Year 5 and 6

Summer Term

Cycle A

Vicious Vikings & Deadly Disasters

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			Geometry: Position and Direction		Consolidation/ Autumn term assessments
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**					

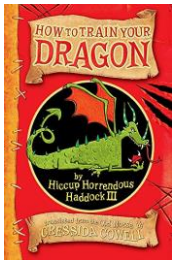
Year 5/6 Mixed Age Maths Yearly Overview

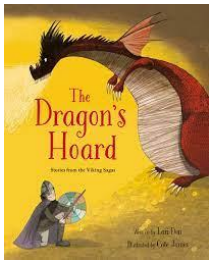
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value		Number: Four Operations				Number: Fractions					Consolidation/ Autumn term assessments
	On-going starters: Mon: Flashback 4; Tues: SATs Corner/KIRFS/I See Reasoning/I See Problem Solving; 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 / Year 6: Number: Ratio		Number: Decimals and Percentages			Year 5: Number: Decimals / Year 6: Number: Algebra		Measures: Converting Units Perimeter, Area and Volume		Statistics		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						**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 6: Revision & SATs		Year 5: FDP Consolidation / Year 6: Investigations		Year 5: Measures Consolidation		Investigations		Consolidation/ Summer 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						**Year 6. KIRFS Su1: Squares/roots to 144 KIRFS Su2: Factor pairs**			**Year 5: KIRFS Su1/Su2: Recall, review, consolidate**		

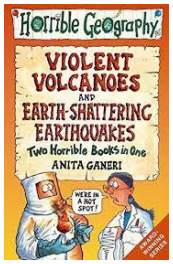
Year 5/6 Fluency Time: Thursday and Fridays 11.45-12.15. FOCUS: Thurs: KIRFS; Fri: SATs Arithmetic

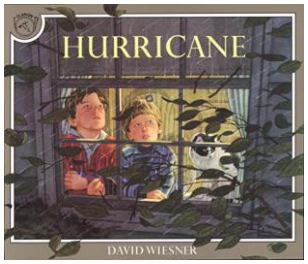
Milverton English Thematic Map Year 5/6 Cycle A –Summer Term – Vicious Vikings & Deadly Disasters

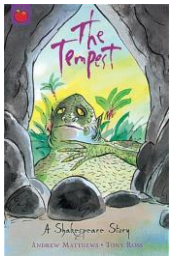
Motivational Core Texts:

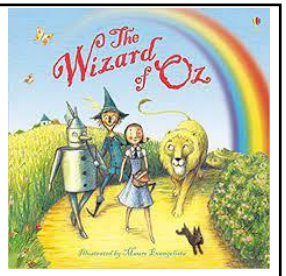












Main Genres;	Genre Success Criteria:	
Journalistic Texts: To Recount (Berk Attack)	•Short, effective headline (play on words/alliteration etc.) •Orientation (5 Ws) - hooks the reader •Quotes (Direct and indirect) •Past tense (except quotes) ; 3rd person •Paragraphs: Inverted triangle: as the articles progresses, details become less important & summary linking back to the opening •Impersonal and passive voice •Time connectives/ range of other appropriate connectives	
Formal Letters: To complain and explain (from the Vikings to the Dragons and vice versa)	•Address of sender - top right & Address of recipient - top left •Date under RECIPIENT address on the left •Greeting on left, under date - Dear _____or Sir/ Madam (if recipient name not known) •Sign-off, aligned left, under last paragraph: Yours sincerely if name known; Yours faithfully if not. •The first paragraph makes the purpose of the letter clear. •The middle paragraphs add detail and are linked. •Make next step for recipient clear - what do you want/need them to do? •Standard English – formal tone	
Poetry: To Entertain (Danegeld/ Viking Boy)	•Sensory •POSAAM •Repetitive text (refrains) •pattern in words / shape / rhythm •Rhyme schemes (ABAB, AABB etc.) and assonance *Oxymoron and enjambment	Types may include: haiku, cinquain, tanka, kenning and free verse. See genre SC document for key features.
Discussion Texts: To Debate (Dragons – Should they be Evicted from Berk?)	•Question for the title •Introduction explains what the argument is about •Statements for and against, with reasons to support them •Final paragraph sums up and may offer suggestions/a reasoned conclusion •Paragraphs beginning with varied openers •Mainly present tense including examples of the passive form •Modal verbs e.g. 'would', 'could', 'might' •Connectives which: introduce more points: 'furthermore'/give a balanced view: 'however'/draw to a conclusion: 'consequently' •Generalisers e.g, many, some •Quotes and statistics	
Play scripts: To Entertain (The Wizard of Oz/The Tempest)	•Title; cast in order of appearance; introduce scene by describing setting •Place character name to left, followed by a colon, leaving a gap between the name and what they are saying. •Use present tense stage directions in brackets to describe the speech or action •New line for each speaker; no speech marks Include: technical terms; good match between character and dialogue; development of characters and relationships; standard and non-Standard English	
Short Stories: To Entertain (picture inspired)	•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	

Milverton Primary School Knowledge Map - 5/6 Art & D&T Summer Cycle A - Textiles – The Bayeux Tapestry

			
Here is William, Duke of Normandy starting his invasion of England.	Several scenes on the tapestry show the battle.	Harold is shot in the eye with an arrow and dies.	The English fighters flee the battle, with William's men chasing them.

