



## Y5/Y6 CYCLE A Cross Curricular Yearly Plan

### Year 5/Year 6 CYCLE A

**Writing genres to be included across all aspects of work:** Y5 Diaries; Balanced arguments; Letters; Persuasive speeches; Greek Myth Narratives; Suspense character & setting descriptions and stories; Poetry; Newspaper reports; Recounts; Non-Chronological reports. **Y6** Newspaper reports; Narratives; Poetry; Persuasive Letters; Diaries; Non-Chronological reports; Setting and character descriptions; 3<sup>rd</sup> Person dual narratives; Persuasive arguments. **Texts studied:** There's a Boy in the Girls' Bathroom; Macbeth; Theseus and the Minotaur; Clockwork; The Young Man of Cury and Tom Bone (Year 5 ONLY); The Midnight Fox; The London Eye Mystery.

| Topic Headings                                                 | Science | Computing                                                                                                                                                                                                                                                                                                                                      | History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Geography                                       | RE                                                                                                                                                                                                                                                | Art & Design                                                                                                                                                                                                                                                                                                        | D.T.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Music                                                                                                                                                                                                                                           | PE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | RE/RSE/HE/PHMW/PSHE                                                                                                                                                                                                                                                                                                                                                                                                                               | Languages                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Autumn 1<br><br>Anglo Saxons, Scots and Vikings<br><br>H/DT AF |         | <p>Online Safety<br/><b>Hate in Online Gaming (BBC Own It)</b></p> <p>Recognise hate and discrimination in gaming.</p> <p>Computer Networks and Digital Literacy<br/><b>Communication and collaboration</b></p> <p>Identify and explore how data is transferred and information is shared online.</p> <p>- Chromebooks<br/>- Google Slides</p> | <p>Anglo-Saxons, Scots and Vikings - Know the Roman Empire declined and the Romans left Britain c. AD 410.</p> <p>Know that Britain was invaded by different groups of people and where they came from.</p> <p>Know about Anglo-Saxon settlements, place names and village life. Know about Anglo-Saxon art and culture (runes, riddles and artistic designs). Know that Christianity came to Britain during this time. (Christian conversion – Canterbury, Iona and Lindisfarne) Know about the Anglo - Saxon King, Alfred the Great and explore some of his laws.</p> <p><b>Possible trips:</b><br/>Museum of London - Invaders and settlers<br/>The British Museum – Ancient Britain-Digital session:<br/>Sutton Hoo Headline V&amp;A – Anglo Saxon art and Culture<br/>Chertsey Museum – The Anglo Saxons<br/>OR The Vikings</p> | <p>Anglo Saxon place names and settlements.</p> | <p>Who are the 'fearless women of faith'?<br/><b>People of God</b></p> <p>Explain roles of several women and their impact. Explain concepts with examples. Present clear, coherent views supported by evidence. Use key vocabulary correctly.</p> | <p>Study of Anglo-Saxon artefacts-observational drawing. Develop sketching techniques using different graded pencils to create effects and a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching. Understand why the different graded pencils create different effects.</p> | <p>Use internet to research design ideas for an Anglo-Saxon purse. Identify the techniques (sewing) needed to make a drawstring purse. Identify the stitch type used in a drawstring purse. Practise a variety of stitches on material or binca. Create own design criteria for making an Anglo-Saxon drawstring purse. Plan own drawstring purse design using annotated sketches and cross-sectional diagrams and include using a number of different stitches. Produce a list of tools and equipment needed to make the design. Produce and follow a step by step plan for the product. Choose appropriate needles and thread for the desired effect. Explain plan to others. Use own template to make the outline of the Anglo- Saxon drawstring purse. Think about user and aesthetics when choosing textiles. Accurately measure, mark out, cut and shape textiles. Take the users view into account when designing. Use different sized needles and different thickness of thread to sew hem, sides and create a drawstring. Explain how parts of the product will work. Use success criteria produced to evaluate own design and identify features to improve from views of others. Use purpose and appearance as a focus for evaluating the product. Use Amazon to investigate price of drawstring material purse like the one they have created and discuss prices and whether they feel they are correct giving reasons why. Test product made and identify if it was fit for purpose.