YEAR A - SPRING 2
Key Stage: Upper Juniors
Topic: Rivers

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English	**Maths**	
	Year 5	**Year 6**
A Midsummer Night's Dream An essential for the English curriculum, this text offers a chance to study a playscript by the renowned English poet and playwright, William Shakespeare. This is a great opportunity for pupils to study a romance and fantasy story. Children become familiar with this Shakespeare play through drama, then create their own playscripts. Key Objectives ● READING: preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience ● WRITING: using further organisational and presentational devices to structure text **The Boy who Swam with Piranhas (complaints)** Children read models of letters on complaint, identifying features. They then pose as a grumpy neighbour and write letters of complaint about the noise coming from the 'fish factory' next door. Key Objectives ● READING: select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ● WRITING: identifying and discussing themes and conventions in and across a wide range of writing **The Boy who Swam with Piranhas (diary)** Children write a diary based on a stunt they are about to perform, e.g. jumping into the piranha tank! Key Objectives ● READING: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ● WRITING: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	**Statistics** ● solve comparison, sum and difference problems using information presented in a line graph ● complete, read and interpret information in tables, including timetables **Conversions** ● convert between different units of metric measure ● understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints **Time** ● solve problems involving converting between units of time ● Calculate with timetables **Fractions** *Recapping and reviewing for mastery* ● convert mixed numbers and improper fractions and write mathematical statements > 1 as a mixed number [for example, 2/5 + 4/5 = 6/5 = 1 1/5] ● add and subtract fractions with the same denominator, and denominators that are multiples of the same number, converting between mixed and improper **Number:** Algebra ● use simple formulae ● use 1-step function machines ● Solve simple one-step equations	**Statistics** ● read, interpret and draw line graphs ● interpret and construct pie charts and line graphs and use these to solve problems including those involving percentages ● calculate and interpret the mean as an average **Conversions** ● use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places ● convert between miles and kilometres **Ratio** ● Understand the language of 'for every' in relation to ratio and use the : symbol ● Understand the relationship between ratio and fractions ● solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts ● solve problems involving similar shapes where the scale factor is known or can be found ● solve problems involving unequal sharing and grouping using knowledge of fractions and multiples ● apply understanding to recipes which involve multiplying and dividing quantities **Algebra** ● use simple formulae ● generate and describe linear number sequences ● express missing number problems algebraically ● find pairs of numbers that satisfy an equation with 2 unknowns ● enumerate possibilities of combinations of 2 variables

	Computing	History	Geography
Description	Children will learn to code and debug on Crumble		Children study the features of rivers and visit a local river to conduct fieldwork
NC Objectives	• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs		• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including rivers), and land-use patterns; and understand how some of these aspects have changed over time
Substantive Knowledge	• Children will learn to debug their algorithm • Children will learn to program the Crumble microchip to create a simple movement		• Name and locate the counties that surround Hampshire. • Locate Russia on a world map. • Name and locate the world most famous rivers on a map (River Thames, Volga, Nile, Amazon). • Know the features of rivers. • Know how rivers and coasts have changed over time around the world. • Know why most cities are located near a river. • Locate significant rivers in the UK.
Disciplinary Skills	• Understand how to use a range of sequences, selections and repetition commands combined with variables as required • Understand how to write generic codes • Understand how to critically evaluate their work and suggest improvements • Understand how to use conditions in repetition commands • Understand how to create programs that control physical systems		• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use fieldwork to create a fieldwork sketch of area visited • to measure river width • to measure river velocity • draw a graph and compare data collected
Vocabulary	Input, process, output, flashing, USB, selection, condition, if… then… else, variable, random, navigation, design, task, step counter, plan, create, code, test, debug		river, landscape, lake, sea, ocean, source, mouth, erosion, transportation, sediment, deposition, river bed, river banks, landform, tributary, agriculture, abrasion, attrition, solution, hydraulic action, water cycle.
Assessment	Can children program the Crumble microchip to create a simple movement		EOUWO- Double-page spread on Rivers.

