



What was life like in Tudor England??

Year 5/6 Autumn 1

Linked Texts: Romeo and Juliet, The wind in the Wall

Trips and visits: Trerice
Music: Four-chord pop: Playing in a band
DT: Electrical systems: Wobble bots
Computing: Quizzing
P.E: Football and Health related fitness
R.E: Christians and how to live: what would Jesus do?
PSHE: Celebrating difference



History Tudors

Intent

Children will learn about life in Tudor England, exploring the reigns of Henry VIII and Elizabeth I, the role of power and propaganda, and how historians use different sources to understand the past.

Skills and Knowledge

Interpret and evaluate historical sources to form opinions about people and events from the Tudor period. Make deductions using primary and secondary sources, consider the reliability of evidence, and use historical information to support conclusions. Develop an understanding of significant Tudor monarchs, including Henry VIII and Elizabeth I, and explore what inventories can reveal about everyday life.

Sticky Knowledge

Henry VIII was a powerful Tudor king who ruled with absolute authority and wanted a male heir.

Elizabeth I used royal progresses and propaganda to influence how people viewed her.

Historians use primary and secondary sources to learn about the past and must consider how reliable they are.

Different historical sources can lead to different interpretations of people and events.

Inventories provide evidence about people's wealth, possessions, occupations and daily life in Tudor England.

Vocabulary

bias, democracy, enslaved, enslaver, heir, merchant, occupation, parliament, perspective, propaganda, reliable, society, sovereign, state, tyrant

Subject Composite

Children will create a realistic Tudor inventory for a person living in Tudor England, using historical evidence and their understanding of Tudor society, occupations and lifestyles.

Impact

Children will develop a deeper understanding of Tudor England and how historians construct knowledge about the past. They will be able to analyse historical sources, recognise different interpretations of events and people, and use evidence to justify their conclusions about life during the Tudor period.



Science Forces

Intent: Children will build on their knowledge of forces from Year 3. They will develop their use of scientific vocabulary and expand on their ability to work scientifically through enquiries.

Skills, and Knowledge Components Focus

Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Explain that unsupported objects fall towards the Earth because of gravity acting between the Earth and the falling object.

Recognise that some mechanisms, including leavers, pulleys and gears, allow a smaller force to have a greater effect.

Use relevant scientific language and illustrations to discuss, communicate and justify scientific ideas. Plan different scientific enquiries to answer questions, including recognising and controlling variables where necessary.

Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results.

Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

Sticky Knowledge:

Friction can stop or slow a moving object, it produces heat and can cause some materials to wear away.

Air resistance is a friction force between air and a moving object,. The greater the surface area the greater the force. Parachutes have a large surface area so they have a greater air resistance.

I can explain how to work scientifically and discuss plans, predictions, results, conclusions

I know gravity is a non-contact force that pulls things to the centre of the earth (or other planets).

Heavier objects do not fall to the ground quicker than lighter objects.

Levers, pulley and gears are mechanisms that allow for a smaller force to give a greater effect.

Key vocabulary: force, contact force, friction, motion, air resistance, drag, parachute, independent variable, dependent variable, controlled variable, air resistance, streamline, repeatability, precision, surface area, anomalous result, water resistance, gravity, weight, lever, gear, pulley, machine

Subject composite: Children will plan and take part in a range of investigations and will explain forces and their uses.

Impact: Children will have a clear understanding of contact and non-contact forces and explain the impact of these and how we use them during our everyday lives. They will develop their skills in working scientifically.



Art

Intent: Children build upon printing skills to create their own lino printing block using rubbers. They begin using cutting tools and explore the effects that can be made.

Skills, and Knowledge:

To use cutting tools with increased accuracy.

To develop mastery of printing techniques.

To create sketch books to record their observations and use them to review and revisit ideas

Sticky Knowledge:

I know that when using cutting tools I need to cut away from my body and fingers.

I know I can make a relief print by cutting away areas leaving the rest as relief shapes to take the colour for printing.

I know I can make a printing block, print with it and then take away more of the printing block to create another print.

I know prints make a mirror image.

I can talk about my final piece and what has inspired me.

