



Framework of Skills, knowledge and Understanding

Subjects

Art	D&T	Science	Computing
<p>Drawing</p> <ul style="list-style-type: none"> <li>Practice drawing different lines and shapes using different types of drawing pencils.</li> <li>Look at how shading can be used to create a 3D drawing.</li> <li>Draw a variety of lines, shapes, colours and texture to produce work on a theme.</li> <li>I can investigate and explain why I have chosen a variety of lines, shapes, colours and texture to produce my final piece of work.</li> </ul> <p>Painting</p> <ul style="list-style-type: none"> <li>I can create colour ladders to show tonal range. We shall do this using paints and colour wheels to help name the colours produced.</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>Look at mosaic art to inspire their own mosaic picture using paper and their own colours created using paints.</li> </ul> <p><b>French</b>  <b>What is the Date?</b>  Say months of the year.  Say when your birthday is in French.  Birthday survey.  Months listening exercise.  Birthday reading exercise.  Birthday diary worksheet - Extended written opportunity.  <b>Do you Have a Pet?</b>  Oral class survey/interview on pets  Match sound to picture/word/phrase throughout whole unit.  Create pet ID card.  Gender and changing an indefinite article to a definite article. School survey</p>	<p><b>To design and make an electrical board game</b></p> <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products through analysis of old and current games.</li> <li>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.</li> <li>Understand and use electrical systems in their products by creating an electric spinner for their board game.</li> <li>Select from and use a wider range of tools and equipment to perform practical tasks accurately.</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work through discussion and observation of what they and others have made as well play the games they make.</li> </ul>	<p><b>Year 5 Earth and Space</b></p> <ul style="list-style-type: none"> <li>Children will investigate and describe the movement of the Earth, and other planets, relative to the Sun in the solar system in a practical way.</li> <li>Watch videos that describe the movement of the Moon relative to the Earth, then be able to explain this to their classmates.</li> <li>Learn facts to describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>Explain the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul> <p><b>Year 6 Electricity</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Investigate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> <li>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</li> <li>use recognised symbols when representing a simple circuit in a diagram. Draw the diagrams independently.</li> <li>Understand the dangers of electricity-how it can jump and be conducted.</li> <li><b>Work Scientifically.</b></li> <li>Planning different types of scientific enquiries to answer questions, including</li> </ul>	<p><b>Online Safety</b></p> <ul style="list-style-type: none"> <li>To identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g., apps accessing location.</li> <li>To identify secure sites by looking for privacy seals of approval, e.g., https, padlock icon.</li> <li>To identify the benefits and risks of giving personal information and device access to different software.</li> </ul> <p><b>Coding</b></p> <ul style="list-style-type: none"> <li>To design a playable game with a timer and a score.</li> <li>To plan and use selection and variables</li> <li>To understand how the launch command works.</li> <li>To use functions and understand why they are useful.</li> <li>To use flowcharts to test and debug a program.</li> <li>To create a simulation of a room in which devices can be controlled.</li> <li>To understand the different options of generating user input in 2Code.</li> <li>To understand how 2Code can be used to make a text-based adventure game.</li> </ul> <p><b>Spreadsheets (to lesson 3):</b></p> <ul style="list-style-type: none"> <li>To use a spreadsheet to investigate the probability of the results of throwing many dice.</li> </ul>

<p><b>P.S.H.E</b> <b>Jigsaw- Being Me in My World Year 5</b></p> <ul style="list-style-type: none"> <li>To face new challenges positively and know how to set personal goals.</li> <li>To understand the rights and responsibilities as a British citizen.</li> <li>To understand the rights and responsibilities as a British citizen and a member of my school.</li> <li>To make choices about their own behaviour because they understand how rewards and consequences feel.</li> <li>To understand how an individual's behaviour can impact on a group.</li> <li>To understand how democracy and having a voice benefits the school community and know how to participate in this.</li> </ul> <p><b>Jigsaw - Celebrating Differences Year 5</b></p> <ul style="list-style-type: none"> <li>To understand that cultural differences sometimes cause conflict.</li> <li>To understand what racism is.</li> <li>To understand how rumour-spreading and name-calling can be bullying behaviours.</li> <li>To be able to explain the difference between direct and indirect types of bullying.</li> <li>To be able to compare my life with people in the developing world.</li> </ul> <p>To enjoy the experience of a culture other than my own.</p>	<p><b>Jigsaw- Being Me in My World Year 6</b></p> <ul style="list-style-type: none"> <li>Identify goals for this year, understand fears and worries about the future and know how to express them.</li> <li>To know that there are universal rights for all children but for many children these rights are not met.</li> <li>To understand that actions affect other people locally and globally.</li> <li>To be able to make choices about their own behaviour because they understand how rewards and consequences feel and understand how these relate to rights and responsibilities.</li> <li>To understand how an individual's behaviour can impact on a group</li> <li>To understand how democracy and having a voice benefits the school community.</li> </ul> <p><b>Celebrating Differences Year 6</b></p> <ul style="list-style-type: none"> <li>To understand there are different perceptions about what normal means.</li> <li>To understand how having a disability could affect someone's life.</li> <li>To explain some of the ways in which one person or a group can have power over another.</li> <li>To know some of the reasons why people use bullying behaviours.</li> <li>To be able give examples of people with disabilities who lead amazing lives.</li> <li>To explain ways in which difference can be a source of conflict and a cause for celebration</li> </ul>	<p>recognising and controlling variables where necessary</p> <ul style="list-style-type: none"> <li>Taking measurements</li> <li>Recording data and results</li> <li>Using test results to make predictions to set up further comparative and fair tests</li> <li>Reporting and presenting findings from enquiries.</li> <li>Identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	<ul style="list-style-type: none"> <li>To use a spreadsheet to calculate the discount and final prices in a sale.</li> <li>To use a spreadsheet to plan how to spend pocket money and the effect of saving money.</li> </ul> <p><b>MUSIC</b></p> <p><b>Mars – Holtz (The planets suite):</b></p> <ul style="list-style-type: none"> <li>Learn about the works of the composer Gustav Holtz.</li> <li>Create a piece of music using an 'ostinato' and other percussion parts.</li> <li>Combine different sounds to create a specific mood.</li> <li>Record and perform the compositions using notation.</li> <li>Be able to play their own part whilst others are playing.</li> </ul> <p><b>Dancing on the Streets:</b></p> <ul style="list-style-type: none"> <li>Listen to and appraise songs in the style of Motown.</li> <li>Learn to sing the song, including backing parts.</li> <li>Play a glockenspiel part with and without notation.</li> </ul>
		<p><b>Geography</b></p>	
		<p><b>Mountains</b></p> <ul style="list-style-type: none"> <li>To be able to locate the main mountain ranges of the world.</li> <li>Compare and contrast the sizes of the largest mountains of each continent.</li> <li>Locate mountains within the UK, and their relative sizes.</li> <li>To be able to explain how mountains are formed and to understand the different types of mountain.</li> <li>To understand the mountain habitat and its flora and fauna.</li> <li>Understand contour lines on maps to show height.</li> </ul>	

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