



Framework of Skills, knowledge and Understanding
Subjects

Computing	D&T	Science	Geography
<p><u>Multimedia Sound and Motion</u> Podcasts: To listen to and produce a podcast by creating and editing one to listen to and appraise.</p> <ul style="list-style-type: none"> To download and listen to a podcast, commenting on the quality of the content and the audio. Listen to these for pleasure and be able to download them from various locations safely. Edit their own clips Record voice clips on PowerPoint and in Audacity. Present and appraise quality of audio with others. <p><u>Computer Science</u></p> <ul style="list-style-type: none"> Know what the internet is and how data is stored. Understand the importance of identifying the reliability of what they read off the internet, cross checking their results with reliable sources. Understand how results are ranked, evaluating digital content. 	<p><u>Textiles-The RAINFOREST</u></p> <p>Research</p> <ul style="list-style-type: none"> Look at the different types of stitches practise different types of stitching and look at the effect it has. <p>Design</p> <ul style="list-style-type: none"> Produce a template to follow using the stitching research they have completed linked to the rainforest. Come up with a range of ideas after they have collected information? <p>Make</p> <ul style="list-style-type: none"> Use appropriate stitching techniques to follow their design criteria. <p>Evaluate</p> <ul style="list-style-type: none"> Can they evaluate appearance and function against the original criteria? Can they identify what would improve it? Does their product meet all design criteria? <p>Technical Knowledge</p>	<p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system Describe the functions of the heart, blood vessels and blood through making a simple model of a heart and blood model. Listen to the heart song. Watch appropriate clips. Follow up with appropriate explanation. Investigate impact of exercise on pulse rate, put results in a table/graph. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Look at the eatwell plate, plan a healthy diet, discuss healthy lifestyles (including-device usage/ addiction /exercise/ healthy balance/impact of body image v's online pictures) Describe the ways in which nutrients and water are transported within animals, 	<p><u>Geography* Rainforests</u> <u>Darwin and David Attenborough</u></p> <ul style="list-style-type: none"> Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian. Know what is meant by biomes and what are the features of a specific biome. Label layers of a rainforest and know what deforestation is. Know what most of the ordnance survey symbols stand for. Know how to use six-figure grid references. Know how to use graphs to record features such as temperature or rainfall across the world. Can talk about who David Attenborough and Charles Darwin are and their contribution to the natural world. <p><u>Music</u> <u>You've got a Friend</u></p> <ul style="list-style-type: none"> Listen and appraise the song 'You've got a friend' and other songs written/performed by by Carole King.

<ul style="list-style-type: none"> ▪ Understand plagiarism and how to use online information legally. <p><u>Online Safety</u></p> <ul style="list-style-type: none"> ▪ To gain a greater understanding of the impact that sharing digital content can have. ▪ To review sources of support when using technology. ▪ To review pupils' responsibility to one another in their online behaviour. ▪ To know how to maintain secure passwords. ▪ To understand the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this. ▪ To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online ▪ To learn about how to reference sources in their work ▪ To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. 	<ul style="list-style-type: none"> ▪ Do they think what the user would want when choosing textiles? ▪ How have they made their product attractive and strong? ▪ Do they persevere through different stages of the making process? 	<p>including humans. Watch clips/PowerPoint and label diagrams.</p> <ul style="list-style-type: none"> ▪ Create a timeline to indicate the stages of growth in humans-children to draw and label this in their own words. ▪ Look at fictitious families to compare changes within different generations. 	<ul style="list-style-type: none"> • Learn to sing the song (main part and harmony). • Play an instrumental part from memory and using notation (glockenspiel). • Compose an instrumental melody part in pairs using the music explorer composition tool (compose with notation). • Perform the compositions on the Glockenspiel. • Great Composers: Learn about some of the great composers and their work eg. Mozart, Beethoven and Handel. • Talk about the historical context of the music and discuss what else was happening at the time. • Listen to a piece of music and talk about the style indicators and musical dimensions.
	<p><u>Art</u></p> <p><u>Collage-The Rainforests</u></p> <ul style="list-style-type: none"> ▪ To have experience of making collages using different materials, and to make a rainforest collage inspired by famous artists. ▪ I can make my own collage. ▪ I can ceramic mosaic to create a piece of art. ▪ I can combine visual elements with tactile qualities. ▪ I can explain my choices of materials I have chosen. ▪ I can combine pattern, tone and shape within my collage. <p><u>PSHE/RSE</u></p> <p>Growing up -Year 5 girls</p> <p>Puberty Year 6 – Delivered by the school nurse team</p> <p>Alcohol Awareness- Year 5 children</p> <p>Drug Awareness – Year 6-Crucial Crew</p> <p>Curriculum 4 life planning (may be covered in science).</p>	<p><u>RE</u></p> <p>We are completing the Young Leader Award with the Archbishop of York Youth Trust. (following weekly plan and online lesson material)</p> <p>Week 1: Leadership Skills Week 2: Inspirational Leaders Week 3: Our Local Community Week 4: The National Community Week 5: The Global Community Week 6: Community Action Project - children decide how to 'be the change they want to see'.</p>	<ul style="list-style-type: none"> • Perform the compositions on the Glockenspiel. • Great Composers: Learn about some of the great composers and their work eg. Mozart, Beethoven and Handel. • Talk about the historical context of the music and discuss what else was happening at the time. • Listen to a piece of music and talk about the style indicators and musical dimensions. <p><u>Reflect, rewind & replay</u></p> <ul style="list-style-type: none"> • Watch the videos to recap the interrelated dimensions of music. • Free time to compose with Glockenspiel Music explorer. • Perform some of their favourite songs from the year <p><u>French – The Olympics</u></p> <ul style="list-style-type: none"> ▪ Oral presentation of ancient and modern Olympic games. ▪ Olympic sports and the verb "to do" in conjunction with sports. Reading, Writing, Speaking and Listening exercises in lesson 3-5 concerning Olympic sports, the verb "to do" in conjunction with sports and describing sports as a profession.

--	--	--	--