

Year 5/6 Spring – Cycle 2

Science	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>SP1: Forces</p>	<p>A force is push or a pull that makes things move or stop moving.</p> <p>There are many different forces which affect all objects on the Earth.</p> <p>Gravity is the force that pulls things down towards the Earth.</p> <p>Air resistance is the force which slows objects down as they move through air.</p> <p>Friction is the force which slows objects down as they move along a surface.</p> <p>Water resistance is the force which slows objects down as they move through air.</p> <p>Forces act against each other. They can be balanced or unbalanced.</p> <p>When two forces affecting an object are balanced, the object stays still.</p> <p>When two forces affecting an object are unbalanced, the object moves.</p> <p>Simple machines like levers and pulleys can help us overcome forces.</p> <p>The design of vehicles can help them to overcome forces.</p> <p>Scientists' understanding of forces has evolved over the years.</p>	<p><u>Topic-specific skills:</u></p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p><u>Practical scientific skills:</u></p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Use test results to make predictions to set up further comparative and fair tests</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of</p>	<p>Force Push Pull Movement / motion Gravity Air resistance Friction Water resistance Balanced Unbalanced Machines Lever Pulley Design Surface area Aerodynamic Measurement Newton</p>

		<p>A key moment was Isaac Newton's discovery of gravity.</p> <p>Forces are measured in Newtons.</p>	<p>and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p>	
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To understand what forces are and the effect of gravity 2) To plan an investigation about air resistance 3) To investigate the effect of friction 4) To investigate the effect of water resistance 5) To understand how levers and pulleys are linked to forces 				
	<p>SP2: Light</p>	<p>Light is a form of energy that travels in waves.</p> <p>Light always travels in a straight line.</p> <p>Light must come from a source, either natural or manmade.</p> <p>We can see objects because they are either a source of light, or reflect light into our eyes.</p> <p>We can change the direction of light by using reflection.</p> <p>When an opaque object blocks a source of light it will cast a shadow.</p> <p>Transparent objects allow light to pass through them. Translucent objects allow some light to pass through them.</p> <p>Transparent and translucent objects create partial or faint shadows when they block a light source.</p> <p>As light travels in a straight line, when a light source is blocked by an opaque object, it creates a shadow the same shape as the object.</p> <p>As an object gets further away from a light source, its shadow becomes larger and fainter.</p>	<p>Pose/select the most appropriate line of enquiry to investigate scientific questions.</p> <p>Make predictions and give a reason using scientific vocabulary.</p> <p>Base predictions on findings from previous investigations.</p> <p>Decide how long to take measurements for, checking results with additional readings.</p> <p>Select and plan the most suitable line of enquiry, explaining which variables need to be controlled and why, in a variety of comparative and fair tests.</p> <p>Choose the most effective approach to record and report results, linking to mathematical knowledge.</p> <p>Identify and explain causal relationships in data and identify evidence that supports or refutes their findings, selecting fact from opinion.</p>	<p>Light Energy Wave Energy Straight line Source Natural Man made Opaque Transparent Translucent Shadow Partial Faint Investigate Enquiry Predict Variable Results Data</p>

	<p>Sequence of lessons:</p> <ol style="list-style-type: none"> 1) To investigate how light travels 2) To understand how light and reflection allow us to see 3) To investigate the relationship between a light source, an object and the shape of a shadow 4) To investigate the relationship between a light source, an object and the size of a shadow 5) To use knowledge about light to design, create and explain a useful object (periscopes) 			
History	<p>Theme</p>	<p>Knowledge</p>	<p>Skills</p>	<p>Key vocabulary and concepts</p>
	<p>SP1: The History of Sheffield</p>	<p>Sheffield and its surrounding areas have been inhabited for nearly 13,000 years.</p> <p>Bronze Age farmers created stone monuments around Sheffield whose true purpose we are unsure of.</p> <p>In the medieval period, Sheffield had its own castle that was destroyed in the English Civil War.</p> <p>The English Civil War was a conflict between two groups who believed the country should be governed in different ways.</p> <p>Sheffield and the north of England played a central role in the Industrial Revolution.</p> <p>The Industrial Revolution was the period in time in which humans began to rapidly develop technology to produce goods on a huge scale.</p> <p>During the Industrial Revolution, Sheffield began renowned for produce cutlery and other steel goods.</p> <p>Living conditions for the many people in Sheffield during the Industrial Revolution were very poor.</p> <p>Up until the 1980s, the areas around Sheffield were famous for coal mining.</p>	<p>Have a clear understanding of the order of the time periods that they have studied and the duration of time between them.</p> <p>Annotate a timeline with historical terms and facts, showing a sense of historical scale.</p> <p>Comment on trends that happen over time.</p> <p>Describe broader trends and themes over time identifying similarities and differences.</p> <p>Describe changes within a historical period considering social, political, cultural and technological changes and begin to identify the connections between different types of change.</p> <p>Understand that there can be a number of causes for events in the past and begin to draw conclusions about which are more or less significant.</p> <p>Understand that there can be many versions of the same events in history and give reasons why these may exist.</p> <p>Construct and answer relevant historical questions with reasoned arguments and evidence that consider multiple perspective and provide a conclusion.</p> <p>Draw together and analyse a wide range of sources (both primary and secondary) to form arguments</p>	<p>Sheffield City County Inhabited Farmer Monument Bronze Age Medieval Period / Middle Ages Castle Civil War Industrial Revolution Invention Factory Mass production Living conditions Coal mining Mine Strike Government Flood Similarity Difference</p>