Key Facts

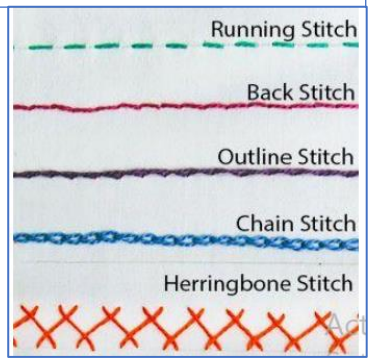
1. It's almost 1000 years old!
2. It was made by sewing thread onto cloth
3. It shows the
4. Aesop's Fables can be found in the borders.
5. It's huge! 0.5-by-68.38-metre (1.6 by 224.3 ft) long.
6. It depicts the events leading up to the Norman conquest of England as well as the events of the invasion itself.
7. It is regarded as one of the greatest examples of Anglo-Saxon art.
8. It is embroidered in wool yarn on a tabby-woven linen.
9. The main yarn colours are terracotta or russet, blue-green, dull gold, olive green, and blue, with small amounts of dark blue or black and sage green

Existing Products – Online Links

https://www.bayeuxmuseum.com/en/the-bayeux-tapestry/

https://www.bayeuxmuseum.com/en/the-bayeux-tapestry/

Techniques – Types of Stitches



Key Vocabulary

Tapestry	Textile art made using weaving stitches.
Bayeux Tapestry	The Bayeux Tapestry gives an account of the Norman invasion of England and the Battle of Hastings. The battle happened in 1066. The Bayeux Tapestry tells the story of the events of 1066 following the Battle of Stamford Bridge. It is almost like a comic strip.
Wool	The fine, soft curly or wavy hair forming the coat of a sheep, goat, or similar animal, especially when shorn and prepared for use in making cloth or yarn.
Embroidery	Embroidery is defined as the art of decorating fabrics using a needle and thread, or cloth that has been embroidered. When you sew your initials into a pillowcase in order to decorate it and make it prettier, this is an example of embroidery. A needlepoint picture of a house is an example of embroidery.
Linen	Cloth woven from flax.

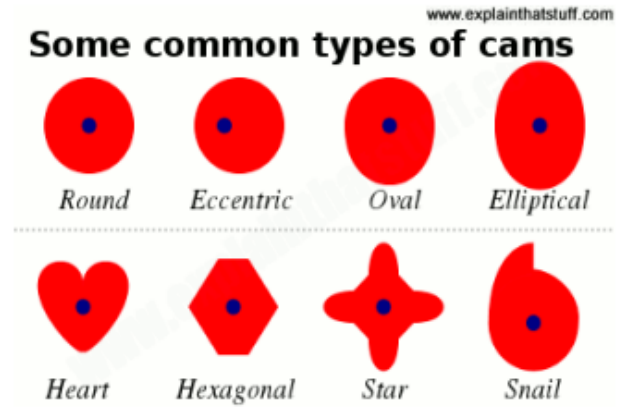
Milverton Primary School Knowledge Map – Year 5/6, DT Cycle A (Cam Toys), Spring / Summer Terr

Key Vocabulary

Cam shaft	A shaft with one or more cams attached to it
Snail cam	Cam that produces a slow rise and quick drop movement
Eccentric cam	The cam is a disc with its centre of rotation positioned 'off centre'. This means as the cam rotates the flat follower rises and falls at a constant rate
Movement	A change of direction and speed
Hand-powered mechanisms	A mechanism that is controlled by turning a handle
Linear motion	Movement in a straight line
Rotation	The action of rotating about an axis or centre
Follower	The follower is in contact with the cam and causes the slider to move the object from rotational to linear motion
Slider	A slider converts rotational movement into linear movement
Component	A part or element of a larger whole, especially a part of a machine or vehicle

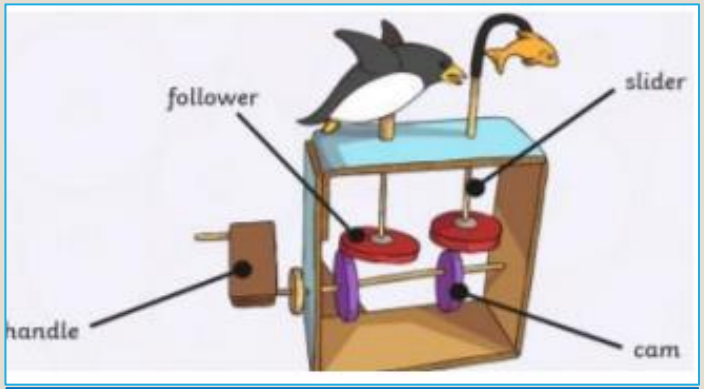
Key Concept: Design, make, evaluate, improve

Types of Cam



Here are some different examples of cam mechanisms. Each one causes a cam toy to move in a different way.

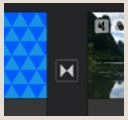
Example Cam Toy



Y56 Computing – Cycle A, (Film Making)

Key Vocabulary

Audio	Sound files that have been recorded or imported into your editing software
Waveform	A visual representation of sound
Backing Track	Music that plays quietly 'behind' the main video or sound, often narration
Voiceover	A narrator talking 'on top' of the video or backing track
Mute	Silencing the audio
Gain	How loud the input is when you record sound



Transitio

Waveform

Key Concept: Sound and Motion

Record and Edit Sound

Sound can be recorded at the same time, or separately, to the video. You can use a **voiceover** to add sound to a silent video clip, or change the **volume** or **pitch** of your sound.

Record and Edit Video

When you record video, you can think about the **lighting**, and how this affects the scene. There are **close**, **medium** and **wide** shots, and you can **trim** video to remove unwanted parts.

Arrange and Sequence Clips

When you make a film, you often have lots of short video and sound clips. You can **sequence** these clips, normally using **drag and drop** to arrange them in an order that suits your film.

Publish and Review

Publishing your film is an important step – it allows you to show it to an audience, get their opinion, and celebrate your hard work. A **review** is a chance to think about what worked really well, and what you think was less effective.

Software: iMovie is a paid app that works on iPads – use it to record and edit a film

Years 5&6 Geography Summer Term

Natural Disasters

What is a natural disaster?
A natural disaster is an event caused by nature such as floods, volcanic eruptions, tropical storms, tornados, landslides, wildfires and many more. These events cause great financial hardship for the people and communities in the locations where they occur and they can sometimes even result in loss of life.

Physical Features

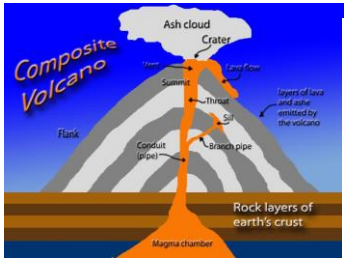
Earthquakes are caused by the movement of tectonic plates along either normal, reverse or strike-slip faults. Due to the pressure, movement is not continues but in short sharp bursts (earthquakes). This is stick slip motion. They can vary in magnitude, and are measured on the Richter scale. They can occur close to the surface, or deep in the ground. An earthquakes with a shallower focus will generally be more violent as more energy is transmitted to the surface.