Vocabulary: Monoprint, collagraph, lino printing block, relief print, cutting tools, surface, transferred, overlap, Etching, Engraving, Indentation

Subject composite: Children create prints using rubber printing blocks inspired by art forms from the Tudor period.

Impact: Children have a wide knowledge of printmaking. They can talk about how their printing has developed over time and gain new skills using cutting tools.



Why does population change?

Year 5/6 Autumn 2

Linked Texts: Windrush child, The Unforgotten coat

Trips and visits:

Music: Four-chord pop: Playing in a band

DT: Monitoring devices

Computing: Micro-bits

P.E:

R.E: Why do Christians believe that Jesus was the Messiah?

PSHE: Celebrating difference

Geography Europe

Intent:

Children will explore how and why populations change over time. They will investigate population distribution, birth and death rates, migration and the impact of climate change on people around the world. Through fieldwork, children will collect and analyse data about how population affects their local environment and consider ways it can be improved.

Skills and Knowledge

- Describe patterns of population distribution.
- Understand birth rates, death rates and natural increase.
- Explain why people migrate using push and pull factors.
- Understand how climate change affects populations.
- Use maps and data to investigate population patterns.
- Collect, analyse and present fieldwork data.
- Suggest ways to improve the local environment.

Sticky Knowledge:

- I know that population is not spread evenly across the world.
- I can explain how birth rates, death rates and migration affect population change.
- I know that people migrate because of push and pull factors.
- I know that climate change can affect where people live.
- I can explain how population growth can impact the environment.

Vocabulary:

population, population density, population distribution, birth rate, death rate, migration, migrant, refugee, push factors, pull factors, climate change, densely populated, sparsely populated, natural increase, qualitative, quantitative, region

Subject Composite:

Children will carry out fieldwork to investigate how population impacts their local environment. They will collect and analyse data, present their findings and make recommendations for environmental improvements.

Impact:

Children will understand the key factors that influence population change and distribution. They will be able to explain how migration and climate change affect populations and use fieldwork skills to investigate the impact of population on their local environment.

Science Space

Intent: Children understand our solar system and can explain the movement of the Earth and Moon and how this forms our seasons, day/night and year.

Skills and knowledge components focus

Describe the Sun, Earth and Moon as approximately spherical bodies

Describe the movement of the Earth and other planets relative to the Sun in the Solar System

Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.

Describe the movement of the Moon relative to the earth.

Identify scientific evidence that has been used to support or refute ideas or arguments

Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

Sticky Knowledge:

The Sun, Earth and Moon and other planets are approximately spherical bodies

The solar system is a collection of planets, moons and the Sun

The Sun is a star which releases heat and light

The Sun is the centre of our solar system

There are eight planets which orbit the Sun

The Earth takes 365 days to complete a full orbit of the sun

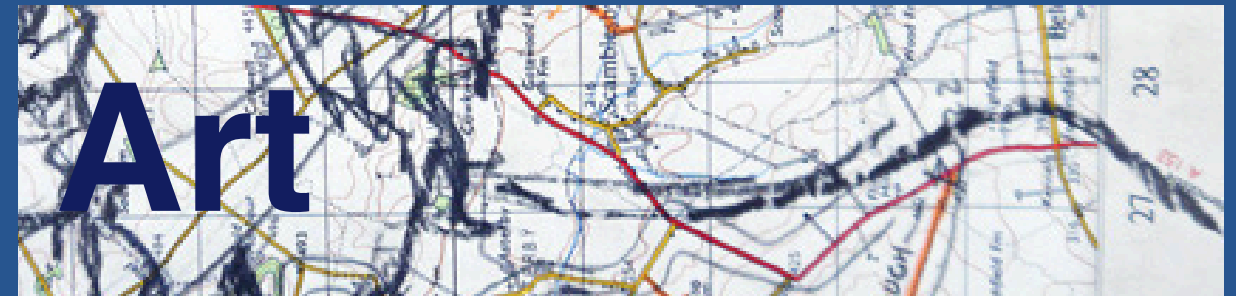
Other planets take different times to complete a full orbit around the sun

The Earth's axis is an imaginary line. The earth rotates once around it's axis in 24 hours.