	<p>When the government wanted to close the coal mines, the miners went on strike in 1984.</p> <p>The miners lost the strike and the mines were closed which affected many mining communities.</p> <p>Sheffield has suffered two great floods in 1864 and 2007. There were similarities and differences between these two events.</p>	<p>about the past, sourcing these independently where appropriate.</p> <p>Question the accuracy of modern depictions of historical events.</p> <p>Challenge the accuracy, validity and usefulness of historical sources and decide which are more reliable than others to answer a specific question.</p> <p>Continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts and start to recognise that some concepts, such as technology, will be different across different periods of history.</p> <p>Use challenging historical vocabulary e.g. cultural, social, economic, political, society, civilisation, power, propaganda etc.</p>		
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To reflect on the remains of Bronze Age settlements around Sheffield 2) To find out about Sheffield Castle 3) To understand the role of Sheffield in the Industrial Revolution 4) To understand the reasons behind the Miners' Strike 5) To compare the 2007 Floods to the Great Sheffield Flood <p>Pupils to create a timeline of the history of Sheffield which they should add to each lesson</p>			
Geography	Theme	Knowledge	Skills	Key vocabulary and concepts
	SP2: Trade	<p>Trade is the exchange of goods or services in return for other goods or services or money.</p> <p>The UK trades with a number of different nations around the world.</p> <p>Importing means to bring something into a country to be sold.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe the features of rivers.</p> <p>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.</p>	<p>Trade</p> <p>Goods</p> <p>Services</p> <p>Currency</p> <p>Money</p> <p>Economy</p> <p>Import</p> <p>Export</p> <p>Produce</p> <p>Consume</p>

Art		<p>Exporting means to take something out of a country to be sold.</p> <p>Fair Trade is the idea that producers of crops and materials in developing countries should be paid enough to improve their living conditions and work in an environmentally sustainable way.</p> <p>Trade can negatively affect the environment in a number of ways: destruction of habitats, pollution through production, pollution through transportation.</p> <p>Trading patterns change over time. The UK now trades with different countries and in different goods.</p>	<p>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.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps).</p> <p>Create maps of their own using various degrees of support.</p> <p>Use the internet and other sources of information to answer questions and form ideas.</p>	<p>Fair Trade</p> <p>Environment</p> <p>Habitat</p> <p>Pollution</p> <p>Habitat</p> <p>Transportation</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To learn what trade is and who the UK trades with 2) To understand the ideas of the 'global economy' and 'supply chains' 3) To reflect on the idea of fair trade 4) To understand how trade can affect the environment 5) To understand how trade has changed over time 			
Art	Theme	Knowledge	Skills	Key vocabulary and concepts
	SP1: Painting - McKee	<p>Pete McKee is an artist who lives and works in Sheffield. He was born in 1966.</p> <p>Pete McKee has a distinctive, cartoon-like style which includes bold outlines, and blocks of vivid colours.</p> <p>His subject matter focuses on typically working-class scenarios or concerns. Many of his pieces can be linked to specific locations in Sheffield.</p>	<p>Research, analyse and evaluate the work of different artists, giving their own opinions supported by reasons.</p> <p>Create sketch books to record observations and use them to review and revisit ideas.</p> <p>Develop techniques, including control and the use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>	<p>Pete McKee</p> <p>Painter</p> <p>Subject matter</p> <p>Composition</p> <p>Working class</p> <p>Materials</p> <p>Paint</p> <p>Acrylic paint</p> <p>Style</p> <p>Cartoon</p> <p>Outline</p> <p>Bold</p> <p>Feint</p>