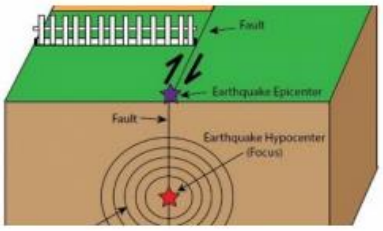
Tsunamis are caused by an earthquake in the ocean. The land moves causing large amounts of water to displace. This generates a large, fast moving wave.

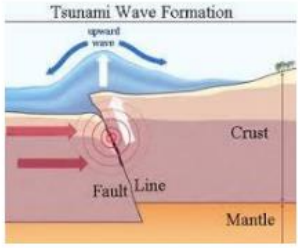
Tornadoes form when warm, humid air collides with cold, dry air. The denser cold air is pushed over the warm air, usually producing thunderstorms. The warm air rises through the colder air, causing an updraft. The updraft will begin to rotate if winds vary sharply in speed or direction.

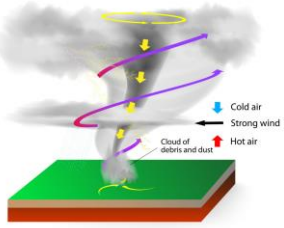
Volcanoes erupt when molten rock called magma rises to the surface. Magma is formed when the earth's mantle melts. Melting may happen where tectonic plates are pulling apart or where one plate is pushed down under another. Magma is lighter than rock so rises towards the Earth's surface.

Key vocabulary:	
Tsunami	A large, fast moving sea wave, often caused by earthquakes
Earthquake	The movement of the ground as a result of tectonic activity
Volcanic Eruption	- A volcano is a landform (usually a mountain) where molten rock (known as lava) explodes through the surface of the crust
Tornado	- This is a violent, rotating column of air extending from a thunderstorm to the ground. The most brutal can reach speeds of up to 30mph. They can destroy large buildings, uproot trees and hurl vehicles hundreds of yards.
Epi Centre	The location of the earthquake on the Earth's surface
Focus	The location of the earthquake below the Earth's surface
Tectonic plates	Sections of the Earth's crust which move slowly over the mantle
Crust	The hard rocky layer of the earth
Mantle	The hot viscous layer of the earth made up of melted rock
Primary effects	The direct impact of an event. Eg buildings collapsed
Secondary Effects	The knock on effects of an event. Eg schools closed, tsunamis
Richter Scale	The way in which the magnitude of earthquakes are measured
Fault Line	Where two or more tectonic plates meet.









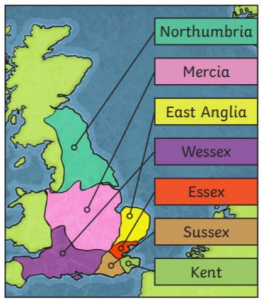
Milverton Primary School Knowledge Map [Years 5&6 – History – Spring or Summer Term – Vikings]

Main Events	
AD 878	The Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden. They travelled in boats called longships and first arrived in Britain around AD 787.
AD 865	The Viking's Great Army invades England.
AD 866	The Vikings capture York.
AD 878	Alfred the Great defeats the Great Army at the Battle of Edington.
AD 886	A treaty is signed to make borders between Viking and Anglo-Saxon controlled lands in England.
AD 900	The Vikings gain control over the west of Scotland.
AD 1016	King Cnut of Denmark becomes King of England.
AD 1066	William the Conqueror invades England and ends Viking rule in England.
AD 1100	The Vikings are driven out of the Scottish mainland.

Location

By AD 878 the Vikings had settled permanently in Britain.

Viking Longship



Settlements

The Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden. They travelled in boats called longships and first arrived in Britain around AD 787.
The Vikings wanted to claim land and tried to take over much of Britain. They invaded and settled in Scotland before heading south to places such as York.

Edward the Confessor

Alfred the Great

Historical Figures – Viking Kings

The kings of Anglo-Saxon Britain each ruled their own kingdom and the people in it. They fought to defend their kingdom or take control of other kingdoms. When the Anglo-Saxons first settled in Britain, there were seven kingdoms, but by AD 878 there was just one kingdom left (Wessex) as the others had been overrun by the Vikings. Many Anglo-Saxon kings tried to resist the Vikings and fought hard to keep control of their land. King Alfred the Great was the best known Anglo-Saxon king and the first to defeat the Vikings in battle.
AD 1042 – Edward the Confessor became King. He was known as 'the Confessor' because he led a very religious life and was very kind and thoughtful.
AD 1066 – Harold II tried to stop Harald of Norway from invading England and killed him in the Battle of Stamford Bridge.
William, the Duke of Normandy, thought he should be king so came to fight Harold in the Battle of Hastings (AD 1066). Harold was shot through the eye with an arrow and died in the battle. William of Normandy, who became known as William the Conqueror, became King, bringing the Viking and Anglo-Saxon age to an end in AD 1066.

Key Vocabulary:	
Danegeld	"Paying the Dane". King Etherlred paid the Vikings 4500kg of silver to go home but they kept returning and were paid 22,000kg of silver in Danegeld altogether.
exile	To be sent away. invade To enter and occupy land.
kingdom	An area ruled by a king.
longship	A long, wooden, narrow boat
outlawed	Having all property taken away and no longer being able to live in the community.
pagans	A religion where many gods and goddesses are worshipped.
pillaged	To violently steal something.
raid	A surprise attack.
wergild	A payment system used to settle disputes between a criminal and the victim or their family.

Society – Laws and Punishment

The Anglo-Saxon laws were very similar to some we have today, although the punishments were very different. These were often very brutal and would be carried in public to act as deterrents, to discourage others from committing such crimes. Stoning, whipping and exile were common punishments; as well as paying a fine (wergild), or receiving reparations in the form of hot or cold water ordeals.
Viking laws were not written down but passed on by word of mouth. Punishments could include fines, being semi-outlawed, fighting to the death, or revenge on someone who has killed a family member.

