


## 2 Year Rolling Topic – Cycle 1 2023-2024

	AUTUMN		SPRING		SUMMER	
Possible Trips/ Workshops/ Visitors	Year 6- Buried Church  Stubington Residential		Mayan workshop?		Winchester Cathedral Trip- Ufton Court- Egyptian Day Bikeability Parliament?	
Additional enrichment/ Enhancement activities	Harvest Festival	Bonfire Night Anti Bullying week Remembrance Day World Nursery Rhyme week Children in need Christmas Jumper Day Nativity Performance	Valentines Day Lunar New Year Shrove Tuesday	STEM week World Book Day Internet Safety Day Fairtrade Fortnight Easter	World Earth Day	Sports Day Global Awareness week
BEQ	Is every country equal?	Why does parliament run the country rather than the King?	What makes a legacy last?	Is Copacabana a world away from our local area?	How can we be sure of what really happened in our past?	What if all the rivers of Earth stopped flowing?
 Kingfishers Year 5/6	<u>Geography</u> Topic Title: <b>Australia and Russia natural resources - equalities?</b> <b>Knowledge / key concepts:</b> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Oceania concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, Tropic of Cancer and Capricorn, latitude and longitude, Prime/Greenwich Meridian and time zones (including day and night)</li> <li>Human geography, including the distribution of natural resources including energy, food, minerals and water</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Use the eight points of a compass to build their knowledge of the wider world</li> <li>Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs & digital technologies.	<u>History</u> Topic Title: <b>The changing power of monarchs</b> <b>Knowledge / key concepts:</b> <ul style="list-style-type: none"> <li>Construct simple reasoned arguments about aspects of events, periods and civilizations studied.</li> <li>Explain with examples why a source might be unreliable.</li> <li>Knows who the four monarchs were and when they reigned.</li> <li>Has an overview of the events in each monarch's reign and understands how they affected the relative power of the monarch or parliament.</li> </ul>	<u>History</u> Topic Title: <b>Mayans</b> <b>Knowledge / key concepts:</b> <ul style="list-style-type: none"> <li>When/ where the Mayan civilization existed and that it began centuries before the period they study and continued afterwards, and that Mayan people still live in the same parts of central America now.</li> <li>Knowledge of important aspects of the Mayan civilization and how some contrast with Britain: Mayans did not have metals (Stone Age culture) but had an advanced understanding of astronomy, mathematics etc</li> <li>Contrast and make some significant links between civilizations/ periods studied.</li> <li>Construct reasoned arguments about events, periods or civilizations studied.</li> <li>Understands that all history is to some extent a construct (interpretation) and can identify a range of reasons for this.</li> </ul>	<u>Geography</u> Topic Title: <b>Copacabana – South American study</b> <b>Knowledge/ Key Concepts:</b> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>Identify the position and significance of Equator, Southern Hemisphere, Southern Hemisphere, Tropic of Cancer and Capricorn, Antarctic Circle, latitude and longitude, Greenwich/Prime Meridian and time zones (including day and night)</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region within South America</li> <li>Physical geography, including climate zones</li> <li>Physical geography, including biomes and vegetation belts</li> <li>Human geography, including types of settlement and land use</li> <li>Human geography, including economic activity</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Use the eight points of a compass to build their knowledge of the wider world</li> <li>Use symbols and key to build their knowledge of the wider world</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs &amp; digital technologies</li> </ul>	<u>History</u> Topic Title: <b>Egyptians in depth and overview of early civilisations.</b> <b>Knowledge / key concepts:</b> <ul style="list-style-type: none"> <li>Approximate dates /duration of each civilization</li> <li>Location of each civilization and importance of climate and major rivers.</li> <li>Identify the main shared characteristics of each civilization through research (geographical location, written language, mathematics, measuring time, laws, governance, cities, metals, wheels, pottery etc)</li> <li>Identify differences between attributes/achievements and firsts/earliest or greatest (size, longest, tallest etc)</li> <li>Can accurately place civilisations/periods studied in a chronological order and may take account of some overlap in duration and intervals between them</li> <li>Can contrast and make some significant links between civilisations/periods studied.