Art	<p>It is possible to use the primary colours (red, yellow and blue) to create secondary colours (orange, green and purple).</p> <p>Skin tones can be created by mixing brown using green and red, orange and blue or yellow and purple. These can be lightened by adding white.</p> <p>Artists often use a 'colour wheel' to help them mix colours.</p> <p>Harmonious colours sit next to each other on the colour wheel and are similar to each other.</p> <p>Contrasting colours sit opposite to each other on the colour wheel and are visibly quite different to each other.</p>	<p>Demonstrate a strong understanding of colour, and use the primary colours to mix secondary and tertiary colours, including skin-tones.</p> <p>Make a range of plans for a final piece, thinking about subject matter, inspiration, composition and colour, adding annotations and choosing one for completion.</p> <p>Mix colours effectively using their knowledge of the colour wheel, primary colours, secondary colours and skin-tones.</p> <p>Complete final pieces to a high standard, evaluate their own work and suggest how they could be improved.</p>	<p>Colours</p> <p>Primary</p> <p>Secondary</p> <p>Harmonious colours</p> <p>Contrasting colours</p> <p>Skin tones</p> <p>Research</p> <p>Analyse</p> <p>Evaluate</p> <p>Sketch</p> <p>Plan</p> <p>Final piece</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To research, analyse and evaluate the work of Peter McKee 2) To experiment with mixing flesh-tone colours using acrylic paint 3) To understand perspective and how to create this 4) To plan several ideas for my final piece and give reasons for selecting my favourite 5) To create my final piece and evaluate it 		

Art	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>SP2: Sculpture - Hepworth</p>	<p>Barbara Hepworth was a British sculptor who was active in the mid-20th century. She lived from 1903-1975)</p> <p>She developed a new style of sculpture that introduced new ideas about how they could be interacted with, while still taking inspiration from classical Greek and Roman sculpture.</p> <p>Her sculptures were of abstract (lacking a clear form) and on a large scale. They were inspired by nature</p>	<p>Research, analyse and evaluate the work of different artists, giving their own opinions supported by reasons.</p> <p>Create sketch books to record observations and use them to review and revisit ideas.</p> <p>Develop techniques, including control and the use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>	<p>Barbara Hepworth</p> <p>Sculptor</p> <p>Sculpture</p> <p>Subject matter</p> <p>Shape</p> <p>Form</p> <p>Size</p> <p>Inspiration</p> <p>Nature</p> <p>Inspiration</p> <p>Materials</p>

	<p>and the feeling of these places. Many of her sculptures have holes in them and are very large.</p> <p>Barbara Hepworth worked with many different materials such as wood, stone and bronze.</p> <p>A sculpture is a three-dimensional piece of art that is not intended to remain on a flat surface such as a painting or photograph.</p> <p>Some sculptures can be very large and are exhibited outside in public places.</p> <p>Other sculptures can be very small and are kept in galleries or people's homes.</p>	<p>Make a range of plans for a final piece, thinking about shape, form, size and inspiration, adding annotations and choosing one for completion.</p> <p>Use chicken wire to create frames for sculpture.</p> <p>Use Modroc to cover a frame ensuring neatness and coverage.</p> <p>Complete final pieces to a high standard, evaluate their own work and suggest how they could be improved.</p>	<p>Stone Wood Bronze Chicken wire Modroc Exhibit Research Analyse Evaluate Sketch Plan Final piece</p>	
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To research, analyse and evaluate the work of Barbara Hepworth 2) To experiment with chicken wire to create basic frames 3) To plan several ideas for my final piece and give reasons for selecting my favourite 4) To begin my final piece (building wire frame) 5) To finish my final piece (adding Modroc and colour) and evaluate it 			
Computing	Theme	Knowledge	Skills	Key vocabulary and concepts
	SP1: Variables in Games	<p>A 'variable' is something that is changeable. For example, the score in a football match.</p> <p>A variable can be used in a program. For example, the score in a game.</p> <p>A program variable is a placeholder in memory for a single value.</p> <p>A variable has a name and a value.</p> <p>The value of variable can be used by a program.</p>	<p>Identify examples of information that is variable e.g. a football score during a match</p> <p>Identify a variable in an existing program.</p> <p>Experiment with the value of an existing variable.</p> <p>Choose a name that identifies the role of a variable to make it more usable (to humans).</p> <p>Decide where in program to set a variable.</p> <p>Update a variable with a user input.</p>	<p>Variable Existing variable Value Usable Program Event Update Location Initialise Improve Plan Design</p>