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
- 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

Problem Solve
- Persevere when challenged
- Listen to others ideas
- Think about a problem and try to develop a solution before acting
- Use team work

Risk Identification
- Observe the environment for risks
- Take appropriate cautionary action
- Listen and follow instructions

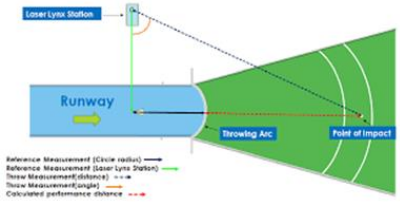
Maps & Orienteering
- Orient the map correctly
- Identify key features
- Use the map to guide direction of travel

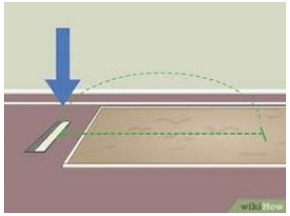
Athletics

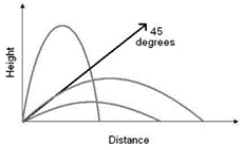
Throwing
- Stand sideways on with your throwing arm drawn back
- Do some little hops forwards to get momentum
- Twist at the hips to get the most power
- Follow through with your throwing arm across your body
- Make the angle of your throw go high and far – not too high or too flat to get the best distance

Running
- 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

Jumping
- 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 closet to the jump line so move forwards after landing







Milverton Primary School Knowledge Map Years 5 & 6 Summer Term Athletics

Key Skills

Running	An action to move quickly with the correct technique using the arms and legs effectively.
Jumping	A technique to propel the body into the air to cover distance, height or both.
Throwing	An ability to throw an object through the air for distance or accuracy

Running

1.Hold your torso straight and vertical.
2.Hold your head still, but relax your face and neck.
3.Bend your elbows at 90 degrees.
4.Pretend you are lightly gripping a small bird in each hand.
5.Pump your arms so your hands travel from "hip to lip", and keep your arms close to your sides.
6.As you pump your arms, keep your shoulders steady but relaxed.
7.With each stride, lift your front knee high ("knee drive") and straighten your back leg completely to deliver full power.
8.At the start of your sprint, keep your strides short and quick. Lengthen your strides as you gain speed and momentum.

Jumping

1.Look for the mark a line on the ground. This becomes the takeoff line.
2.Imagine you're jumping from one building to another. The longer the jump, the better.
3.Start with jumping from the standing position using both feet on takeoff. This is called a standing long jump.
4.Make you don't step over the line before jumping. Use your rarms to your body forward.
5.Once you've mastered the standing long jump, try takeoffs using only the right or left leg.
6.For added difficulty, try a running jump. Take-off from both feet, or only the right or left leg.

Throwing

1.Stand straight upright, ball in your throwing hand, facing your target.
2.If you are throwing with your right hand, turn sideways 90 degrees to your right If you are throwing with your left hand, turn sideways 90 degrees to your left
3.Make sure your feet are shoulder-width apart.
4.Lift your non-throwing arm to "point" at your target and shift your weight to your back foot.
5.Lift your throwing hand so the ball is near your ear (right ear if you are throwing with your right hand, left ear if you are throwing with your left hand).
6.You are ready to throw.
7.In one motion, shift your weight to your front foot, drop your pointing arm, and twist your torso as you bring your throwing arm over your shoulder to release the ball at your target

Vocabulary

Co ordination
Strength
Speed
Flexibility
Warm Up
Cool Down
Measure
Sprint
Accuracy

Athletics
Strike and Field - Cricket

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

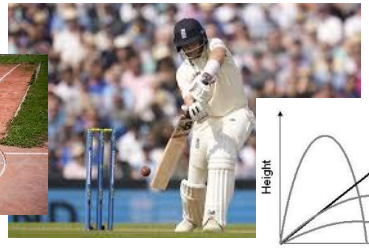
Key Knowledge – Coaching Points

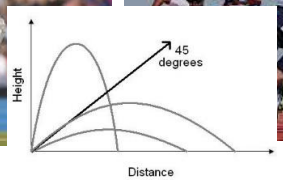
Cricket

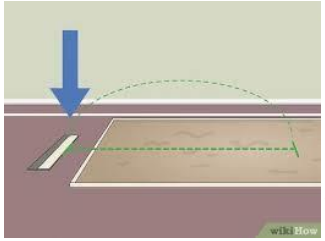
Send & Receive	Attack and Defend	Moving	Scoring	Tactics and Rules
• Bowler will bowl the ball overarm to the batter, long, straight arm • They will try to make it bounce once before it reaches the batter • The batter will hold the bat with two hands • A defensive shot will angle the bat down to hit the ball to the floor • A draw back, hit and follow through will be a more attacking shot	• When trying to hit the ball aim to hit where the fielders are not • Decide when is a good time to run or not – if the ball will take a long time to retrieve then run • Fielders have to stand in a place where they think the batter may hit the ball • Fielders have to throw the ball back to the wicket keeper to try and get the runners out	• The bowler runs up to bowl over arm from bowlers crease towards the stumps • The batters has to strike the ball with the bat • The batters have to run between the creases with their bat crossing the line before the fielders can hit the stumps with the ball	• The team tries to score more runs that the other team • Players can score runs – running between the two stumps when they are in bat and hit the ball • Batters can hit the ball over the boundary line to score 4 runs • Batters can clear the boundary without bouncing to score 6 runs	• A batter can be out if the bowler hits the stumps with their bowl • A batter can be out if they hit the ball up and a fielder catches it without the ball bouncing • A batter can be out if they are running between the creases and the fielders hit the stumps with the ball before they get back behind the crease

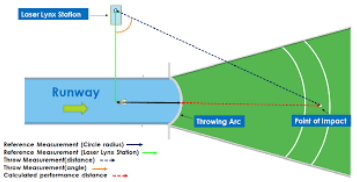
Athletics

Throwing	Running	Jumping
• 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	• 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	• 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 closet to the jump line so move forwards after landing









Milverton Primary School Knowledge Map [Years 5&6 – Summer Term – OAA]

Overview

-Outdoor and adventurous activities involve sports and games played in natural settings, for example, forests, mountains, fields and rivers.

Some examples of outdoor and adventurous activities include team games, mountain biking, abseiling, orienteering, high rope courses, skiing and many more!

