

Stargazers



Year Group: 5/6
Cycle B

Half Term Learning Focuses

Geography Globe and atlas work Climate/Environment <i>link:</i> Satellite images of deforestation	Science Earth and Space	Art Exploration of colour and space themed artwork by Peter Thorpe	RE What is the purpose and value of a sacred space? Gudwara visit.	Writing Genres Explanation (telescopes) Newspaper report (moon landing)
Music	MfL Y5 Spanish Y6 Russian	PSHE Y6 SCARF: Caring for the Environment Y6 SCARF: Money	Computing Programming	Key Texts How to Invent

Hidden Curriculum:

Geography

National Curriculum: Pupils should be taught to:

- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Curriculum Intentions (Key Knowledge and skills to be learned):

- They will be able to label a world map with lines of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and the Prime/Greenwich Meridian

<https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zd4rmfr>

<https://www.schoolsofkingedwardvi.co.uk/ks2-geography-geographical-skills-5a-latitude-longitude/>

- Children will work out the four and then six-digit grid reference numbers for given locations around the world.
- They will follow four and then 6 digit grid references to discover significant locations linked to the topic.
- They will learn to identify countries in different time zones and understand that the Earth's rotation on its axis means that countries around the world experience day and night at different times.

<https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zjk46v4>

Climate/Environmental link:

- Children will see NASA satellite images of deforestation and learn about the impact of deforestation on the climate.

<https://earthobservatory.nasa.gov/world-of-change/Deforestation>

Age Related Subject Skills (Progression Guidance):

Year 5

- *Begin to use atlases to find out other information (e.g. temperature)*
- *Find and recognise places on maps of different scales*
- *Use 8 figure compasses, begin to use 6 figure grid references.*
- *Identify the position and significance of lines of longitude & latitude*

Year 6

- *Use atlases to find out data about other places*
- *Use 8 figure compass and 6 figure grid reference accurately*
- *Use lines of longitude and latitude on maps*

Prior Learning

Forever Firs children working at ARE should already be able to:

- *Locate places on a range of maps (variety of scales)*
- *Begin to use 8 figure compass and four figure grid references to identify features on a map*

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Map	Find Place	Compass	Locate Location	Latitude	Tropics of Cancer and Capricorn, Arctic and Antarctic Circle Prime/Greenwich Meridian
Globe		Coordinates		longitude	
Atlas				Equator	
				Northern Hemisphere,	
				Southern Hemisphere	
				Time zone	

Geography Assessment

Children working below ARE

Children working towards ARE

Children working at ARE

Children working above ARE



Science

National Curriculum (Knowledge): Pupils should be taught to:

- describe the movement of the Earth, and other planets, relative to the Sun
- describe the movement of the Moon relative to the Earth
- describe the Sun, Earth and Moon as approximately spherical bodies
- use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky
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Children will also learn:

- Some of the features of the different planets within the solar system, and how these are affected by proximity to the sun.
- How position on the Earth affects weather patterns, seasons and length of daylight
- Why the moon has different phases.
- How solar and lunar eclipses occur.

Prior Learning

Forever Firs children working at ARE should already be able to:

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Planet	Winter	Spherical	Orbit	Time zone	Galaxy
Moon	Summer	Rotation	Star	Solar system	Universe
Sun	Spring	Season	Gravity	Satellite	Light years
Day	Autumn	Weather	Axis	Asteroids	Comets
Night		Phases	Cycle	Meteors	Equator
		Habitable	Uninhabitable	Jovian (gaseous)	Terrestrial (rocky)
				Solar	Eclipse
				Lunar	

— School —

Science Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
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Art and Design

National Curriculum: Pupils should be taught to:

- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)

Curriculum Intentions (key knowledge to be learned):

- Children will learn about the artwork of Peter Thorpe.
- They will use their sketchbooks to create designs based on his work and linked to the topic.
- They will explore the use of oil pastels and wax crayons.
- They will build on their understanding of colour and learn key vocabulary to help them describe colours used by different artists
- They will experiment with different colour schemes for their chosen design, analysing the impact of different colour combinations on the effect created

<https://www.juliette-sawyer.com/download/Color+Wheel+Powerpoint-2>

Age Related Subject Skills (Progression Guidance):

- *Select and develop ideas confidently, using suitable materials confidently*
- *Improve quality of sketchbook with mixed media work and annotations*
- *Select own images and starting points for work*
- *Develop artistic/visual vocabulary when talking about own work and that of others*
- *Begin to explore possibilities, using and combining different styles and techniques*
- *Use a range of mediums on a range of backgrounds*
- *Build on previous work with colour by exploring intensity*
- *Use the work of artists to replicate ideas or inspire own work*
- *Build on previous work with colour by exploring intensity*
- *Explore using limited colour palettes*
- *Experiment with colour in creating an effect*