</p> | <p><b>Wandsworth Music Ukulele Unit 1A</b></p> <p>Recap the chords C, F &amp; G7. Change quickly between the chords especially C and G7. Learn strumming patterns with upstrokes and downstrokes. Demonstrate good quality ensemble skills.</p> | <p><b>Multiskills</b> (PE Specialist)<br/>Demonstrate basic movements and spatial awareness. Keep possession. Attack and defend. Mark an opponent. Control a ball with a racket. Control a ball with different parts of a racket.</p> <p><b>Gym - Movement</b> (Teacher)<br/>Perform a stag jump and split leap. Perform pike rolls. Perform a squat through vault. Perform a round off. Independently plan a sequence of gymnastics movements that are creatively linked together. Perform a gymnastics sequence in a pair or group in time to music.</p> | <p><b>PSHE:</b> Rules Understand my rights and responsibilities in the school.</p> <p><b>RE:</b> Bullying Know rumour spreading and name calling are forms of bullying.</p> <p><b>PSHE:</b> Gang Culture Know and understand what a gang is and why young people join gangs. Know how gangs can be identified and why some people may choose to be part of a gang. Understand the term Young Offender and know the implications of being one.</p> | <p><b>FRENCH Phonics 3 &amp; 4 The Date</b><br/>Recognise, recall and spell the 7 days of the week. Use knowledge to form a short sentence about what day of the week it is today. Consolidate the 7 days of the week taught last lesson. Recognise, recall and spell the 12 months of the year. Consolidate all language taught. Recognise, recall and spell numbers 1-31. Learn phrase for 'The date.' Say when birthday is. Revise and consolidate all language covered in the unit and complete assessment.</p> |

| Topic Headings                               | Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 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| Autumn 2<br><br>Hubble Bubble<br><br>Sc/A AF | <p>Properties and changes of materials<br/>Compare and group every day materials according to their properties.<br/>Know that some materials will dissolve in liquid to form a solution.<br/><i>Report and present findings from enquiries. I can recognise and control variables.</i><br/>Know that some changes of state and dissolving and mixing processes can be reversed through filtering, sieving and evaporating.<br/><i>Use test results to make predictions to set up further comparative and fair tests.</i><br/>Explain that some changes form new materials, and that these changes are not usually reversible.<br/><i>Plan scientific enquiries to answer questions, including recognising and controlling variables where necessary.</i><br/>Explain that some changes caused by heating and cooling form new materials, and that these changes are not often reversible.<br/><i>Identify scientific evidence that has been used to support or refute ideas or arguments</i><br/>Explain that changes caused by burning form new materials, and that these changes are not often reversible.<br/><i>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</i></p> <p>Possible visitors: Sphere Science – Separating (workshops that come to school)</p> | <p>Online Safety<br/><b>What I Know, What I Share (Project Evolve)</b></p> <p>Explore how sharing shapes online reputation.</p> <p>Computer Science and Digital Literacy<br/><b>Programming a device using variables</b></p> <p>Use variables to design and program the Micro:bit to be star-jump and step counters.<br/>Use random numbers and selection to code a times table test and an activity selector</p> <ul style="list-style-type: none"> <li>- Chromebooks</li> <li>- MicroBits</li> <li>- MakeCode</li> </ul> |         |           | <p>Should every Christian go on a pilgrimage?<br/><b>God</b></p> <p>Explain pilgrimage's spiritual meaning and purpose.<br/>Explain implications of omnipresence for pilgrimage.<br/>Present clear, relevant ideas with examples.<br/>Actively participate, listening and responding.</p> <p>Anti-Racist RE<br/>How can people of faith serve God and bring justice to others?<br/><b>Incarnation</b></p> <p>Make links between concepts / beliefs/ texts / stories and practices (believing, belonging and behaving).<br/>Suggest meaning for key concepts and forms of expression, using accurate vocabulary.<br/>Explain how sources of inspiration and influence make a difference to themselves and others.<br/>Suggest what might happen as a result of their own and others' thinking, attitudes or actions, drawing</p> | <p>Refine blending skills and effects of light and shade created with charcoal and chalk.<br/>Use charcoal and chalk drawings to draw atmospheric settings based on Macbeth.</p> | <p>Begin to look at computer aided design to produce 3D images.<br/>Use <b>Tinkercard</b> to produce name and shape in 3D.<br/>Show all angles of the 3D image from front, top, right, left positions.</p> | <p><b>Wandsworth Music Christmas Music/ Ukulele 2A</b></p> <p>Explore traditional and modern Christmas music.<br/>Listen to and analyse different Christmas songs.<br/>Learn to play 'Rudolf the Red Nosed Reindeer' on the ukulele using chords C, G7 and F.<br/>Sing in unison Rockin Robin.<br/>Perform the piece in a concert.</p> | <p><b>Netball</b><br/>(PE Specialist)<br/>Identify and complete the different passes used in netball.