

# **Year 5 and 6**

## **Autumn Term**

### **Cycle A**

*Clues (WW2)*

# 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**

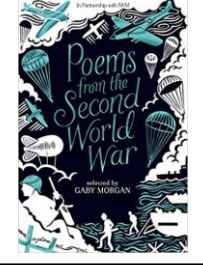
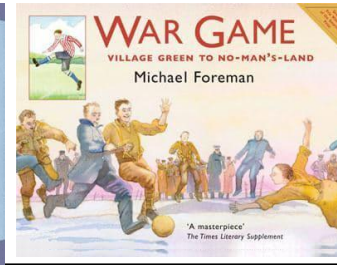
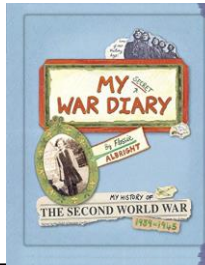
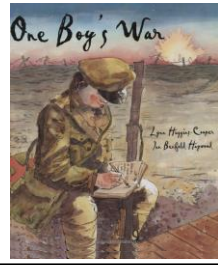
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<b>Autumn</b>	Number: Place Value		Number: Addition, Subtraction, Multiplication and Division				Fractions				Geom	etry: Position and Direction	Consolidation
On-going: Flashbacks (to recap on previous learning) and times table practice							<b>Yr. 6</b> KIRFS A1 = Multiplication/division facts up to 12 x 12 KIRFS A2 = Common factors						
<b>Spring</b>	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							<b>Year 6.</b> KIRFS Sp1: Metric conversions KIRFS Sp 2: Primes to 20						
<b>Summer</b>	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							<b>Year 6.</b> 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
<b>Autumn</b>	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		
<b>Spring</b>	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		
<b>Summer</b>	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**

## Motivational Core Texts:



Main Genres:	Genre Success Criteria:	
Journalistic Texts: To Recount (War is Declared and evacuees)	<ul style="list-style-type: none"> <li>• Short, effective headline (play on words/alliteration etc.)</li> <li>• Orientation (5 Ws) - hooks the reader</li> <li>• Quotes (Direct and indirect)</li> <li>• Past tense (except quotes)</li> <li>• 3rd person</li> <li>• Paragraphs</li> <li>• Impersonal</li> <li>* Passive voice</li> <li>• Time connectives/ range of other appropriate connectives</li> <li>• Inverted triangle: as the articles progresses, the details become less important</li> <li>• Summary linking back to the opening</li> </ul>	
Narrative: To Entertain (One Boy's War Innovations)	DIARY STYLE * First person * Past tense * Chronological and anecdotal in style * FAST emotions * Reflections and personal viewpoints * Time conjunctions	
Poetry: To Entertain (Blitz poetry – various types)	<ul style="list-style-type: none"> <li>• Sensory</li> <li>• POSAAM</li> <li>• Repetitive text (refrains)</li> <li>• pattern in words / shape / rhythm</li> <li>• Rhyme schemes (ABAB, AABB etc.) and assonance</li> <li>* Oxymoron and enjambment</li> </ul>	Types may include: haiku, cinquain, tanka, kenning and free verse.  See genre SC document for key features.
Biographies/Autobiographies : To Inform (Otto The Bear)	<ul style="list-style-type: none"> <li>• Written about someone else's life</li> <li>• Chronological order - Specific dates</li> <li>• 3rd person/3rd person pronouns (1<sup>st</sup> for autobiography)</li> <li>• Mostly factual (a little author's opinion)</li> <li>• Past tense</li> <li>• Quotes (direct and indirect)</li> <li>• First paragraph summarises the main events</li> <li>• Passive voice to make the writing more formal</li> <li>• Key events in the person's life</li> <li>• Final paragraph summarises: main achievements; personality; how he/she will be remembered</li> </ul>	
Balanced Arguments: To Discuss (Friend or Foe – should the boys report the airman?)	<ul style="list-style-type: none"> <li>• Question for the title</li> <li>• Introduction explains what the argument is about</li> <li>• Statements for and against, with reasons to support them</li> <li>• Final paragraph sums up and may offer suggestions/a reasoned conclusion</li> <li>• Paragraphs beginning with varied openers</li> <li>• Mainly present tense including examples of the passive form</li> <li>• Modal verbs e.g. 'would', 'could', 'might'</li> <li>• Connectives which: introduce more points: 'furthermore' /give a balanced view: 'however' /draw to a conclusion: 'consequently'</li> <li>• Generalisers e.g. many, some</li> <li>• Quotes and statistics</li> </ul>	



