# Year 5/6 Curriculum Information

# Autumn Term 2023 –2024

## Welcome

We hope you have had a lovely week off and you are now ready for the 7 weeks before Christmas.

We have some really exciting topics this half term. Our focus subjects this half term are music, DT, geography and RE.

If you have any feedback about these knowledge organisers, please do get in touch—is there anything else we can add in to help you support your child at home?

## Useful information

### Twitter

Please follow your class Twitter page for regular updates on what is happening during the school day.

**5DH - @MissHartleySPS**

**5/6AM - @MissMarshallY56**

**6CP - @MrsPease_y6**

### P.E.

For P.E. days , children should come to school in their P.E. kit and not their uniform.

**P.E. day**

5DH - Monday

5/6AM—Wednesday

6CP—Tuesday

### Homework

Spellings and tables will be assigned on Fridays to be practised at home and weekly tests will take place on the following Friday.

Each half-term, optional homework projects will be set linked to this knowledge organiser—you are welcome to bring in any of their project work to share with the class.

Cycle B

SHAWLANDS PRIMARY SCHOOL

Long Term Year Plan
Year 5 and 6
Cycle B
Odd-Even years

Year 5 and 6

| | Aut 1 (7.5 weeks) | Aut 2 (7 weeks) | Spr 1 (7 weeks) | Spr 2 (6 weeks) | Sum 1 (5 weeks) | Sum 2 (7 weeks) |
|---|---|---|---|---|---|---|
| VALUE | Be Happy | Be Caring | Be Safe | Be Aspirational | Be Healthy | Be Forward-thinking |
| History<br>2 blocks per year | WW2 | | Ancient Maya | | | |
| Geography<br>3 blocks per year | | United Kingdom | | Rainforest | | South America – The Amazon |
| Art<br>3 main blocks per year<br>3 extra lessons - quick activities | Painting- styles<br>Pop Art – Andy Warhol<br>Drawing- perspective<br>Lowry | 1x session- Poster | Drawing- composition linked to science/animals/evolution<br><br>Watercolour painting rainforest – Henri Rousseau | 1 x portraits- composition | Textiles- composition<br>Frida Kahlo collage- fabrics<br><br>Drawing-Still life<br>Pastels- composition. | 1 x ink Sketching – Da Vinci anatomical heart drawings |
| DT<br>3 blocks per year | | Fashion and Textiles | | Programming Pioneers | | Birdhouse Builders<br>£5 challenge (Y6) |
| Computing<br>3 blocks per year | Computer systems and networks<br>Search engines – 4 lessons – 1 – 4<br>Data Handling<br>Big data 1 – 4 lessons – 1, 3, 4 and 5 | | Programming<br>Introduction to Python – 4 lessons – 1 - 4 | | Online Safety<br>Online Safety – Year 6 – 4 lessons – 1, 2, 4 and 6<br>Creating Media<br>Stop motion animation – 4 lessons – 1 - 4 | |
| RE<br>3 blocks per year | | What is a church? | | Sikh Worship and Community | | What happens when we die? |
| French<br>3 blocks per year | Phonics lesson 3 and 4 (Core vocab)<br>The Weather (Intermediate language unit) | | Family (Intermediate language unit) | | At the Weekend (Progressive language unit) | |
| Music<br>3 blocks per year | War Songs Perform | Charanga – Happy | | You've got a friend in me | | Music and Me<br><br>Summer Show rehearsals – Y6 |
| PSHE<br>6 blocks per year<br>2-3 lessons per block | Keeping / Staying Safe –<br>Water Safety<br><br>Keeping / Staying healthy - Alcohol (Y6 Science objective) | Growing and Changing –<br>Puberty (discrete Y5 only)<br><br>Growing and Changing –<br>Conception (discrete Y6 only)<br><br>Being responsible – Stealing | Feelings and Emotions –Worry | Computer Safety –<br>Making friends online | The Working World-<br>In-app purchases | A World Without Judgement - British Values<br><br>First Aid'-<br>Basic life support (Y5 discrete)<br><br>Head injuries and severe bleeding (Y6 discrete)<br><br>Minor burns and scalds (Y6 discrete) |
| Science 6 blocks | Electricity | Light & shadow including the eye – | Living things and their habitats (classification) | Evolution & adaptation | Animals including humans (circulatory system / healthy lifestyles) | Research a famous scientist<br>https://planbee.com/products/great-british-scientists |
| Science Investigation<br>6 investigations | Do the number of cells/bulbs affect the brightness?<br><br>(2 lessons – Plan then do –review see above) | How does the time of day effect the length of shadow? Graph!<br>2 lessons – Plan then do –review see above | Which bug house has the best conditions for an insect? Locate around school | Which beak is the best type?<br>Chop sticks, tweezers, spoons,<br>Record results on graph | How does exercise affect your heart rate?<br>Graph of results | |
| PE<br>6 blocks per year | Bat & ball and Net, Wall, Striking & Fielding<br><br>Tennis | Games-Invasion<br><br>Rugby | Gymnastics & Health, Exercise & Fitness | Dance | Bat & ball and Net, Wall, Striking & Fielding<br><br>Cricket | Athletics and Q&A |

