



Framework of Skills, knowledge and Understanding

Subjects

Art	D&T	Science	History
<p>Mayan Structures 3D Modelling •I can experiment with and combine different materials and methods in designing 3D project. •I can create a different range of models, using different materials and scales. *I can sculpt clay and mouldable materials into a design for a project. •I can add texture and detail to my model. •I can include both visual and tactile elements to my models. *I can explain why I have chosen both the materials and methods to create my model.</p> <p>Computing 3D Modelling:</p> <ul style="list-style-type: none"> To be introduced to the design and make tool. To explore the moving effects when designing To design a 3D model to fit a given criteria. To refine and print a model. <p>Data Bases</p> <ul style="list-style-type: none"> To learn how to search a database-we shall look at the different features of databases and how to search them to answer questions correctly. To contribute to a class database- through making an avatar for themselves and adding the data correctly to the database. <p>To create a database independently, by choosing a topic to create one about, choosing the fields appropriately and inputting the correct data into the database.</p>	<p>Prior learning</p> <ul style="list-style-type: none"> Experience of using measuring, marking out, cutting, joining, shaping and finishing techniques with construction materials. Basic understanding of what structures are and how they can be made stronger, stiffer and more stable. <p>Designing</p> <ul style="list-style-type: none"> Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. <p>Making</p> <ul style="list-style-type: none"> Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. Use finishing and decorative techniques suitable for the product they are designing and making. <p>Evaluating</p> <ul style="list-style-type: none"> Investigate and evaluate a range of existing frame structures. Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> Understand how to strengthen, stiffen and reinforce 3-D frameworks. Know and use technical vocabulary relevant to the project. 	<p>Year 6 Light Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 explain that we see things because light travels from light sources to our eyes or from light sources to objects and then into our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <p>Year 5 and 6 During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line charts Using test results to make predictions to set up further comparative and fair tests Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations <p>Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin</p> <p>•Know why they were considered an advanced society in relation to that period of time in Europe</p> <p>The children can:</p> <ul style="list-style-type: none"> Place the Mayan era on a timeline. Understand how the Mayans lived, including rituals Understand how a Mayan settlement was organised Can give examples of what Mayans would eat according to what was available due to environment Can give examples of how the Mayans played Can contrast the Mayan lifestyle with those in Europe at the time Can explain what happened to the Mayan civilisation Challenge- I understand the Mayan number system <p>Geography</p> <ul style="list-style-type: none"> Knowledge of places-South America Know key differences between living in the UK and in a country in either North or South America

Music	Online Safety	Computing	PSHE/RSE
<p>Happy (Original scheme):</p> <ul style="list-style-type: none"> · Know what a Major and Minor chord is happy v sad sounds (eg c major & c minor). Play chords on the glockenspiel in 3 groups. · Listen and appraise the song 'Happy' and other songs in different styles about being happy. · Sing the song and perform with increased confidence and control. · Compose and perform their own piece of 'Happy' music – understand how music can reflect our feelings (use knowledge of major scales). Working in pairs, compose a short ternary piece ABA (12 bars). <p>La Bamba (MMC Y6 Unit 3):</p> <ul style="list-style-type: none"> · Identify and learn about some of the style indicators of Rock and Roll music through Listen & Appraise activities. · Discuss the historical context of the Music. · Learn to sing the song & play Glockenspiel Part. <p>Rounds (MMC):</p> <ul style="list-style-type: none"> · Sing some simple 3-part rounds e.g. I like the flowers, Any time you need a calypso, Harry Potter (Frere Jacques). <p>Music Technology: Begin using 'YuStudio' on I-pads to 'Create a beat'.</p> <p>Formal Notation: Build up an understanding of the basics of formal notation (build on knowledge to identify and play notes from a staff) – use staff whiteboards, missing note values, rhymes e.g. FACE in the space, Every Good Boy Drives Fast.</p>	<p>Children are encouraged to identify online risks and share their knowledge of the risks and consequences for people online. They begin to think more critically about what they see online and look at the concept of fake news and false photographs. (PSHE unit link here: What content can we trust online?)</p> <p>Children use technology safely, respectfully and responsibly. They recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact.</p> <p>Children can:</p> <ol style="list-style-type: none"> protect their password and other personal information; be a good online citizen and friend; judge what sort of privacy settings might be relevant to reducing different risks; seek help from an adult when they see something that is unexpected or worrying; discuss scenarios involving online risk; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: spam, link, privacy, virus, scam, phishing, inbox, junk, sender, subject, secure, safe, account, online, private, social media, adverts, cyberbullying, reporting, anonymous, victim, fraud/fraudulent, policy, private/personal</p>	<p>Data Bases</p> <ul style="list-style-type: none"> • To learn how to search a database-we shall look at the different features of databases and how to search them to answer questions correctly. • To contribute to a class database- through making an avatar for themselves and adding the data correctly to the database. <p>To create a database independently, by choosing a topic to create one about, choosing the fields appropriately and inputting the correct data into the database.</p>	<p>Relationships</p> <p>What is marriage?</p> <ol style="list-style-type: none"> To improve knowledge of marriage, civil partnerships and other long term relationships. To ensure children understand that marriage is intended to be a life long commitment <p>What makes a good friend?</p> <p>Aims and Objectives:</p> <ol style="list-style-type: none"> To explore peer group perception of social expectation within friendship groups. To explore individual and personal expectations of our own friends. To challenge discrepancies between perception and reality to help when navigating peer influence.