



Year 5 and 6

Spring Term

Cycle A

A Drop in the Ocean

Year 5 Maths – Yearly Overview

Year 5/6 Fluency Time: Thursday and Fridays 11.45-12.15.
FOCUS: Thurs: KIRFS; Fri: Arithmetic

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value			Number: Addition and Subtraction (A)		Number: Multiplication and Division (A)			Number: Fractions (A)			Autumn Term Assessments/ Consolidation
On-going: Flashbacks (to recap on previous learning)								Yr. 5 KIRFS A1 = decimal number bonds to 1 and 10. KIRFS A2 = Multiplication/division facts up to 12 x 12				
Spring	Number: Multiplication and Division (B)			Number: Fractions (B)		Number: Decimals and Percentages			Measurement: Perimeter and Area	Number : Statistics	Spring Term Assessments/ Consolidation	
On-going: Flashbacks (to recap on previous learning)								Year 5: KIRFS Sp1: Conversion of metric units KIRFS Sp 2: Primes to 50				
Summer	Geometry: Shape			Geometry: Position and Direction		Number: Decimals			Number: Negative numbers	Measurement: Converting units	Measurement: Volume	Summer Term Assessments/ Consolidation
On-going: Flashbacks (to recap on previous learning)								Year 5: KIRFS Su1/Su2: Recall, review, consolidate				

Year 6 Maths – Yearly Overview

Year 5/6 Fluency Time: Thursday and Fridays 11.45-12.15. FOCUS:
Thurs: KIRFS; Fri: SATs Arithmetic

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Autumn	Number: Place Value		Number: Addition, Subtraction, Multiplication and Division				Fractions				Geom	etry: Position and Direction	Consolidation
On-going: Flashbacks (to recap on previous learning) and times table practice							Yr. 6 KIRFS A1 = Multiplication/division facts up to 12 x 12 KIRFS A2 = Common factors						
Spring	Number: Decimals		Number: Percentages		Number: Algebra		Measurement : Converting Units	Measurement: Perimeter, Area and Volume		Number: Ratio		Consolidation/ Spring term assessments	
On-going: Flashbacks (to recap on previous learning) and times table practice							Year 6. KIRFS Sp1: Metric conversions KIRFS Sp 2: Primes to 20						
Summer	Geometry: Properties of Shapes (Before SATS)		Problem solving (in all lessons leading up to SATS)			Statistics (in SATS Boosters)		Investigations (After SATS)				Consolidation	
On-going: Flashbacks (to recap on previous learning) and times table practice							Year 6. KIRFS Su1: Squares/roots to 144 KIRFS Su2: Factor pairs						

Year 5/6 Mixed Age Maths Yearly Overview

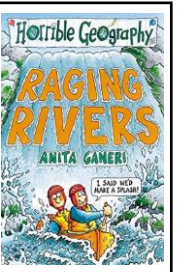
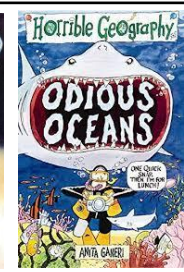
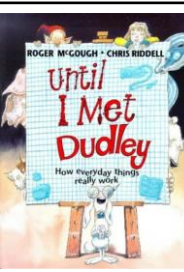
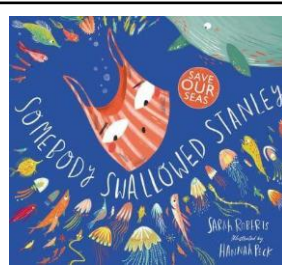
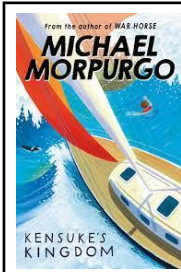
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value		Number: Four Operations				Number: Fractions					Consolidation/ Autumn term assessments
	On-going starters: Mon: Flashback 4; Tues: SATs Corner/KIRFS/I See Reasoning/I See Problem Solving; Wed: Times Tables; Thurs: SATs Based Retrieval: Fri: Problem Solving						Yr. 6 KIRFS A1 = Multiplication/division facts up to 12 x 12 KIRFS A2 = Common factors			Yr. 5 KIRFS A1 = decimal number bonds to 1 and 10. KIRFS A2 = Multiplication/division facts up to 12 x 12		
Spring	Year 5: Number: Fractions	Number: Decimals and Percentages			Year 5: Number: Decimals		Measures: Converting Units Perimeter, Area and Volume		Statistics		Consolidation/ Autumn term assessments	
	Year 6: Number: Ratio				Year 6: Number: Algebra							
On-going starters: Mon: Flashback 4; Tues: SATs Corner/KIRFS/I See Reasoning/I See Problem Solving; Wed: Times Tables; Thurs: SATs Based Retrieval: Fri: Problem Solving							Year 6. KIRFS Sp1: Metric conversions KIRFS Sp 2: Primes to 20			Year 5: KIRFS Sp1: Convert FDP KIRFS Sp 2: Primes to 50		
Summer	Geometry: Properties of Shape		Geometry : Position and Direction	Year 5: Four Operations Consolidation		Year 5: FDP Consolidation		Year 5: Measures Consolidation		Investigations		Consolidation/ Summer term assessments
				Year 6: Revision & SATs		Year 6: Investigations						
On-going starters: Mon: Flashback 4; Tues: SATs Corner/KIRFS/I See Reasoning/I See Problem Solving; Wed: Times Tables; Thurs: SATs Based Retrieval: Fri: Problem Solving							Year 6. KIRFS Su1: Squares/roots to 144 KIRFS Su2: Factor pairs			Year 5: KIRFS Su1/Su2: Recall, review, consolidate		