<br/>Understand the rule of footwork. Understand that marking helps to intercept the ball and dodging enables a player to get away from a marker. State the difference between attacking skills and defending skills. Identify positions in netball and the different areas players can be in. Take part in a class competition.</p> <p><b>Dance – Echo Dance</b><br/>(Teacher)<br/>To use transitions to link movements together smoothly. Use spatial awareness and demonstrate this skill effectively in a dance.<br/>Demonstrate an ongoing motif throughout a dance.<br/>Demonstrate variations in timing throughout a dance.<br/>Demonstrate strong, expressive movements throughout a dance.<br/>To combine movements to create a fluent sequence.</p> | <p><b>PSHE:</b><br/>Financial Education<br/>Know what is deducted from earnings and why.<br/>Consider degrees of risk and the possible consequences of taking financial risks.<br/>Differentiate between manageable and unmanageable debt. Know about Fairtrade and what it means. To consider the needs of the global environment and the impact of consumer choices.<br/><b>HE/PH&amp;MW:</b><br/>Physical health and fitness<br/>Know how and who to seek support including which adults to speak to in school if they are worried about their own or someone else's mental wellbeing.</p> <p><b>HE/PH&amp;MW:</b><br/>Health and prevention<br/>Know the importance of sufficient good quality sleep for good health, <i>the amount of sleep recommended for their age, and</i></p> | <p><b>FRENCH My Home</b><br/>Use language whether they live in a house or an apartment and where they live based on a choice of five different locations.<br/>Consolidate the language taught last lesson<br/>Recognise, recall and spell five different rooms in the house.<br/>Recognise, recall and spell a further five different rooms in the house.<br/>Revisit negative structures to allow them to say which rooms they do not have in their houses.<br/>Put all their new language into context by integrating it with previously learnt language including personal details.<br/>Revise and consolidate all language covered in the unit and complete the end of unit assessment.</p> |

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|  |  |  |  |  | <p>on examples from their learning. Ask and answer questions and present clearly their own views on matters whilst respectfully taking into account others' viewpoint. Investigate and describe similarities and differences in lived experience. Describe the impact of beliefs and practices for different people. Explain the impact of diversity in their own community.</p> |  |  |  |  | <p><i>practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep</i> on weight, mood and ability to learn.</p> <p>Know how to recognise early signs of physical illness, such as weight loss, or unexplained body changes</p> <p><b>HE/PH&amp;MW:</b><br/>Mental wellbeing<br/>Know the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness. Know that simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Know that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and the benefits of seeking support. Know <i>that</i> it is common to experience mental <b>health problems, and early support can help.</b><br/>Know where and how to seek support (including recognising the triggers for seeking support), including who in school they should</p> |  |
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|  |  |  |  |  |  |  |  |  |  | <p> speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently</p> |  |
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| Topic Headings                                | Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Computing                                                                                                                                                                                                                                                                                                                                       | History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Geography | RE                                                                                                                                                                                                                                              | Art & Design | D.T.                                                                                                                                                                                                                                                                                                                                                                                                            | Music                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | PE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | RE/RSE/HE/PHMW/PSHE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Languages |
