

Key Skills

Brant Broughton C of E & Methodist



Curriculum Plan Cycle A- Year 5/6

	Autumn			Spring			Summer		
	Christian Value: Thankfulness/Respect			Christian Value: Responsibility/Friendship			Christian Value: Endurance/Honesty		
RE	LAS compulsory- Life Journey- Islam/ Hinduism (Rites of passage: include other religions e.g. Bar/ Bar Mitzvah in Judaism, confirmation in Christianity; what value does religion have for people? Is it about finding 'truth' or about belonging to a community.			LAS Additional- Big Questions- Do I have to be religious to be good? (Opportunity to study Humanism/ Atheism/ Utilitarianism and explore e.g. issues of social justice.			LAS Additional In-depth study of a religion/belief system: Methodism - the origins of the Methodist church including local study Residential 4/5 Wesleyan School Trip 3/6		
PHSE	Health and Wellbeing (minimum of 10 lessons)			Relationships (minimum of 10 lessons)			Living in the Wider World (minimum of 10 lessons)		
	<i>Healthy Lifestyles</i>	<i>Growing and Changing</i>	<i>Keeping Safe</i>	<i>Feelings and Emotions</i>	<i>Healthy Relationships</i>	<i>Valuing Difference</i>	<i>Rights and Responsibilities</i>	<i>Environment</i>	<i>Money</i>
	Images in the media and reality; how this can affect how people feel; risks and the effects of drugs DARE	Recognising what they are good at; setting goals; aspirations. Changes at puberty (recap Y3/4); human reproduction; roles and	Independence ; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their	Confidentiality and when to break a confidence; managing dares	Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a	Listening to others; raise concerns and challenge. What makes people the same or different; recognising and	Discuss and debate health and wellbeing issues. Human rights; the rights of child; cultural practices and British law. Being part of a community;	How resources are allocated; effect of this on individuals; communities and environment Links to Fairtrade	Enterprise; setting up an enterprise (CROSS YEARGROUP PROJECT WITH YEAR 3)

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		responsibilities of parents Links to Road Safety Week (Nov)	body and speaking out (including against FGM); who is responsible for their health and safety; where to get help and advice DARE programme Links to Global Goals 3: Good Health and Wellbeing		relationship is unhealthy (including forced marriage); committed; loving relationships; marriage. Acceptable and unacceptable physical touch; personal boundaries and the right to privacy Stay Safe lessons?	challenging stereotypes; discrimination and bullying Links to British Values: Respect	groups that support communities. Being critical of what is in the media and what they forward to others		
Science	<p>Properties and changes of materials</p> <ul style="list-style-type: none"> -Compare/ group material based on comparative tests and fair tests (incl. hardness, solubility, conductivity and insulation, behaviour with magnets). -Give reasons, based on evidence from comparative and fair tests, for the particular use of everyday materials (inc. wood, metal and plastic) -Explain how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. - Use knowledge of solids, liquids and gases to describe how mixtures might be separated (inc. through filtering, sieving and evaporating). - Demonstrate that dissolving, mixing and changes of state are reversible changes. -Explain that some changes result in the formation of new materials and that this kind of change is not 			<p>Explain that unsupported objects fall towards the earth because of the force of gravity (drag force).</p> <ul style="list-style-type: none"> - Identify the effect of gravity air, resistance, water resistance, water resistance and friction that act between moving surfaces. - Know how to measure the size of a force using newton's. - Recognise that some mechanisms (inc. levers, pulleys and gears) allow a smaller force to have a greater effect. - Describe the movement of earth and other planets relative to the sun in the solar system. - Describe the movement of the 			<p>Evolution and inheritance</p> <ul style="list-style-type: none"> -Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. -Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents. -Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. -Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences (inc. micro-organisms, plants and animals). 		