Year 5/6 Fluency Time: Thursday and Fridays 11.45-12.15. FOCUS: Thurs: KIRFS; Fri: SATs Arithmetic



Milverton English Thematic Map Year 5/6 Cycle A –Spring Term – A Drop in the Ocean

Motivational Core Texts:



Main Genres:	Genre Success Criteria:	
Explanation texts: To explain (What is Flooding?)	<ul style="list-style-type: none"> Title may be a question -may begin 'How' or 'Why' Text answers the title question logical, explanatory steps (can be chronological) paragraphs using varied openers Diagrams Formal tone present tense Causal connectives (may have time connectives) Generalisation Technical/lexical vocabulary Passive Voice 	
Journalism: To Recount (Flooding stories)	<ul style="list-style-type: none"> Short, effective headline (play on words/alliteration etc.) Orientation (5 Ws) - hooks the reader Quotes (Direct and indirect) Past tense (except quotes) 3rd person Paragraphs Impersonal Passive voice Time connectives/ range of other appropriate connectives Inverted triangle: as the articles progresses, the details become less important Summary linking back to the opening 	
Poetry Anthology: To Entertain	<ul style="list-style-type: none"> Sensory POSAAM Repetitive text (refrains) pattern in words / shape / rhythm Rhyme schemes (ABAB, AABB etc.) and assonance Oxymoron and enjambment 	<p>Various types based on 'The River' – contrasting moods: raging and calm and Haikus to retell Kensuke's Kingdom.</p> <p>Types may include: haiku, cinquain, tanka, sonnet, ode, kenning and free verse.</p> <p>See genre SC document for key features.</p>
Narrative: To Entertain ('Stranded' stories based on Kensuke's Kingdom)	<ul style="list-style-type: none"> Introduction, Build Up, Problem/Climax, Resolution, Reflection: characters/ author reflect on what has happened to them. Create vivid images by using POSAAM Interweave a balance of detailed action/description/dialogue to move the story forwards. A wide range of sentence structure, starters and punctuation. Clear paragraphs Write cohesively at length. Talk to the Reader 	
Diaries: To Recount Contrasting Viewpoints – link KK	<ul style="list-style-type: none"> First person Past tense Chronological and anecdotal in style FAST emotions Reflections and personal viewpoints Time conjunctions 	



Key Vocabulary	
Effect	The way art materials are used to get a specific look. e.g. shiny paper used for a watery effect.
Modroc	A bandage with dry plaster within it. When made wet it can be easily moulded and dries hard.
Texture	The feel, appearance or consistency of material's surface.
Smooth	A completely even surface with no bumps or indentations.
Collage	A piece of art made by sticking pieces of different materials together. Gaps can be left between them or they can be overlapped for effect.

Artists

Alison Sky



The River Sculpture by Alison Sky was constructed in 1999 and celebrates water as the source of all life. The 'water' is made from glass and cut into the granite wall of the building in America. It is lit from behind.