Key vocabulary: solar system, planets, spherical, stars, sun, orbit, surface, appearance, model, gravity, gravitational pull, axis, rotational, north pole, south pole, moon, satellite

Subject composite: Children take part in a range of practical activities which help to model the key learning in this topic and enable them to give clear explanations.

Impact: Children can talk about in scientific terms our year, seasons, night/day in relation to our solar system.



Intent: Children are introduced to typography design and they explore how they can create their own fonts and designs. Children explore how we can use visual letters and other elements to help convey ideas and emotions. They are introduced to the work of an artist and a designer who have both used lettering combined with maps to produce maps which tell stories.

Skills and knowledge:

To use sketch books to record observations and use them to review and revisit ideas

To improve the mastery of art and design techniques including drawing with a range of materials

To learn about great artists in history.

Sticky knowledge:

I have understood that Typography is the visual art of creating and arranging letters and words on a page to to help communicate ideas or emotions.

I have explored how I can create my own letters in a playful way using cutting and collage. I can reflect upon what I like about the letters I have made.

I have seen how other artists work with typography and have been able to share my thoughts on their work.

I have drawn my own letters using pen and pencil inspired by objects I have chosen around me. I can reflect upon why my letters have a meaning to me.

I can make my drawings appear visually stronger by working over maps or newspaper to make my marks stronger.

Vocabulary: Typography, Lettering, Graphics, Design, Communicate, Emotions, Purpose, Intention, Playful, Exploratory, Visual Impact Pictorial Maps, Identity, Symbols, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

Subject composite: Children create their own 3D visual map using typography, maps, newspaper, collage which tells the story on one of the refugee children explored in the Geography unit of work.

Impact: Children will have developed an understanding of typography and the use of art to present a story.



What legacy did the Ancient Greeks Leave Behind?

Year 5/6 Spring 1

Linked Texts: The Odyssey, Night Mail

Trips and visits: London
Music: Songs that speak: Lyrics and messages
DT: Mechanical systems: Gears and Pulleys
Computing: Databases
P.E:
R.E Why do Hindus want to be good?
PSHE: Celebrating difference



History

Intent:
Children will explore the achievements and influence of Ancient Greece. They will investigate Greek beliefs, government, philosophy and daily life, considering how Ancient Greek ideas continue to shape the modern world. Children will use historical sources to develop an understanding of the lasting legacy of this important civilisation.

- Skills and Knowledge**
- Describe key features of Ancient Greek civilisation.
 - Explore Greek beliefs and gods.
 - Compare life in Athens and Sparta.
 - Understand how Athenian democracy worked.
 - Explain the significance of Ancient Greek philosophy.
 - Use historical sources to investigate the past.
 - Evaluate the legacy of Ancient Greece.
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- Sticky Knowledge:**
- I know that Ancient Greece was made up of city-states, including Athens and Sparta.
 - I know that Greek gods and beliefs were important in everyday life.
 - I can explain how Athenian democracy influenced modern democracy.
 - I know that Ancient Greek philosophers helped shape ways of thinking that are still important today.
 - I can identify some of the lasting legacies of Ancient Greece.

Vocabulary:
Ancient Greece, civilisation, city-state, Athens, Sparta, democracy, citizen, philosophy, philosopher, legacy, government, source, evidence, chronology

Subject Composite:
Children will answer the enquiry question What is the legacy of the Ancient Greek civilisation? using evidence gathered throughout the unit to explain which Ancient Greek achievements and ideas have had the greatest impact on the modern world.

Impact:
Children will develop an understanding of how Ancient Greek civilisation has influenced modern life. They will be able to explain key aspects of Greek society, democracy and philosophy while using historical evidence to evaluate the significance of Ancient Greek achievements.



Science Materials and their properties

Intent: Children, test and group everyday materials and explore their properties. They build on their knowledge of electricity to tests different electrical conductors and insulators. Children will gain an understand of how to carry out a range of scientific enquiries to explore the properties of materials and explore their potential uses.

- Skills and knowledge:**
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.
Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials including metals, wood and plastic.
Use and develop keys and other information records to identify, classify and describe living things and materials.
Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graph.
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 where appropriate.
Use tests results to make predictions to set up further comparative and fair tests.