</li> <li>Can give reasoned explanations with reference to significant examples of some connections between ways of life in the different civilisations and periods studied.</li> <li>Can explain the causes <b>and</b> consequences of quite complex events, even though they might still link some in a simple way.</li> <li>Can make judgements about historical significance against criteria.</li> <li>Recognises that historical significance varies over time, and by the interpretations of those ascribing that significance (provenance).</li> </ul>	<u>Geography</u> Topic Title: <b>River Tees, rivers and the water cycle</b> <b>Knowledge / key concepts:</b> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, latitude, longitude, Tropic of Cancer and Capricorn</li> <li>Physical geography, including rivers</li> <li>Physical geography, including the water cycle</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Use the eight points of a compass to build their knowledge of the United Kingdom</li> </ul>

	<p><u>Science</u> Topic Title: <b>Making new substances</b> <b>Knowledge Block 1: Reversible and irreversible changes</b></p> <ul style="list-style-type: none"><li>• All matter, including gas, has <b>mass</b>.</li><li>• Sometimes, mixed substances <b>react</b> to make a new substance. These changes are usually <b>irreversible</b>.</li><li>• Heating can sometimes cause materials to change permanently. When this happens, a new substance is made. These changes are not reversible.</li><li>• Indicators that something new has been made are the properties of the material are different (colour, state, texture, hardness, smell, temperature)</li></ul> <p>If it is not possible to get the material back easily it is likely that it is not there anymore and something new has been made (irreversible change)</p>	<p><u>Science</u> Topic Title: <b>Controlling electrical circuits</b> <b>Knowledge Block 1: Pushing electrical current</b></p> <ul style="list-style-type: none"><li>• Current is the flow of electricity around a circuit.</li><li>• The power supply in a circuit pushes the current round the circuit</li><li>• The voltage of the power supply is a measure of this push</li><li>• Voltage is measure in volts</li><li>• Batteries have a limited store of energy and when this is gone, they can no longer push the current</li></ul> <p><b>Knowledge Block 2: Electrical current</b></p> <ul style="list-style-type: none"><li>• Current is the flow of electricity through a <b>conductor</b></li><li>• When current passes through a device it makes it work</li><li>• Increasing the voltage (the number of cells in the battery) increases the current. The larger the flow of current, the harder the device works</li></ul> <p><b>Knowledge Block 3: Electrical resistance</b></p> <ul style="list-style-type: none"><li>• All parts of a circuit offer <b>resistance</b> to electrical current including the wires.</li><li>• Resistance is the slowing down of electrical current</li><li>• The more devices added into a circuit the greater the resistance</li></ul> <p>This means less current flows around the circuit</p>	<p><u>Science</u> Topic Title: <b>Circulation</b> <b>Knowledge Block 1: Getting oxygen into the blood</b></p> <ul style="list-style-type: none"><li>• All animals need <b>oxygen</b> to survive.</li><li>• Air is breathed into the <b>lungs</b> where the oxygen in the air is passed into the blood.</li><li>• Every part of animals' bodies need oxygen, especially <b>muscles</b>.</li><li>• Muscles need a supply of oxygen and <b>sugar (glucose)</b> to make them work, they are supplied by the blood.</li></ul> <p><b>Knowledge Block 2: The blood circulation model</b></p> <ul style="list-style-type: none"><li>• The heart is a vital organ pumps blood through the blood vessels.</li><li>• Blood Vessels are the tubes that blood flows through.</li><li>• The blood <b>circulates</b> around the body in a way that ensures all muscles in the body get a supply of oxygen and sugar.</li><li>• The <b>heart</b> pumps blood to every muscle in the body. The circulatory route must allow the blood to collect oxygen from the lungs, sugar from the intestines and visit muscles.</li><li>• The blood then returns to the heart where it is pumped again.</li><li>• Exercise helps the heart to work more efficiently.