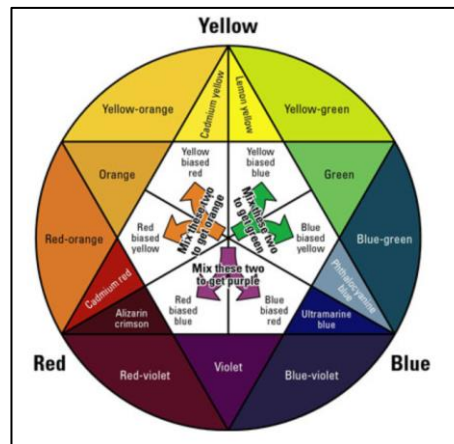
How to use Modroc

1. Cut your Modroc into strips (about 15cm long)
2. Soak them in water for a few second and then squeeze out the excess.
3. Wrap the Modroc around the your newspaper river.
4. Smooth down carefully, using more water on your fingers if you need to.
5. Repeat until your whole model is covered.
6. Leave 2-3 days for it to dry fully.

Finished product

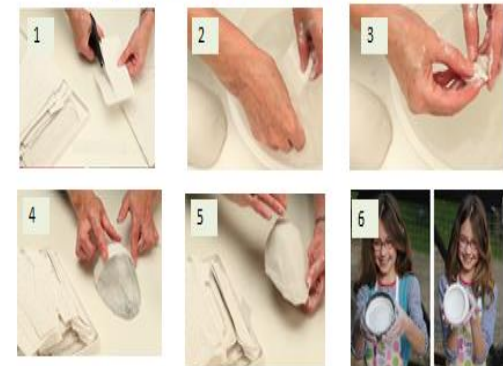


Painting - Mixing colours



Modroc

Use a bowl or flower pot to make a mini mountain and practise covering and layering with short strips of ModRoc





Y56 Computing – Cycle A, (Y5 Online Safety)

Key Vocabulary

Privacy	You have a right to privacy; in most cases, it is up to you who can see your private information.
Phishing	Messages that appear to come from a trustworthy source, but are actually not, seeking to gain your personal information.
Reporting	Knowing who to tell, and what to tell, when something happens.
Anonymous	No one can tell who you / they are.
Spam	Unwanted messages or letters, often looking to interest you.
Victim	Someone who suffers the effects of a crime.



GDPR

GDPR has been set up to help make sure that everyone has control over who has access to, and can share, their personal and private information.

Key Concept: Online Safety

Behaviour

When we're spending time online, it's really important that we behave in a kind, friendly and supportive way. Some people can forget this, or choose not to, so it's also important to know what to do when you see behaviour online that isn't acceptable.

Risk

Managing risk means understanding that we can't always stop bad things from happening, but we can make good decisions that help us to avoid bad things happening as much as possible. Risk is about knowing what could happen, how bad the result would be, and deciding what action to take.

Seeking Help and Reporting

If you see or experience something online, it's important that you know who to tell, and what to tell them. Some online experiences can be very upsetting or hurtful, so acting quickly and effectively can make a big difference.

Personal Information

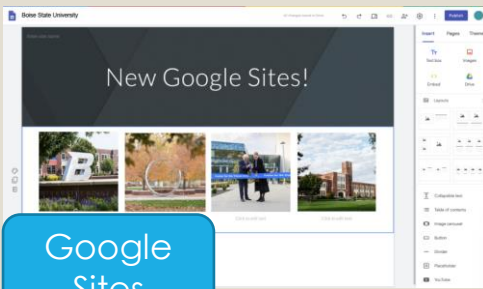
Your personal information is private to you; most of the time, you can choose whether or not you share this with anyone. Most of the time, it is wise to keep your personal information as private as possible, because in the wrong hands, this information is valuable, and can be used against you.

Software: Free software (such as AVG) is available to help reduce phishing attempts

Y56 Computing – Cycle A, (Internet Research and Web Design)

Key Vocabulary

WWW	World Wide Web – a network of computers that carry and share information
Search Engine	Google, Bing, Yahoo – a tool for finding information online
Results	The list of websites or information you are given after a search
Browser	Such as Google Chrome, Safari, or Firefox – browsers are software that make 'browsing' websites easier and more enjoyable
HTTPS	Hyper Text Transfer Protocol (Secure) – with an 'S' on the end means that the website has higher levels of security
Plagiarism	Using or copying the work that someone else has created, pretending it's your own



Google Sites



Copyright

Hyperlin



Key Concept: Technology in our Lives

Searching

We can learn skilful techniques – such as key word searching – to quickly find information that is reliable and useful.