Sticky knowledge:
Materials can be transparent, translucent or opaque. Most metals are non-magnetic. Only a few metals are magnetic including iron and steels.
An electrical conductor is a material that allows electricity to flow through it. Metals are good electrical conductors.
An electrical insulator is a material that does not allow electricity to flow through it. Plastic, wood and paper are electrical insulators.
Materials are selected for specific uses due to their properties. I can give examples of this.

Vocabulary: transparent, translucent, opaque, magnetism, hardness, electrical conductor, electrical insulator, circuit, cell, bulb, independent variable, dependent variable, controlled variable, thermal insulator, thermometer, control beaker, temperature, properties, wood, metal, plastic, lifespan,

Subject composite: Children investigate materials using a range of enquiry methods.

Impact: Children will have a clear knowledge of materials and will be able to talk about the use of materials for certain jobs giving reasons for their choices.



Art

Intent: Children are inspired by ancient Greek pottery. They explore different ways of making 3D forms including pinch pots and coil pots. Children explore different mark making techniques on clay including sgraffito and 3D embellishments using slip to attach. Children will then designing and making their own pots.

Skills and knowledge:
Describe the different qualities involved in modelling, sculpture and construction.
Plan a sculpture through drawing and other preparatory work.
Develop skills in using clay including slabs, coils, slips.
To create sketch books to record their observations and use them to review and revisit ideas

Sticky knowledge:
I know that I can use slip to attach 3D embellishments and smooth my clay piece.
I know that you can use clay in different ways to build pots.
I know that clay comes in different colours and this can be used for embellishments. I know terracotta clay is red.
I know Sgraffito, or ‘scratching’, is when layers of coloured clay slip are applied to a ceramic body and scratched into to create drawings on clay.

Vocabulary: clay, terracotta clay, slip, embellishment, pinch pot, slab pot, coil pot, Sgraffito, scratching, 3D, ceramics, carving, shaping, carving, hollows, score,

Subject composite: Children to create abstract water colour pieces inspired by the different weather we experience in the UK.

Impact: Children will have a developed understanding on how clay can be used. They will see themselves as artists that can express themselves through sculpture. They will have a developed understanding of ways to embellish clay work.



Year 5/6 Spring 2

Linked Texts: The Last Bear, Robot Girl

What is life like in the alps?

Trips and visits: The Three Peaks Challenge
Music: Songs that speak: Lyrics and messages
DT: Textiles: Bags
Computing: Game creator
P.E:
R.E: What difference does the resurrection make to Christians?
PSHE: Celebrating difference



Geography

Intent:

Children will explore the Alps as a region of Europe, investigating its physical and human geography. They will learn about the countries the Alps pass through, the features of mountain environments and why people live in and visit the Alps. Through fieldwork and comparisons with their local area, children will develop an understanding of life in a contrasting European region.

Skills and Knowledge

Locate the Alps and the countries they spread through on a map.
Identify physical and human features of the Alps.
Describe the geography of an Alpine region.
Use fieldwork techniques including questionnaires, mapping, sketches and photographs.
Compare the local area with a region in the Alps.
Use maps and geographical vocabulary to describe locations and features.

Sticky Knowledge:

I know that the Alps are a mountain range in Europe.
I can locate the Alps and identify some of the countries they pass through.
I can identify physical features of the Alps, including mountains, glaciers and forests.
I can identify human features found in the Alps.
I know that many people visit the Alps for tourism and leisure activities.
I can compare the Alps with my local area.
I can describe what life is like in the Alps using geographical evidence.

Vocabulary:

Alps, mountain range, glacier, climate, tourism, tourist, leisure, physical feature, human feature, vegetation, coniferous, deciduous, population, latitude, longitude, atlas, questionnaire, route, OS map

Subject Composite:

Children will answer the enquiry question What is life like in the Alps? They will use maps, fieldwork and geographical evidence to compare the Alps with their local area and explain the key features of Alpine life.

Impact:

Children will develop a secure understanding of a European mountain region and how physical geography influences people's lives. They will confidently compare places, use fieldwork skills and describe the human and physical geography of the Alps using accurate geographical vocabulary.



