



	GEOGRAPHY	SPAG	ENGLISH	SCIENCE	MATHS	RE	ART
	Blencathra Centre Field Trip			Animals inc Humans (Y5)	White Rose	The Concept of Salvation	Watercolour Painting



ENGAGE	<p>We will learn about: Fairtrade Fortnight</p> <p>PLACES We will: describe how human and physical processes can lead to similarities/differences in the environments of places</p> <p>Blencathra Field Trip</p> <p>PATTERNS respond to and ask relevant questions about patterns in the landscape and make appropriate observations on the location of features relative to others</p> <p>PERSPECTIVES explain what human and physical processes may have occurred in a place by studying an aerial image of it.</p>	<p>Our grammar and punctuation content is:</p> <p>Year 5 Modal Verbs Brackets, dashes and commas for parenthesis</p> <p>Year 6 SATS revision</p> <p>We follow a spelling scheme called No Nonsense spelling.</p>	<p>We will be reading and talking about: mountain ranges around the word and famous mountaineers</p> <p>We will be writing: non fiction texts</p>	<p>We will:</p> <p>describe the changes as humans develop to old age.</p> <p><i>Revisit Y6 Living things and their habitat by</i> describing how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>giving reasons for classifying plants and animals based on specific characteristics.</p> <p>WORKING SCIENTIFICALLY record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>	<p>Year 5 Fractions</p> <p>Decimals</p> <p>Year 6 Decimals</p> <p>Measurement</p>	<p>We will:</p> <p>identify the word 'atonement' in Christianity.</p> <p>learn what 'atonement' originally meant</p> <p>learn that Christians emphasize that Jesus is the Saviour and through his death the sins of humanity are forgiven.</p> <p>reflect on the view that Easter celebrates Jesus dying to take the punishment of sin so that people can be forgiven.</p> <p>learn that Christians believe that Jesus rose again and that faith in him will give eternal life to the believer.</p>	<p>We will learn about:</p> <p>SELECTION We will: describe how the techniques and themes used by other artists and genres have been developed in their own work.</p> <p>EVALUATING compare and comment on ideas/methods/approaches in own and others' work (relating to context).</p> <p>APPRECIATING describe and explain the ideas, methods and techniques used to create artwork on a particular theme or genre.</p> <p>USING A SKETCHBOOK use a sketch book to develop and experiment with ideas</p> <p>DEVELOPING IDEAS Explain intentions when developing ideas, identifying any changes and improvements made as work progresses.</p> <p>PAINTING Use paint application techniques to create mood and atmosphere in a painting. Use paint techniques characteristic of a specific genre (e.g. particular brush strokes, colours and paint application techniques).</p> <p>COLOUR Mix and use colour to reflect mood and atmosphere.</p>
	<p>FIELD WORK describe and explain geographical processes observed including taking accurate measurements and representing these in texts, graphs and spreadsheets.</p> <p>DIRECTION use four and six figure grid references to locate features on an OS or world map</p> <p>Wider Mountain Study – This links to the Collins skills on geographical enquiry.</p> <p>UNITED KINGDOM Name and locate mountains of the UK and describe the impact of human and physical geography of the places they are found</p> <p>HUMAN AND PHYSICAL Explain how climate zones, biomes and vegetation belts affect the physical and human features of a place in the world</p>						
DEVELOP							
INNOVATE							
EXPRESS							

UKS2 Year B Spring 2 Marvellous Mountains



Physical Education	PSHE	ICT	French	Music
Invasion Games – Dodgeball Gymnastics	Financial Understanding	Scratch projects	A Weekend with Friends	Charanga Unit 4 You've Got A Friend Music Genre: 70s Ballad/Pop Songs: The Loco-Motion sung by Little Eva One Fine Day sung by The Chiffons Up On The Roof sung by The Drifters Will You Still Love Me Tomorrow (You Make Me Feel Like) A Natural Woman sung by Carole King
<p>We will learn to: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Year 5 handle a ball & pass and shoot with control and consistency</p> <p>apply attacking/defending strategies as part of a mini game.</p> <p>use a bat/racket/or part of my body to hit ball into space.</p> <p>play different positional roles in game, know what to do to.</p> <p>know how/where to send a ball/object according to game situations.</p> <p>Year 6 perform /apply skills in additional net/wall game (e.g. badminton/tennis)</p> <p>perform /apply skills in additional invasion game (e.g. .tag rugby/hockey)</p> <p>choose & use combinations of skills confidently in several games</p> <p>know & play different positional roles in relation to mini games.</p> <p>some principles of striking/fielding/attacking/defending in games</p> <p>develop flexibility, strength, technique, control and balance</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their best.</p>	<p>Through whole school assemblies, Key Stage assemblies, our Kidsafe programme & Debbie's Circle Time, we will discuss and understand:</p> <p>CITIZENSHIP We will: explain how they might make a positive contribution to a world issue, such as global warming, poverty or fairtrade.</p> <p>FINANCIAL UNDERSTANDING explain what it means to be an ethical consumers and give examples of this in actions e.g. Fairtrade</p> <p>begin to understand the terms "savings", "interest", "tax" and "debt"</p>	<p>We will:</p> <p>revisit Scratch tools</p> <p>Use Tom & Jerry chase</p> <p>Scratch project: Bats in the woods</p> <p>Scratch project: Maths quiz</p> <p>Scratch project: Alchemy Island Journey</p> <p>Scratch project: Alchemy Island Story</p>	<p>We will learn to:</p> <p>talk about what they have done using the perfect past tense when provided with a model sentence.</p> <p>identify third person plural forms of common verbs, with help.</p> <p>recognise the two different second person subject pronouns — "tu" and "vous".</p> <p>use single words from the unit to substitute into model sentences, creating new sentences.</p>	<p>We will:</p> <p>Listen and Appraise Identifying and moving to the pulse with ease. Thinking about the message of songs and comparing two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listening carefully and respectfully to other people's thoughts about the music. Talking about the musical dimensions working together in the Unit songs and how it makes use feel</p> <p>Sing Singing in unison including backing vocals. Exploring singing solo and listening to the group when singing. Following a leader when singing. Rapping and solo singing. Listening to each other and be aware of how you fit into the group and singing with awareness of being 'in tune'.</p> <p>Play Instruments In one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. Rehearsing and performing our part within the context of the Unit song Listening to and follow musical instructions from a leader.</p> <p>Improvise Using instruments in the context of the song they are learning to perform.</p> <p>Compose Creating at least one simple melody using one, three or five different notes. Planning and creating a section of music that can be performed within the context of the unit song. Listening to and reflecting upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Perform Choosing what to perform and creating a programme. Communicating the meaning of the words and clearly articulate them. Recording the performance and compare it to a previous performance. Discussing and talking musically about it – "What went well?" and "It would have been even better if...?"</p>

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