# Autumn Term 2

## What will we be learning in each subject?

Geography: United Kingdom
Design Technology: Fashion and Textiles
RE: What is a Church?
Music: Happy
PSHE: Being Responsible and puberty
Science: Light and Shadow
PE: Rugby

# Geography Intent—United Kingdom

## What will we be learning?

- Comparing the countries of the UK.
- The UK's major cities.
- Physical characteristics of the UK.
- The UK's landscape and people.
- Industries in the UK.
- Energy sources in the UK.

| Place names | Geographical terms and processes | Locational terms |
|---|---|---|
| Great Britain<br>Greater London<br>London Array<br>North Sea<br>UK – the main cities, counties and regions | coastline<br>development<br>economy<br>energy source<br>industry<br>landmark<br>sustainable development | offshore<br>onshore<br>scale bar |

## Key facts

Some of the UK's major cities:

Aberdeen, Belfast, Birmingham, Bristol, Cambridge, Cardiff, Edinburgh, Glasgow, Leeds, Liverpool, London, Manchester, Newcastle, Norwich, Nottingham, Oxford, Sheffield.

## Glossary

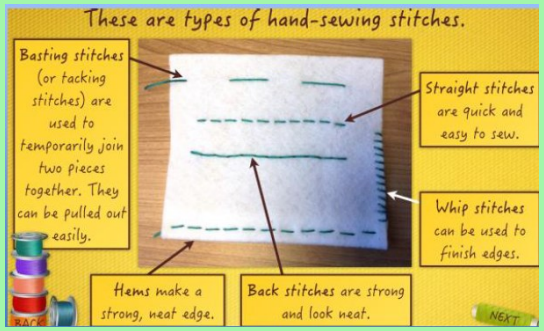
**economy**: *the wealth and resources of a place*
**development**: *how places and communities change*
**industry:** *the production of goods (such as cars) or services (such as tourism or entertainment)*
**sustainable development**: *change that respects the natural environment and doesn't harm future generations*

QUIZ - Oddizzi

## Key knowledge

The United Kingdom includes England, Scotland, Wales and Northern Ireland.
Each country in the UK has a capital city: London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland).
The UK has many physical features, including mountain ranges, rivers and coastlines.
There are a number of ways power is generated in the UK. Energy can be generated at gas-fired power stations, by nuclear power and by burning coal. There are also renewable power options that use the wind, sun or water to generate energy.

# Design and Technology Intent– Fashion and Textiles




**Sewing Stitches**

| | |
|---|---|
| **Straight stitch**. Quick to sew, fairly strong, good decorative stitch on hems (when the thread is a contrasting colour to the fabric). |
| **Zig zag stitch**. Can be decorative, allows fabric to stretch. Good for hems and seams on items made with elasticated materials. |
| **Blanket/whip stitch**. Used to strengthen and finish edges of a piece of fabric as well as stop it fraying. |
| **Buttonhole stitch**. Like a whip stitch, except that the stitches are much closer together. Strengthens holes for fasteners such as buttons and toggles. |
| **Blind stitch**. Used for sewing hems where it is not desirable to see the stitching on the right side of the fabric. |
| **Overlock stitch**. Very strong and versatile. Used on edges, hems and seams. Because it is a large, not very attractive stitch, it is often used only in areas where it cannot be seen. |

## Research:

Use research to generate ideas that will inform your design for a drawstring bag.
1.learning intention - To investigate and analyse items made using textiles: the materials used and how they are made. Use research and develop design criteria to inform design of innovative, functional appealing product fit for purpose.