Science Animals including humans

Intent: Children will build on their understanding of life cycles to explore the life cycles of humans. They will also explore puberty.

Skills and knowledge:

Describe the changes as humans develop to old age.
Plan different types of scientific enquiry to answer questions.
Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
Use relevant scientific language and illustrations to discuss, communicate and justify scientific ideas.
Identify scientific evidence that has been used to support or refute ideas or arguments.

Sticky knowledge:

The human life cycle has six main stages - foetus, baby, child, adolescent, adult and elderly adult.
After puberty, humans can reproduce.
Most babies and toddlers hit certain milestones in their first two years such as crawling and walking,
Key changes that happen to females during puberty include; the start of periods, growth of underarm and pubic hair, mood swings, spots and growth of breasts.
Key changes that happen to males during puberty include; growth of body hair, growth of the penis and testicles, spots, mood swings and deepening of the voice.
A person is classed as an adult from the age of 18 onwards.

Vocabulary: adolescent, baby, foetus, toddler, child, elderly adult, life cycle, milestone, womb, reproduce, puberty, hormone, life expectancy, gestation, mammal, offspring, correlation, anomaly

Subject composite: Children will take part in discussions and scientific enquiries to explore the topic of human life cycles.

Impact: Children will understand more about themselves, their bodies, how they have developed so far in their lives and what will happen in the future.



Science Life cycles

Intent: Children will build on their prior knowledge of life cycles and compare the types of animals life cycles.

Skills and knowledge:

Describe the differences in life cycles of a mammal, an amphibian, an insect and a bird.
Use relevant scientific language and illustrations to discuss, communicate and justify scientific ideas.
Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results in oral and written forms such as displays and other presentations.

Sticky knowledge:

Most mammals give birth to live young and have mammary glands that produce milk to feed their young.
The life cycle of a frog has four stages; frog spawn, tadpole, froglet and adult frog.
There are four main stages of a life cycle of an insect; egg, larva, pupa and adult
The cycle of birds include five stages; egg, hatchling, nesting, fledgling and adult bird.

Vocabulary: monotreme, offspring, mammary gland, mammal, life cycle, amphibian, frogspawn, tadpole, froglet, metamorphosis, larva, pupa, chrysalis, insect, bird's egg, hatchling, nesting, fledgling, adult bird

Subject composite: Children to explore life cycles using observation, illustration and information texts.

Impact: Children have a clear understanding of all animals and can talk about similarities and differences within their life cycles.



Art

Intent: Children are introduced to abstract landscape art by exploring David Hockney's unique style, encouraging them to simplify landscapes into shapes and colours and to express themselves boldly. Through hands-on experimentation with painting techniques like blending, layering, and brushwork, children will gain confidence and develop key skills.

Skills and knowledge:

Produce Creative Work, Exploring Ideas and Recording Experiences
Become Proficient in Drawing, Painting, and Other Art Techniques
Evaluate and Analyse Creative Works Using the Language of Art, Craft, and Design
Know About Great Artists, Craft Makers, and Designers
Improve Mastery of Art and Design Techniques in Using Colour, Pattern, Texture, Line, Shape, Form, and Space

Sticky knowledge:

I can use vibrant contrasting colours like David Hockney's landscapes.
I know I can use light and dark colours to make my paintings look like they have depth, showing which parts are closer or further away.
I can use different brush techniques to show texture.

Vocabulary: abstract, composition, blending, layering, base layer, brush techniques, line, contrast, colour pallet, shadows, highlight, landscape, foreground, middle ground, background, perspective, exaggeration

Subject composite: Children to create a mountain picture inspired by the work of Hockney

Impact: Children build an understanding of art concepts such as composition, contrast, and perspective, enriching their art vocabulary and critical thinking. They will gain pride in their artwork and a record of ideas in their sketchbooks, capturing their artistic journey from concept to completion.