Key Vocabulary	
Sketch	A rough or unfinished drawing or painting, often made to assist in making a more finished picture.
Tone	A tone is where an artist adds grey to a colour.
Shade	A shade is where an artist adds black to a colour to darken it down.
Abstract	Abstract art is modern art which does not represent images of our everyday world. It has colour, lines and shapes (form), but they are not intended to represent objects or living things.
Representational	Representational art refers to art which represents something, whether that be a tree in a landscape, apple in a still life, or figure in a portrait.
Tools	Any supplies or equipment (things) that you use to create art,



## Artists

Pablo Picasso – Guernica 1937



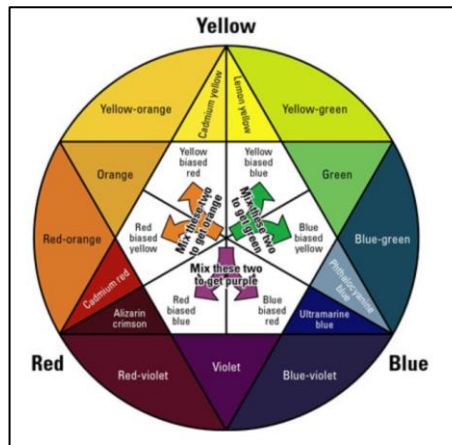
In 1937, Nazi troops dropped bombs over the small Spanish town of Guernica. It was market day and many women and children were visiting the stalls. In the painting, you can see a muddle of six humans, a horse and a bull.

Paul Nash – Totes Meer (Dead Sea) 1940



The title of this painting is German for 'Dead Sea'. It was inspired by a wrecked aircraft dump in Cowley, Oxfordshire during the first half of World War 2.

Painting - Mixing colours



Art style during World War II

During World War II, the relations between art and war surround two main issues. First, art found itself at the centre of a war between beliefs. Second, during World War II, many artists found themselves in the most difficult conditions and their works are a testimony to their strong need to create and to be creative.

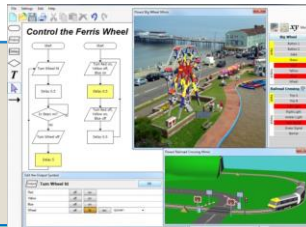
Throughout history, most representations of war show military achievements and often show big battle scenes. However, in the 19th century a change in the visual representation of war became noticeable. Artists started to show the disastrous aspects of war, instead of glorifying the events and leaders.

## Y56 Computing – Cycle A, (Flowol - Flowcharts and Drones)

### Key Vocabulary

<b>Flowchart</b>	A diagram to show a process e.g. how a machine works.
<b>Input</b>	Data that goes <u>in</u> to a computer.
<b>Output</b>	Data that is sent <u>out</u> of a computer.
<b>Trigger</b>	An event that causes something else to happen.
<b>Delay</b>	A delay command makes sure that an event only happens after a certain time.
<b>Loop</b>	Keeps part of a program repeating endlessly.
<b>Repeat</b>	A command that allows a program a certain number of times.
<b>Conditional</b>	Something condition will only happen <u>if</u> or <u>when</u> you want it to.
<b>Decompose</b>	Break a larger problem down into a smaller one.

Control a Ride



### Key Concept: Coding and Programming

#### Flowcharts

A flow chart is a diagram that shows steps from beginning to end, using boxes, lines/arrows and other symbols. A good flowchart can help a computer to carry out instructions.

#### Inputs and Outputs

An input is data that a computer receives – this could be from an action, like clicking a mouse, or from a sensor that records sounds. An output is data that a computer sends, like music from a speaker.