Copyright and Sources

If you use something that has been created by someone else, it is important that you check that they have provided permission for you to use their work. They may also require payment for this, or you may have to provided a source note, to say who created it.

Key Concept: Multimedia Text and Image

Hyperlinks

Hyperlinks allow us to quickly leave one webpage, and move to a new one. They are a fast and effective way of moving around the internet. Hyperlinks have to be checked to ensure that they take the user to the correct place.

Layout

When we create a website, it's important to think about the layout – the way the information is organised. We try to make a layout very 'user-friendly', so that whoever uses our websites can enjoy the experience, and not become frustrated.

Software: Google Sites is free software that you can use to build a website

Key Vocabulary	
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Techniques: Modroc
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Research – Existing Products

Alison Sky



The River Sculpture by Alison Sky was constructed in 1999 and celebrates water as the source of all life. The 'water' is made from glass and cut into the granite wall of the building in America. It is lit from behind.



Finished product

Key Concepts:
Design
Make
Evaluate
Improve

Years 5&6 Geography Spring Term

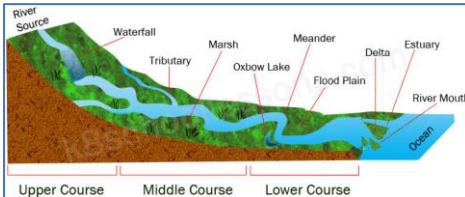


Rivers – Investigating places

Physical Features

The course of a river:

- The Upper Course Rain falling on high ground collects in channels and flows downwards forming a stream. Streams run downhill and join other streams, increasing in size and speed, forming a river. The river here flows quickly and the channel has steep sides and runs through valleys. Features include - waterfalls and rapids.
- The Middle Course Fast flowing water causes erosion making the river deeper and wider. Features include - meanders.
- The Lower Course Rivers flow with less force due to being on flat land. The river deposits the eroded material that it has carried. Riverbanks have shallower sides. Features include - floodplains, deltas and estuaries.



How we use rivers:

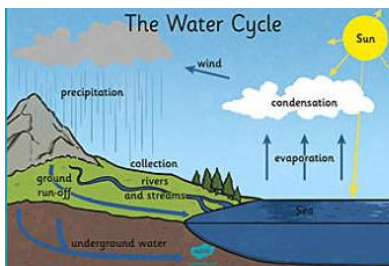
- Leisure e.g. fishing
- Industry e.g. factories
- Tourism e.g. walking routes

The longest river in the UK is the River Severn (354km).

Names and locations

Longest Rivers in the World

River Name	Location	Length (km)
Nile	Africa	6,695
Amazon	South America	6,400
Yangtze	Asia (China)	6,240
Mississippi	USA	6,192
Ob	Asia (Russia)	5,534



The water cycle is the continuous journey of water from oceans and lakes, to clouds, to rain, to streams, to rivers and back into the ocean again. When the water vapour cools down, it condenses, turning back into liquid, and falls back to earth as precipitation.

Key vocabulary:

bank	The land at the side of the river. basin which the land water must cross to reach a river. It collects all available water from sources in its area.
bed	The bed is the bottom of a river and can be made from sand, rocks or mud.
canal	A man-made waterway that is used for boats transport goods cross country.
current	The strength and speed of the river. Water always flows downhill; the steeper the ground is, the stronger the current will be.
confluence	The junction of two rivers, especially rivers of approximately equal width.
Dams	Dams are built to hold water back, usually in a reservoir. Dams might be built to: control the flow of a river to prevent flooding or to generate power
Delta	A wide muddy or sandy area where some rivers meet the sea. The river slows down and drops all the sediment it was carrying.
Deposition	When a river loses energy, it will drop or deposit some of the material it is carrying. Deposition may take place when a river enters an area of shallow water.
downstream	The direction that the water flows, downhill towards the sea.
erosion	The wearing away of the land by forces such as water, wind, and ice.
estuary	Where a river reaches the ocean and the river and ocean mix. Estuaries are normally wide and flat.
floodplain	The flat area around a river that often gets flooded when the level of water in the river is high.
meander	A curve in the river.
ox-bow lake	As meanders grow, two meanders can merge together through erosion. The water takes this newer, shorter course.
source	The start of a river is its source. This could be a spring on a hillside, a lake, a bog or marsh. A river may have more than one source.
stream	A small river.
tidal river	At the end of a river, near the ocean, water from the sea flows up the river when the tide comes in. This part of the river is called 'tidal'.
tributary	A smaller river or stream that joins a big river. upstream The opposite direction to the way the water in a river flows.