	<p>The value of a variable can be updated.</p> <p>A variable can be set as a constant (fixed value)</p> <p>There is only one value for a variable at any one time.</p> <p>If you change the value of a variable you cannot access the previous value (cannot undo).</p> <p>If you read a variable the value remains.</p> <p>The name of a variable is meaningless to the computer.</p> <p>The name of a variable needs to be unique.</p>	<p>Use an event in a program to update a variable.</p> <p>Use a variable in conditional statement to control the flow of a program.</p> <p>Use the same variable in more than one location in a program.</p> <p>Explain the importance of setting up a variable at the start of a program (initialising).</p>	
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To understand that a variable is something that is changeable 2) To explain why variables are used in programs 3) To choose how to improve a game by using variables 4) To design a project based on a given example 5) To use my design to create my project 		
	<p>SP2: Spreadsheets</p>	<p>Data can be words, numbers, dates, images or sound etc.</p> <p>Questions that can be answered using data.</p> <p>Objects or artefacts can be described using data.</p> <p>Computers deal with different data types in different ways.</p> <p>There are different software tools to work with data.</p> <p>Formulas can be used to produce calculated data.</p>	<p>Explain what an item of data is.</p> <p>Explain why data should be organised.</p> <p>Outline what makes a good question to answer with data.</p> <p>Propose simple, relevant questions that can be answered using data.</p> <p>Recognise that data can be calculated using different operations.</p> <p>Recognise that changing inputs also changes outputs.</p> <p>Apply formulas to data including duplication.</p> <p>Evaluate results in comparison to the questions asked.</p>

			Choose suitable ways to represent data.	
	Sequence of Lessons: 1) To create a data set in a spreadsheet 2) To build a data set in a spreadsheet 3) To explain how formulas can be used to produce calculated data 4) To apply formulas to data 5) To create a spreadsheet to plan an event			
PE	Theme	Knowledge	Skills	Key vocabulary and concepts
	SP1: Class Teacher: Badminton	<p>It is important to warm up and warm down to prepare our bodies before beginning and ending exercise.</p> <p>Badminton is a fast-paced sport, played on a court, either 1 player versus 1 player (singles) or 2 players versus 2 players (doubles).</p> <p>Each player uses a badminton racket to hit a shuttlecock over a net trying to make it difficult for their opponent to return in back over the net.</p> <p>A player scores a point when their opponent fails to return the shuttlecock before it hits the floor.</p> <p>A point can only be scored if the shuttlecock lands within the markings of the court.</p> <p>There is a correct way to hold a badminton racket.</p> <p>A shot can be played as a forehand or a backhand.</p> <p>A rally is when two players return the shuttlecock to each other several times.</p> <p>Playing doubles badminton requires excellent teamwork and communication.</p>	<p>Hit a shuttle with good stance and grip on both forehand and backhand side, varying shot selection; height, speed and depth. (badminton)</p> <p>Improve consistency of shots, noticing longer rallies.</p> <p>Use different racket skills and types of movement during a competitive or cooperative rally.</p> <p>To participate in rallies with and without a racket.</p> <p>Demonstrate skills learnt during the unit when competing against others, including serving, returning a serve, and shot accuracy when moving at a quick pace.</p> <p>Can demonstrate fast paced movements, fluently changing direction and speed.</p> <p>Hit the ball with purpose.</p> <p>Play shots on the forehand and backhand side of your body.</p> <p>Direct the ball towards the opponent's court or target area.</p>	<p>Badminton</p> <p>Racket</p> <p>Court</p> <p>Net</p> <p>Singles</p> <p>Doubles</p> <p>Opponent</p> <p>Partner</p> <p>Serve</p> <p>Stance</p> <p>Coordination</p> <p>Clear</p> <p>Overhead</p> <p>Lob</p> <p>Defensive</p> <p>Offensive</p>