</li><li>• Eating a healthy diet helps to keep the blood vessels from getting blocked.</li></ul> <p>Avoiding smoking and alcohol puts less stress on the whole system and keeps it healthier.</p>	<p><u>Science</u> Topic Title: <b>Life Cycles</b></p> <p>Different types of organism have different life cycles.</p> <p>•Life cycles have evolved to help organisms survive to adulthood. Sexual and asexual reproduction</p> <p>Some organisms reproduce sexually where offspring inherit information from both parents</p> <p>Some organisms reproduce asexually by making a copy of a single parent</p>	<p><u>Science</u> Topic Title: <b>Light</b> <b>Knowledge Block 1- Light and sight</b></p> <ul style="list-style-type: none"><li>• There must be light for us to see.</li><li>• Light comes from a <b>source</b>.</li><li>• We need light to see things, even <b>shiny</b> things.</li><li>• Light from the sun can be dangerous and that there are ways to protect their eyes</li></ul> <p><b>Knowledge Block 2- What light does when it hits materials</b></p> <ul style="list-style-type: none"><li>• If an object is <b>transparent</b> light will go through it and we will be able to see through it.</li><li>• If an object is <b>opaque</b>, it will block the light and no light will get through. This is what forms shadows.</li><li>• The closer to the light source an object is, the bigger the shadow will be. This is because the object blocks more of the light.</li><li>• The further away from the light source an object is, the smaller the shadow will be. This is because the object blocks less of the light.</li><li>• If an object is perfectly <b>reflective</b>, light will bounce back off it and we will see reflections of objects.</li><li>• If the material is <b>translucent</b>, it will allow light through, but we won't be able to see through it.</li><li>•</li></ul>	<p><u>Science</u> Topic Title: <b>Forces that oppose motion</b></p> <p><b>Knowledge Block 1: Water and air resistance.</b></p> <ul style="list-style-type: none"><li>• When objects move through air and water, they have to push it out of the way. The water and air push back with forces called <b>water resistance</b> and <b>air resistance</b>. The harder it is to push the material out of the way the greater the resistance.</li><li>• Gases weigh less than liquids and so water resistance is greater than air resistance.</li></ul> <p><b>Knowledge Block 2: Friction</b></p> <ul style="list-style-type: none"><li>• <b>Friction</b> is a <b>force against motion</b> caused by two surfaces <b>rubbing</b> against each other. It occurs because no surfaces are perfectly smooth; they have bumps and <b>undulations</b> that can <b>interlock</b> when placed on top of each other.</li><li>• To move one <b>interlocking</b> surface over another, one of three things must happen:</li><li>• The surfaces must rise slightly</li><li>• The bumps on the surface must bend</li><li>• The bumps on the surface must break</li><li>• All of these actions require a force, this is what causes friction</li></ul> <p><b>Knowledge Block 3: Managing Forces</b></p> <ul style="list-style-type: none"><li>• Some objects require large forces to make them move; <b>gears, pulley</b> and <b>levers</b> can reduce the force needed to make things move.</li><li>• The use of levers can reduce the force needed to move things. The object you are lifting is called the <b>load</b>, and the force you apply to the arm to make the object move is called the <b>effort</b>.</li><li>• The use of pulleys can reduce the force needed to move things</li></ul> <p>(These are particularly complex ideas. It might be better to teach them through a design technology project where children make toys using cogs, pulleys and lever)</p> <ul style="list-style-type: none"><li>•</li></ul>
	<p><u>Art</u> Topic Title: <b>Victorian Artists- Changing Power of Monarchs</b> <b>Artist: William Morris and Thomas Bewick</b></p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"><li>• To explore the role and impact of William Morris and Thomas Bewick</li></ul>	<p><u>DT</u> Topic Title: <b>Electricity games</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"><li>• Using electrical systems in products, including switches, bulbs, buzzers and motors</li><li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-</li></ul>	<p><u>Art</u> Topic Title: <b>Optical Illusions</b> <b>Artist: Bridget Riley</b></p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"><li>• To know who Bridget Riley is, who she was inspired by and be able to identify Bridget Riley's style.