

Key Skills

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Curriculum Plan Cycle B 2020-2021- Year 5&6

	Autumn Christian Value: Thankfulness/Respect			Spring Christian Value: Responsibility/Friendship			Summer Christian Value: Endurance/Honesty		
RE	<p>LAS Compulsory Being Human- Islam (What does the Qur'an teach Muslims about how they should treat others? How do Muslim teachings guide the way Muslims act in the world? How are Muslim beliefs expressed in practice? The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individual).</p>			<p>LAS Compulsory-God- Hinduism (How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha? The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals.)</p>			<p>LAS Additional Expressing Beliefs through the Arts (including Christianity) Reasons why some people may not use pictorial representation to express belief, e.g.. Muslims; Spirited art competition.</p>		
PHSE (see below for detail)	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	Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to	Confidentiality and when to break a confidence; managing dares	Different types of relationships; positive and healthy relationships; maintaining relationships; recognising	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.	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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		<p>reproduction; roles and responsibilities of parents</p> <p>Links to Road Safety Week (Nov)</p>	<p>protect their body and speaking out (including against FGM); who is responsible for their health and safety; where to get help and advice</p> <p>DARE programme</p> <p>Links to Global Goals 3: Good Health and Wellbeing</p>		<p>when a relationship is unhealthy (including forced marriage); committed; loving relationships; marriage. Acceptable and unacceptable physical touch; personal boundaries and the right to privacy</p> <p>Stay Safe lessons?</p>	<p>challenging stereotypes; discrimination and bullying</p> <p>Links to British Values: Respect</p>	<p>Being part of a community; groups that support communities. Being critical of what is in the media and what they forward to others</p>	
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<p>Science</p>	<p><i>Yearly Skills</i> <i>Plan different types of scientific enquiries to answer questions, including recognizing and controlling variables where necessary.</i></p> <p><i>Take measurements, using a range of equipment, with increasing accuracy, taking repeat readings when appropriate.</i></p> <p><i>Record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</i> <i>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.</i></p> <p><i>Use results to draw simple conclusions, make predictions for new values and suggest improvements.</i> <i>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.</i> <i>Use test results to make predictions to set up further comparative tests.</i> <i>Report and present findings from enquiries, including conclusions, causal relationships and explanations of degrees of trust in tests, in oral and written forms.</i></p>	<p>Associate the brightness of a lamp or the volume of a buzzer and the voltage of batteries (cells) used in a circuit.</p> <p>Compare and give reasons for variations in how components function (inc. the brightness of a bulb, loudness of buzzers and position of on off switches.)</p> <p>Use recognised symbols when representing a simple circuit diagram knowing the names of all components. Identify what causes a short circuit or a circuit to fuse.</p>	<p>Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, drugs and lifestyle on the way bodies function. Describe the way in which nutrients and water are transported within animals including humans. Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes from light sources to objects and then our eyes. Using the idea that light travels in straight lines, explain why shadows have the same shape as the object that cast them. Explain that light can be broken into colours and different colours can be combined to appear as a new colour.</p>
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<p>Art Science Art</p> <p>Use a Variety of media across the year ~ highlight off each term ensuring a mixture has been covered.</p> <p>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>Have an in-depth knowledge of the work of an architect and choose a style to emulate in constructing a scale model. Be able to identify and appraise the work of designers through history.</p> <p>YEARLY SKILLS <i>Experiment</i> <i>Share experiences</i> <i>Develop imagination</i> <i>Respond to experience/ stimulus</i> <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>Begin to experiment with the techniques of different artists.</p> <p>Develop sculpture techniques by manipulating natural materials to create structure.</p> <p>'Limited palette' work. Working with one colour and developing work using tints and shades. Construct scale models using joining and drawing techniques. Combine techniques and give reasons for choices.</p> <p>Explore materials to create sculptures (mod roc, clay, natural materials, household object, chicken wire). Different textures and consistencies of media.</p>	<p>Use drawing techniques to introduce perspective (drawing from above and below, near/ far.</p> <p>Use viewfinders and perspective techniques in composition</p> <p>Apply paint to show textures</p> <p>Practice skills to create different surfaces</p>
<p>Computing</p>	<p>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</p>	<p>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>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including</p>

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	explain how some simple algorithms work and to detect and correct errors in algorithms and programs		collecting, analyzing, evaluating and presenting data and information.
DT	<p>Design- 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> <p>Make 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.</p> <p>Evaluate 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 deign and technology have helped shape the world.</p> <p>Technical knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).</p>		
Music			<p>Perform in a group and alone using voices and instruments creatively incorporating expression and control. Sing in two parts including two part harmonies.</p> <p>Perform in a group and alone using voices and instruments with increasing fluency, accuracy, control and expression.</p>
MFL			
Geography	<p>Know the meaning of latitude or longitude and the equator. Know the meaning of the Tropics of Cancer and Capricorn.</p>		

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	<p>Know the meaning of the Arctic and Antarctic Circles.</p> <p>Know the different time zones</p> <p>Use multiple sources of complex information to draw conclusions.</p> <p>Study environments and compare similarities in a range of some features stated above.</p> <p>Study environments and compare differences in a range of some features stated above.</p> <p>Know meaning of Biomes and vegetation belts.</p> <p>Know about climate change</p> <p>Know about tectonic plates</p>		
History		<p>Talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day.</p> <p>Identify significant events, make connections, draw, contrast and analyse trends.</p> <p>A detailed study of a particular famous person and their historical legacy from at least two different points of view.</p> <p>Understand the methods of historical enquiry, including how it is used to make historical claims.</p>	

PSHE Detail

Years 5 and
6, Year B

PSHE Curriculum Framework Long Term Planning:

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AUTUMN TERM		SPRING TERM Core		SUMMER TERM	
Core theme 1: Health and Wellbeing		theme 2: Relationships		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 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</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 against British law (illegal) and in contradiction with human rights • that human rights overrule any beliefs, ideas or

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				<p>(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 careful what you forward to others</p>	<p>practices that harm others</p> <ul style="list-style-type: none"> • about what it means to be a part of a community • about different groups / individuals that support the local community • 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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<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 <p>how a baby is made and how it grows</p>	<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) <p>that marriage, arranged marriage</p>	<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
<ul style="list-style-type: none"> □ □ 	<p>about roles and responsibilities of parents and carers that pregnancy can be prevented</p>	<p>for each other and want to spend their lives together and who are of the legal age to make that commitment. To understand that two people who love and care for one another can be in a committed relationship and</p>	<ul style="list-style-type: none"> □ □ 	<p>and civil partnership is between two people who <i>willingly agree</i> that to force anyone into marriage (forced marriage) is illegal</p> <p>about the importance speaking out about forced marriage</p> <p>about judging whether</p>	

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		<p>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; friends, classmates and others; and that we all have rights to privacy</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>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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<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>H20. To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate</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 • about the importance of speaking out about FGM 	<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 constructively 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 and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber</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>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 who is responsible for their health and wellbeing• where to get help advice and support	<p>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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