			<p>Participate in competitive games, modified where appropriate.</p> <p>Use good footwork that allows the ball to be hit with good technique.</p> <p>Adopt a good ready position and show good position on court.</p> <p>Show good awareness of others in game situations.</p> <p>Apply basic principles suitable for attacking and defending. Identify spaces and understand the tactic of hitting into gaps.</p>	
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To demonstrate fast paced movements 2) To vary shot selection – speed, height, direction 3) To play shots on the forehand and backhand side of the body 4) To use a variety of different shots, and serves, hitting with increasing consistency 5) To employ some tactics in games 6) To participate in a successful rally 				
	<p>SP1: PE Specialist: Dance</p>	<p>It is important to warm up and warm down to prepare our bodies before beginning and ending exercise.</p> <p>Dancing is the art of coordinating movements to the rhythm and feel of a piece of music.</p> <p>Dancing well requires strength, agility, coordination and timing.</p> <p>Dancing can be performed individually, in pairs or as a team. A group of dancers is called ‘troupe’.</p> <p>Dancers perform pre-planned routines. Designing a routine is known as choreography.</p>	<p>Continue to develop a broader range of skills and movement patterns, exploring and practicing movement ideas inspired by a stimulus.</p> <p>Use basic compositional principles when creating dances – combining movements fluently and effectively.</p> <p>Perform a range of movements accurately with a sense of rhythm.</p> <p>Create and structure dance motifs, phrases, and sections of dances, developing expressive qualities.</p> <p>Identify which aspects were performed consistently, accurately, fluently, and clearly and be able to provide feedback.</p>	<p>Dance Strength Agility Coordination Timing Emotions Expressions Rehearse Unison Canon Choreography Fluency Tutting Routine Together Tutting Question & Answer</p>

			<p>Work effectively as part of a team.</p> <p>Explain how their bodies reacts and feels when taking part in different activities and undertaking different roles.</p>	
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To be inspired by music and different stimuli 2) To move showing expressive qualities 3) To dance using a range of movement patterns 4) To create and structure sections of dance 5) To work as part of a team 6) To perform to an audience 				
	<p>SP2: Class Teacher: Basketball</p>	<p>It is important to warm up and warm down to prepare our bodies before beginning and ending exercise.</p> <p>Basketball requires important skills such as dribbling, passing, shooting, and defensive techniques</p> <p>Basketball teams are made up of 5 players.</p> <p>Teamwork is vital. Players work together, pass the ball, and coordinate strategies to achieve success.</p> <p>Each player on the team has specific roles and responsibilities that contribute to the team's success</p> <p>The number of points scored by a successful shot depends on where it was taken from.</p> <p>Players are allowed to dribble the ball while moving to advance it up the court. However, they must not "double-dribble," which means starting to dribble again after stopping. Once a player stops dribbling, they must pass or shoot the ball.</p> <p>Getting the ball from an opponent is known as 'stealing'. A steal occurs when a defensive player</p>	<p>Perform skills (e.g. passing) with accuracy, confidence and control, and increasing speed.</p> <p>Work effectively as part of a team and keep possession of the ball when faced with opponents.</p> <p>Apply basic principle for attacking – Using skills to keep possession of the ball.</p> <p>Begin to apply defending principles in games; communicating well as a team to regain possession of the ball.</p> <p>Explain how their body reacts and feels when taking part in different activities and undertaking different roles.</p> <p>Evaluate and recognise success and explain why a performance is good or in what ways it requires improvement.</p>	<p>Basketball Team Court Net Shoot Score Pass Dribble Steal Mark Evaluate Tactics Double Dribble Foul Awareness Attack Defend Principles</p>

		legally takes the ball away from an offensive player without committing a foul.		
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To confidently pass the ball with accuracy 2) To move with the ball at speed 3) To mark, track and cover when defending 4) To keep possession of the ball when faced with opponents 5) To work together as a team, showing good awareness of others 6) Apply some basic principles for attacking and defending in game situations 				
	<p>SP2: PE Specialist: OAA</p>	<p>It is important to warm up and warm down to prepare our bodies before beginning and ending exercise.</p> <p>In orienteering, participants use a map and compass to find hidden markers in the woods or on a course.</p> <p>Orienteering maps are special because they show not only the terrain and trails, but also the location of control points, marked with circles.</p> <p>Orienteering can take place in different types of terrain, like forests, parks, and even urban areas.</p> <p>Orienteering is a great way to improve navigation skills, which can be useful in everyday life.</p> <p>Participants can choose different difficulty levels. Beginner courses are easier, while advanced courses can be quite challenging.</p> <p>The person or team that completes the course in the shortest time wins, but it's not just about speed; strategy and accuracy matter too.</p>	<p>Orienteers orientate themselves and map correctly keeping track of their position with increasing accuracy.</p> <p>Work within a team trusting and valuing each other.</p> <p>Develop communication skills and use these skills to achieve success.</p> <p>Make a map with symbols and legend and begin to understand scale.</p> <p>Compete in orienteering events, problem solving with team members.</p> <p>Understand relevant techniques to navigate to and from control points.</p> <p>Identify what they have done well and adapt plans for future challenges.</p>	<p>Orienteering Maps Control points Course Teamwork Map Skills Indoor mapping Picture Orienteering Control Plotting Communication Problem Solving</p>
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To problem solve in teams 2) To work within your team, communicating, trusting, and valuing each other 3) To understand scaling 4) To understand the legend 				