#### Predicting

Predicting is a skill that allows us to imagine what is about to happen. We can use a flowchart diagram to help us work out what will happen next.

#### Testing and Debugging

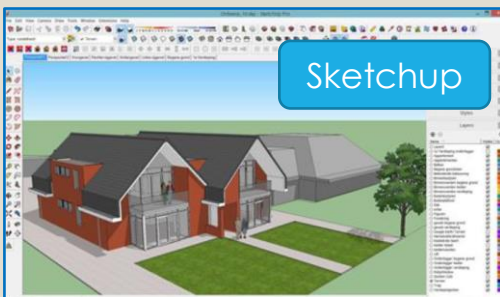
Testing is an important part of programming. We need to know if our program does what we want it to do! If it isn't working, then we need to debug our program. Can you figure out which part of your algorithm isn't correct, and fix it?

**Software: Flowol can be used to design a flowchart and test it.**

## Y56 Computing – Cycle A, (3D Modelling - Sketchup)

### Key Vocabulary

<b>3D</b>	3 Dimensional – you are able to see the height, the width, and the <b>depth</b> .
<b>Orbit</b>	Moving around a 3D model so that you can see it from every angle.
<b>Pan</b>	Moving side to side, in one dimension.
<b>Zoom</b>	Moving closer in or further away, in one dimension.
<b>Scale</b>	A scale helps you work out how large or small your model would be in 'real life' (1:1)
<b>Dimension</b>	Height, width and length.



Push  
and  
Pull



Move

### Key Concept: Multimedia Text + Image

#### Tools

All new software comes with a range of new tools. These are normally displayed at the top of the window. Learning to use some of these new tools can improve your work, and make you faster!

#### Inserting Media

You can improve a 3D model by inserting (adding) images from different places. You might use these to place wallpaper in a house, or to add a brick texture to a wall.

#### Keyboard Commands

Using the keyboard as well as the mouse can help you have more control over the way you use a computer. For example, holding 'CTRL' allows you to select more than one item in your model.

#### Review and Refine

Sometimes, our models are not exactly as we would like them to be. What changes would you make to your design to improve its appearance? How can you decide if it's ready to be finished? Perhaps a friend could give you some feedback?

**Software: Google Sketchup is free software that you can use to design a 3D model.**



## Research The Origins of the Biscuit



The earliest foods that we might call biscuits were probably baked on stones in the Neolithic (end of the Stone Age) (10,000–4,500 BC) Era

As people started to explore the globe, biscuits became an ideal traveler food because they stayed fresh for long periods of time. Biscuits really boomed during the seafaring age (15<sup>th</sup> to 18<sup>th</sup> century).

Hardtack was the primary staple of Civil War soldiers in North America in 18th century. They were rationed 10 pieces a day and they were often infected with weevils!



During the 17th and 18th centuries in Europe, baking was a carefully controlled profession. Most biscuits were made in bakeries.

As technology improved during the Industrial Revolution in the 19th century, so did the ability of bakers to make a wide range of sweet and savoury biscuits in factories.

## Test

### Investigating Biscuits

#### Key Vocabulary

#### Smell

sweet/savoury  
cheesy  
herby  
fruity  
buttery  
spicy

#### Look

colourful  
dark  
pale  
greasy  
moist  
shiny

#### Taste

salty/sweet  
savoury  
smoky  
spicy  
chocolaty

#### Shape

round  
square  
rectangle

#### Texture

crispy  
crunchy  
soft  
rough  
smooth  
hard  
crumbly

#### Value for money

Work out the cost per biscuit

#### Packaging

attractive  
colourful  
paper/card/plastic  
eye catching



#### Key Vocabulary:

**Biscuit** - The word comes from the Latin words "bis" (twice) plus "coctus" (cooked).

**Digestive** – reduction of flatulence!

**Hardtack** – a simple biscuit made of flour and water

## Create and Improve

### Health and Safety

- Always wash hands thoroughly before starting to cook.
- Wash all fruits and vegetables.
- Use separate chopping boards for meat and fruit and vegetables.
- Store cooked and raw food separately and always wash your hands after handling raw meat or fish.
- Always check the sell-by dates on ingredients.
- Be aware of anyone with allergies.