Milverton Primary School Knowledge Map [Years 5&6 - Spring Term - Dance]



Vocabulary		Styles	Steps/Links/Motifs	Music
Canon	Performing moves one after the other	Bhangra	Hand Twist	Dhol Beat Bhangra Instrumental Vol 2
Freeze Frame	Completely still in a set position		Hand Twist with foot tap	Hindu Cumen Indian Fusion (cha-cha-cha)
Choreograph	Creating moves and motifs to perform		Circle run on the spot with high/low hand positions	Punjabi MC – Mudian To Bach Ke
Count	Equal beats paired within the music		Arm isolations	Hindu Dances - Bharatamtyam
Dynamics	How movements are executed e.g. smooth, fast aggressive, sharp		Jump and hand twist	
Timing	Moving to the sound and beat of the music	<p>Bhangra originated in the Punjab region of India. Traditionally a good harvest was celebrated by dancing and singing songs to the sound of the dhol drum. Punjab means 'land of the five rivers'</p> <p>Bhangra is now used to describe a high-energy style of dance music developed by young Asians and performed at weddings, parties and clubs.</p> <p>Bhangra fuses Western pop music, Hindi film music and folk music from the Punjabi region. Traditional Punjab drums and string instruments are fused with Western instruments such as electric guitars.</p>		
Unison	Two or more people performing at the same time			
Dohl	A large traditional North Indian Drum			



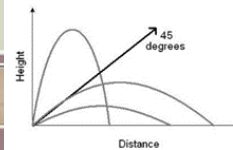
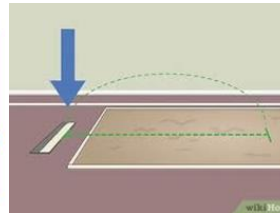
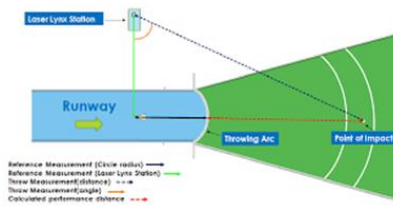
Milverton Primary School – Year 5 & 6 – Summer Cycle A Knowledge Organiser - Physical Education



Athletics Outdoor Adventurous Activities

Key Vocabulary	
Athletics	OAA
Start and Finish	Listen
Sprint and Endurance	Support
Javelin and Shot Put	Persevere
Long Jump and High Jump	Risk identification
Measurement for running – time	Orientation
Measurement for throwing and jumping	Team work

Key Knowledge – Coaching Points			
Outdoor Adventurous Activity	Support Others	Problem Solve	Risk Identification
	<ul style="list-style-type: none"> Think about how others might be feeling when challenged – what behaviour would best help them Be positive with others Invite others to help Challenge others ideas in a supportive way 	<ul style="list-style-type: none"> Persevere when challenged Listen to others ideas Think about a problem and try to develop a solution before acting Use team work 	<ul style="list-style-type: none"> Observe the environment for risks Take appropriate cautionary action Listen and follow instructions
Athletics	Throwing	Running	Jumping
	<ul style="list-style-type: none"> Stand sideways on with your throwing arm drawn back Do some little hops forwards to get momentum Twist at the hips to get the most power Follow through with your throwing arm across your body Make the angle of your throw go high and far – not too high or too flat to get the best distance 	<ul style="list-style-type: none"> Sprint events ask runners to go as fast as they can Longer distance events ask runners to pace themselves When starting, listen carefully, react quickly and push off Try to use short fast strides to start quickly Try to drive knees upwards and take long strides Use arms in opposition to legs 	<ul style="list-style-type: none"> When taking off drive the opposite knee and hips upwards to get more lift Try to time your run up to take off at the correct point Use your arms to help propel your body Long jump is measured from the point closest to the jump line so move forwards after landing

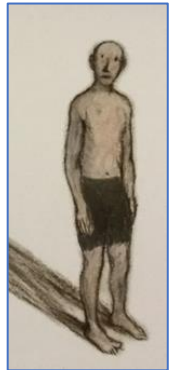


Milverton Primary School Knowledge Map - PSHE (Topical issues and Super Learning Skills)