</li></ul>	<p><u>DT</u> Topic Title: <b>Pulleys, gears and levers</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"><li>• Using mechanical systems in products, such as gears, pulleys and levers.</li></ul>	<p><u>DT – Food Technology</u> Topic Title: <b>Cooking</b> Knowledge / key concepts:</p> <ul style="list-style-type: none"><li>• Cook food; independently observe hygiene, health and safety precautions and hazards.</li><li>• Plan, budget, prepare and follow a recipe and cook food to match consumer preferences.</li></ul>	<p><u>Art</u> Topic Title: <b>Futuristic Landscapes</b> <b>Artist: Karen Lynch</b></p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"><li>• River collage – Create a design, using knowledge of techniques, for a specific outcome</li></ul>

	<p>in the Victorian era and how they have inspired art today.</p> <ul style="list-style-type: none"><li>To record their observations in detailed drawings in style of Thomas Bewick.</li><li>Uses a range of materials to produce line, tone and shade.</li><li>Uses techniques, colours, tools and effects to represent things seen, remembered or imagined.</li><li>To create a printing block and use this to create repeated patterns.</li></ul> <p><b>Type of Art Medium:</b> Drawing, painting, and printing</p> <p><b>Art elements:</b> Line, Texture and colour</p> <p><b>Outcome:</b> Wrapping Paper/ bag using printing</p>	<p>sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <ul style="list-style-type: none"><li>understand how key events and individuals in design and technology have helped shape the world</li></ul> <p><b>Outcome:</b> Electrical Game about the monarchy</p>	<ul style="list-style-type: none"><li>To create their own optical illusions using straight lines</li><li>To use a compass to overlap circle to create segments and create individual patterns.</li><li>To produce a 3D sculpture, with an Op Art design representing the Mayans.</li></ul> <p><b>Type of Art Medium:</b> Drawing, Painting and Sculpture</p> <p><b>Art elements:</b> Shape, form, line, space and value</p> <p><b>Outcome:</b> Optical Illusion 3D sculpture</p>	<ul style="list-style-type: none"><li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li></ul> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p><b>Outcome:</b> System that can transport tomatoes up a mountain in Nepal</p>	<ul style="list-style-type: none"><li>Analyse appearance, smell, taste, texture, colour, how grown, how produced, how eaten, cost, weight, shape and preference.</li><li>Weigh and measure accurately, time, dry ingredients and liquids.</li><li>Demonstrate accurate use of equipment using safe working practices,</li><li>Identify ways to modify recipes to make healthier choices.</li></ul> <p>Use ICT to research.</p> <p><b>Outcome:</b> Egyptian bread</p>	<ul style="list-style-type: none"><li>Applies knowledge of different techniques as a form of expression.</li><li>To understand what atmospheric perspective is and what effect it has on an audience.</li><li>To create a piece of art that includes collage, atmospheric perspective, futuristic and digital art.</li></ul> <p><b>Type of Art Medium:</b> Drawing, Painting and Collage</p> <p><b>Art elements:</b> Line, shape space and value</p> <p><b>Outcome:</b> Futuristic landscape and river collage</p>
	<p><u>Computing</u> Topic Title: Sharing Information</p> <p><b>Knowledge/Key Concepts:</b></p> <ul style="list-style-type: none"><li>their understanding of computer systems and how information is transferred between systems and devices.</li><li>will consider small-scale systems as well as large-scale systems.</li><li>will explain the input, output, and process aspects of a variety of different real-world systems.</li><li>will also take part in a collaborative online project with other class members and develop their skills in working together online.</li></ul>	<p><u>Computing</u> Topic Title: Flat-file Databases</p> <p><b>Knowledge/Key Concepts:</b></p> <ul style="list-style-type: none"><li>how a flat-file database can be used to organise data in records.</li><li>how to use tools within a database to order and answer questions about data.</li><li>how to create graphs and charts from their data to help solve problems.</li><li>how to use a real-life database to answer a question, and present their work to others.</li></ul>	<p><u>Computing</u> Topic Title: Selection in quizzes</p> <p><b>Knowledge/Key Concepts:</b></p> <ul style="list-style-type: none"><li>their knowledge of selection by revisiting how conditions can be used in programs and then learning how the If... Then... Else structure can be used to select different outcomes depending on whether a condition is true or false.