Mining

Year 5 Summer 1

Texts: The invention of Hugo Cabret, Hidden figures

Trips and visits: King Edward Mine
Music: Music technology: Film soundtracks
DT: Food technology - Pasites
Computing: Spreadsheets
P.E:
R.E For Christians, when Jesus left, what was the impact of Pentecost?
PSHE: Celebrating difference



History

Intent: Children continue to develop a knowledge of local history and understand the impact this has had on the area they live. Children devise questions and look at a range of sources to gain a deeper understanding of historical events and historical figures.

Skills, and Knowledge Components Focus
Talk in depth about the theme in relation to other historical events and the impact of these linking to modern day. Understand the methods of historical enquiry including how it is used to make historical claims. Identify significant events, make connections, draw contrast and analyse trends. A detailed study of a particular famous person and their historical legacy form at least two different points of view.

Sticky Knowledge
I can plot key events in Cornish Mining onto a scaled timeline Mining is often thought of as a male dominated job but women and children played their part in the mining process too. Known as Bal maidens these woman would help to separate the tin from other mined substances. By 1839 around 7000 children worked in the Cornish mines. Cornish tin has been traded across Britain for approximately 4000 years. Parts of the mining landscape in Cornwall are World Heritage Sites. Humphry Davy invented the miner’s safety lamp and I can talk about its impact. The events of the Levant mining disaster impacted on safety developments in mining.

Key Vocabulary: mining, engine, shaft, engine house, bronze age, extraction, Bal maiden, Tin, ore, knocker, piskie, production, Davy lamp, World Heritage Site, drill, King Edward Mine, Great Flat Lode, Levant mine, Humphry Davy, legacy

Subject Composite: Children to produce an ebook showcasing their work from across the curriculum.

Impact: Children are able to talk about the local history of Troon and Cornwall. The have some secure facts that they know about mining and are keen to learn more about local history. Children are inspired to learn more and share their knowledge with family and friends when visiting places in Cornwall. Children are aware of current mining opportunities across Cornwall and beyond.



Science

Reversible and irreversible changes

Intent: Children develop their understanding of flowering plants by exploring the reproductive parts in more detail. Children learn about pollination and carry out a range of experiments.

Skills and knowledge:
Describe the life process of reproduction in some plants and animals.
Working scientifically – Recording data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, scatter graphs, bar charts and line graphs.
Working scientifically – Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.
Working scientifically – Identifying scientific evidence that has been used to support or refute ideas or arguments.
Working scientifically – Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
Working scientifically – Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

Sticky knowledge:
Plants reproduce sexually through pollination. Pollination involves the transfer of pollen from the male anther of a flowering plant to the female stigma of a flowering plant. Some plants reproduce asexually by producing new plants at the end of runners or by producing bulbs or tubers. A starfish is an example of an animal that reproduces asexually.

Vocabulary: anther, filament, stigma, style, ovary, ovule, pollen, stamen, pistil, pollination, fertilisation, clone, runner, tuber, bulb, asexual reproduction, independent variable, dependent variable, controlled variables, cutting, parent plant, compost

Subject composite: Children will plan and carry out a range of experiments

Impact: Children understand pollination and reproduction in plants. The have developed their scientific working skills.



Art

Intent: Children explore the expressive potential of charcoal as a medium while exploring the impactful work of Henry Moore. By learning about his Pit Notebooks and the harsh realities faced by coal miners, children will develop an understanding of how artists capture atmosphere, mood, and storytelling through art. The lessons aim to build technical skills like mark-making, exploring tonal values, and using chiaroscuro.

Skills and knowledge:
Develop mastery of art and design techniques, particularly focusing on drawing with charcoal. Explore pressure, mark-making, and tonal values to create atmosphere and a sense of space. The children will learn about the work of Henry Moore, particularly his ‘Pit Notebooks’, to understand how artists capture mood and atmosphere. The use of sketchbooks is integral to recording observations, reflecting on their work, and revisiting ideas. This supports developing a reflective approach to their creative process.

Sticky knowledge:
Henry Moore is a famous artist who is best known for his sculptures however he is also known for other art forms. Charcoal can create a wide range of tones and textures I know that chiaroscuro is the contrast between light and dark I know that art can be used to create mood and evoke emotion (make you feel a certain way).

