

Keresforth Primary School
Year A New 2017/18 Year 5/6

Topics can be covered in any order over the year. Teachers should keep individual records of topics covered.

	1 and 2 First 4 weeks - CLASS NAME TOPIC and MALODROUS MUMMIES	3 NATIVE AMERICANS	4 NATIVE AMERICANS	5 EARTHQUAKES, ZONES and VOLCANOES	6 WOT NO MINES?
History	<ul style="list-style-type: none"> • What have the Ancient Egyptians got to do with us? • When was Ancient Egypt? • Locate, compare and contrast Ancient Egypt with modern Egypt? • Learn about Egyptian mythology, gods/goddesses and stories. • Learn about the pharaohs and Egyptian society. • How did the Egyptians bury their dead and why? <p>What was it like to live in Ancient Egypt?</p>		<ul style="list-style-type: none"> • Who are the Native Americans? • Where did they live? • Map work of different tribes. • Find out about the different tribes and compare and contrast their way of life. • Find out about Native American beliefs; i.e. Dream catchers, totem poles. • Why were the Native Americans persecuted? 		<ul style="list-style-type: none"> • Find out about the impact of mining on Barnsley. • What was life like in Victorian times for miners? • Learn about the Huskar Pit Disaster. • Find out how this influenced change through Lord Shaftesbury and others. • Census work on Silkstone.
Geography		<p style="text-align: center;">Where North America and what is it like?</p> <ul style="list-style-type: none"> • Locate countries in North 		<ul style="list-style-type: none"> • Investigate the patterns of earthquakes, and volcanoes. • Understand 	

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			<p>America concentrating on its environmental regions, key physical and human characteristics and major cities- wildlife and national parks</p> <ul style="list-style-type: none">• Understand geographical similarities and differences through the study of human and physical geography-linked to North America• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.		<p>The 'ring of fire' where most of the volcanoes and earthquakes may be found</p> <ul style="list-style-type: none">• Identify the different types of volcano that may be found around the ring of fire• Locate major volcanoes of the world and look at how they have formed over many millions of years• Understand what natural sources are and where they are found.• Explore the different climatic and vegetation	
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					<p>zones of the world</p> <ul style="list-style-type: none"> • Understand the range of temperature zones • Explore how vegetation and animals differ in these places.
Science	<p>EVOLUTION AND INHERITANCE</p> <ul style="list-style-type: none"> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Recognise that living things produce offspring of the same kind, but normally off- 	<p>ELECTRICITY</p> <ul style="list-style-type: none"> • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and 	<p>EARTH AND SPACE</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>ANIMALS, INCLUDING HUMANS</p> <ul style="list-style-type: none"> • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • Describe the ways in which nutrients and water are transported within animals, including humans. • Describe changes as humans develop to old age. 	

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	<p>spring vary and are not identical to their parents.</p> <ul style="list-style-type: none"> Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<p>the on/off position of switches.</p> <ul style="list-style-type: none"> Use recognised symbols when representing a simple circuit in a diagram. 				
Art	<p>Drawing- Year 5:</p> <ul style="list-style-type: none"> effect of light on objects and people from different directions interpret the texture of a surface produce increasingly accurate drawings of people 	<p>Colour - Year 5:</p> <ul style="list-style-type: none"> hue, tint, tone, shades and mood explore the use of texture in colour colour for purposes <p>Year 6:</p>	<p>Textiles/Texture - Year 5:</p> <ul style="list-style-type: none"> use stories, music, poems as stimuli Select and use materials embellish work fabric making artists using textiles 	<p>Form/Sculpture - Year 5:</p> <ul style="list-style-type: none"> plan and develop ideas Shape, form, model and join observation or imagination properties of media Discuss and evaluate own work and that 	<p>Printing - Year 5:</p> <ul style="list-style-type: none"> combining prints design prints make connections discuss and evaluate own work and that of others <p>Year 6:</p>	<p>Pattern - Year 5:</p> <ul style="list-style-type: none"> Create own abstract pattern to reflect personal experiences and expression create pattern for purposes <p>Year 6:</p>