Living in the Wider World: Debating Topical Issues – The Island

- research, discuss and debate topical issues, problems and events concerning health and well-being and offer their recommendations to appropriate people.
- resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.
- think about the lives of people living in other places and people with different values and customs,



<p>Democracy</p> <p>Democracy is when a group of people have equal rights and the freedom to choose how they are treated, rather than when one person has all the power and makes all the decisions. It can also refer to the way in which we vote for the person or group we want to represent us.</p>
<p>Individual Liberty</p> <p>Individual liberty is when people have the freedom to choose their faith, beliefs, likes and dislikes which are outside Government control.</p>
<p>Rule of Law</p> <p>Rule of Law means that all people and groups are ruled by the same laws which help to keep us all safe and happy.</p>
<p>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</p> <p>A fair, objective and permissive attitude to those whose faith and beliefs may differ from one's own.</p>

Spring Super Learning Skills (SLS)

- name and explain and use the 6 Super Learning Skills.
- recognise my worth as an individual by identifying positive things about myself and my achievements, seeing my mistakes, making amends and setting personal goals.
- resolve differences by looking at alternatives, making decisions and explaining choices.

Key vocabulary:

MOTIVATION

Monty the Moth

Learn...

- *Am an independent learner
- *Try my best every time
- *Use the success criteria to help me
- *Evaluate my learning and try to make it better
- *Am proud of what I do!

CREATIVE THINKING

Cara the Chipmunk

Learn...

- *Take risks in my learning
- *Look at things from different viewpoints (thinking hats)
- *Extend my learning using CREATE
- *Present my learning in unique ways
- *Lead my own learning – using my own ideas

COLLABORATION

Colin the Caterpillar

Learn...

- *Talk using my partner, group and audience voices
- *Show good listening skills
- *Take on a role during group activities
- *Take turns and help others

SELF-AWARENESS

Sally the Skunk

Learn...

- *Talk about how I am feeling using the right language
- *Use different strategies to help with difficult feelings
- *Recognise how other people are feeling
- *Use my strengths to help others
- *Talk about things I find harder and find ways to improve

ENQUIRY

Ernie the Eagle

Learn...

- *Ask open questions using the question fruits
- *Use my thinking brain
- *Use books and the Internet to find the answers to questions
- *Test out my ideas in different ways

PROBLEM SOLVING

Pandora the Porcupine

Learn...

- *Use what I have learnt before to help me
- *Think about things in a different way
- *Consider a range of solutions
- *Plan steps
- *Use trial and error
- *Explain and justify my findings
- *Persist

Key vocabulary:

Topical issue	something that concerns or relates to events that are happening at that time
Well-being	being comfortable, healthy, or happy
Research	study and investigation for the purpose of discovering and explaining new knowledge.
Debate	a discussion between two people or groups who disagree on an important subject.
Resolve	a solution or end to an argument or other conflict
Values	a person's or society's beliefs about good behaviour and what things are important.
Customs	a common way of doing things that many people do/have done for a long time.

Years 5&6 Science Spring Term

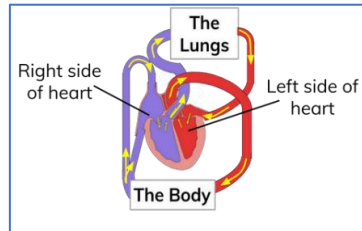


Animals including Humans

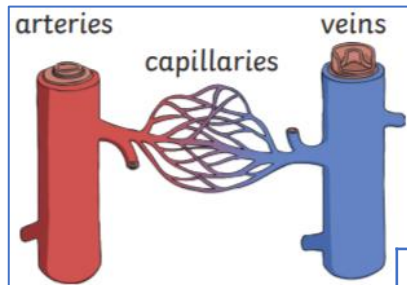
Key knowledge:



Mammals have hearts with four chambers. Notice how the blood that has come from the body is deoxygenated, and the blood that has come from the lungs is oxygenated again. The heart pumps blood to the lungs to get oxygen. It then pumps this oxygenated blood around the body. The blood isn't actually red and blue: we just show it like that on a diagram.

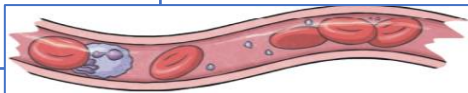


Capillaries are the smallest blood vessels in the body and it is here that the exchange of water, nutrients, oxygen and carbon dioxide takes place. Arteries carry oxygenated blood away from the heart. Veins carry deoxygenated blood toward the heart.