Vocabulary: observation, atmosphere, space, dark, light, tone, background, foreground, chiaroscuro, depth, pressure, shadow, cross hatching, lighting, intensify, charcoal

Subject composite: Children to create their own ‘pit notebook’ taking inspiration from Henry Moore’s work and a visit to a mine.

Impact: Children will have improved their drawing techniques and gained confidence in experimenting with charcoal to create depth and emotion. They will understand how to use light and dark to create a sense of space and atmosphere, applying these skills to their own work.



Intent: Children build upon their knowledge of a balanced diet and have a good understanding of how food helps our body to function. They gain further skills in food preparation and cookery and can design and make their own Cornish pasty.

Skills, and Knowledge Components Focus
Understand which foods will provide a healthy, varied and balanced diet. Understand which food groups help our bodies to function.
·Understand why we can only grow some foods in our country and why we need to get some foods from other countries.
·Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
·Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
Research existing products and develop design criteria. Create detailed design criteria for a product. Communicate ideas by developing sketches, labelled diagrams and notes to support their design. Communicate ideas through discussion, presentation and peer critique. Select, name and use appropriate tools and equipment safely and accurately. Suggest ways of improving their own and others’ work, using their criteria Evaluate their ideas, prototypes and products against a specific set of criteria.

Sticky Knowledge:
I know the 5 principles for healthy eating is; eat lots of fruit and veg, eat more fibre, eat less saturated fat, eat less sugar, eat less salt. I know to use the bridge and claw cutting technique when using a knife. This is when you arch your hand to create a bridge when holding food and hold with a claw like grip. I can use technical vocabulary when writing a recipe e.g. rubbing, season

Key Vocabulary: pasty, savoury, varied, balanced, dairy, protein, fibre, vitamins, minerals, carbohydrates, flavour, texture, appearance, crimping, rubbing in, diced, glaze, elastic, dough, beat, season, rest, preheat, ridge and claw cutting technique
Subject Composite: Children to design, make and evaluate a Cornish pasty.

Impact: Children are aware of their bodies and how food helps it to function. Children know that it is important to have a balanced diet and think carefully about the food choices they make. Children are able to independently prepare simple snacks for themselves and are ware of the safety precautions they need to take. Children know the history of the pasty and are able to follow a simple recipe to create their own.

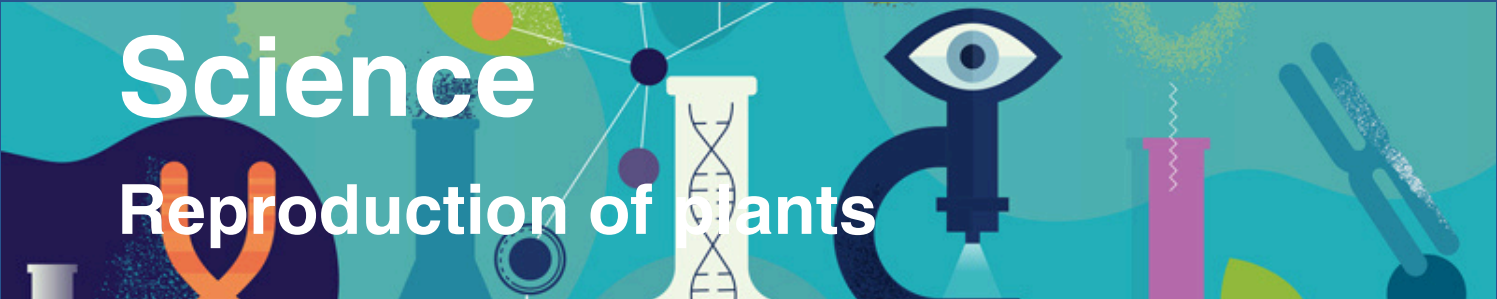


Year 5 Summer 2

Why do oceans matter?

Texts:Some places more than others, Can we Save the tiger?

Trips and visits: Beach School
Music: Music technology: Film soundtracks
Dt: Structures: Playground pioneers
Computing: Word processing
P.E:
R.E: For Christians what Kind of King was Jesus?
PSHE: Celebrating difference



Intent:
Children will explore the importance of the world's oceans and understand how they support life on Earth. They will investigate how humans use oceans, the significance of the Great Barrier Reef and the impact people have on marine environments. Through fieldwork, children will collect and analyse data about a local marine environment and consider ways to protect it.