### Ingredients for basic biscuit recipe

50g margarine  
75g granulated sugar  
1 small egg yolk  
100g plain flour



### Method for making the basic biscuit mixture

1. Preheat oven to 180°C, gas mark 4. Grease a baking tray.
2. Beat the margarine and sugar in a bowl with a wooden spoon until creamy.
3. Add the egg, a little at a time.
4. Sieve the flour into the bowl.
5. Mix well to a firm dough.
6. Shape into biscuits.
7. Place on the greased baking tray and bake for 10 minutes, until golden brown.
8. After baking, place on a cooling rack.

#### TOP TIPS

Do not crowd the biscuits on the baking tray, as they may spread while in the oven.  
If you are adding optional ingredients do so after the flour.

# Milverton Primary School Knowledge Map [Years 5&6 – History - Autumn Term – World War 2]



## Main Events

1939	1 <sup>st</sup> September	<b>German Troops invade</b>
	3 <sup>rd</sup> September	Britain and France declare war on Germany
1940	10 <sup>th</sup> May	Battle of France begins
	26 <sup>th</sup> May	Evacuation from Dunkirk
	10 <sup>th</sup> July	Battle of Britain begins
	7 <sup>th</sup> September	The Blitz begins
1941	22 <sup>nd</sup> June	Germany invades the USSR (Soviet Union)
	7 <sup>th</sup> December	Japan bombs Pearl Harbour
1943	16 <sup>th</sup> & 17 <sup>th</sup> May	Dambusters bombing raid is carried out
1944	6 <sup>th</sup> June	D-Day Landings
1945	7 <sup>th</sup> May	Germany surrenders to the allies

## Conflict- Evacuation (inc. Written sources)

During WW2, over 3.5 million children, pregnant women and people with disabilities were evacuated from towns and cities.

Assigned by a billeting officers, they lived with host families in the countryside, where it was believed they would be safer from bombing.

Evacuees took their ration books, gas masks, identity cards and a small suitcase of possessions with them.

The process began on 1st September 1939 and additional waves occurred at the start of the Battle of Britain and the start of the Blitz.

## Conflict- The Blitz

The Blitz was a German bombing campaign against the UK in 1940 and 1941.

Coventry was bombed on 14<sup>th</sup> November 1940.

More than 43000 homes were destroyed along with the city's cathedral.

Blackout regulations were imposed to make viewing cities difficult for planes.



## Trip and artefacts

Gloucester Steam Railway - Evacuee experience

## Vocabulary

Allies	The Uk, France & Poland –later joined by other countries including the USSR (Soviet Union), USA and China
Axis	The main axis powers were originally Germany, Japan and Italy.
Nazi Party	The German political party led by Adolf Hitler.
Annex	To take another country's and make it part of your own.
Propaganda	Information designed to promote a political idea or opinion.

## Conflict- Rationing

Supply ships bringing food to the UK were targets for German bombers so rationing was introduced.

Each person was issued a ration book and was only allowed a certain amount of food in exchange for stamps or coupons from their book.

People were also encouraged to 'Dig for Victory' and grow their own food where possible.



## Historical Figures



Neville Chamberlain



Winston Churchill



Adolph Hitler

## Conflict- D Day

Operation Overload began with the D Day landings on 6<sup>th</sup> June 1944. Around 156000 American, British and Canadian forces landed on five beaches across the Normandy coastline in France.

By late August 1944, all of Northern France had been liberated – signalling the start of the axis defeat.