	Art	DT	Science

Description	To create their own mixed media artwork of trees and the countryside using their local area and David Hockney paintings for inspiration.		Children learn about animals and their habitats, and explore the life cycles of different species
NC Objectives	• to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers.		• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • Describe the life process of reproduction in some animals • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences • Give reasons for classifying animals based on specific characteristics
Substantive Knowledge	**Theoretical** • To learn about the pop art movement in the 1960s. • To find out about the life and art works of David Hockney. • To describe Hockney's artwork by discussing the materials, techniques, elements of art and perspective used. **Practical** • Work in a sustained and independent way to develop their own style of drawing/painting/oil pastels, developing line, tone, pattern, texture. • Draw for a sustained period of time over a number of sessions working on one piece. • Use different techniques for different purposes and, understand which works well in their work and why. • Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. • Adapt their work according to their views and describe how they might develop it further. • Develop their own style using tonal contrast and mixed media. • Have opportunities to develop further simple perspective in their work using a single focal point and horizon. • Develop an awareness of composition, scale and proportion. • Identify, mix and use primary, secondary, tertiary, complimentary and contrasting colours. • Make considered choices about the colour chosen?		Life cycles • Know that the life cycle of a living thing is a series of stages of development starting with a fertilized egg in animals or a seed in many plants • Mammals, amphibians, insects and birds have different life cycles. • Know that in most mammals (e.g. dogs) a fertilized egg develops in the womb into an embryo and is then born and fed on milk before it is weaned onto the food that is adapted to eat; it then develops to maturity in a period called adolescence after which it can reproduce • Know that in amphibians (e.g. frogs) a fertilized egg develops into an embryo and then hatches, it then develops adult characteristics, metamorphoses into the adult form after which it can reproduce • Know that in many insects (e.g. butterflies) a fertilized egg develops into larva (caterpillar); the larva feeds then becomes a pupa (chrysalis); the pupa metamorphoses into the adult butterfly and the cycle can begin again • Know that in birds a fertilized egg hatches in a nest (a hatchling) and is fed by its parents until it is ready to fly; it then leaves the nest and grows into a adult after which it can reproduce • Life cycles vary in time depending on the species of animal- it can be as short as just a few weeks for insects, to up to 200 years for sea urchins. • All animal life cycles begin with growth and development followed by reproduction. • Some animals are eusocial. This means they live in colonies (groups) with one animal or group producing young and the others working to care for them.
Disciplinary Skills	• What can you learn about the culture in the 1960's from the pop art movement?		• Know how to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar graphs and line graphs. • Choose the best method to present data and finding • Know how to use primary and secondary sources evidence to justify ideas • Know that evidence can refutes or supports their ideas and how to find it • Know how to recognise where secondary sources will be most useful • Know how to use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas
Vocabulary	tertiary colours, complimentary colours, perspective, composition, scale, proportion, mixed media,line, tone, pattern, texture, shading, hatching, cross hatching, stippling		species, microorganisms asexual reproduction, sexual reproduction, metamorphosis, life cycle adaptation, vertebrate, life cycle, reproduction, species, process, structures, function, stages, growth, classify, species, taxonomy, specific characteristics, observable traits, similarities, differences,
Assessment	Children create their own forest artwork using perspective.		Headstart assessment on living things and their habitats