## Attaching the Materials:

Attaching the Materials. It is important to think ahead about how you will attach materials together to form your design structure correctly. What resources do you need to attach materials to one another?

2. Learning intention – To explore some ways in which textiles are joined and decorated. 5. To join fabric pieces by hand sewing. 6. To sew hems on an item made using textiles; to add design details. To sew hems on an item made using textiles; to add design details

## Design:

A design is a plan or drawing of something that you intend to make. It often shows the look and function of an object before it is made. Adding labels to your design can help you to think about what you will need.

3. Learning intention – To design an item made using textiles, and draw pattern pieces.

## Vocabulary

1. cotton clothes synthetic fibres textiles materials
2. technique process designer stitch
3. designer sketch product pattern
4. fashion design pattern fabric
5. pin piece fabric hand-sewing seam unravel
6. hem channel cord finished item design textile
7. evaluate change improved Product

## Design Brief:

Design and make your own drawstring bag. Collect research, explore materials and select appropriate tools and resources to use. Consider appropriate features of joining materials and select materials fit for purpose.

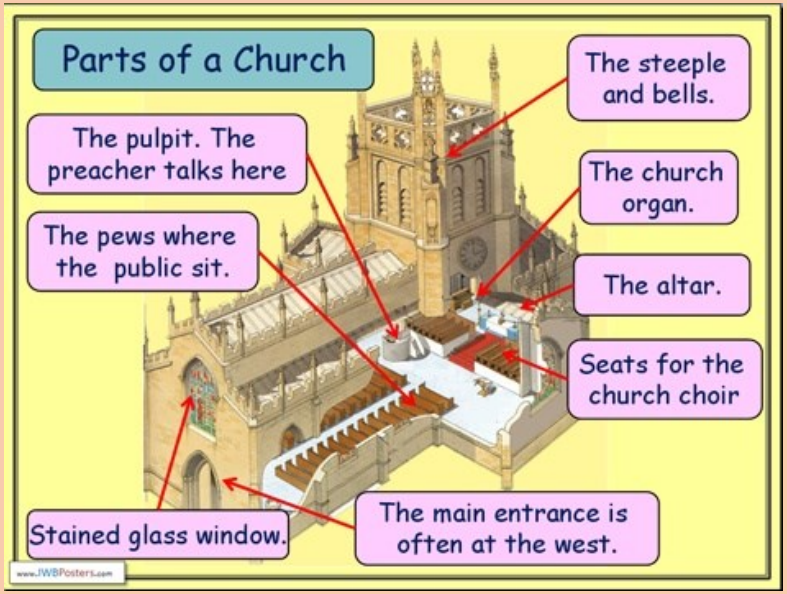
4. Learning intention - To use pattern pieces to measure, mark and cut fabric; to sew design elements according to a design

## Evaluate:

Reflect and evaluate your end product against your design criteria. Consider the views of others to improve your work

7. Learning intention - To make and evaluate your drawstring bag.

# RE Intent— What is a Church?




## Why Do People Go to Church?

To pray – People like to pray in God's house in peace and quiet.

To sing – Singing hymns is an important part of going to church for some people.

To worship – People like to worship God in church where there are no other distractions.

To learn – People visit church to learn about the stories in the Bible.

To get married – People get married in a church as it is a holy act.

To get baptised – A ceremony to welcome a baby or member to the family of the church.

For a funeral – A funeral service is held to remember someone who has died.

To meet friends – Church is often a social place to make friends and be part of a group.

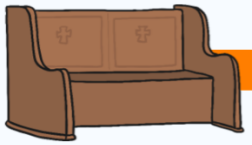
## Features of a Christian Church

There are some features you might see:

**A cross** – This reminds people that Jesus died on a cross. Some churches are even built in the shape of a cross.

**A bell tower** – The bell used to be rung to remind people it was time to go to church.

**Stained glass windows** – These often show pictures of Bible stories.



**Pew** – The benches where people sit.

**Altar** – The table used during church services such as the Eucharist.

**Organ** – An instrument used to play hymns.

**Font** – A basin used for baptisms.

**Candle** – They are lit to represent God's love.

**Lectern** – A stand that someone might read from.

**Pulpit** - A raised part of the church for the priest or reverend to talk to the people.

# Music Intent
# Happy

## 1 – Listen & Appraise: Happy (Pop/Neo Soul)

*What style indicators can you hear?*

*Describe the structure?*

*What instruments/voices can you hear?*

*Describe the musical dimensions?*

## 2 – Musical Activities using glocks and/or recorders

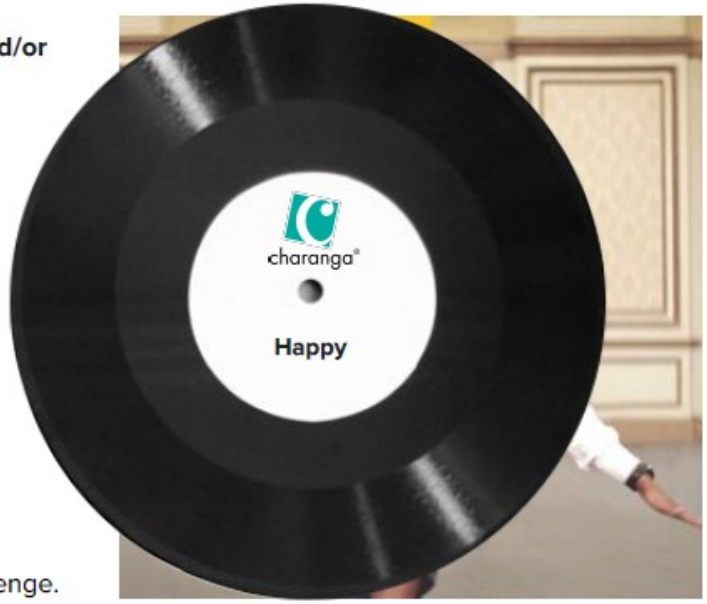
**Warm-up Games** play and copy back using up to 3 notes – A, G + B.
Bronze: A | Silver: A + G | Gold: A, G + B challenge.
*Which challenge did you get to?*

**Singing** in 2 parts.

**Play instrumental parts** with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – A, G + B.
*Which part did you play?*

**Improvise** using up to 3 notes – A, G + B.
Bronze: A | Silver: A + G | Gold: A, G + B challenge.
*Which challenge did you get to?*

**Compose** a simple melody using simple rhythms choosing from the notes A, G + B or C, E, G, A + B.




## 3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

**The performance will include one or more of the following:**
Improvisations • Instrumental performances • Compositions

## About this Unit

**Theme:** Being Happy!

**Facts/info:**

- Happy is a song written, produced and performed by Pharrell Williams.
- Happy is a Pop song that has a Soul music sound and groove from the 1960s; very much like a Motown song.
- What else can you find out?

**Listen to five other songs in different styles. What are their styles?:**

- Top Of The World sung by The Carpenters
- Don't Worry, Be Happy sung by Bobby McFerrin
- Walking On Sunshine sung by Katrina And The Waves
- When You're Smiling sung by Frank Sinatra
- Love Will Save The Day sung by Brendan Reilly

**Vocabulary:** style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo.

## Reflection

*What did you like best about this unit? Why? Was there anything you didn't enjoy about it? Why?*

*Do you have any strong thoughts or feelings you would like to share about it?*

# PSHE Intent—Stealing

## Key Facts

- Bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- It is important to recognise that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

## By the end of these topics, I should:

- recognise why we should take action when someone is being unkind
- describe caring and considerate behaviour, including the importance of looking out for others
- demonstrate why it is important to behave in an appropriate and responsible way
- identify how making some choices can impact others' lives in a negative way

## I will learn the following new words/phrases:

| | |
|---|---|
| **Considerate** | *Careful not to inconvenience or harm others.* |
| **Inconsiderate** | *Thoughtlessly causing hurt or inconvenience to others.* |

## Ask me a question!

- How can we help others?
- If someone is being unkind to you or someone you know, what could you do?