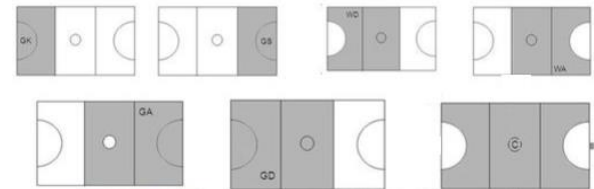
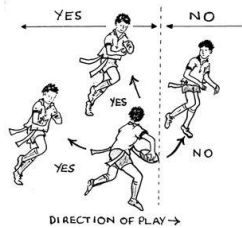
# Milverton Primary School – Year 5 & 6 – Autumn Cycle A Knowledge Organiser - Physical Education



## Invasion games Tag Rugby Netball

Key Vocabulary	
Tag Rugby	Netball
Tags	Netball, hoop or net
Belt	Goal Attack, Goal Shooter, Wing Attack
Rugby ball	Centre
Knock on	Gold Defence, Goal Keeper, Wing Defence
Change of direction	Court – split into thirds
Try	Pivot

Key Knowledge – Coaching Points					
	Send & Receive	Attack and Defend	MOVING	SCORING	TACTICS AND RULES
NETBALL	<ul style="list-style-type: none"> <li>Chest pass – pushing the ball with two hands to throw the ball to receiver</li> <li>Bounce pass – same action aiming ball to bounce half way between players</li> <li>Arms out-stretched to give a target for the passer</li> <li>Catch the ball with two hands</li> <li>Always watch the ball into your hands</li> </ul>	<ul style="list-style-type: none"> <li>Move up the court to get closer to the net to score</li> <li>Pass to team mates to move up the court</li> <li>Pass and then move to a better position to get the ball back</li> <li>Try to intercept passes between attacking players</li> <li>Stand in front of an attacker with the ball and make it hard for them to pass or shoot</li> </ul>	<ul style="list-style-type: none"> <li>Run when without the ball</li> <li>Stay on your toes and change direction quickly</li> <li>Try to stop using a jump stop</li> <li>Try to stop using a 1/2 stop</li> <li>Pivot on one foot</li> </ul>	<ul style="list-style-type: none"> <li>Throw the ball in a rainbow shape arc into the net</li> <li>Aim to shoot over the rim</li> <li>A score is 1 point</li> </ul>	<ul style="list-style-type: none"> <li>The game starts with the centre player in the centre circle</li> <li>A pass cannot be thrown over one third completely</li> <li>Don't foul by making contact</li> <li>Keep one foot rooted when you have the ball</li> <li>Stay inside the lines</li> <li>Know which positions can go where on the court</li> </ul>
TAG RUGBY	<ul style="list-style-type: none"> <li>Hold ball in two hands</li> <li>Must pass sideways or backwards</li> <li>Aim to receiving players hands</li> <li>Try to spiral ball in the air</li> <li>Catch with two hands</li> <li>Always watch the ball into your hands</li> </ul>	<ul style="list-style-type: none"> <li>Move the team forwards towards the opponents goal line</li> <li>Passing between players allows you to move forwards together</li> <li>Change direction quickly to get past a defending player</li> <li>To stop an attacker you have to pull the tags from their belt</li> <li>If you lose your tags you must stop and pass immediately</li> </ul>	<ul style="list-style-type: none"> <li>Aim to move forwards towards the goal line in as straight a line as possible</li> <li>Try to dodge past players changing direction quickly</li> <li>Hold the ball tightly as you run</li> </ul>	<ul style="list-style-type: none"> <li>Get the ball over the try line</li> <li>Put the ball onto the floor – don't drop it</li> <li>A try is 1 point</li> <li>You cannot score if your tags have been taken</li> </ul>	<ul style="list-style-type: none"> <li>Must stop and pass when tags are taken</li> <li>If you take tags stand with them held up to give back</li> <li>Must pass backwards</li> <li>Free pass to start play</li> <li>Free pass given when play is stopped</li> <li>Cannot knock the ball forwards</li> </ul>



# Milverton Primary School Knowledge Map [Years 5 & 6 – Gymnastics – Autumn Term]



## Jumps

<p>Tuck Jump</p>	<p>Star Jump</p>	<p>Straddle</p>
<p>Half Term Jump</p>	<p>Pike Jump</p>	<p>Cat Leap</p>