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| Spring 1<br><br>Ancient Greece<br><br>Sc/H AF | Forces<br>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.<br><b>Possible visitors: Sphere Science – Rollers – Friction (workshops that come to school)</b> | Online Safety<br><b>Group Chats (Childnet)</b><br><br>Explore the positives and negatives of group chats.<br><br>Computer Science and Digital Literacy<br><b>Machine Learning</b><br><br>Introduced to Machine Learning which is a sub set of AI. Design, create and test their own machine learning apps using Co-ML<br><br>- iPads<br>- Co-ML | Ancient Greeks – a study of Greek life and achievements and their influence on the western world. Know when and where the Ancient Greeks lived and put them on a timeline with other civilisations. Know about the Ancient Greek way of life and structure of society e.g. men, women, children and slaves. Know about Ancient Greek democracy. Know about Ancient Greek theatre. Know about the Ancient Greek Olympics. Describe the influence of the Ancient Greeks on the western world.<br><b>Possible trip: The British Museum – Ancient Greeks – How to find out about Greek Life OR A Gift for Athena OR Greek Myths</b><br><br><b>Chertsey Museum – The Ancient Greeks (or they come to the school)</b> |           | <b>What does it mean to be a Buddhist?</b><br><br>Have an awareness of a world religion. Learn about Siddhartha and the circumstances that led to him becoming Buddha and achieving enlightenment. Introduction to Buddhist virtues and belief. |              | Know what a pulley is. Understand how, since their possible invention in Ancient Greek times, pulleys have helped shape the world, as to what they can do. Identify products in everyday life that use a pulley technique. Know the main types of pulleys and their functions. Understand that Archimedes was possibly the first person to use a compound pulley. Make a simple pulley from given instructions. | <b>Wandsworth Music Glockenspiel</b><br><br>Learn how to play a tuned percussion instrument including how to make a good quality sound and play as an ensemble. Learn the terms for the main parts of the glockenspiel (bars, pins, mallets) and how these impact sound quality. Develop their ensemble playing skills<br><br><b>Dance – Hakka</b> (Teacher)<br>Be able to understand the background of the Haka dance. To be able to work on creating moves in unison. Show canon and repetition when performing developed Haka. Link dance sequences smoothly. Create a sequence of sporting actions. Use a range of dynamics, unison and repetition when creating version of the Haka. To practice skills used when performing own Haka. To perform and evaluate completed performance. | <b>Football</b> (PE Specialist)<br>Receive a pass and then pass the ball in an intended direction. Dribble with the ball using both the inside and outside of the foot. Dribble then shoot at a target using the correct techniques shown. Use the techniques previously taught to complete a football circuit. Use the techniques taught to keep the ball under control. Understand positions on a pitch and use tactics to play a game.<br><br><b>Dance – Hakka</b> (Teacher)<br>Be able to understand the background of the Haka dance. To be able to work on creating moves in unison. Show canon and repetition when performing developed Haka. Link dance sequences smoothly. Create a sequence of sporting actions. Use a range of dynamics, unison and repetition when creating version of the Haka. To practice skills used when performing own Haka. To perform and evaluate completed performance. | <b>HE/PH&amp;MW:</b><br>Drugs, alcohol and tobacco. Understand how drugs can be categorised into legal and illegal. Understand why alcohol and nicotine are drugs. Know the legal limits around alcohol and nicotine. Understand why people choose to drink alcohol, smoke, <b>vape and use nicotine products such as nicotine pouches. Know about the risks of nicotine addiction.</b> Understand the laws associated around nicotine and alcohol.<br><br><b>HE/PH&amp;MW:</b><br>Basic First Aid Know the Concepts of basic first aid, for example dealing with common injuries <b>and ailments</b> , including head injuries. Know how to make a clear and efficient call to emergency services if necessary. <b>Know the importance of reporting incidents rather than filming them.</b><br><br><b>RE:</b> Bullying Understand why people bully. |           |

| Topic Headings                      | Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Computing                                                                                                                                                                                                                                                                                                                                                                                     | History | Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | RE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Art & Design                                                                                                                                                                                                                       | D.T.                                                   | Music                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | PE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | RE/RSE/HE/ PHMW/PSHE | Languages |
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| Spring 2<br><br>Time<br><br>Sc/G AF | <p>Earth and Space<br/>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> <p>Possible trip: The Science Museum – Imax: A beautiful planet</p> <p>Possible visitors: Sphere Science – Space (workshops that come to school)</p> | <p>Online Safety<br/><b>Collaborating safely online (Project Evolve)</b></p> <p>Understand safe online collaboration.</p> <p>IT: Data and Digital Literacy<br/><b>Spreadsheets</b></p> <p>Use spreadsheets to plan an event and answer questions. Create charts, and evaluate their results in comparison to questions asked.