**Let's explore some new words. Do you know what each of them mean?**

Responsible Punctual Consent Honest
Circumstances Irresponsible Appointment
Inconsiderate Possession Permission Considerate
Stealing Trust Borrowing

**Can you use any of these words in a sentence?**

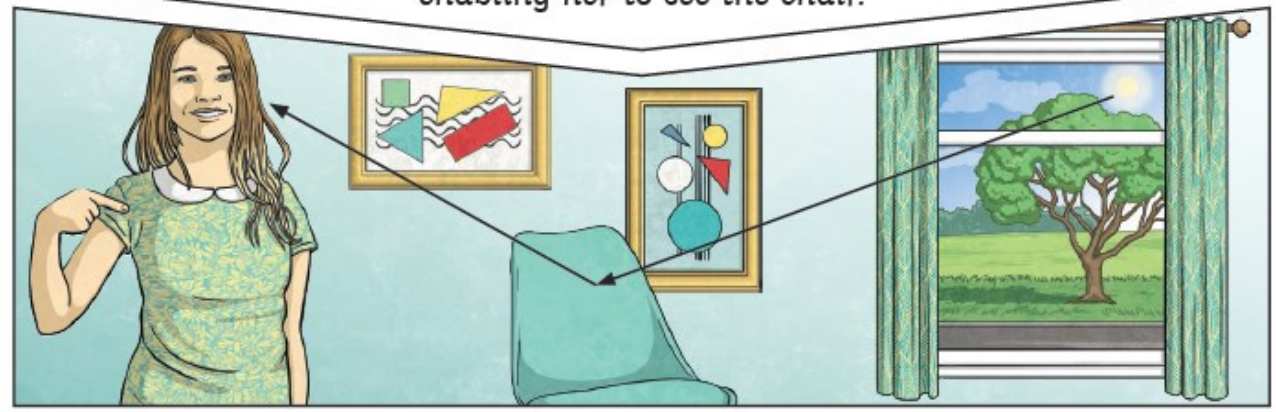
# Science Intent—Light and Shadows

| Key Vocabulary | |
|---|---|
| light | A form of energy that travels in a wave from a source. |
| light source | An object that makes its own light. |
| reflection | Reflection is when light bounces off a surface, changing the direction of a ray of light. |
| incident ray | A ray of light that hits a surface. |
| reflected ray | A ray of light that has bounced back after hitting a surface. |
| the law of reflection | The law states that the angle of the incident ray is equal to the angle of the reflected ray. |

## Key Knowledge

We need light to be able to see things. Light waves travel out from sources of light in straight lines. These lines are often called rays or beams of light.

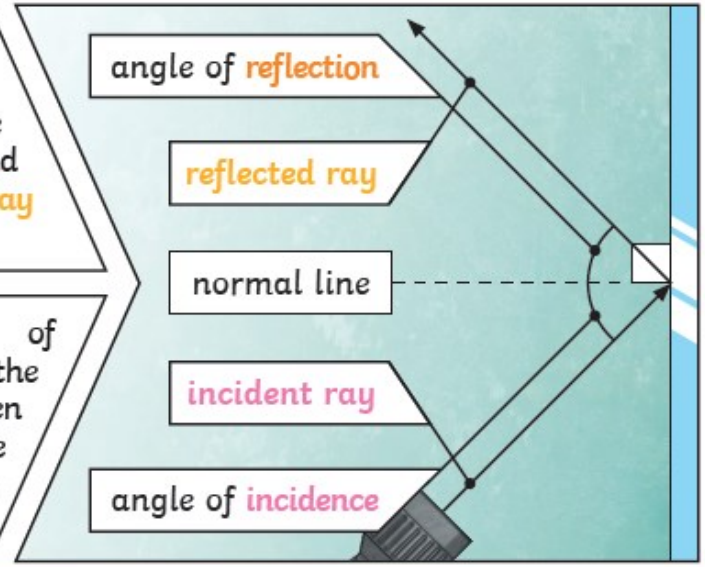
Light from the sun travels in a straight line and hits the chair. The light ray is then reflected off the chair and travels in a straight line to the girl's eye, enabling her to see the chair.