Skills and Knowledge
Describe the water cycle.
Explain how oceans are used by people.
Understand how oceans help regulate the Earth's climate.
Locate and describe the Great Barrier Reef.
Explain how humans affect oceans and marine habitats.
Collect, present and analyse fieldwork data.
Suggest actions to help protect oceans and marine environments.

Sticky Knowledge:
I know that oceans are important for life on Earth and help regulate the climate.
I can explain how people use the oceans.
I know that the Great Barrier Reef is a significant coral reef in Australia.
I know that human activity can damage oceans and marine habitats.
I can explain ways to help protect our oceans.

Vocabulary:
ocean, marine, water cycle, ecosystem, habitat, coral reef, coral bleaching, species, microplastics, pollution, biodegradable, disposable, renewable energy, ocean current, ecology, human footprint.

Subject Composite:
Children will carry out fieldwork in a marine environment, collecting and presenting data about litter and pollution. They will use their findings to make recommendations for improving and protecting the local environment.

Impact:
Children will develop an understanding of the importance of oceans and the challenges they face. They will be able to explain how human actions affect marine environments and use geographical fieldwork skills to investigate environmental issues and suggest solutions.

Intent: Children build on their knowledge of states of matter. They learn about the process of dissolving and explore the difference between soluble and insoluble substances. They learn about the process of filtering and sieving. They learn about evaporation and how this can be used to separate a soluble solid form a liquid.

Skills and knowledge:
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.
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.
Working scientifically – Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
Working scientifically – Using test results to make predictions to set up further comparative and fair tests.
Working scientifically – Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, and taking repeat readings when appropriate.
Working scientifically – Identifying scientific evidence that has been used to support or refute ideas or arguments.

Sticky knowledge:
A soluble substance can dissolve in a liquid.
An insoluble substance cannot dissolve in a liquid.
Sieving can be used to separate a mixture of different-sized solids.
Filtering can be used to separate an insoluble solid from a liquid.
Evaporation is the change of state from a liquid to a gas which happens slowly from the surface of a liquid.
Evaporation can be used to separate a soluble solid from a liquid.
Some changes can be reversed, such as dissolving, mixing and changes of state.
Changes of state include freezing, melting, evaporation and condensation.
Vocabulary: dissolve, soluble, insoluble, solution, substance, sieve, filter paper, mixture, insoluble, filtering, funnel, evaporation, mixture, states of matter, reversible change, reverse, chemical reaction, irreversible change, burning, heating

Impact: Children have a developed knowledge of the different states and can talk about reversible and irreversible changes using their practical experiences to back up scientific fact.

Intent:
Children will explore the work of Faith Bebbington and discover how artists can use recycled materials to communicate important environmental messages. Using the story Somebody Swallowed Stanley, children will design, create and evaluate sculptures that raise awareness of plastic pollution and its impact on wildlife.

Skills and Knowledge
• Explore the work and techniques of Faith Bebbington.
• Generate ideas through sketching and discussion.
• Create and evaluate prototype models.
• Design and construct sculptures using recycled materials.
• Create armatures and add texture, form and detail.
• Evaluate and present completed artwork.

Sticky Knowledge:
• I know that Faith Bebbington uses recycled materials to create sculptures.
• I know that artists can use their work to communicate important messages.
• I can create a prototype to test and improve my ideas.
• I know that an armature provides structure for a sculpture.
• I can explain how plastic pollution affects wildlife and habitats.

Vocabulary:
sculpture, sculptor, recycled materials, prototype, armature, texture, form, structure, pollution, environment, plastic waste, design, evaluate, sustainability.

Subject Composite:
Working collaboratively, children will design and create a large-scale recycled sculpture inspired by Somebody Swallowed Stanley. They will present their finished work as part of an exhibition to communicate a message about protecting the environment.

Impact:
Children will understand how art can be used to raise awareness of environmental issues. They will develop skills in designing, constructing and evaluating sculptures while gaining a deeper understanding of sustainability and the impact of plastic pollution.