</p> <p>- Google Sheets<br/>- Google Forms<br/>- Chromebooks</p> |         | <p>A study of Europe. Locate the countries of immediate Europe (Spain, France, Portugal, Netherlands, Germany, Italy) and know their key physical and human characteristics, and major cities. Use maps, atlases, globes and digital/computer mapping to locate the European countries and describe features studied. Use the eight points of a compass to build their knowledge of Europe and identify countries on maps and a globe. Begin to use 4 figure grid references, symbols and key on maps of Europe. Identify and understand the significance of longitude and latitude lines. Identify the position of longitude lines for time zones in Europe. Understand when you would use an OS map to find a location and when you would atlas eg atlas for country, OS for smaller village. Understand the difference between primary and secondary sources of information in geography. <b>Understand what a thematic map is and look at one that shows height above sea level in Europe.</b></p> | <p>How did the Church begin?<br/><b>People of God</b><br/>Relate and understand the festival of Pentecost to the beginning of the church and to understand the power of the holy spirit. Understand and discuss why Christians believe in the saving power of Jesus.</p> <p>How do Christian communities live out the Easter story?<br/><b>Salvation</b></p> <p>Understand the significance of Lent. Explore the liturgy of Easter Week. Discuss the importance of forgiveness and resurrection. Understand the concept of Salvation.</p> | <p>Look at a variety of works created during the surrealist movement, particularly Salvador Dali, his use of colour, shape and form. Reproduce work in same style and create own work in same style using the same techniques.</p> | <p>Possible trip: Lego Clocks (how do clocks work)</p> | <p><b>Wandsworth Music Glockenspiel - La Bamba</b></p> <p>Apply what they have learnt playing the glockenspiel to play a class arrangement of La Bamba. Include the use of assorted untuned percussion instruments alongside the glockenspiels as well as singing in Spanish.</p> <p><b>Handball</b><br/>(PE Specialist)<br/>Shoot and defend. Block during a small sided game. Show the principles of attacking and defending. Play a full size game. Know tactics to play as goal keeper. Play a competitive game.</p> <p><b>Circuit training</b><br/>(Teacher)<br/>Understand the effects of aerobic and anaerobic exercise on the body. Recognise the benefits of exercise on the upper body. Recognise the benefits of exercise on the core muscles. Set personal targets for exercise. Improve performance in order to reach personal targets.</p> <p><b>Swimming to replace circuit training for 2023 as catch up</b></p> | <p><b>RSE:</b> Changing adolescent body<br/>Explore the emotional and physical changes occurring in puberty<br/>Know the key <i>facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight. Know about growth and other ways the body can change and develop, particularly during adolescence. Know the human lifecycle, discuss in particular the stage of puberty.</i></p> <p>Know the correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.</p> <p><b>HE/PH&amp;MW:</b><br/>Internet safety and harms<br/>Know that for <i>almost everyone</i> the internet is an integral part of life. <i>Understand there are positive and negative aspects of the internet.</i></p> |                      |           |

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|  |  |  |  |  |  |  |  |  |  | <p>Consider the <b>impact</b> of their online <b>behaviour</b> on others, and how to recognise and display respectful behaviour online. Understand <b>why</b> social media, <b>some apps</b>, computer games and online gaming, <b>including gambling sites</b>, are age restricted. Understand what information is <b>personal</b> information and to know the risks associated with revealing too much personal information online. Know how information and data is shared and used online.</p> <p>Understand what junk (spam and pop ups) mail is, the forms it takes. Critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. Recognise risks, harmful content and contact, and how to report them. Understand the benefits of <b>limiting</b> time spent online and the risks spending excessive time can have. Know that abuse, bullying and harassment can take place online and <b>that this can impact wellbeing. Know how to seek support from trusted adults.</b></p> |  |
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| Topic Headings                                    | Science                                                                                                                                                                                                                                                                  | Computing                                                                                                                                                                                                                                                                                                                                                                                                          | History | Geography | RE                                                                                                                                                                                                                                          | Art & Design | D.T.