</li><li>They represent this understanding in algorithms and then by constructing programs using the Scratch programming environment.</li><li>They use their knowledge of writing programs and using selection to control outcomes to design a quiz in response to a given task and implement it as a program.</li></ul>	<p><u>Computing</u> Topic Title: Selection in physical computing</p> <p><b>Knowledge/Key Concepts:</b></p> <ul style="list-style-type: none"><li>physical computing to explore the concept of selection in programming through the use of the Crumble programming environment.</li><li>will be introduced to a microcontroller (Crumble controller) and learn how to connect and program components (including output devices- LEDs and motors) through the application of their existing programming knowledge. are introduced to conditions as a means of controlling the flow of actions and make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the if, then structure).</li></ul>	<p><u>Computing</u> Topic Title: Vector Drawing</p> <p><b>Knowledge/Key Concepts:</b></p> <ul style="list-style-type: none"><li>that vector images are made up of shapes.</li><li>They will learn how to use the different drawing tools and how images are created in layers.</li><li>They will explore the ways in which images can be grouped and duplicated to support them in creating more complex pieces of work.</li><li>use the Google Drawings app other alternative pieces of software are available.</li></ul>	<p><u>Computing</u> Topic Title: Video Editing</p> <p><b>Knowledge/Key Concepts:</b></p> <ul style="list-style-type: none"><li>how to create short videos</li><li>topic-based language and develop the skills of capturing, editing, and manipulating video.</li><li>have the opportunity to reflect on and assess their progress in creating a video.</li></ul>
	<p><u>RE</u> Topic Title: <b>Systems of Rule and Citizenship</b></p> <p><b>Concept- Power</b></p> <ul style="list-style-type: none"><li>Respond creatively as well as explain what people might mean by <i>power</i>.</li><li>Explain how God's <i>power</i> is significant for Christians and Muslims.</li><li>Accurately explain the significance of believers' interpretations of God's <i>power</i>.</li><li>Accurately explain their own personal response to the concept of <i>power</i>.</li></ul>	<p><u>RE</u> Topic Title: <b>Christmas- the two birth narratives.</b></p> <p><b>Concept: Interpretation</b></p> <ul style="list-style-type: none"><li>Respond creatively as well as explain the meaning of the word <i>interpretation</i></li><li>Explain why there are two <i>interpretations</i> of the story of the birth of Jesus in the Bible</li><li>Accurately explain the value of the two <i>interpretations</i> for Christians and describe some issues raised</li></ul>	<p><u>RE</u> Topic Title: <b>Sacred Texts (The Qu'ran)</b></p> <p><b>Concept: Wisdom</b></p> <ul style="list-style-type: none"><li>Respond creatively as well as explain a personal response to the concept of wisdom, and give examples of who and what has the right to guide them.</li><li>Explain how people have different ideas about what wisdom is.</li><li>Accurately explain ideas about what wisdom is.</li></ul>	<p><u>RE</u> Topic Title: <b>The Journey of Life</b></p> <p><b>Concept: Rites of Passage</b></p> <ul style="list-style-type: none"><li>Respond creatively and begin to explain their response to the concept of rites of passage and what events have been important in their journey of life so far.</li><li>Explain some examples of how the concept of life as a journey marked by rites of passage can be applied in their own and others' lives.</li></ul>	<p><u>RE</u> Topic Title: <b>Stories of Justice</b></p> <p><b>Concept: Justice</b></p> <ul style="list-style-type: none"><li>Respond creatively as well as explain what the concept of <i>justice</i> means.</li><li>Explain how <i>justice</i> is significant in the stories of Jewish people, Christians and Muslims.</li><li>Accurately explain the value of <i>justice</i> to Jewish people, Christians and Muslims and identify and explain issues raised.</li></ul>	<p><u>RE</u> Topic Title: <b>Hajj and Zakat</b></p> <p><b>Concept: Umma</b></p> <ul style="list-style-type: none"><li>Respond creatively as well as explain the meaning of peace</li><li>Explain the significance of peace through submission to muslims</li><li>Accurately explain the concept of peace by exploring the value to muslims and identifying and explaining situations or issues that may arise in relation to peace</li></ul>