## Balances

<p>Counter Balance</p> <p><b>Bronze</b></p> <p><b>Silver</b></p>	
<p><b>Gold</b></p> <p><b>Platinum</b></p>	
<p>Counter Tension</p> <p><b>Bronze</b></p> <p><b>Silver</b></p>	
<p><b>Gold</b></p> <p><b>Platinum</b></p>	

## Vocabulary

Fluency	To continue a movement.
Contrasting	To complete an opposite move.
Unison	Complete a movement in parallel with someone else.
Full turn	Move 360 degrees.
Half-turn	Move 180 degrees.
Control	To influence a certain movement.
Power	The level of force used.
Combinations	Do complete certain routines one after another
Canon	Perform a sequence in unison
Unison	Complete a sequence as the same time as somebody else.

## Shapes

<p>Straight</p>	<p>Tuck</p>	<p>Pike</p>	<p>Straddle</p>
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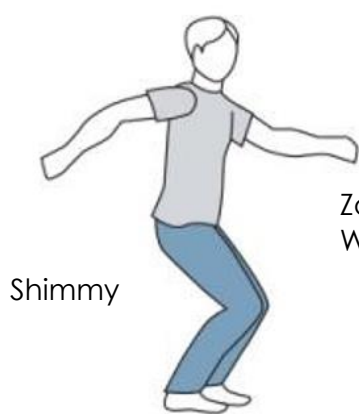
## Rolls

<p>Egg Roll</p>	<p>Pencil Roll</p>	<p>Dish Roll</p>	<p>Forward Roll</p>	<p>Backward Roll</p>	<p>Teddy Bear Roll</p>
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# Milverton Primary School Knowledge Map [Years 5&6 - Autumn Term - Dance]



Vocabulary		Styles	Steps/Links/Motifs	Music
Canon	Performing moves one after the other	1950s : The Jitterbug Stroll	The Pada, Pada – The Knee Slap – The Suzie Q – The Tick Tock	Jitterbug Stroll – Steven Mitchell
Freeze Frame	Completely still in a set position	1960s: Music Driven Dances	The Mashed Potato – The Boogaloo – The Funky Chicken – The Locomotion – The Twist	The Twist – Chubby Checker
Choreograph	Creating moves and motifs to perform	1970s: The Hustle	Forward and back steps – Turn Steps – Night fever Arms – Chicken Step	The Hustle – Van McCoy
Count	Equal beats paired within the music	1980s: Thriller (see below)	Shimmy – Overhead Clap – Thrust – Zombie Walk – Shoulder Raises	Thriller – Michael Jackson
Dynamics	How movements are executed e.g. smooth, fast aggressive, sharp	1990s: Line Dancing	Step Touch – Grapevine – Jazz Square – Pivot Turn – Rock Step	5, 6, 7, 8 – Steps Cotton Eye Joe - Rednex
Timing	Moving to the sound and beat of the music	2000s: Mixed Styles	Tik Tok Dances	Various - Pupil Choice
Unison	Two or more people performing at the same time			



Shimmy



Zombie Walk



Overhead Clap





<b>Key Vocabulary – Anti Bullying</b>	
Emotion	A strong feeling. e.g. excited.
Motive	A reason for doing something.
Effect	To make something happen.
Bullying	Bullying is unwanted, aggressive behaviour that is repeated over time.

**Effects of bullying:**  
Bullying can affect everyone—those who are bullied, those who bully, and those who witness bullying. Bullying is linked to many negative emotions and behaviours and can have an effect on learning.

**What to do if you see bullying:**  
If you see someone being bullied or are being bullied yourself, it is important that you talk to an adult who can help you.

**Autumn Super Learning Skills (SLS)**

**Colin the Collaborating Caterpillar**



**I can...**

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


<b>Key Vocabulary – Taking Care</b>	
Rights	Something you are legally entitled to have.
Responsibilities	Something that you are expected to do.
Safe	Free from harm or danger.
Network	A group of people who you know, and know you, well.
Early warning signs	Our body's way of telling us we feel unsafe.