	5) To develop map building skills 6) To complete a single control event			
RE	Theme	Knowledge	Skills	Key vocabulary and concepts
	SP1: Sacred Places (Churches)	<p>A church is a building and a place of worship for Christians.</p> <p>The global community of Christians can also be referred to as 'The Church'.</p> <p>Churches of all types of Christianity are funded by money given by their members; they receive no money from the government.</p> <p>Christians believe that they must be good stewards of everything they have, including their church buildings.</p> <p>Church buildings sometimes become disused or redundant.</p> <p>Sometimes churches are sold and converted for other use.</p>	<p>Make links between what Jesus taught and how some Christians think they should use their wealth.</p> <p>Ask questions about why Christians try to help others.</p> <p>Suggest answers as to why Christians should consider the needs of others.</p> <p>Express my own views on the value of Christians engaging in serving others.</p>	<p>Christianity</p> <p>Church</p> <p>Global</p> <p>Community</p> <p>Funded</p> <p>Donations</p> <p>Stewards</p> <p>Disused</p> <p>Redundant</p> <p>Converted</p>
	Sequence of Lessons: 1) To explain what churches are and their significance to Christians 2) To understand why some churches are converted 3) To take part in a debate 4) To turn my opinions into a presentation 5) To share and discuss my own opinions with others			
SP2: Journeys (Hajj)	<p>Hajj is a Muslim pilgrimage.</p> <p>There are various rituals that Muslims take part in during Hajj.</p> <p>These rituals are linked to stories of prophets and others revered in Islam.</p>	<p>Describe some of the things that Muslims do on Hajj and their significance.</p> <p>Explain how a pilgrimage is different to a holiday.</p> <p>Respond thoughtfully to reasons why a pilgrimage can be seen as sacred.</p>	<p>Islam</p> <p>Muslim</p> <p>Pilgrimage</p> <p>Holiday</p> <p>Sacred</p> <p>Mecca</p> <p>Saudi Arabia</p> <p>Ka'aba</p>	

PSHE	<p>Hajj ends in the holy city of Mecca in Saudi Arabia.</p> <p>All Muslims must try to visit Mecca at least once in their life.</p> <p>During Hajj, Muslims visit the Ka'aba at the centre of Mecca. This is the most sacred site in Islam.</p> <p>While taking part in Hajj, Muslims will wear special clothes.</p> <p>Hajj takes place at a specific time of the year, determined by the Islamic calendar.</p>	<p>Explain the impact that Hajj might make to an individual Muslim and the Ummah.</p>	<p>Calendar Ummah</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To understand and reflect on the fact that people have different beliefs 2) To reflect on what makes a pilgrimage sacred 3) To collect information about Hajj 4) To be able to define technical vocabulary about Hajj 5) To present my understanding of Hajj 		

<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To understand and reflect on the fact that people have different beliefs 2) To reflect on what makes a pilgrimage sacred 3) To collect information about Hajj 4) To be able to define technical vocabulary about Hajj 5) To present my understanding of Hajj 			
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PSHE	Theme	Knowledge	Skills	Key vocabulary and concepts
	SP1: Dreams and Goals	<p>We should all set targets in different areas of our lives.</p> <p>Targets should be realistic so we have a good chance of achieving them.</p> <p>A limitation is something that makes it harder to achieve a goal.</p> <p>To help us achieve our goals, we should think about the steps we need to follow.</p> <p>A motivation is a feeling that makes us want to do something.</p>	<p>Set targets and reflect on how to achieve them.</p> <p>Aim to achieve my goals and be realistic about what I want to achieve.</p> <p>Understand and develop strategies to motivate myself.</p> <p>Empathise with the experiences of others.</p> <p>Recognise and celebrate the achievements of others.</p> <p>Explain how my choices impact on myself and on others</p>	<p>Dream Goal Hope Learning Strengths Stretch Achievement Personal Realistic Unrealistic Choice Want Need Motivate</p>