Blood transports:

- gases (mostly oxygen and carbon dioxide);
- nutrients (including water);
- waste products.



The liquid part of blood contains water and protein - this is called plasma.

The other parts of your blood are solid, they are:

- Red blood cells which carry oxygen through your body.
- Platelets which help you stop bleeding when you get hurt.
- White blood cells which fight infection when you're sick.

Key vocabulary:

circulatory system	A system which includes the heart, veins, arteries and blood transporting substances around the body.
heart	An organ which constantly pumps blood around the circulatory system.
blood vessels	The tube-like structures that carry blood through the tissues and organs. Veins, arteries and capillaries are the three types of blood vessels.
oxygenated blood	Oxygenated blood has more oxygen. It is pumped from the heart to the rest of the body.
deoxygenated blood	Deoxygenated blood is blood where most of the oxygen has already been transferred to the rest of the body.
drug	A substance containing natural or man-made chemicals that has an effect on your body when it enters your system.
alcohol	A drug produced from grains, fruits or vegetables when they are put through a process called fermentation.
nutrients	Substances that animals need to stay alive and healthy.

It is important to have the right amount of nutrients, exercise and lifestyle to keep a healthy body.

A healthy diet involves eating the right types of nutrients in the right amounts.

Regular exercise is important because it:

- strengthens muscles including the heart muscle;
- improves circulation;
- increases the amount of oxygen around the body;
- releases brain chemicals which help you feel calm and relaxed;
- helps you sleep more easily;
- strengthens bones.

It can even help to stop us from getting ill.



Drugs, alcohol and smoking have negative effects on the body.

Years 5&6 Science Spring Term



Properties and Changing Materials

Key Knowledge:

Different materials are used for particular jobs based on their properties: electrical conductivity, flexibility, hardness, insulators, magnetism, solubility, thermal conductivity, transparency. For example, glass is used for windows because it is hard and transparent. Oven gloves are made from a thermal insulator to keep the heat from burning your hand.

Reversible changes

Mixing and dissolving solids and liquids together, can be reversed by:

- Sieving - smaller materials are able to fall through the holes in the sieve, separating them from larger particles.
- Filtering - The solid particles will get caught in the filter paper but the liquid will be able to get through.
- Evaporating - The liquid changes into a gas, leaving the solid particles behind.

Irreversible changes

This often results in a new product being made from the old materials (reactants). For example:

- burning wood produces ash
- mixing vinegar and milk produces casein plastic.

Dissolving

A solution is made when solid particles are mixed with liquid particles. Materials that will dissolve are known as soluble. Materials that won't dissolve are known as insoluble. A suspension is when the particles don't dissolve.

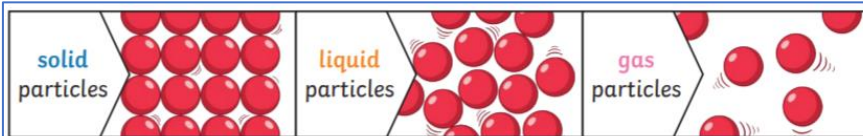
- Sugar is a soluble material.
- Sand is an insoluble material.



Key vocabulary:

Material	The substance that something is made out of, e.g. wood, plastic, metal
Solids	One of the three states of matter. Solid particles are very close together, meaning solids, such as wood and glass, hold their shape.
Liquids	This state of matter can flow and take the shape of the container because the particles are more loosely packed than solids and can move around each other. Examples of liquids include water and milk.
Gasas	One of the three states of matter. Gas particles are further apart than solid or liquid particles and they are free to move around. A gas fills its container, taking both the shape and the volume of the container. Examples of gases are oxygen and helium.
Melting	The process of heating a solid until it changes into a liquid.
Freezing	When a liquid cools and turns into a solid.
Evaporating	When a liquid turns into a gas or vapour.
Condensing	When a gas, such as water vapour, cools and turns into a liquid.
Conductor	A conductor is a material that heat or electricity can easily travel through. Most metals are both thermal conductors (they conduct heat) and electrical conductors (they conduct electricity).
Insulator	An insulator is a material that does not let heat or electricity travel through them. Wood and plastic are both thermal and electrical insulators.