	<ul style="list-style-type: none"><li>Discern the value of how <i>power</i> affects their own and other people's lives.</li></ul> <p>UC: Kingdom of God</p> <p>What kind of king is Jesus?</p>	<ul style="list-style-type: none"><li>Accurately explain a personal response to the way in which different <i>interpretations</i> of situations have been evident in their own experience</li><li>Discern the value of how their ideas about <i>interpretation</i> may affect their experiences and others' experiences.</li></ul> <p>UC: God</p> <p>What does it mean if God is holy and loving?</p>	<ul style="list-style-type: none"><li>Accurately explain how the Qur'an and the Bible contain wisdom.</li><li>Discern the value of wisdom in the world today.</li></ul> <p>UC: Gospel</p> <p>What would Jesus do?</p>	<ul style="list-style-type: none"><li>Accurately explain how important events are marked in religion by rites of passage.</li><li>Accurately explain the meaning of the Muslim naming ceremony and the Hajj.</li><li>Discern the value of rites of passage to believers and the possible value for their own lives and communities.</li></ul> <p>UC: Creation/ Fall</p> <p>Creation and Science: conflicting or complementary?</p>	<ul style="list-style-type: none"><li>Accurately explain their own response to <i>justice</i>.</li><li>Discern the value of how <i>justice</i> can be applied in own and others' lives.</li></ul> <p>UC: People of God</p> <p>What does it mean if God is holy and loving?</p>	<ul style="list-style-type: none"><li>Accurately explain a personal response to peace in their own experience</li><li>Discern the value of how their responses and ideas about peace affect the way they and others behave.</li></ul>
<p><u>French</u></p> <p>Topic Title: <b>Chez moi</b></p> <p>Pupils revisit the map of France and the Francophone world, focusing in on places that they know and recognise. Following on from a revision of the types of questions to gather personal information about a person. Pupils then move on to talking about where they live, whether their house is big or small and who they live with through a range of fairy-tale characters.</p>	<p><u>French</u></p> <p>Topic Title: <b>‘Les citrons ne sont pas rouges’</b></p> <p>Through the picture book, <i>Les citrons ne sont pas rouges</i>, children explore agreement of nouns and adjectives in the masculine, feminine and, for the first time, the plural. Children explore the way that agreements sound verbally and how they look when they are written down. They use bilingual dictionaries to find their own nouns to create a book, based on the original, which describes the colours of various objects, food items and animals.</p>	<p><u>French</u></p> <p>Topic Title: <b>En ville.</b></p> <p>Using text and images, the children work out the names for various buildings and features around the town, concentrating on whether they are masculine or feminine. They build on their knowledge of prepositions of place to describe where certain buildings are located within the town and use this vocabulary to ask for and give simple directions to a partner or to the class. Children create a short description of their town, to tell a read what can and cannot be found there.</p>	<p><u>French</u></p> <p>Topic Title: <b>On voyage au Rwanda !</b></p> <p>(Link to animals in science)</p> <p>Children start off my discovering information about the city of Kigali, Rwanda's capital city, including the types of buildings found there. They then move on to more rural areas of the country and they types of animals found there, a huge draw for tourists visiting the country. They spend time describing the animals and their habitats as well as they type of food that they eat.</p>	<p><u>French</u></p> <p>Topic Title: <b>Va t'en grand monstret vert</b></p> <p>Through another French text – <i>Va t'en grand monstret vert</i> – children revisit the concept of noun/adjective order and agreement in the masculine, feminine and plural, which they have already explored in the Autumn Term. They also consider the importance of adjective / noun order and how it differs from English. Adjectives of size are introduced for the first time and pupils explore their relative position within sentences. Children create their own monsters and describe them using the focus sentence structures.</p>	<p><u>French</u></p> <p>Topic Title: <b>On fais des courses</b></p> <p>Children learn about shopping in France, from supermarkets to more traditional markets, and the importance of quality ingredients. They practise how to ask for particular food items and find out the cost as well as how to pay. They use all these practical skills on a 'virtual French trip' where they travel by plane and work as a team to buy particular items from market stalls in the school playground. The school year ends with a celebration of <i>le 14 juillet</i>.</p>	