	PE	Music	Religious Education	
Description	Indoor—Target Games (Dodgeball) Outdoor- Net and Wall Games (Tennis) PPA-Invasion Game (Football)	Children studyConnections (Anna Meredith) and create their own body percussion, vocal and movement ideas	**Description**	**RESURRECTION** Children will learn about Christian beliefs at Easter
NC Objectives	• use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate • develop flexibility, strength, technique, control and balance • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.	• Play and perform in solo and ensemble contexts • Improvise and compose music for a range of purposes • Listen with attention to detail • Use and understand staff and other notations • Appreciate and understand a wide range of high-quality live and recorded music • Develop understanding of history of music.	**Living Difference Concept Cycle**	**Inquire** • To understand the meaning of the word Resurrection and that this is often linked to the Christian belief that Jesus rose from the dead on Easter Sunday **Contextualise** • To accurately describe the events that happened when the woman found the empty Tomb after Jesus' resurrection and consider what the characters may have thought and said at this time • To accurately explain the account of the disciples' encounter with Jesus on the Emmaus road. **Evaluate** • To discern the importance of the belief in Jesus' resurrection for Christians and understand that not all Christians may feel exactly the same way **Communicate** • To consider and begin to explain their own beliefs about the resurrection of Jesus **Apply** • To apply existing RE knowledge and understanding of the Christian belief in the Resurrection to write a diary entry account of the disciples' encounter with Jesus on the Emmaus road
Substantive Knowledge	**Invasion.** • Know that working well as part of a team will contribute to success. • Know that using different skills will help keep possession. • I understand the positions in a team and the roles they play. • Know that there are different ways to defend and attack. • Know that there are defensive duties in tag rugby. • I understand the importance of staying in line in both attacking and defending plays **Net and Wall** • Know the benefits of having a good ready position/stance • Know when to apply principles suitable for attacking/defending • Know when to perform tactical serves **Target** • Know that speed and power applied when hitting/throwing a ball may need to change • Know the importance of quick reactions (dodgeball). • Know which skills to choose in game situations. • Know when to change the pace of the ball. • Know when to apply tactics and strategies.	• Understand how a wide range of dynamics can be used and manipulated for expressive effect • Understand how a wide range of tempi can be used and manipulated for expressive effect • Explore and use a wider range of developmental structures and expressive structures		
Disciplinary Skills	**Invasion** • Know how to keep good control when performing skills at speed. • Know how to perform skills (e.g., passing) with accuracy • Know how to confidently change speed and direction • Know how to keep possession of the ball when faced with opponents. • Know how to combine and perform skills with control **Net and Wall** • Know how to use correct footwork to hit the ball with good technique. • Know how to direct a ball/shuttle to a target area. Know how to perform consistently (resulting in longer rallies). • Know how to perform a chasse step and lunge. **Target Games** • Know how to throw the ball in different ways • Know how to catch a ball at different heights and speeds. • Know how to move quickly and use different ways to dodge the ball – jump, skip, jockey, gallop (dodgeball). • Know how to play a drive shot, putt and chip (golf)	• Demonstrate accurate and fluent instrumental skills and use them to perform • Recognise which refinements need to be made and explore a range of different strategies • Understand, select and use a range of notation for specific purposes • Respond to, identify, compare and contrast music with an awareness of context and purpose. • Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music.	**Religious Traditions**	CHRISTIANITY
Vocabulary	Marking, tactics, accuracy, possession, support, tackle, opposition, power, referee, accelerate, side shot, attack, defend	Beat, rhythm, metre, layers, harmony, crotchet, quaver, minim, semi breve	**Vocabulary**	Resurrection, forgiveness, atonement, sin, new life, life after death, eternal life
Assessment	• Assessed against Hordle's PE internal assessment criteria..	Perform body percussion and vocal sounds	**Assessment**	Diary entry account of the disciples' encounter with Jesus on the Emmaus road

	PSHE	MFL (French)	
Description	Healthy Me: children learn how to stay healthy by exploring issues such as alcohol, smoking and image	Children learn to describe their clothing.	
NC Objectives	• Smoking, including vaping • Alcohol • Alcohol and anti-social behaviour Emergency aid • Body image • Relationships with food • Healthy choices • Motivation and behaviour	• Present ideas and information orally to a range of audiences • Read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly • Describe people, places, things and actions orally and in writing • Understand basic grammar appropriate to the language being studied	
Substantive Knowledge	• I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. • I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart • I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations • I understand how the media, social media and celebrity culture promotes certain body types • I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image • I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy	• Identify and say different items of clothing and describe their colour accurately using adjective agreement • Be able to use the indefinite article • To be able to use opinion verbs and adjectives • To be able to use the conjunction 'parce que'	
Disciplinary Skills	• I can make an informed decision about whether or not I choose to smoke and know how to resist pressure • I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure • I know how to keep myself calm in emergencies • I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am • I respect and value my body	• To name or describe clothes aloud with accurate pronunciation • Labelling items of clothing correctly • To be able to give short opinions and reasons aloud • To create simple sentences using subject + verb + object + parce que + adjective to describe items of clothing • Name the gender of nouns, name the indefinite article for both genres and use correctly • Listening to and understanding others' opinions • Participate in simple role play • Understand questions and responses in dialogue	
Vocabulary	Choice, pressure, media, influence, emergency, recovery, position, body, image, respect	je voudrais, je porte, il/elle porte, un pull, un tee-shirt, un short, un maillot de bain, un maillot de foot, un pantalon, un manteau, une jupe, une robe, une chemise, des chaussures, joli, moche, confortable, à la mode, pratique	
Assessment	Children debate whether the media and social media help motivate people to live healthy and safe lifestyles	**Writing** - children to write simple sentences to describe clothing and what you like or dislike about them.	