the chords and bass line
- To develop performing chords and bass lines in small groups
- To compose a melody made of pairs and phrases to fit over a chord structure bass line



French- Clothes (Les vêtements)

Unit Glossary					
French	English	French	English	French	English
les vêtements	the clothes	 des gants	a pair of gloves	ils portent	they wear (masculine or mixed group)
 un pantalon	a pair of trousers	 des bottes	boots	elles portent	they wear (feminine group)
 un maillot de bain	a swimming costume	 des collants	tights	lundi	(on) Monday
 un pull	a jumper	 des sandales	sandals	mardi	(on) Tuesday
 un tee shirt	a tee shirt	 des lunettes	glasses	mercredi	(on) Wednesday
 un manteau	a coat	 un chemisier	a blouse	jeudi	(on) Thursday
 un short	a pair of shorts	 des chaussures	a pair of shoes	vendredi	(on) Friday
 une robe	a dress	 des chaussettes	a pair of socks	samedi	(on) Saturday
 une cravate	a tie	je porte	I wear	dimanche	(on) Sunday
 une écharpe	a scarf	tu portes	you wear	À l'école je porte...	For school I wear...
 une jupe	a skirt	il porte	he wears	Quand il fait beau je porte...	When it is nice weather I wear...
 une veste	a jacket	elle porte	she wears	Quand il neige je porte...	When it snows I wear...
 une chemise	a shirt	nous portons	we wear	Quand je suis en vacances je porte...	When I am on holiday I wear...
 une casquette	a cap	vous portez	you all wear	mon	my (masculine singular)
				ma	my (feminine singular)
				mes	my (plural)

PSHE- Relationships

❖ Y5 are learning to...

Know that there are rights and responsibilities in an online community or social network

- ❖ Know that there are rights and responsibilities when playing a game online
- ❖ Know that too much screen time isn't healthy
- ❖ Know how to stay safe when using technology to communicate with friends
- ❖ Know that a personality is made up of many different characteristics, qualities and attributes
- ❖ Know that belonging to an online community can have positive and negative consequences

❖ Y6 are learning to...

- ❖ Know that it is important to take care of their own mental health
- ❖ Know ways that they can take care of their own mental health
- ❖ Know the stages of grief and that there are different types of loss that cause people to grieve
- ❖ Know that sometimes people can try to gain power or control them
- ❖ Know some of the dangers of being 'online'
- ❖ Know how to use technology safely and positively to communicate with their friends and family

PSHE- Changing Me

Y5 are learning to...

Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally

- ❖ Know that sexual intercourse can lead to conception
- ❖ Know that some people need help to conceive and might use IVF
- ❖ Know that becoming a teenager involves various changes and also brings growing responsibility
- ❖ Know what perception means and that perceptions can be right or wrong

Y6 are learning to...

Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally

- ❖ Know how a baby develops from conception through the nine months of pregnancy and how it is born
- ❖ Know how being physically attracted to someone changes the nature of the relationship
- ❖ Know the importance of self-esteem and what they can do to develop it
- ❖ Know what they are looking forward to and what they are worried about when thinking about transition to secondary school/moving to their next class

PE



We are focusing on developing our skills through:

Athletics

Games

Outdoor adventure activities

RE

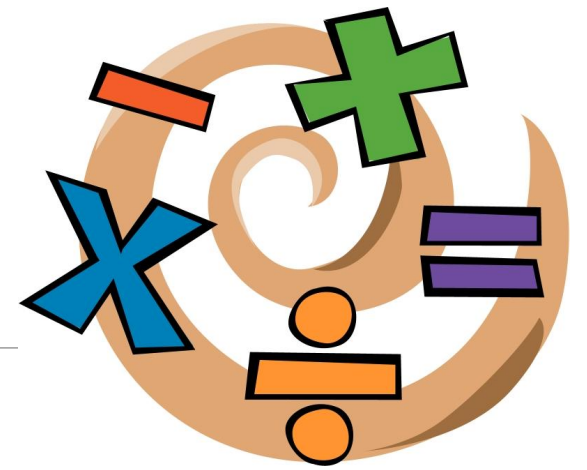
We are learning to understand ...

❖ BIG Question: Why do some people believe in God and some not?

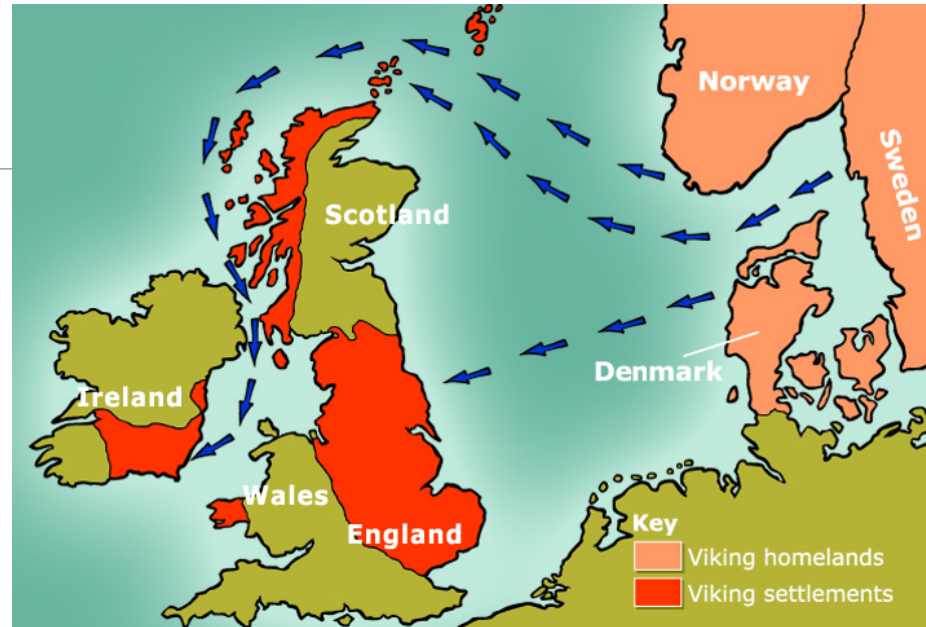
Maths

We are learning about:

- ❖ Statistics
- ❖ Algebra
- ❖ Application and reasoning
- ❖ Maths investigations
- ❖ Frequent revision on prior topics



Literacy



Genres include:

- Factfile – Anglo-Saxon Life
- Factfile – Longboats
- Newspaper Article



Science Summer 1

Y5 Forces

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces.

Y6 Light

- Understand 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 eyes.
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.
- 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.

Science Summer 2

Y5 Animals including humans

- Describe the changes as humans develop to old age.

Y6 Animals including humans

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions.
- Describe the ways in which nutrients and water are transported within animals, including humans.

History

We are learning to:

To understand where the Vikings came from and why they were attacked

To understand the key features of a Viking boat

To understand what reputation the Vikings had and how they got it

To understand the highs and lows of the Vikings raids and eventual conquer of England.

Historical thinking: To look at a range of sources, inferring meaning and finding statements that best match a range of sources

To locate places on a map with Viking endings

To show an understanding of the view Vikings were 'bad' but to also contradict this using evidence