		<p>It is important to know our motivations to help us achieve our goals.</p> <p>We can all help to make the world a better place and it is important to reflect on how we can do this.</p>	<p>Compare and contrast my wants and needs</p> <p>Recognise and celebrate similarities and differences between people.</p> <p>Explain what motivates me to improve my surroundings</p>	<p>Strategy</p>
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To know my learning strengths and can set myself challenging goals. 2) To explain how I will achieve my goals through a set of steps. 3) To identify problems in the world which concern me and talk about them. 4) To describe some ways in which I can work with other people to help make the world a better place. 5) To know what my classmates like and admire about me and accept their praise. <p>6) Online Safety: Sheffield Scheme: Social Media Anxiety (L1): LC: Understand that social media can put pressure on us or make us jealous</p>				
	<p>SP2: Healthy Me</p>	<p>We are all responsible in some ways for our own health.</p> <p>Physical health is linked to how healthy and fit our bodies are.</p> <p>Mental health is linked to how healthy our thoughts and feelings are.</p> <p>At times we will all have poor physical and mental health.</p> <p>The lifestyle choices we make will impact on our health.</p> <p>Lifestyle choices can include things such as healthy eating, exercise, social media use and drugs and alcohol.</p> <p>Exploitation is using your power over someone to make them do things</p>	<p>Recognise the symptoms of stress and explain why they are unhealthy for us.</p> <p>Describe the causes of stress and why we may experience them in our lives.</p> <p>Explain how lifestyle choices can positively or negatively affect our health.</p> <p>Explain what anti-social behaviour is and how it affects society</p> <p>Suggest strategies to support someone who is feeling pressured</p> <p>Explain how to help myself feel emotionally healthy</p> <p>Reflect upon how I can care for myself and for others.</p>	<p>Health</p> <p>Physical</p> <p>Mental</p> <p>Happy</p> <p>Sad</p> <p>Stressed</p> <p>Cope</p> <p>Diet</p> <p>Exercise</p> <p>Social media</p> <p>Drugs</p> <p>Alcohol</p> <p>Gangs</p> <p>Exploitation</p> <p>Anti-social behaviour</p>

		<p>A gang is a group of people who take part in criminal activities together.</p> <p>Some people join gangs to feel safer</p> <p>Anti-social behaviour is behaviour which makes others feel uncomfortable and is damaging to society.</p> <p>There are many different types of drugs which have different effects on how we think, feel and behave.</p>		
	<p>Sequence of Lessons:</p> <p>1) To take responsibility for my health and make choices that benefit my health and well-being</p> <p>2) To know about different types of drugs, their uses and their effects on the body</p> <p>3) To understand that some people can be exploited and made to do things against the law</p> <p>4) To know that some people join gangs and the risks they involve</p> <p>5) To understand mental health and people's attitude towards it</p> <p>6) Online Safety: Sheffield Scheme: Online Stereotypes (S3): LC: To understand that online stereotypes can affect the way we see ourselves and others</p>			
Music	Theme	Knowledge	Skills	Key vocabulary and concepts
	SP1: The History of the Music of Sheffield (Appraisal and Analysis)	<p>Music has developed over time and has sounded differently at different periods in the past.</p> <p>The development of music has often been linked to new technological innovations or inventions.</p> <p>Two popular genres of music in the early 20th century were music hall and brass band music.</p> <p>In the 1960s and 1970s 'pop' and 'rock' music became popular and musicians began to use more instruments powered by electricity.</p> <p>In the 1980s and 1990s the introduction of computers and digital instruments led to 'electronic' or 'dance' music.</p>	<p>Listen carefully to and evaluate a range of live and recorded music from different traditions, genres, styles and times and respond appropriately to the context.</p> <p>Notice details about different aspects of music and communicate thoughts and feelings through discussion, movement, sound-based and other creative responses including the visual arts.</p> <p>Give opinions about their own and others' music sensibly and justify these well.</p> <p>Pick out strengths and weaknesses their own and other's work.</p> <p>Make specific comments and justify these well.</p>	<p>Appraise</p> <p>Analyse</p> <p>Evaluate</p> <p>Pitch</p> <p>Duration</p> <p>Tempo /BPM</p> <p>Melody</p> <p>Rhythm</p> <p>Pulse</p> <p>Timbre</p> <p>Mood</p> <p>Music hall</p> <p>Brass band</p> <p>Pop music</p> <p>Rock music</p> <p>Electronic music</p>