-School-based OAA tasks are often challenges that require problem-solving skills, teamwork and communication.

-Outdoor and adventurous activities often involve a great deal of excitement and risk.

-We should always consider safety and the environment when taking part in these activities.

Support Others

Teamwork

Remember some of the features of effective teamwork:

-Communication -Purpose -Clear Roles based on knowledge/skills -Respect -Encouragement -Resilience -Effort -Selflessness -Inclusion -Trust -Confidence

Communication

Success in OAA games hugely depends on communicating well with teammates. We can do this through speaking, listening body language and facial expressions. It is important to listen, build on and challenge the ideas of others – teams rarely work well when one person dominates the conversation.

Trust

It is vital that team players show trust in one another. One person cannot be successful all by themselves, and so they should have trust in the skills and abilities of other people. Trust includes knowing when others can help you and listening to them.

Inclusion

Inclusion is all about including others within groups and teams. We should adopt pro-active behaviours, options and actions to make people from all backgrounds, ages and abilities feel welcome, respected and that they belong as a part of our sporting activities.

Honesty and Fair Play

Fair play is about learning the rules of the game and putting them into practice honestly. Winning only feels as good as it should when you know that you have won fairly. Many OAA games rely on participants to behave honestly, even when referees/ officials are not watching.

Confidence

Confidence is about having an inner feeling or belief that something can be achieved. It is important to build your own self-confidence in order to succeed in sporting activities. It is also important to show confidence in others, including teammates and officials.

Key Vocabulary

Outdoor

Adventurous

Activities

Hand-Eye Coordination

Strategy

Problem-Solving

Compass

Role

Map Key

Trust

Route

Inclusion

Confidence

Physical

Skill	Definition	How do I do this?
Running 	Using your legs to move at speed faster than a walk.	-Look for space. Keep your head up to avoid obstacles. -Use your arm swing to balance and propel you forwards. -Bend down low and push off quickly to change direction. -Use sidesteps to avoid others and obstacles. -Adapt your speed for different situations and activities.
Balancing 	To hold yourself in a steady position so that you do not fall.	-Make sure that your weight is equally spread (e.g. feet equally apart, not leaning to one side, etc.) A wider stance can also help you balance. Spread your arms out wide – this moves more of your weight away from the pivot point (your feet). If moving, do so slowly. Keep your head and core steady.
Climbing 	Getting up, or ascending, something, using arms and legs.	-Grip tight to utilise your hand and finger strength. Remember to use the power in your legs - your legs have much stronger muscles than your arms. Learn to backstep when an obstacle is too tricky or dangerous for you to get past. Make sure that all safety equipment is used correctly.
Hand-Eye Coordination 	To use our eyes to help us complete actions skilfully with our hands.	-Lots of activities require you to use your eyesight to help your muscles perform actions. Keeping your eyes on the ball, for example, can help you to catch a ball with your hands. You can hone your hand eye coordination by practicing skills.
Stamina 	Being able to keep going physically for an extended period of time.	-When we have stamina, we can keep going at things for an extended period of time. We can build our stamina through practice and training (e.g. going out running or cycling). -Stamina is also affected by our mental willingness to keep going even when things are tough (resilience).

Problem Solving

Planning and Problem-Solving

Before beginning OAA tasks, teams should create a clear plan of what they want to achieve, and how they will achieve it.

Strategy – The strategy is the plan of action that the team uses to try and reach its goal. Team members may be given different roles to help to implement the strategy.

Instructions – A way of communicating that is clear, precise and to the point, so that it can be easily understood. Use imperative verbs to start instruction sentences clearly.

Decision Making – Group members should listen to each other's ideas and collectively decide on the approach. The team leader may have overall responsibility for decisions.

Maps and Orienteering

Map Reading

-There are a number of strategies and skills that you can use to read and communicate the information on a map.

-Use points of reference (e.g. trees, buildings, etc.) to help you locate where other things are. A key can help to show you what different symbols mean on a map.

-Use prepositions, e.g. beyond, in front of, above, below, to the right, on the left, through, around, behind, across, near, etc.

-You may also use a compass to find directions (north, east, south, west, north-east, south-west, etc.)

Look out for and avoid obstacles.

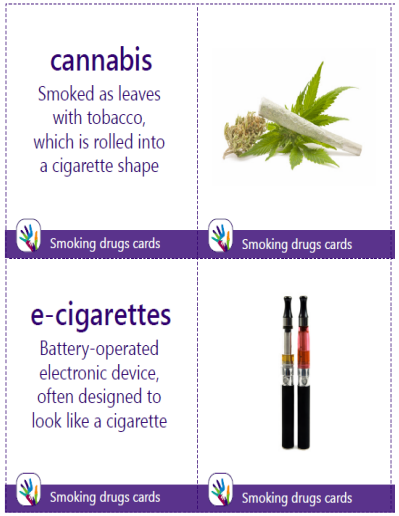
Identify Risks

Give your teammates clear instructions to keep them safe.	Be aware of the people and space around you. Let them know where you are.	Look after the environment. Make sure that your games do not damage the natural environment.	Always have someone else with you when in remote/natural places.	Make sure that you follow the rules, and use apparatus properly, including safety equipment.	Make sure that you warm up properly.	Stretch your muscles before exercising.	Warm down after exercising.	Remove jewellery and wear suitable clothing/ equipment.

Milverton Primary School Knowledge Map – PSHE Year 5 (RSE and Super Learning Skills)

RSE

*Describe the changes as humans develop to old age.
*Describe the changes to boys and girls during puberty.
*Understand the importance of hygiene.
*Explore media stereotypes.
*Celebrate difference.