States of matter

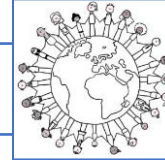


Changes of State

<p>solid</p>	<p>The solid melts.</p>	<p>liquid</p>
<p>liquid</p>	<p>The liquid freezes.</p>	
<p>liquid</p>	<p>The gas condenses.</p>	
<p>liquid</p>	<p>The liquid evaporates.</p>	<p>gas</p>

What matters most to Humanists and Christians?

- Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples.
- Describe similarities and differences between Christian and Humanist values.
- Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied.
- Suggest reasons why it might be helpful to follow a moral code and why it might be difficult.



Key concepts – Rules of Living:

Humanism

What is a 'humanist'?

Humanists do not believe in a god. They believe it is possible to live a good and fulfilling life without following a traditional religion. They do not follow a holy book either. Instead, Humanists value traits like reason and rely on science to explain the way things are. Humanists believe that people have one life to live - there is no afterlife. As a result they focus on being happy and making the most of their life. They also believe they have a duty to support others.

Humanism - Ceremonies and Worship

Humanists do not go to a place of worship however they do still hold ceremonies, celebrations and special occasions. These may be weddings, naming ceremonies or funerals.

Humanist ideas

Most humanists would agree with the ideas below:

- There are no supernatural beings.
- The material universe is the only thing that exists.
- Science provides the only reliable source of knowledge about this universe.
- They only live this life - there is no after-life, and no such thing as reincarnation. As a result they focus on being happy and making the most of their life.
- Human beings can live ethical and fulfilling lives without religious beliefs.
- Human beings derive their moral code from the lessons of history, personal experience, and thought.

Christianity – what you already know:

Christianity is focussed on the life and teachings of **Jesus Christ**, who Christians believe to be the Son of God.

Christians believe there is only one God, but that he is revealed in three different forms:

- God the Father
- God the Son
- The Holy Spirit

Christians model themselves on the life and teachings of Jesus Christ. Jesus taught people to love God and love their neighbour.

Christians believe that God sent Jesus to live as a human being in order to save humanity from the consequences of its sins - the bad things humanity had chosen to do which had separated them from God.

Christians believe that through the death and resurrection of Jesus this broken relationship with God is restored.

Key Vocabulary

Humanist	Humanists do not believe in a god. They believe it is possible to live a good and fulfilling life without following a traditional religion.
Christian	Christians believe in one God, that is revealed in three forms: The Father, The Son and the Holy Spirit
Moral	Standards of behaviour: knowing what is right and wrong.
Humanism	A philosophy or way of thinking about the world. It is a set of ethics or ideas about how people should live and act.
Beliefs	A state of mind in which trust/confidence is placed in some one or some thing.
Atheism	Absence of/having no belief.
Values	Beliefs of a person in which they have an emotional investment, for example: honesty.

1	Love God more than anything else.
2	Don't make anything more important than God.
3	Always say God's name with love and respect.
4	Honor the Lord by resting on the seventh day of the week.
5	Love and respect your mom and dad.
6	Never hurt anyone.
7	Always be faithful to your husband or wife.
8	Don't take anything that isn't yours.
9	Always tell the truth.
10	Be happy with what you have. Don't wish for other people's things.

Milverton Primary School Knowledge Map – Music, Y5&6, Spring, Cycle A, **A Drop in the Ocean**



Focus Areas: Listening and Appraising, Performing

Key Vocabulary:

- (Pulse/Rhythm/Pitch/Tempo/Dynamics)
- Structure
- Genre
- Timbre
- Syncopation
- Mood description eg calming/energetic



Singing techniques:

- Posture
- Diction
- Control
- Expression
- Contrast
- Staccato/Legato



Listen and Appraise:

- Do I like this Music?
- What can I hear? (Instruments/Timbres)
- How would I describe it? (strong adjectives, plus musical vocab)
- What genre/culture/time period is it from?
- What do I notice about the structure? (sections that repeat/ostinato/free form)
- How does the music make me feel/what moods does it invoke?



Listening techniques:

- Stillness
- Silence
- Eyes closed
- Attention
- Appreciation
- Respect

Music to learn, play/sing and listen to:

- Water Music – Handel
- Barcarolle – Offenbach
- The Moldau – Smetana
- Four Sea Interludes – Britten
- La Mer – Debussy
- Sea Shanty's
- Jaws – John Williams
- Riversong – Stiltz and Jarman