Prior Learning Forever Firs children working at ARE should already be able to:

- *Use the work of artists to replicate ideas or inspire own work*
- *Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink)*
- *Develop sketch books*
- *Use a variety of ways to record ideas including digital cameras and iPads*
- *Develop artistic/visual vocabulary to discuss work*
- *Begin to suggest improvements to own work*
- *Experiment with a wider range of materials*
- *Present work in a variety of ways*
- *Recognise and name primary and secondary colours*
- *Mix primary colours to make secondary colours*
- *Share colour charts to compare variations of the same colour*

- *Create and experiment with shades of colour and name some of these*
- *Recognise warm and cold colours*
- *Explore the relationship between mood and colour Mix and match colours (create palettes to match images)*
- *Lighten and darken tones using black and white Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves)*
- *Experiment with watercolour, exploring intensity of colour to develop shades*
- *Explore complementary and opposing colours in creating patterns*

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Colour	Bright	Impact	Stand out	Abstract	Monochrome
Dark	Dull	Effect	Blend in	Primary (colours)	Monochromatic
Light	(Colour names)	Scheme	Intense	Secondary (colours)	Warm colours
		Symbolises	Associated	Tertiary (colours)	Cool colours

		Represents	Feeling Emotion	Complimentary (colours) Neutrals	Tints Shades
Art and Design Assessment					
Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE		



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RE

Key Line of Enquiry: What is the purpose and value of a sacred space? (Gurdwara visit).

Curriculum Intentions (Key Knowledge and Skills to be learned)

Children will be able to:

- Use religious vocabulary to identify and explain some features, symbolic objects, actions and sounds found in a gurdwara and say how these help people worship.
https://www.bbc.co.uk/religion/religions/sikhism/ritesrituals/gurdwara_1.shtml
<https://www.bbc.co.uk/bitesize/clips/zd4wmp3>
- Identify and explain symbolic actions in everyday life which express inner feelings
- Explain the meaning of worship for a believer
- Ask some thoughtful questions about why people choose to attend a church, mosque, mandir or gurdwara and suggest some possible answers
<https://www.bbc.co.uk/bitesize/clips/zkr87ty>
- Describe prayers in the gurdwara and say why it matters so much for believers
- Express their own ideas about the value of times of reflection, thanksgiving, praise; remembrance

Prior Learning

Forever Firs children working at ARE should already be able to:

- Understand the importance of the Guru Granth Sahib for Sikhs
- Understand the importance of a church, mosque and mandir for different religious believers

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Thanks Pray Charity Faith Worship	Sharing Respect God Light	Prayer Hymn Congregation Sermon Communal Reflection	Priest Scriptures Offering Spiritual Symbol Remembrance	Guru Granth Sahib Langar Granthi Ardas Takht or Manji-Sahib	Gurdwara Sikh Gurpurbs Kirtan Chanani or Palki

RE Assessment

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MFL

National Curriculum: Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing

Curriculum Intentions (Key Knowledge and Skills to be learned):

Year 5

Early Start Spanish

- 1.04 My name is...
- 1.05 Numbers to 12
- 1.06 How old are you?

Spanish Culture and Traditions

- Christmas in Spain

(bcclanguages.co.uk › 2013/10 › Christmas in Spain - Jo Henshaw)

(<https://www.spanish-fiestas.com/festivals/christmas-in-spain/>)

Year 6

Early Start Russian

- 1.04 Numbers 0-12
- 1.05 How old are you?
- 1.06 My family

Russian Culture and Traditions

- Christmas in Russia

<https://www.whychristmas.com/cultures/russia.shtml>

Age Related Subject Skills (Progression Guidance):

Year 5 (applicable knowledge and skills in bold)

- Understand numbers in multiples of 10 up to 100
- Understand and give simple directions
- Say that they don't understand and ask for something to be repeated
- **Give information**
- **Use short sentences when asking and answering questions**
- **Prepare a short talking task alone or with a partner and present this with reasonable pronunciation**
- Listen to a story or poem and identify key words and phrases
- Show understanding of a short text containing familiar and unfamiliar language
- Retrieve information from a text

Year 6 (applicable knowledge and skills in bold)

- Follow short descriptions in order to find specific information
- **Devise and perform a short sketch in role play situation**
- Demonstrate creativity and imagination in using known language in new contexts
- **Listen attentively and understand more complex phrases and sentences**
- Understand longer and more complex phrases or sentences
- Use spoken language confidently to initiate and sustain conversations and to tell stories
- Prepare a short presentation on a familiar topic
- **Be understood when speaking in a different language**
- **Use knowledge of word order and sentence construction to support the understanding of written text**
- Read and understand the main points and some detail from a short-written passage
- **Read aloud with confidence**