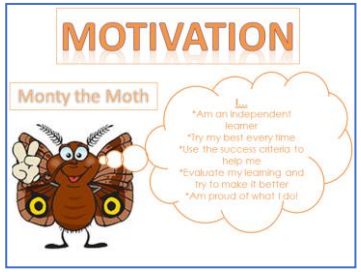


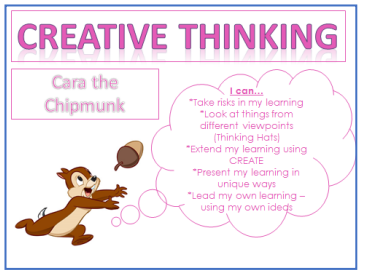
Spring Super Learning Skills (SLS)

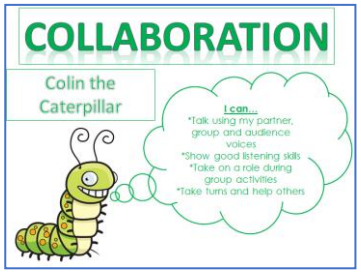
- name and explain and use the 6 Super Learning Skills.
- recognise my worth as an individual by identifying positive things about myself and my achievements, seeing my mistakes, making amends and setting personal goals.
- resolve differences by looking at alternatives, making decisions and explaining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

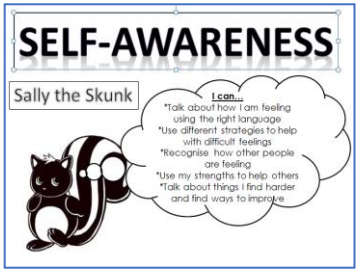
Key vocabulary:

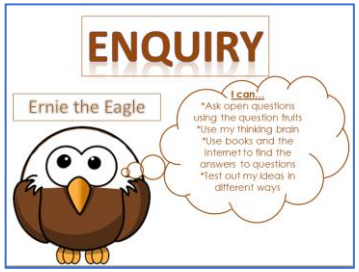
Key vocabulary:	
Stereotypes	A fixed view of groups of people that is held by a large portion of society.
Puberty	The process of physical changes when a child's body grows into an adult body.
Discrimination	Treating someone unfairly based on characteristics such as race, gender, age….
Prejudice	Comes from the Latin words for 'pre' and 'judge' to pre-judge someone based on characteristics such as race, gender, age etc…
Drugs	Chemicals or substances that change the way our body works.
Alcohol	A chemical substance used in science and manufacturing. Also an ingredient in adult drinks like beer and wine.
Media	A means of communication e.g. television, radio, newspapers.

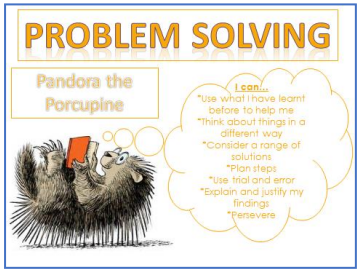






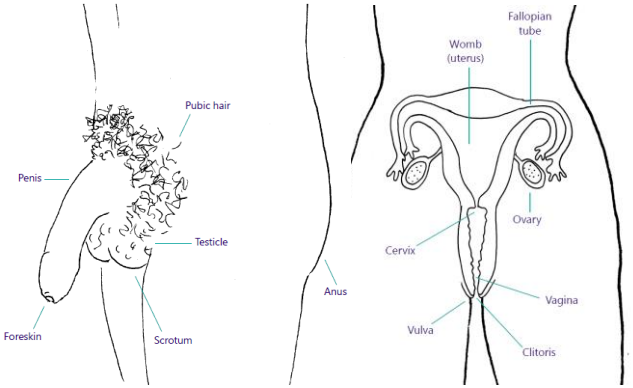






Milverton Primary School Knowledge Map - PSHE (RSE and Super Learning Skills)

RSE



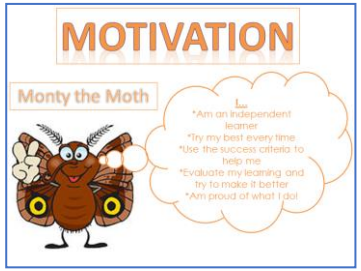
*Describe the changes as humans develop to old age.
*Describe the changes to boys and girls during puberty.
*Understand the importance of hygiene.
*Explore media stereotypes.
*Celebrate difference.

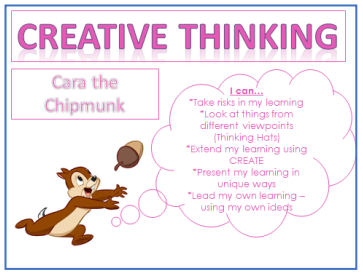
Key vocabulary:	
Stereotypes	A fixed view of groups of people that is held by a large portion of society.
Puberty	The process of physical changes when a child's body grows into an adult body.
Penis	Part of the male external sexual organs.
Sperm	The male reproductive cell, it comes out of the penis.
Testicle	Where sperm is produced
Scrotum	The skin that holds the testicles.
Vagina	The inside passageway to the cervix and womb.
Womb	Where a baby grows inside a female.
Fallopian tube	Connect the ovaries to the womb.
Ovaries	They store and release eggs into the fallopian tubes.
Cervix	The lower part of the womb that opens into the vagina.

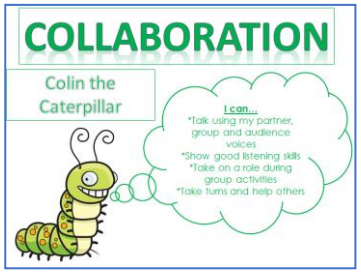
Spring Super Learning Skills (SLS)

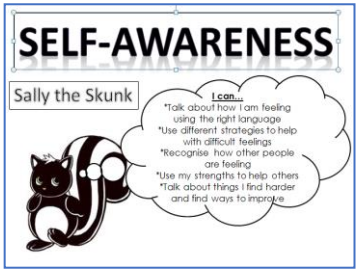
- name and explain and use the 6 Super Learning Skills.
- recognise my worth as an individual by identifying positive things about myself and my achievements, seeing my mistakes, making amends and setting personal goals.
- resolve differences by looking at alternatives, making decisions and explaining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

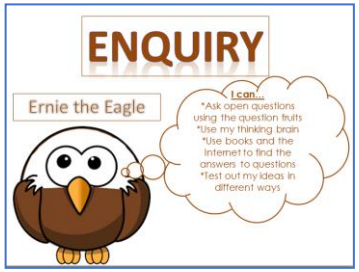
Key vocabulary:

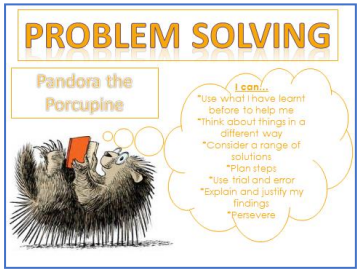












Years 5&6 Science Summer Term

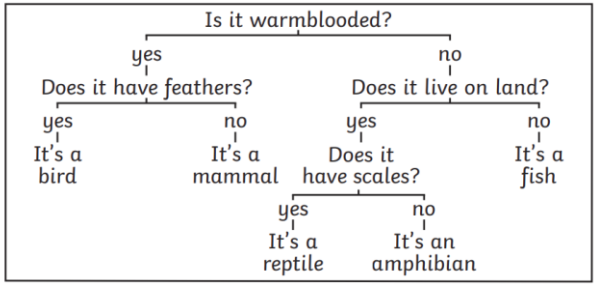
Living things and their habitats

In 1735, Swedish Scientist Carl Linnaeus first published a system for classifying all living things. An adapted version of this system is still used today: The Linnaeus System.

www.bbc.co.uk/teach/class-clips-video/science-ks2-the-work-of-carl-linnaeus/zhnjf4j

Living things can be classified by these eight levels. The number of living things in each level gets smaller until the one animal is left in its species level.

Scientists, called Taxonomists, sort and group living things according to their similarities and differences.

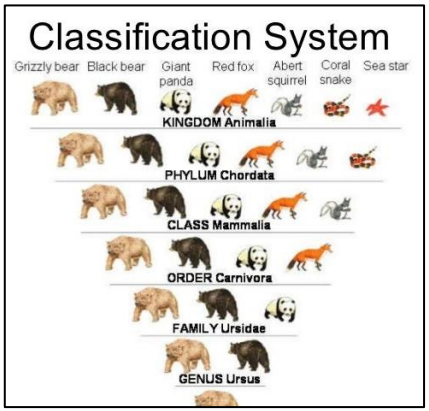


Each group allows scientists to observe and understand the characteristics of living things more clearly. They group similar things together then split the groups again and again based on their differences.
www.st-agnes.manchester.sch.uk/year-6-circles/science-carl-linnaeus/

Key concepts:

Biology

- Animals and humans
- Plants



Helpful Microbes	Harmful Microbes
Bacteria – cheese and yoghurt	Bacteria - salmonella is a bacterium that can lead to food poisoning
Yeast – wine and bread	Virus – chicken pox and flu are examples of viral diseases
Penicillium fungi - antibiotics	Fungi – athlete's foot and mould

Key vocabulary:	
Fertilisation	Special qualities or appearances that make an individual or group of things different to others.
classify	To sort things into different groups.
taxonomist	A scientist who classifies different living things into categories.
Key	A key is a series of questions about the characteristics of living things. A key is used to identify a living thing or decide which group it belongs to by answering 'yes' or 'no' questions.
Bacteria	A single-celled microorganism.
Microorganism	An organism that can only be seen using a microscope, e.g. bacteria, mould and yeast.
Microscope	A piece of equipment that is used to view very tiny (microscopic) things by magnifying their appearance.
Invertebrate	Animals without a backbone, e.g. jellyfish, insect, slow worm.
Vertebrate	Animals with a backbone or spinal column (all mammals, birds, reptiles and fish).
Arthropod	An invertebrate with an exoskeleton and a segmented body e.g. an ant
Insect	A small arthropod that has six legs and three body parts.
Molluscs	Invertebrate with an unsegmented body that can have a hard shell, e.g. snail.
Annelids	An invertebrate that is a segmented worm.
Arachnids	Small invertebrate usually with 8 legs, e.g. spider.

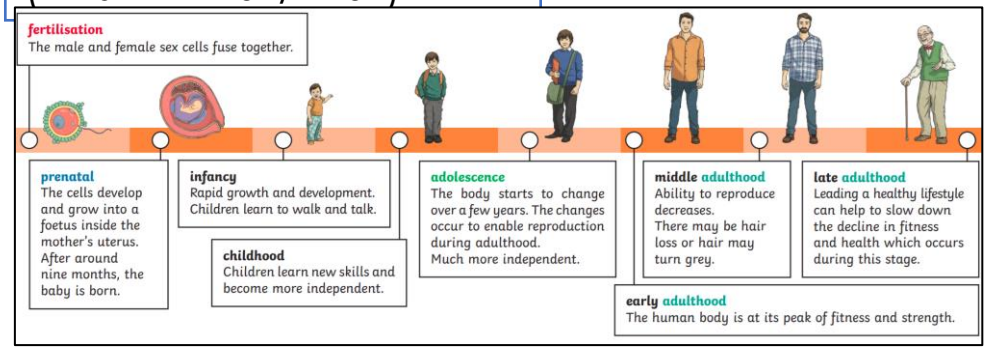
Years 5&6 Science Summer Term

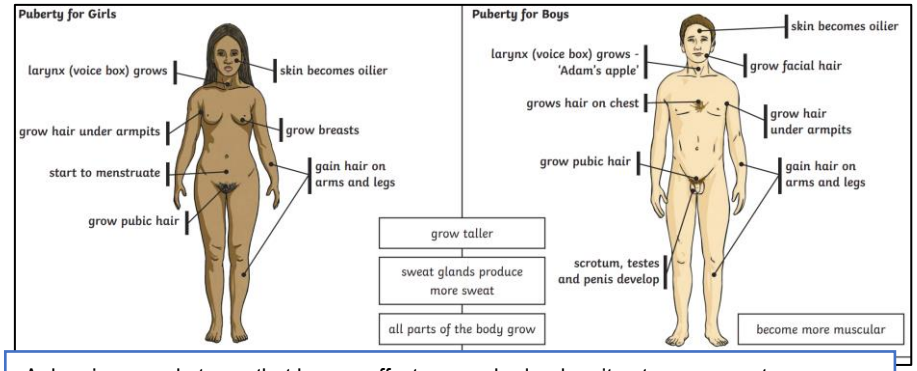
Animals including Humans (links with RSE/PHSE)

Key concepts:

Biology

- **Animals and humans**





A drug is any substance that has an effect on you body when it enters your system.

Drugs contain chemicals which can come from natural sources or are man-made.