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	<p>usually reversible (inc.changes associated with burning and action of acid on bicarbonate of soda).</p> <p>YEAR SKILLS Plan different types of scientific enquiries to answer questions, including recognizing and controlling variables where necessary.</p> <p>Take measurements, using a range of equipment, with increasing accuracy, taking repeat readings when appropriate.</p> <p>Record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Report findings from investigations including oral and written explanations of results and conclusions, displays or presentations/ Report and present findings from enquiries, including conclusions, causal relationships and explanations of degrees of trust in tests, in oral and written forms.</p> <p>Use results to draw simple conclusions, make predictions for new values and suggest improvements. Use straight forward scientific evidence to answer questions or to support findings (using secondary sources)/ identify scientific evidence that has been used to support or refute ideas or arguments. Use test results to make predictions to set up further comparative tests. Report and present findings from enquiries, including conclusions, causal relationships and explanations of degrees of trust in tests, in oral and written forms.</p>	<p>moon relative to the earth.</p> <ul style="list-style-type: none"> - Describe the sun, earth and moon as approximately spherical bodies. - Use the idea of the earth rotation to explain day and night and the apparent movement of the sun across the sky. 	<p>-Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life processes of reproduction in some plants and animals.</p>
<p style="color: blue;">Art</p> <p style="color: blue;">Use a variety of media across the year ~ highlight off each term</p>	<p>Use the work of a famous artist as a stimulus for their own work. Use other artists work as a basis for critique. Research and develop the techniques of other artists to use in own work.</p>	<p>Experiment with working on different surfaces. Different textures (laminating, Modroc, collage) Natural materials to create sculptures.</p>	<p>YEARLY SKILLS <i>Experiment</i> <i>Share experiences</i> <i>Develop imagination</i> <i>Respond to experience/ stimulus</i></p>

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<p>ensuring a mixture has been covered. Paint (ready mix, powder, block) chalk, charcoal, pastel, pencils (hard / soft) clay, mod roc, crayon, ink (printing) pencil crayon, photographs, fabric (thread, silks) oil, wood (natural leaves etc) felt, collage (paper, card) wet/dry paper, dyes, paper mache, sponges</p>	<p>-Be introduced to the work of great designers through history.</p>		<p><i>Give reasons for their choice of materials</i> <i>Respond to work of peers, explain how it makes them feel and why they think this.</i> <i>Plan and critique</i> <i>Express emotion through art</i> <i>Express their intention to their audience</i> <i>Use art to express abstract concept ie love.</i></p>
<p>DT</p>	<p>YEARLY SKILLS</p> <p>Design</p> <ul style="list-style-type: none"> • 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 • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 		

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	<p>Evaluate</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>		
<p>ICT</p>	<p>Code for life/ scratch 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 understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p>		
<p>Music</p>	<p>Perform in a group and alone using voices and instruments creatively incorporating expression and control. Sing in two parts including two part harmonies. Songs for occasions- Harvest and Christmas</p>		<p>Listen and appraise using appropriate musical vocabulary. -Identify characteristics of a piece and repeat using voice or instrument. -Begin to use simple formal notation including beats in a bar.</p>

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MFL			
<p>Geography</p>	<p>Study geographical differences between countries in Europe -Study geographical similarities between countries around the world. International Link with another school to be established -Locate on a map- human characteristics of countries around the world and major cities. -Locate on a map physical characteristics of countries around the world and major cities. -Know where energy comes from. Link to Global Goal 7 Affordable and Clean Energy http://worldslargestlesson.globalgoals.org/global-goals/modern-energy/ -Know about the water cycle. -Know about natural resources (where they come from). Links to Global Goal 12 Responsible Consumption and Production http://worldslargestlesson.globalgoals.org/global-goals/responsible-consumption/ -Use Geographical information systems (GIS) to analyse data.</p>		
History		<p>-Shows some understanding and talks with some clarity about the impact of historical events. -Begin to use questions to understand significant events. - A detailed study of a particular famous person and their historical legacy.</p>	

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PSHE Detail

Years 5 and 6, Year B		PSHE Curriculum Framework Long Term Planning:			
AUTUMN TERM Core theme 1: Health and Wellbeing		SPRING TERM Core theme 2: Relationships		SUMMER TERM Core theme 3: Living in the wider world	
PSHE Association KS1 Programme of Study Learning opportunities covered	PSHE Association Primary Planning Toolkit Topics / Y6 learning objectives	PSHE Association KS1 Programme of Study Learning opportunities covered	PSHE Association Primary Planning Toolkit Topics / Y6 learning objectives	PSHE Association KS1 Programme of Study Learning opportunities covered	PSHE Association Primary Planning Toolkit Topics / Y6 learning objectives
<p>H4. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p>H17. To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p>	<p>Healthy lifestyles</p> <ul style="list-style-type: none"> • how images in the media can distort reality • that this can affect how people feel about themselves • about some of the risks and effects of legal and illegal substances (drugs – including medicines, alcohol and tobacco) 	<p>R9. To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p>	<p>Feelings and emotions</p> <ul style="list-style-type: none"> • about confidentiality • about times when it appropriate and necessary to break a confidence 	<p>L1. For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p> <p>L3/L4. To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. To learn that these universal rights are there to protect everyone and have primacy both over national law and family and community</p>	<p>Rights and responsibilities</p> <ul style="list-style-type: none"> • to research, discuss and debate to discuss and debate issues concerning health and wellbeing • about the importance of human rights (and the Rights of the Child) • about the UN declaration on the Rights of the Child • that harmful practices (such as FGM and forced marriage) are