<ul style="list-style-type: none"> To make predictions based on existing knowledge Read aloud to a partner or small group Write a simple poem Write short sentences in a presentation or booklet Write simple instructions accurately Write sentences on a range of topics using a model Use agreements of adjectives Manipulate language by changing an element in a sentence Look at further aspects of everyday lives from the perspective of someone from another country Learn about places of interest/ importance within the county studied 	<ul style="list-style-type: none"> Write sentences using some description Apply a range of linguistic knowledge to create simple, written pieces that can be understood Use dictionaries to support writing Understand and use negatives Recognise patterns in the foreign language Present information about an aspect of culture Compare and contrast countries where language is spoken with this country Investigate famous people / events from the chosen country to be studied Investigate cultural differences
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Prior Learning

Year 5 Forever Firs pupils working at ARE should already be able to:

- Identify and pronounce accurately the names of some countries and towns
- Sing a song from memory on a related topic
- Listen with care
- Ask and answer simple questions with correct intonation
- Remember a sequence of spoken words
- Speak clearly and confidently
- Initiate a conversation when working with a partner
- Understand words displayed in the classroom
- Write familiar words and simple phrases from a model
- Identify phonemes that are the same as or different from English or other languages they know
- Identify counties where selected language is spoken
- Investigate aspects of lifestyle in selected country e.g. food or leisure activities
- Greet and respond to greetings from others in Spanish (hello, goodbye, how are you?)
- Know that Christmas is celebrated in different ways around the world (Germany) .

Year 6 Forever Firs pupils working at ARE should already be able to:

- See Year 5 progression statements above
- Greet and respond to greetings from others in Russian (hello, goodbye, how are you?)
- Know that Christmas is celebrated in different ways around the world (Germany and Spain) .

Key Vocabulary (English)

Tier 1		Tier 2		Tier 3	
Christmas	Christmas	Traditions	Hymn/carol	Epiphany	
Santa	Eve	Culture	Procession		
Claus/Father	Christmas	Nativity			
Christmas	Tree	Mass			
Food	Church	Service			

Drink Stocking	Presents Gifts Story Turkey Feast	Wise Men			
Key Vocabulary (MFLs)					
Spanish			Russian		
'Me llamo' 'Yo soy' '¿Cómo te llamas?' '¿Y tú?' '(Yo) tengo... años' '¿Cuántos años tienes?'	Cero Uno Dos Tres Cuatro Cinco Seis Siete Ocho Nueve Diez Once doce	Belén (Nativity scene) Nochebuena (Christmas Eve – literally Goodnight) Turrón (type of traditional Christmas sweet) Santos Inocentes (Holy Innocents – equivalent to April Fools Day 28 th Dec) Nochevieja (New Year's Eve) Día de los Reyes Magos (Feast of Epiphany) Los Reyes Magos (Wise Men)	0 - ноль 1 - один 2 - два 3 - три 4 - четыре 5 - пять 6 - шесть 7 - семь 8 - восемь 9 - девять 10 - десять 11 - одиннадцать 12 - двенадцать Сколько? - that's how much? how many? плюс - plus/add минус - minus	Сколько тебе лет? How old are you? Мне (11) лет - I'm (11) <small>(It is me (11) years)</small> брат - brother сестра - sister папа - dad / daddy мама - mum / mummy дедушка - granddad / grandpa бабушка - granny / grandma моя семья - my family Introducing people Это моя мама This is my mum Это мой папа This is my dad Это я ... This is me ...	Ded Moroz' or Дед Мороз (Grandfather Frost) S Novym Godom (Happy New Year) 's rah-zh-dee-st-vohm' (C рождеством!) – Happy Christmas Kutia (traditional porridge eaten on Christmas Eve) Sochelnik (Christmas Eve) Babushka (Grandmother)

Primary
— School —

MFL Assessment

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Computing

National Curriculum:

- 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

Computing Strand: Programming

Topic Links: To use Scratch to create a story/animation that reflects learning about space.