	<p>During the early 2000s, Sheffield became famous for its musical bands thanks to the success of bands such as the Arctic Monkeys.</p> <p>We all have our own likes and dislikes about different styles of music.</p> <p>It is important that we can explain why we do or don't like pieces of music.</p> <p>When we are talking about music we can discuss lots of different elements. For example, the tempo, the rhythm, the melody, the timbre or the mood.</p>		
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To appraise and analyse early 20th century music from Sheffield 2) To appraise and analyse music from Sheffield from the 1960s and 1970s 3) To appraise and analyse music from Sheffield from the 1980s and 1990s 4) To appraise and analyse music from Sheffield from the 2000s to the modern day 5) To reflect on the music of Sheffield that I have listened to 			
<p>SP2: Don't You Want Me Baby?</p> <p>(Learning, Composing and Performing)</p>	<p>The song 'Don't You Want Me Baby?' was written and recorded by a band called The Human League from Sheffield.</p> <p>It is a song which uses electronic instruments and can be described as the style 'synth pop'.</p> <p>The song was very successful and got to number one in the charts. It was the biggest selling single of 1981.</p> <p>The song is often confused as a love song but the writers have said it is actually about an argument.</p> <p>The song has two singers which makes it a 'duet'.</p> <p>The central part of song's introductory melody has four notes: A, E, G, C.</p>	<p>Learn about new techniques in music explore and experiment with them</p> <p>Be creative when experimenting with voice, sounds, technology and instruments</p> <p>Play and sing with a consistent and appropriate tone, accurate tuning and good breath control.</p> <p>Sing and play with a clear sense of the style of the music</p> <p>Maintain a strong sense of pulse and I know when the performance is going out of time.</p> <p>Maintain good posture when playing or singing</p> <p>Sing and play music from a range of styles, genres, cultures and historical periods and for different musical challenges.</p> <p>Adjust a part when working as a musician with others (e.g. being quieter / louder when appropriate).</p>	<p>Song</p> <p>Historical context</p> <p>Electronic music</p> <p>Duet</p> <p>Keyboard</p> <p>Synthesizer</p> <p>Melody</p> <p>Notes</p> <p>Key</p> <p>Pulse</p> <p>Rhythm</p> <p>Tempo</p> <p>Dynamics</p> <p>Loud</p> <p>Quiet</p> <p>Improvise</p> <p>Lyrics</p> <p>Modify</p>

		This melody can be extended by adding a final, more complex part which requires the note D and slightly quicker playing.	Identify notes on a stave and recognise note and rest values and use this knowledge to read, play and compose music (crotchets, quavers, semibreves, minims). Explore different time signatures and tempos and explain why they might have been chosen by their composer.	
	Sequence of Lessons: 1) To learn about the historical context of our song and give our opinions 2) To learn the main melody of our song on a keyboard or xylophone using musical notation 3) To practise our song's main melody with rhythmic and dynamic variations 4) To improvise with our song's main melody 5) To modify the lyrics of our song			
French	Theme	Knowledge	Skills	Key vocabulary and concepts
	SP1: Family (Y5 complete cycle 1 planning - Hobbies)	French has many tenses like English. The perfect past tense lets us talk about events we have completed in the past. The English word 'you' has two versions in French. 'Tu' is an informal version for friends and younger people. 'Vous' is a formal version for strangers and older people.	Talk and write about what they have done using the perfect past tense with little help. Identify third person plural forms of common verbs in the present tense, with little help. Understand the difference between the two different second person subject pronouns — "tu" and "vous" — and use them appropriately. Use words and sentence structures from the unit to create new sentences with little help	Tense Past Present Future Perfect past 1 st , 2 nd , 3 rd person Singular Plural French vocabulary about: Family members Household tasks Family activity Birthdays
	Sequence of Lessons: 1) To learn key vocabulary linked to my family 2) To describe family members 3) To discuss household tasks 4) To discuss what I do with my family 5) To discuss what I do at my birthday			

	<p>SP2: A Weekend with Friends</p> <p>(Y5 complete cycle 1 planning – A School Trip)</p>	<p>French has many tenses like English.</p> <p>The perfect past tense lets us talk about events we have completed in the past.</p> <p>The order of words in French question sentences can differ to that in English sentences.</p>	<p>Develop and present a simple role-play with little help, adapting some of the question and answer screen sentences as appropriate.</p> <p>Build on their knowledge of the past tense, and be able to write and say perfect past tense sentences with little help.</p> <p>Take part in a continuous conversation involving longer sentences and opinions.</p>	<p>Tense</p> <p>Past</p> <p>Present</p> <p>Future</p> <p>Perfect past</p> <p>1st, 2nd, 3rd person</p> <p>Singular</p> <p>Plural</p> <p>Word</p> <p>Sentence</p> <p>Paragraph</p> <p>Conversation</p> <p>French vocabulary about:</p> <p>The weekend</p> <p>Days of the week</p> <p>Likes</p> <p>Dislikes</p> <p>Hobbies</p> <p>Activities</p> <p>Food</p> <p>Times of the day</p> <p>Invitations</p> <p>Parties</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To discuss what you do at the weekend 2) To discuss what I would like to do 3) To talk about what I do at a sleepover 4) To discuss a midnight feast 6) To give and receive invitations 			