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				<p>practices</p> <p>L5. To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)</p> <p>L9/L10. To learn what being part of a community means, and about the varied institutions that support communities locally and nationally. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <p>L17/L18. To explore and critique how the media present information. To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being</p>	<p>against British law (illegal) and in contradiction with human rights</p> <ul style="list-style-type: none"> • that human rights overrule any beliefs, ideas or practices that harm others • about what it means to be a part of a community <p>about different groups / individuals that support the local community</p> <ul style="list-style-type: none"> • about the role of voluntary, community and pressure groups • to be critical of what they see and read in the media • to critically consider information they choose to forward to others
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				careful what you forward to others	
<p>H5. For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</p> <p>H18. For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty</p> <p>H19. To learn about human reproduction</p>	<p>Growing and changing</p> <ul style="list-style-type: none"> • about different ways of achieving and celebrating personal goals • how having high aspirations can support personal achievements • about the changes that happen at puberty (<i>recap learning from year 4</i>) • about human reproduction in the context of the human lifecycle how a baby is made and how it grows 	<p>R2/R4. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>R3. To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>R5/R19. To understand that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care</p>	<p>Healthy relationships</p> <ul style="list-style-type: none"> • about different types of relationships (friends, families, couples, marriage, civil partnership) • about what constitutes a positive, healthy relationship • about the skills to maintain positive relationships • to recognise when a relationship is unhealthy • about committed loving relationships (including marriage and civil partnership) that marriage, arranged marriage 	<p>L15. To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p>	<p>Environment</p> <ul style="list-style-type: none"> □ about how resources are allocated and the effect this has on individuals, communities and the environment
□	about roles and responsibilities of parents and carers	for each other and want to spend their lives together and who are of the legal age to make that commitment.	□	and civil partnership is between two people who <i>willingly agree</i> that to force	

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<input type="checkbox"/>	<p>that pregnancy can be prevented</p>	<p>To understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p> <p>R6/R20. To understand that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves. To understand that forcing anyone to marry is a crime, that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others</p> <p>R8. To judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>R21. To understand personal boundaries; to identify what they are willing to share with their most special people;</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>anyone into marriage (forced marriage) is illegal</p> <p>about the importance speaking out about forced marriage</p> <p>about judging whether physical contact is acceptable or unacceptable how to respond about the importance of keeping personal boundaries and the right to privacy</p>
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		friends, classmates and others; and that we all have rights to privacy			
<p>H9/H10/H11. To differentiate between the terms, 'risk', 'danger', and 'hazard'. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and use this an opportunity to build resilience. To recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>H13/H14. How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p>	<p>Keeping safe</p> <ul style="list-style-type: none"> • about independence, increased responsibility and keeping safe • strategies for managing risk • about different influences on behaviour, including peer pressure and media influence • how to resist unhelpful pressure and ask for help • about the right they have to protect their body • that female genital mutilation (FGM) is physical abuse and is illegal 	<p>R10. To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary challenge, their points of view</p> <p>R13/R16/R17. To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) . To recognise and challenge stereotypes. To understand the difference between, and the terms associated with sex, gender identity and sexual orientation</p> <p>R14/R18. To realise the nature</p>	<p>Valuing difference</p> <ul style="list-style-type: none"> • to respectfully listen to others but raise concerns and challenge points of view when necessary • about the factors that make people the same or different • to recognise and challenge 'stereotypes' • about the correct use of the terms sex, gender identity and sexual orientation • about discrimination, teasing, bullying and aggressive behaviour and its effect on others 	<p>L16. To learn what is meant by enterprise and begin to develop enterprise skills</p>	<p>Money</p> <ul style="list-style-type: none"> • what it takes to set up an enterprise • about what enterprise means for work and society

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<p>H20. To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers</p> <p>H24 The responsible use of mobile phones, safe keeping and safe user habits (time limits; use of passcode; turning it off at night etc.)</p>	<ul style="list-style-type: none"> • about the importance of speaking out about FGM • about who is responsible for their health and wellbeing • where to get help advice and support 	<p>and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudicebased language, 'trolling', how to respond and ask for help). How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p>			
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