If I feel my early warning signs, I can tell a trusted adult on my network



Can't breathe  
Body shakes  
Goosebumps  
Tense muscles  
Need to go to the toilet  
Jelly legs  
Start crying  
Pounding heart  
Butterflies in tummy  
Sweaty hands  
Wobbly knees

**Monty the Motivated Moth**



**I...**

- \*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!

# Years 5&6 Science Autumn Term



## Electricity

# Electricity



### Key Knowledge:

What will make a bulb brighter or a buzzer louder?

- More batteries or a higher voltage create more power to flow through the circuit.
- Shortening the wires means the electrons have less resistance to flow through.

What will make a bulb dimmer or a buzzer quieter?

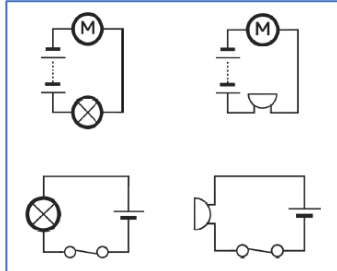
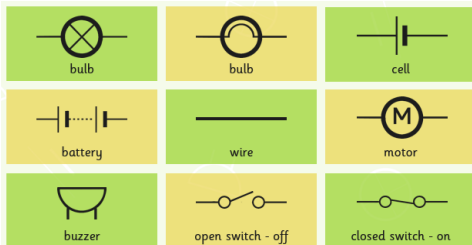
- Fewer batteries or a lower voltage give less power to the circuit.
- More buzzers or bulbs mean the power is shared by more components.
- Lengthening the wires means the electrons have to travel through more resistance.

Series Circuit:

A circuit that has only one route for the current to take. If more bulbs or buzzers are added, the power has to be shared and so they will be dimmer or quieter.

Broken Circuit

If just one part of this series circuit breaks, the circuit is broken and the flow of current stops.



### Key Vocabulary:

circuit	A path that an electrical current can flow around.
symbol	A visual picture that stands for something else.
cell/battery	A device that stores chemical energy until it is needed. A cell is a single unit. A battery is a collection of cells.
Current	The flow of electrons, measured in amps. amps How electric current is measured.
Voltage	The force that makes the electric current move through the wires. The greater the voltage, the more current will flow.
Resistance	The difficulty that the electric current has when flowing around a circuit.
Electrons	Very small particles that travel around an electrical circuit.
Insulator	Materials that do not let electricity pass through them e.g. plastic, wood, glass
Conductor	Materials that do let electricity pass through them e.g. copper, iron, steel



# Years 5&6 Science Autumn Term



## Light and how we see



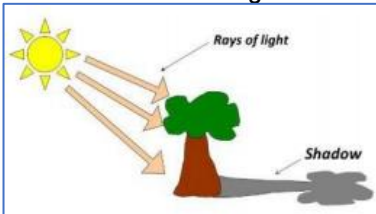
### Key Knowledge:

We need light to be able to see things. Light waves travel out from sources of light in straight lines. These lines are often called rays or beams of light.

Light from the sun travels in a straight line and hits an object. The light ray is then reflected off the object and travels in a straight line to the person's eye, enabling them to see the object.

Light travels as a wave. But unlike waves of water or sound waves, it does not need a medium to travel through. This means light can travel through a vacuum - a completely airless space.

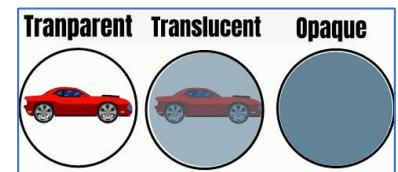
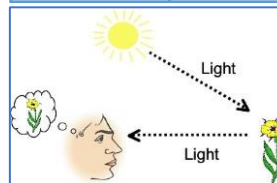
A shadow is always the same shape as the object that casts it. This is because when an opaque object is in the path of light travelling from a light source, it will block the light rays that hit it, while the rest of the light can continue travelling



Shadows can also be elongated or shortened depending on the angle of the light source. A shadow is also larger when the object is closer to the light source. This is because it blocks more of the light.