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Music                                                                                                                                                                                                                                                                                                                                                                                              | PE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | RE/RSE/HE/PHMW/PSHE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Languages                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| Summer 1<br><br>The Wonder of Nature<br><br>Sc/DT | <p>Living things and their habitats<br/>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p>Possible trip: The Wetlands Centre - Barnes</p> | <p>Online Safety<br/><b>Loot Boxes &amp; Persuasive Design (BBC Own It)</b></p> <p>Understand persuasive design in online games.</p> <p>IT: Creativity and Digital Literacy<br/><b>Creating 3D Battersea Buildings</b></p> <p>Use TinkerCad to create a digital 3D model of our favourite buildings in our local area.</p> <p>- Chromebooks<br/>- TinkerCad<br/>- <a href="#">Link to Lesson presentations</a></p> |         |           | <p>What is the Buddhist way of life?</p> <p>Develop awareness and understanding of Buddhism as a world religion. Explore ideas and beliefs central to Buddhism</p> <p>Use key vocabulary when explaining Buddhist beliefs and practices</p> |              | <p>Cooking and Nutrition: Know all the different food groups and examples of foods that belong to them. Know the benefits each group has for the body. Explain how there are different substances in food/drink needed for health.</p> <p>Describe an eat well plate and how a healthy diet equals variety/balance of food and drink.</p> <p>Understand the effects unbalanced diets can have on our bodies. Know how to prepare food safely eg washing hands, using a knife, using a chopping board.</p> <p>Understanding the hygiene regime needed for using chopping boards.</p> <p>Discuss the difference between some of the basic cooking techniques: boiling, roasting, frying, sautéing, simmering. Use peeling, chopping, slicing, grating. Prepare potatoes using as many as the techniques as possible and taste them.</p> <p>Compare the difference in terms of preparation and taste and describe how different preparation techniques can change the appearance, taste, texture and aroma of the potato.</p> | <p><b>Wandsworth Music Junk drumming</b></p> <p>Explore different drumming rhythms especially those requiring two or more timbres. (See bucket <a href="#">drumming.net</a>). Practice tresillo and regaton beats and incorporate these into a performance.</p> <p>Learn a range of pieces and select one to perform at the end of the year.</p> <p>Pieces: White Stripes and we will rock you</p> | <p><b>Athletics</b> (PE Specialist)<br/>Practise and refine existing running, jumping and throwing skills. Use an effective technique for sprinting including a sprint start. Sustain running pace over long distances. Practise jumping for height. Learn the fling throw techniques. Use a variety of throwing techniques.</p> <p><b>Outdoor and adventurous activities</b> (Teacher)<br/>Work as part of a team to complete a range of challenges. Demonstrate agility and endurance in a range of situations. Know what a compass is and how to use it. Know the eight directions on a compass. Read, follow and understand maps. Take part in an orienteering exercise.</p> | <p><b>RE:</b> Bullying<br/>Generate solutions, consider consequences and decide the best solutions to deal with bullies.<br/><a href="#">Know how to seek help when needed, including when concerned about violence, harm, or when unsure who to trust.</a></p> <p><b>HE/PH&amp;MW:</b> Health and Prevention (immunization and vaccination)<br/>Know and understand the terms vaccine, vaccination, immune, immunisation. Know some names of common vaccines. Know why vaccines are important and how they work on the immune system.</p> | <p><b>FRENCH Clothes</b><br/>Recognise, recall and spell ten different items of clothing with their indefinite articles/determiners. Recognise, recall and spell a further eleven different items of clothing with their indefinite articles/determiners. Know the phrase 'I wear'. Describe different items of clothing. Understand the rules of adjectival agreement in more detail. Integrate everything learnt so far about clothes, adjectival agreement, and possessive adjectives. Apply knowledge in an activity where they will be packing their suitcase for a holiday. Revise and consolidate all language covered in the unit and complete the end of unit assessment.</p> |

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| <p>Summer 2</p> <p>A Tale of Two Cities (London &amp; Paris)</p> <p>A/G AF</p> | <p>Animals including humans<br/>Describe the changes as humans develop to old age.</p> | <p>Online Safety<br/><b>Prevent your identity being stolen (BBC Own It)</b><br/><b>What's fair use? (Project Evolve)</b></p> <p>Understand risks of identity theft online.<br/>Understand the idea of fair use online.</p> <p>IT: Media and Digital Literacy<br/><b>Creating a yearbook Website</b></p> <p>Design in teams and create a yearbook website using Google sites.</p> <p>- Google Sites<br/>- Chromebooks</p> |         | <p>A study of Paris and France. Compare and contrast to London – human and physical geography of France (especially mountain regions e.g. The Alps).</p> <p>Describe and understand key aspects of France's settlement, land use, trade links and distribution of natural resources including energy, food, minerals and water.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate France and describe features studied.<br/>Use 8 compass points. Begin to use 4 figure coordinates to locate features on a map. Make comparisons between aerial maps and maps.<br/>Understand when you would use an OS map to find a location and when you would atlas eg atlas for country, OS for smaller village.<br/>Compare human/physical features of London and Paris.