Age Related Subject Skills (Progression Guidance - DDAT):

- Pupils write a simple algorithm, for instance to create a basic traffic light sequence. They then use flowcharting software (such as Go or Flowgo) to create a simple program to control an onscreen icon. They are able to explain how their program works*
- Pupils create a computer game, using a graphical language such as Scratch or Kodu*

Upper Key Stage 2

- | | |
|---|--|
| <ul style="list-style-type: none"> I can predict what will happen when discussing different algorithms, Understand how breaking things down into different events may make it easier to debug, edit and improve. Create movements using co-ordinates and rotations (with degrees) Create drawings using pen shades, directions and angles. Create an animation with speech and sensing between at least 2 characters. Use 'IF' to control objects and create variables Control the sprites movement using the keyboard | <ul style="list-style-type: none"> Show logical thinking when creating a complicated algorithm, Sort algorithms between what will and won't work and explain why by breaking it into smaller parts and explaining why. Test the algorithms to support this. Starting to find more than 1 way to debug and solve a problem. Create a story or animation using a range of commands and shows creativity and imagination. |
|---|--|

Prior Learning

Forever Firs children working at ARE should already be able to:

- Use costumes
- Use two sprites and two algorithms
- Use sound
- Begin to use sensing to create a command
- Begin to use timings to control movements and speech between characters
- Create a list of 5 commands which involve movements and looks.
- Begin to break algorithms down to solve problems.
- Navigate around Scratch (or similar)
- Create a repeat pattern that instructions motions by specifying the number of steps, direction and turn.
- Adds speech
- Make my sprite change colour
- Control what my sprite does using specified keys.
- Explain what an algorithm will do by reading the commands.
- Test my algorithm and recognise when to change it

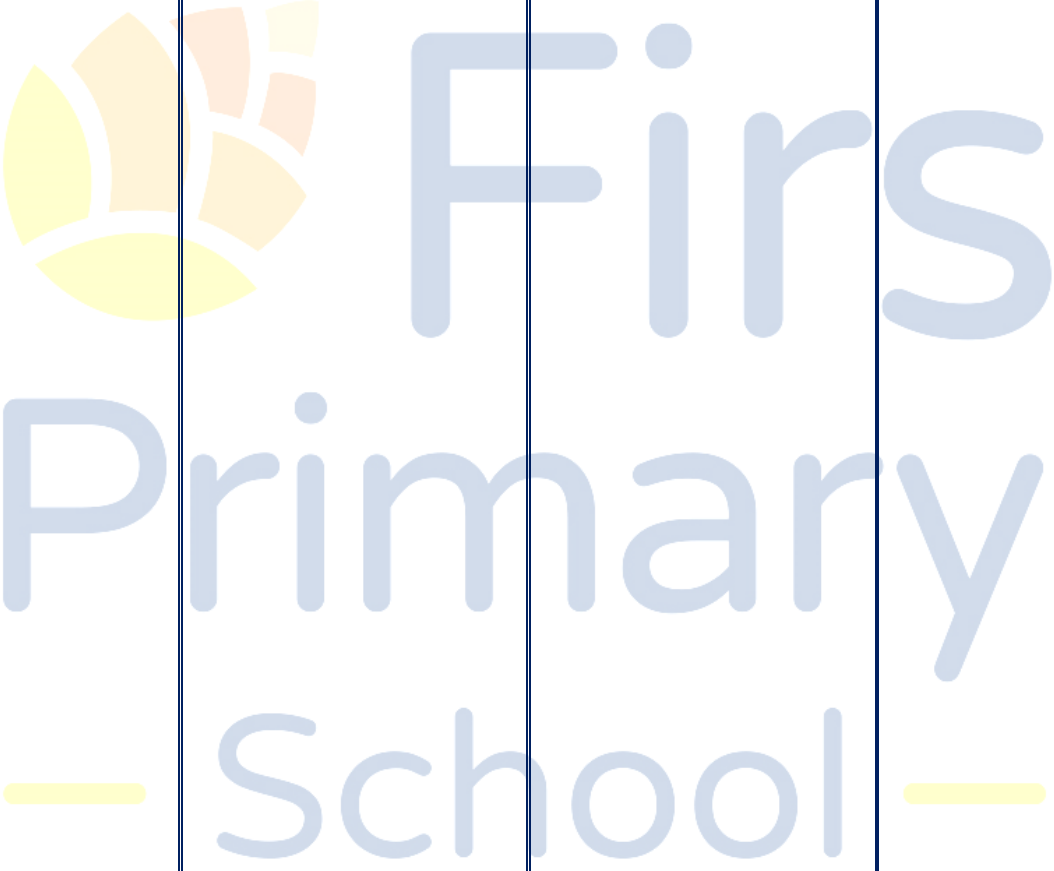
Key Vocabulary

Tier 1		Tier 2		Tier 3	
sound	command	sprite	co-ordinates	algorithm	variables
instruction	colour	edit	rotation	debug	
pattern	speech	predict	events		
improve	movements				



Firs Primary — School —

Computing Assessment

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