<p><u>PE</u></p> <ul style="list-style-type: none"><li>Invasion Games- <b>Tag Rugby</b></li><li><b>Dance</b> - Haka</li></ul>	<p><u>PE</u></p> <ul style="list-style-type: none"><li>Invasion games- <b>Basketball</b></li><li>Gym- <b>shapes and balances</b></li></ul>	<p><u>PE</u></p> <ul style="list-style-type: none"><li>Invasion games- <b>netball</b></li><li><b>Dance</b>- The Greatest Showman</li></ul>	<p><u>PE</u></p> <ul style="list-style-type: none"><li>Invasion games- <b>football</b></li><li><b>Gym</b>- rivers and mountains</li></ul>	<p><u>PE</u></p> <ul style="list-style-type: none"><li>Net/wall games- <b>tennis</b></li><li><b>OAA</b></li></ul>	<p><u>PE</u></p> <ul style="list-style-type: none"><li>Striking and fielding games- <b>rounders</b></li><li><b>Athletics</b></li></ul>	
<p><u>PSHE/RSHE</u> - Health and Wellbeing</p> <p>Topic Title: <b>What makes up our identity?</b></p> <p><b>Knowledge/Key Concepts:</b></p> <ul style="list-style-type: none"><li>how to recognise and respect similarities and differences</li><li>between people and what they have in common with others</li><li>that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</li><li>how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) (2)</li></ul>	<p><u>PSHE/RSHE</u> –Living in the Wider World</p> <p>Topic Title: <b>What decisions can people make with money?</b></p> <p><b>Knowledge/Key Concepts:</b></p> <ul style="list-style-type: none"><li>how people make decisions about spending and saving money and what influences them</li><li>how to keep track of money so people know how much they have to spend or save</li><li>how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)</li><li>how to recognise what makes something 'value for money' and what this means to them that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions</li></ul>	<p><u>PSHE/RSHE</u> –Health and Wellbeing</p> <p>Topic Title: <b>How can we help in an accident or emergency? What are human rights?</b></p> <p><b>Knowledge/Key Concepts:</b></p> <ul style="list-style-type: none"><li>how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</li><li>that if someone has experienced a head injury, they should not be moved</li><li>when it is appropriate to use first aid and the importance of seeking adult help</li></ul> <p>the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</p>	<p><u>PSHE/RSHE</u> –Relationships</p> <p>Topic Title: <b>How can friends communicate safely?</b></p> <p><b>Knowledge/Key Concepts:</b></p> <ul style="list-style-type: none"><li>about the different types of relationships people have in their</li><li>lives</li><li>what constitutes a positive healthy friendship (e.g. mutual respect, trust,truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</li><li>how friends and family communicate together; how the internet</li><li>and social media can be used positively</li><li>how knowing someone online differs from knowing someone</li><li>face-to-face</li><li>how to recognise risk in relation to</li></ul>	<p><u>PSHE/RSHE</u> –Health and Wellbeing</p> <p>Topic Title: <b>How can we keep healthy as we grow?</b></p> <p><b>Knowledge/Key Concepts:</b></p> <ul style="list-style-type: none"><li>how mental and physical health are linked</li><li>how positive friendships and being involved in activities such as clubs and community groups support wellbeing</li><li>how to make choices that support a healthy, balanced lifestyle including: » how to plan a healthy meal how to stay physically active, how to maintain good dental health, including oral hygiene, food and drink choices, how to benefit from and stay safe in the sunn how and why to balance time spent online with othern activities</li></ul> <p>how sleep contributes to a healthy lifestyle; the effects of poor sleep;</p>	<p><u>PSHE/RSHE</u> –Health and Wellbeing</p> <p>Topic Title: <b>How can we keep healthy as we grow?</b></p> <p><b>Knowledge/Key Concepts:</b></p> <p><b>Year 5:</b></p> <ul style="list-style-type: none"><li>how puberty relates to growing from childhood to adulthood</li><li>about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</li><li>about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</li><li>about where to get more information, help and advice about growing and changing, especially</li></ul>	

