



Framework of Skills, knowledge and Understanding

Subjects

Art	Science	History	Computing
<p>Drawing</p> <ul style="list-style-type: none"> To create sketches to communicate emotion, sense of self with accuracy and imagination To use shade and texture to create a 3D scene with perspective. To create a figure in motion using simple drawing techniques. To create a figure in motion using varied drawing techniques. <p>Painting</p> <ul style="list-style-type: none"> To create all the colours needed for a painting. To use tone and tint to create a 3D image. To add a light source in a painting using tint and tone <p>Design & Technology</p> <p>To make a model with a pulley.</p> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Select from and use a wider range of tools and equipment to perform practical tasks Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. Investigate and analyse a range of existing products. <p>Understand how key events and individuals in design and technology have helped shape the world</p>	<p>Properties of Materials</p> <p>Properties and changes of materials</p> <ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda 	<p>Ancient Greeks</p> <p>What did the Ancient Greeks do for us?</p> <ul style="list-style-type: none"> To be able to place the Ancient Greeks within a timeline of their previous historical knowledge. Can give examples of how the Ancient Greeks have influenced our lives throughout this term (ongoing). Explain how historical artefacts give us information on how the Greeks lived. Explain how democracy was developed throughout the era and how we use democracy today. Compare the different city states of Sparta and Athens. Understand the influence the Greek Gods and mythology had on the culture and day to day lives <p>Geography</p> <ul style="list-style-type: none"> Locate on a world map the location of Greece and identify its physical and human features Understand the impact it has for life when living on an island 	<p>Online safety</p> <ul style="list-style-type: none"> Children understand how what they share impacts upon themselves and upon others in the long-term. Children know about the consequences of promoting inappropriate content online and how to put a stop to such behaviour when they experience it or witness it as a bystander. <p>Year 5 Spreadsheets</p> <ul style="list-style-type: none"> To use formulae within a spreadsheet to convert measurements of length and distance. To use the count tool to answer hypotheses about common letters in use. To use a spreadsheet to model a real-life problem. To use a spreadsheet to help plan a school cake sale. <p>Year 6 Spreadsheets:</p> <ul style="list-style-type: none"> To create and use a spreadsheet to investigate the probability of the results of throwing many dice. To use a spreadsheet to calculate the discount and final prices in a sale. Create a formula to help work out the prices of items in the sale. To use a spreadsheet to plan how to spend pocket money and the effect of saving money. To use a spreadsheet to plan an event. <p>Year 5/ 6 Blogging:</p> <ul style="list-style-type: none"> To identify the purpose and key features of writing a blog. To plan the theme and content for a blog.

<p><u>PSHE</u></p> <p>Year 5 My Dreams for the World</p> <ul style="list-style-type: none"> • I understand that I will need money to help me achieve some of my dreams. • I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs. • I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it. • I can describe the dreams and goals of young people in a culture different to mine. • I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other. • I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship <p>Year 6 My Dreams for the World</p> <ul style="list-style-type: none"> • I know my learning strengths and can set challenging but realistic goals for myself • I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these • I can identify problems in the world that concern me and talk to other people about them • I can work with other people to help make the world a better place • I can describe some ways in which I can work with other people to help make the world a better place • I know what some people in my class admire about me and can accept their praise 	<p><u>French</u></p> <p><u>Do you Have a Pet?</u></p> <ul style="list-style-type: none"> • Oral class survey / interview on pets. • Match sound to picture / word / phrase throughout whole unit. • Create pet ID card. • Gender recognition and changing an indefinite article to a definite article <p><u>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. 	<p><u>Music</u></p> <p>Charanga: Classroom Jazz 2 & Fresh Prince of Bel Air.</p> <ul style="list-style-type: none"> • Identify and learn about some of the style indicators and instruments played in Jazz & Blues/Hip hop music. • Continue to build upon their knowledge of musical vocabulary. • Continue to demonstrate an understanding of the interrelated dimensions of music through playing instruments, listening and appraising and improvising. • Continue to play the Glockenspiel as part of a group with increased knowledge, confidence and enjoyment. • Build up an understanding of the basics of formal notation. • Explore and create musical improvisations (Jazz) • Compose own melodies using 3 notes – use Charanga’s online software to create, record and perform compositions (Hip Hop) • Sing/rap, play and perform with increasing accuracy, fluency, control and expression. • Ongoing: rhythm grid game – rhythm notation/sense of pulse. <ul style="list-style-type: none"> • Y5 violin whole class tuition. 	<ul style="list-style-type: none"> • To understand how to write a blog and a blog post. • To understand the importance of commenting on blogs. • To peer-assess blogs against the agreed success criteria. • To understand how and why blog posts and comments are approved by the teacher.
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