<br/>Look at a sketch map of Paris and redraw it using symbols from OS map to show famous landmarks and features.<br/>Measure straight line distance on a plan or map and understand real life experiences when this skill is used (school admissions).<br/>Look at maps and talk about what the scales mean.<br/>Use Google Earth to help draw a plan view map of the road layout of area around the Arc de Triomphe or similar location.</p> | <p>What does Faith and belief teach about the journey of life and death?<br/><b>Salvation</b><br/>Explain what makes a difference to themselves and others in understanding and believing about death and life. Explore, gather, select and organise ideas in religions and beliefs about death and life, drawing on key texts, sources and concepts. Comment on connections between beliefs and practices relating to death and life, explaining their importance to different faith communities. Describe the impact of beliefs and practices about death and life for different people and religious communities. Suggest meanings for a range of forms of expression in rituals when someone has died, using accurate religious vocabulary. Express their understanding of the concept of salvation in theological terms. Develop insights of their own in exploring questions raised by exploring religious beliefs about death and life, relating to their own personal worldview. Suggest what might happen as a result of their own and others' thinking, drawing on examples from their learning.</p> | <p>Study of French Impressionist Artists particularly Claude Monet. Understand practices and techniques and reproduce them in replicas and own work based on style.<br/>Create watercolour painting and pastels paying particular attention to the use of colour, colour blending and effects of layering and thinning paint to create water images.</p> <p>Possible trip: The National Gallery – Monet and architecture</p> | <p>Discuss what design features make the Eiffel Tower a strong structure. Recap paper strengthening techniques talked about in Y3 eg tabs, triangle, tubing, diagonal brace structures. Use paper strengthening techniques and paper straws (to create arc like structure in Eiffel Tower) to make an Eiffel Tower. Measure accurately to ensure precision. Reinforce a 3D frame to make it stronger. Ensure product is strong and fit for purpose.</p> | <p><b>Wandsworth Music</b><br/><b>Decades: 60s to 80s</b></p> <p>Explore music from the 60s to the 80s.<br/>Learn about the key artists and genres of each decade.<br/>Analyse the differences in musical styles. Prepare a song from this period for a concert.</p> | <p><b>Rounders</b> (PE Specialist)<br/>Learn the correct techniques for batting and bowling in rounders. Use the correct techniques for throwing and catching when fielding in rounders. Know the roles and responsibilities of the backstop and base fielders in rounders. Field effectively in these positions and demonstrate good skill and technique. Know the roles and responsibilities of the deep fielders in rounders. Field effectively in these positions and demonstrate good skill and technique. Read the game of rounders and apply tactics to outwit opponents. Use a variety of throwing techniques. Know and apply all rules in a game.<br/><b>Fitness &amp; Cross Country Running</b>(Teacher)<br/>Perform the beep test. Use a rope to increase fitness levels. Use interval running to improve stamina for running a distance. Compare performances.</p> | <p>PSHE: Cyber bullying<br/>Understand the term Cyber bullying and to know examples of it. Know the names of the terms for the different types of cyber bullying.<br/>Understand the consequences if you are caught being a cyber bully. Know you can report or block a cyber bully. Summarise key information about cyber bullying. Know that cyber-bullying has a negative and often lasting impact on mental wellbeing. <a href="#">Know how to seek help for themselves and others.</a><br/><a href="#">Know that there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate contact with older social media users, who may be strangers, including other children and adults.</a></p> <p><a href="#">Understand online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.</a></p> | <p><b>FRENCH At School</b><br/>Recognise, recall and spell ten different school subjects with the correct definite article/determiner. Conjugate the verb 'to study' in first person singular so they can say which subjects they study at school.<br/>Consolidate all vocabulary.<br/>Give an opinion in both positive and negative form about each school subject. Consolidate numbers 1-12. Say what the time is by the hour. Extend their sentences by learning how to say at what time they study each subject. Say at what time they study each subject and give their opinion on these subjects as well.<br/>Present a short piece of text in both written and oral form.<br/>Revise and consolidate all language covered in the unit and complete the end of unit assessment.</p> |

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|  |  |  |  |  |  |  |  |  |  | <p>Know that the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.</p> <p>HE/PH&amp;MW:<br/>Mental Wellbeing<br/>Understand the term Cyber bullying and to know examples of it. Know the names of the terms for the different types of cyber bullying.<br/>Understand the consequences if you are caught being a cyber bully. Know you can report or block a cyber bully. Summarise key information about cyber bullying. Know that cyber-bullying has a negative and often lasting impact on mental wellbeing.</p> |  |
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