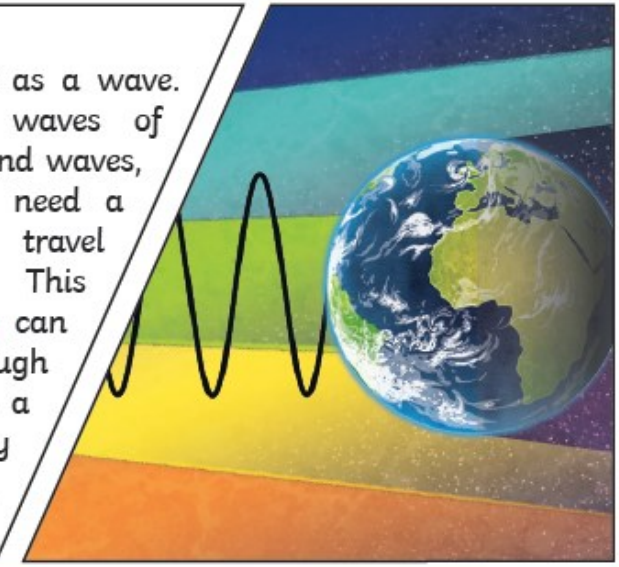
The law of reflection states that the angle of incidence is equal to the angle of reflection. Whenever light is reflected from a surface, it obeys this law.

The angle of reflection is the angle between the normal line and the reflected ray light.

The angle of incidence is the angle between the normal line and the incident ray of light.




Light travels as a wave. But unlike waves of water or sound waves, it does not need a medium to travel through. This means light can travel through a vacuum - a completely airless space.



# Science Intent—Light and Shadows

## Key Vocabulary

| | |
|---|---|
| **refraction** | This is when **light** bends as it passes from one medium to another. E.g. **Light** bends when it moves from air into water. |
| **visible spectrum** | **Light** that is visible to the human eye. It is made up of a colour **spectrum**. |
| **prism** | A **prism** is a solid 3D shape with flat sides. The two ends are an equal shape and size. A **transparent prism** separates out visible **light** into all the colours of the **spectrum**. |
| **shadow** | An area of darkness where **light** has been blocked. |
| **transparent** | Describes objects that let **light** travel through them easily, meaning you can see through the object. |
| **translucent** | Describes objects that things let some **light** through, but scatters the **light** so we can't see through them properly. |
| **opaque** | Describes objects that do not let any **light** pass through them. |

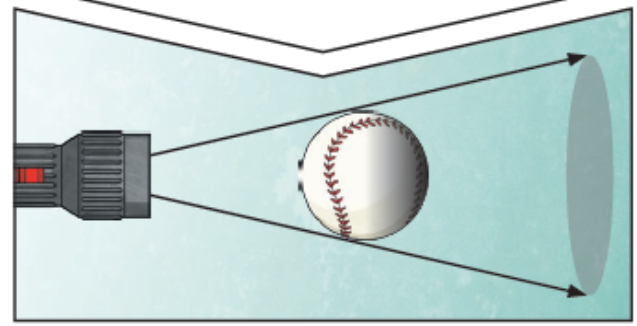
To look at all the planning resources linked to the Light unit, click here.

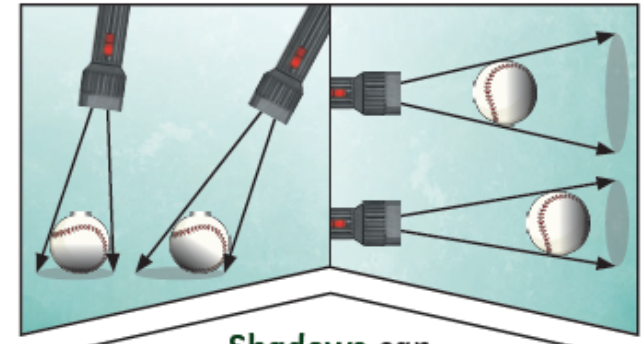
## Key Knowledge

The spoon in this water looks as if it is bent. This is because **light** bends when it moves from air to water. When **light** bends in this way, it is called **refraction**.

Isaac Newton shone a **light** through a **transparent prism**, separating out **light** into the colours of the rainbow (red, orange, yellow, green, blue, indigo and violet) - the colours of the **spectrum**. All the colours together merge and make visible **light**.

A **shadow** is always the same shape as the object that casts it. This is because when an **opaque** object is in the path of **light** travelling from a **light source**, it will block the **light** rays that hit it, while the rest of the **light** can continue travelling.





**Shadows** can also be elongated or shortened depending on the angle of the **light source**. A **shadow** is also larger when the object is closer to the **light source**. This is because it blocks more of the **light**.