	<ul style="list-style-type: none"><li>• about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others (3)</li><li>• how to challenge stereotypes and assumptions about others</li></ul>		<ul style="list-style-type: none"><li>• to recognise reasons for rules and laws; consequences of not adhering to rules and laws</li><li>• to recognise there are human rights, that are there to protect everyone (1)</li><li>• about the relationship between rights and responsibilities</li><li>• . he importance of having compassion towards others; shared responsibilities (2)</li><li>• we all have for caring for other people and living things; how to show care and concern for others (3)</li></ul>	friendships and keeping safe <ul style="list-style-type: none"><li>• about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</li><li>• how to respond if a friendship is making them feel worried,</li><li>• unsafe or uncomfortable</li><li>• how to ask for help or advice and respond to pressure,</li><li>• inappropriate contact or concerns about personal safety</li></ul>	strategies that support good quality sleepn how to manage the influence of friends and family on health choices <ul style="list-style-type: none"><li>• that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one</li><li>• how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school</li><li>• that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</li><li>• that anyone can experience mental ill-health and to discuss concerns with a trusted adult</li><li>• that mental health difficulties can usually be resolved or managed with the right strategies and support</li></ul>	about puberty  <b>Year 6 content only:</b> <ul style="list-style-type: none"><li>• about the reproductive organs and process - how babies are conceived and born and how they need to be cared for</li></ul>
	<u>Music : Brass</u> <b>Knowledge/Key Concepts:</b> <ul style="list-style-type: none"><li>• Sing and play in unison and in parts</li><li>• Develop instrumental skills and techniques</li><li>• Learn how to hold the instrument including correct posture for standing or sitting (whichever is appropriate for the teaching space)</li><li>• Learn how to buzz and play the notes CDEF and G. Use in a variety of tunes, games and musical activities including playing in two parts</li><li>• Buzz on the mouthpiece changing pitch</li><li>• Learn correct tonguing and breathing techniques avoiding overblowing</li><li>• Encourage students to make decisions about their music and demonstrate their learning in a creative response</li><li>• Start to develop rehearsal and practice routines and strategies in preparation for a performance</li><li>• Use rhythmic notation / basic stave notation when appropriate</li></ul>	<u>Music- Samba</u> <i>Subject to change</i> <b>Knowledge/Key Concepts:</b> <ul style="list-style-type: none"><li>• Know instrument names and demonstrate correct playing techniques</li><li>• Respond to aural and visual signals within a performance</li><li>• Identify and understand changes of tempo and dynamic</li><li>• Sing and play matching pitch accurately</li><li>• Develop their skills and confidence as individuals</li><li>• Work as valued team members forming and maintaining good relationships</li><li>• Share high aspirations and goals</li><li>• Reflect on their own work and the work of others</li><li>• Recall and apply their knowledge creatively and in new situations</li><li>• Develop listening and communication skills</li><li>• Be able to offer and respond to constructive feedback</li><li>• Celebrate their achievement</li></ul>	<u>Music- iPads/ Gamelan</u> <i>Subject to change</i> <b>Knowledge/Key Concepts:</b> <u>iPads</u> <ul style="list-style-type: none"><li>• learn about music technology through a composition journey into popular music.</li><li>• Use garage band to learn about compositional technique in relation to popular music.</li><li>• Deepen understanding of texture, timbre, structure, and instrumentation.</li><li>• Learn specific musical technology processes including sequencing and editing to develop, refine and finalise their popular songs</li></ul> <u>Gamelan</u> <ul style="list-style-type: none"><li>• Develop knowledge around music of Indonesia through practical learning of Gamelan.</li><li>• Build skills in playing all areas and instruments from a traditional Javanese Gamelan. These skills will include finger dampening, complex rhythm work and singing.</li><li>• Develop understanding of rhythm, texture, layering and melody.</li></ul> Learn the context and use of music from Indonesia throughout their journey			
	Music to be taught by specialist music teacher HMS					