Legal drugs include medicines like cough syrup and substances like tea or coffee. These can be bought over the counter in shops.

If used properly, these are not substances that are considered harmful or have serious side effects. Side effects are negative effects that can occur for some people if they take a particular drug. However, even drugs you can buy in shops can be dangerous if you take too many of them.

Key vocabulary:	
Fertilisation	The process of male and female sex cells fusing together
Prenatal	The stage of development from the time of fertilisation to the time of birth.
Gestation	The process or time when prenatal development takes place before birth.
Reproduce	To produce young
Asexual reproduction	A process where one parent produces new life.
Sexual reproduction	A process where two parents – one male and one female – are required to produce new life.
Life cycle	The changes a living thing goes through, including reproduction
Adolescence	The social and emotional stage of development between childhood and adulthood.
Puberty	The physical stage of development between childhood and adulthood.
Menstruation	When the female body discharges the lining of the uterus.
Adulthood	The stage of development when a human is fully grown and mature.
Ife expectancy	The length of time, on average, that a particular animal is expected to live
Drugs	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.

Years 5&6 RE Summer Term

Key concepts:

Prayer
- talking to God
- rituals

Rules of living
- expressing faith
- right and wrong

What do religions say to us when life gets hard?

- Express ideas about how and why religion can help believers when times are hard, giving examples
- Outline Christian, Hindu and humanist beliefs about life after death, explaining some similarities and differences between beliefs
- Extend: explain what difference belief in judgement/heaven/karma/ reincarnation might make to how someone lives.

Humanism What does a humanist believe?

Humanists reject the idea or belief in a supernatural being such as God. This means that humanists class themselves as agnostic or atheist. Humanists have no belief in an afterlife, and so they focus on seeking happiness in this life. They rely on science for the answers to questions such as creation, and base their moral and ethical decision-making on reason, empathy and compassion for others. Humanists are concerned with human welfare and happiness and believe that this is the one and only life and world they have. As a result, they believe that people should make the most of their lives while on Earth. However, they also believe that they have a duty to support others to live fulfilling lives too – this includes people who are alive today as well as future generations. Because humanists do not believe in any kind of god that will solve their problems, they believe that human beings must take sole responsibility for solving the world's environmental problems. Only humans are capable of finding the solutions that can lead to a sustainable existence

https://humanism.org.uk/humanism/

Humanism

Christianity

What does Christianity say about life after death?

Christian beliefs about life after death are based on the resurrection of Jesus Christ. Christians believe that Jesus' death and resurrection are part of God's divine plan for humankind. Through his death on the cross, Jesus pays the penalty for humankind's sin and humankind's relationship with God is restored. This is called atonement. Christians believe that three days after the crucifixion, God raised Jesus from the dead and he once again appeared to his disciples. This is taken to mean that Jesus' sacrifice was a victory over sin and death. Although physical death still happens, those who believe in Christ and live good lives will be given eternal life in Heaven.

https://www.bbc.co.uk/bitesize/topics/zdykjxs

Hinduism

Why do Hindus believe in life after death?

Ancient Hindu scriptures refer to the atman (soul) being reborn many times. The Bhagavad Gita states the following: As a person casts off worn-out clothes and puts on new ones, so does the atman cast off worn out bodies and enter new ones. Bhagavad Gita 2:22 (Smriti text) The Bhagavad Gita also explains that death is something that we can neither stop nor grieve about: For certain is the death of all that comes to birth, certain is the birth of all that dies. So in a matter that no one can prevent do not grieve. Bhagavad Gita 2:27 Most Hindus believe that good merit is achieved by following your dharma. The Bhagavad Gita details four different ways that moksha can be achieved: karma yoga - a type of Hindu religious practice that involves selfless service to others bhakti yoga - the path of loving devotion, aimed at developing pure love of god jnana yoga - a type of Hindu meditation, the path of knowledge that aims at liberation meditation - thinking quietly as a spiritual or religious exercise What happens after moksha? There are two main beliefs about what happens after moksha. Some Hindus believe that the atman is absorbed into Brahman. This is because the atman and Brahman are the same. Other Hindus believe that the atman and Brahman are different and that after moksha they remain separate. They believe that the atman will be in the presence of Brahman, as a personal god, but will remain unique and individual.

https://www.bbc.co.uk/bitesize/topics/zh86n3

Key Vocabulary	
Prayers	A solemn request for help or expression of thanks addressed to God or another deity.
Life after death	The hypothetical existence or survival of the soul after death.
Bereavement	The action or condition of being bereaved following the death of someone.
Judgement	The act or process of being judged by God for acts or beliefs
Reincarnation	The rebirth of a soul in another body.
Heaven	The place regarded in various religions as the abode of God (or the gods) and the angels, and of the good after death
Soul	The spiritual or immaterial part of a human being or animal, regarded as immortal.
Karma	Good or bad luck, viewed as resulting from one's action

Music Knowledge Map – Y5&6, Summer, Cycle A
Vicious Vikings and Deadly Disasters

Focus Key Concepts: **Compose and Transcribe**

Key Vocabulary:
- Melody
- Chord
- Rhythm
- Lyrics
- Rap
- Compose
- Crotchet, Minim, Quaver, Semibreve
- Rest

Standard Notation:
- Sounds can be represented by written symbols or patterns –
- Know how to read and play the symbols for a crotchet, minim, quaver and semibreve
- Know how to read and use chord charts for ukulele

Select and combine sounds:
- Lyrics are the words to a song
- A rhythm is a pattern of sounds of different lengths. Lyrics have a rhythm.
- Alternative lyrics can be composed for known songs
- Melodies can be written to be sung with chordal accompaniment

Improvise:
- Words or phrases can be used to create own rhythm patterns through improvisation

Audience Techniques:
- Attention
- Respect
- Enjoyment
- Appreciation

Perform:
- Singing – know how to follow the melody accurately, memorise the lyrics
- Instruments - know the ukulele chords F, Am, G7 and C and play correctly
- Ensemble – Listen to others, keep in time and play as a cohesive group

Songs to sing and play:
- It's OK (Please Just Say) - Charanga
- Viking Rock (Sing up)
- Invade! (Sing up)
- We're off to see the Wizard
- Somewhere over the rainbow