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	<ul style="list-style-type: none"> • concept of perspective <p>Year 6:</p> <ul style="list-style-type: none"> • effect of light on objects and people from different directions • interpret the texture of a surface • produce increasingly accurate drawings of people • concept of perspective 	<ul style="list-style-type: none"> • hue, tint, tone, shades and mood • explore the use of texture in colour • colour for purposes • colour to express feelings 	<p>Year 6:</p> <ul style="list-style-type: none"> • Develops experience in embellishing • Applies knowledge of different techniques to express feelings • Work collaboratively on a larger scale 	<p>of other sculptors</p> <p>Year 6:</p> <ul style="list-style-type: none"> • plan and develop ideas • Shape, form, model and join • observation or imagination • properties of media • Discuss and evaluate own work and that of other sculptors 	<ul style="list-style-type: none"> • Builds up drawings and images of whole or parts of items using various techniques • Screen printing • Explore printing techniques used by various artists 	<ul style="list-style-type: none"> • Create own abstract pattern to reflect personal experiences and expression • create pattern for purposes
DT		Alarming the pyramids		Totem Poles/Dream catchers	Construction of 3D shelters	
Music	<p>Year 5:</p> <ul style="list-style-type: none"> • To develop rhythmic skills working 		<p>Year 5:</p> <ul style="list-style-type: none"> • To learn how to devise and interpret 		<p>Year 5:</p> <ul style="list-style-type: none"> • To extend knowledge of music from dif- 	

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	<p>with 2 metres and to understand how to build rhythms.</p> <ul style="list-style-type: none"> To learn about note values and beats including the crotchet rest, and get used to working with them. To develop listening, looking and concentration skills. To develop pitch sense. To start to improvise and compose. To get to know a piece of classical music. <p>Year 6:</p> <ul style="list-style-type: none"> To introduce the concept of pop music and big, historical influences. I.e. Queen, Abba, the Beatles. To learn to work effectively in groups. To extent rhythmic understanding to include semiquavers. To develop rhythm and pitch skills. To learn how pitched notes appear on a stave. To be able to write pitches notes from aural dictation. 	<p>graphic scores.</p> <ul style="list-style-type: none"> To learn about the instruments in an orchestra. To develop pitch sense. To develop rhythmic sense and to learn a new note value - The dotted minim. <p>Year 6:</p> <ul style="list-style-type: none"> To lean about jazz music. To learn about tied notes and syncopation. To compose pieces including tied quavers. 	<p>ferent times and cultures.</p> <ul style="list-style-type: none"> To develop group composing skill. To improve singing and instrumental playing technique, <p>Year 6:</p> <ul style="list-style-type: none"> To learn about the dotted crotchet and single quaver. To listen and recognise instruments. To read and play 'whole class' pieces including non-pitched instrumental parts. To write in full notation by ear. To learn a song from the Caribbean. 			
PE	<ul style="list-style-type: none"> Dance Gym shape / balances appa- 	<ul style="list-style-type: none"> Gym Dance 	<ul style="list-style-type: none"> Games - Invasion games Gym shape / 	<ul style="list-style-type: none"> Dance Games - Invasion games 	<ul style="list-style-type: none"> Games - striking and fielding Rounders 	<ul style="list-style-type: none"> Games - cricket Athletics

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	ratus		balances floor		• Athletics	
RE	<u>Christianity</u>		<u>Islam</u>		<u>Hinduism</u>	
	<ol style="list-style-type: none"> 1. Why are some words special 2. Why are some places special 3. How can faith contribute to community cohesion? 4. Why are some times special 5. What can be learnt from the lives of significant people 6. How do I and others think and feel about the universe? 		<ol style="list-style-type: none"> 1. Why are some words special 2. Why are some places special 3. How can faith contribute to community cohesion? 4. Why are some times special 5. What can be learnt from the lives of significant people <p>How do I and others think and feel about the universe?</p>		<ol style="list-style-type: none"> 1. Why are some words special 2. Why are some places special 3. How can faith contribute to community cohesion? 4. Why are some times special 5. What can be learnt from the lives of significant people <p>How do I and others think and feel about the universe?</p>	
MFL	-greetings and Spanish Culture -classroom instructions -animals -at the pet shop -numbers and plurals -connectives and simple sentences.	-gender -memorisation and storytelling -Me llamo -Spanish names -Soy and Mi Mama story -Christmas	-Colours and alien story -Colours and opinions -word order of adjectives -word order and opinions -the enormous turnip -Numbers 1-10	-Numbers and tengo -age -definite and indefinite articles -Easter -Quisiera.	-The connective 'pero' -Es and the hare and tortoise -Tambien -Numbers 1-15 -Days of the week -revision and raps -assessment and rap performance -Barcelona.	
Computer Science	Coding (T24) -design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts -use sequence, selection, and repetition		Audio/Music (T24) • E-safety -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		Marketing/Moving Image (T24) - 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	

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	in programs; work with variables and various forms of input and output		-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		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	
PSHE	New Beginnings	Getting on and falling out	Going for goals	Good to be me	Relationships	Changes
Opportunities for Visits	Bagshaw Museum/ Manchester Museum		Native American theme day			Visit to Silkstone and the Barnsley Archives