### Key Vocabulary

Light	A form of energy that travels in a wave from a source
Light source	An object that makes its own light.
Reflection	Reflection is when light bounces off a surface, changing the direction of a ray of light.
Incident ray	A ray of light that hits a surface.
Reflected ray	A ray of light that has bounced back after hitting a surface.
Refraction	This is when light bends as it passes from one medium to another. E.g. Light bends when it moves from air into water.
Prism	A prism is a solid 3D shape with flat sides. The two ends are an equal shape and size. A transparent prism separates out visible light into all the colours of the spectrum.
Shadow	An area of darkness where light has been blocked. transparent Describes objects that let light travel through them easily, meaning you can see through the object.
Transparent	Describes objects that let light travel through them easily, meaning you can see through the object
Translucent	Describes objects that things let some light through, but scatters the light so we can't see through them properly.
Opaque	Describes objects that do not let any light pass through them.



## Why do some people believe God exists?

- Learn from different religious and non-religious groups about belief in God.
- Ask questions about the nature and existence of God focussing on Christian ideas about God.
- Consider why people do or don't believe in God and the impact that might have on the way they live their everyday life.

## Expressing Faith

### What do Christians believe?

Christians believe that Jesus Christ was the Son of God and that:

- God sent his Son to earth to save humanity from the consequences of its sins
  - Jesus was fully human, and experienced this world in the same way as other human beings of his time
  - Jesus was tortured and gave his life on the Cross (At the Crucifixion)
  - Jesus rose from the dead on the third day after his Crucifixion (the Resurrection)
- Christians believe that Jesus was the Messiah promised in the Old Testament
- Christians believe that there is only one God, but that this one God consists of 3 "persons"
- God the Father
  - God the Son
  - The Holy Spirit

Christians believe that God made the world.

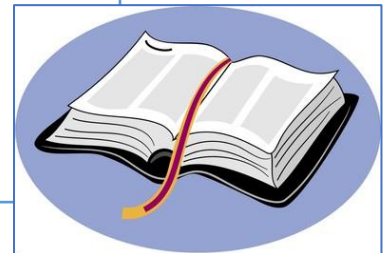
## Key Vocabulary

Belief	an acceptance that something exists or is true, especially one without proof.
Faith	belief in God or in the teachings of religion:
Theist	A person who believes in the existence of a god or gods specifically
Atheist	a person who disbelieves or lacks belief in the existence of God or gods.
Agnostic	a person who believes that nothing is known or can be known of the existence or nature of God.

## Sacred Texts

Metaphors and similes about God from the Bible:

- Father (Psalm 103:13)
- Creator (Genesis 1:1)
- Rock (Deuteronomy 32:3-4)
- Shepherd (Psalm 32)
- Fortress (" Samuel (22:2-3)
- Light (1 John 1:5)
- Jesus (Colossians 1:15;2:9)
- Spirit (John 4:24)
- Eternal (1 Timothy 1:17)



A,  
~~Ancient Greek Museum Robbery~~

Whole Class Ensemble Teaching – Ukulele

Key Vocabulary:

- (Pulse/Rhythm/Pitch/Tempo/Dynamics)
- Structure
- Chord
- Strum
- Bar/Bar line
- Ukulele



Singing:

- Posture
- Diction
- Control
- Expression



Standard Notation:

- Read simple traditional notation – stave, clef, notes and chords
- Know note and rest values
- Begin to read lyrics and chords simultaneously

Instrument: Ukulele

- Correct hold, strum and chord positions
- Care, respect and correct use of instrument
- Silence and attention before and after playing
- Identify and play the correct chords and strumming patterns to accompany singing, following score accurately
- Copy back extended musical patterns and improvise own responses.



Listening:

- Do I like this music?
- What can I hear?
- What style is this?
- What is the structure?



Audience:

- Attention
- Respect
- Enjoyment
- Appreciation



Music to learn, play and listen to:

- My Dog has Fleas, Frere Jacques, Sur le Pont d'Avignon, Silent Night.
- Ukulele Orchestra of Great Britain
- James Hill