

Alchemy Island



Year Group: 5/6
Cycle B

Half Term Learning Focuses

Geography -Map reading -Using coordinates -Human and physical features.	Science -Properties and changes of materials -Electricity	Computing Multimedia	RE Why is pilgrimage important to some religious believers? Jewish and Christian Pilgrimages	Writing Genres -Journey Story -Instructions
	MfL Y5 Spanish Y6 Russian	PSHE Year 5 SCARF: Keeping Safe		Key Texts Arthur and the Golden Rope

Geography

National Curriculum: Pupils should be taught to:

- 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
- describe and understand key aspects of; physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle and human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

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

- How to use four and then six-digit grid references to locate features on a map of a fictional island, and then transfer these skills to locating features on an Ordnance Survey map of a Scottish island e.g. Isle of Arran
- Identify and describe key human and physical features on a fictional map and then transfer these skills by identifying key human and physical features on a satellite image and Ordnance Survey maps of a Scottish island e.g. Isle of Arran
- Understand the use of symbols and key in Ordnance Survey maps and create their own symbols and key for a map of their own fictional island.

Age Related Subject Skills (Progression Guidance):

Year 5

- Compare maps with aerial photographs
- Select a map for a specific purpose
- 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.
- Locate the world's countries, focus on North & South America Identify the position and significance of lines of longitude & latitude
- Draw a variety of thematic maps based on their own data
- Draw a sketch map using symbols and a key
- Use and recognise OS map symbols regularly

Year 6

- Follow a short route on an OS map
- Describe the features shown on an OS map
- 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
- Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages
- Draw plans of increasing complexity
- Begin to use and recognise atlas symbols

Prior Learning

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

- Follow a route on a large-scale map
- Locate places on a range of maps (variety of scales)
- Identify features on an aerial photograph, digital or computer map
- Begin to use 8 figure compass and four figure grid references to identify features on a map
- Locate Europe on a large-scale map or globe
- Name and locate countries in Europe (including Russia) and their capitals cities
- Recognise and use OS map symbols, including completion of a key and understanding why it is important
- Draw a sketch map from a high viewpoint

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Map	Find	Compass	Locate	Latitude	Ordnance Survey (OS) Map Key
Globe	Place	Coordinates	Location	Longitude	
Atlas	Food	Aerial	Symbols	Satellite image	
Rivers	Water	Settlement	Natural resources	Human features	
Mountains	Roads	Trade	Energy	Physical features	
		Economic	Minerals		
		Distribution			

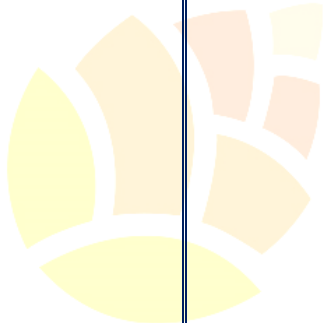
Geography Assessment

Children working below ARE

Children working towards ARE

Children working at ARE

Children working above ARE



Firs
Primary
School

Science

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

Properties and Materials

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that 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 decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- 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 usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

Electricity

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram

Working Scientifically

- plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- identify scientific evidence that has been used to support or refute ideas or arguments
- report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- use test results to make predictions to set up further comparative and fair tests

Prior Learning

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

- ask relevant questions and use different types of scientific enquiries to answer them
- set up simple practical enquiries, comparative and fair tests
- make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- gather, record, classify and present data in a variety of ways to help in answering questions
- identify differences, similarities or changes related to simple scientific ideas and processes
- report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- use straightforward scientific evidence to answer questions or to support their findings
- use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Solid	Change	Transparency	Dissolve	Comparative test	Conductivity
Liquid	Burning	Response	Substance	Fair test	(electrical and
Gas	Hardness	Reversible	Separated	Acid	thermal)

Metal Wood Plastic Switch Test Electricity	Brightness Lamp Buzzer On/off Wires Bulbs	Irreversible Materials Variation Function Variables Evidence	Recover Volume Diagram Reading Accuracy	Solubility Solution Magnet Voltage Cells Circuit Conductors Insulators	Filter Sieve Evaporate Variables Casual relationships Battery
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Science Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
 The logo for Firs Primary School is centered in the table. It features a stylized sun or flower icon on the left, composed of several overlapping semi-circular segments in shades of yellow and orange. To the right of the icon, the words "Firs Primary School" are written in a large, light blue, sans-serif font. The word "Firs" is on the top line, "Primary" is on the middle line, and "School" is on the bottom line. Two short horizontal yellow bars are positioned below the words "Primary" and "School", one on each side.			

RE

Key Line of Enquiry: Why is pilgrimage important to some religious believers? Jewish and Christian Pilgrimages

Curriculum Intentions (Key Knowledge and Skills to be learned)

Children will be able to:

- identify what pilgrims hope for from their religious journey and suggest ways in which this has an impact on their life
- explain the meaning of pilgrimage for some believers (Christian pilgrimages e.g. Israel, Jerusalem, Bethlehem, Camino de Santiago, Vatican City, Lourdes and the three Jewish pilgrimage holidays of Passover, Shavuot, and Sukkot on which many Jews travel to Jerusalem) <http://request.org.uk/life/spirituality/pilgrimage/>
- suggest meanings in the Jewish practice of Passover, Shavuot, and Sukkot pilgrimages and Christian pilgrimages, making links to Christian and Jewish beliefs, stories and commitments (e.g. important Jewish stories of Jerusalem <https://www.bbc.co.uk/bitesize/guides/zgg9mp3/revision/1>)
- ask some thoughtful questions about why pilgrims choose to undertake a pilgrimage and suggest some possible answers about the relationships between pilgrimage and faith
- express their own ideas about the value of times of reflection, repentance, journey, remembrance
- discuss special places that hold significance for them, and why they are important
- understand the spiritual significance of pilgrimage for Jews and Christians
- explain the variety of reasons believers give for making or not making a pilgrimage
- describe origins, locations, stories, symbols, actions and hopes of pilgrimage and their significance for believers e.g. sacrifice
- Children will also learn that some pilgrimage sites are more significant for Catholics than for Protestants or other Christian denominations.

Prior Learning

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

- Remember some key facts about Islamic pilgrimage and Hajj.
- Understand that there are different denominations of Christian whose religious practice and/or beliefs may vary

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Journey Love Believe/belief	God	Significance Impact Commitments Religious	Reflection Remembrance Repentance Values	Christianity/ Christian Judaism/Jew Catholic Protestant Jesus	Pilgrim Pilgrimage Denomination Passover Shavuot Sukkot

RE Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE



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

- Children will learn about Spanish Christmas traditions and those carried out over New Year.

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

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

Early Start Spanish

- 1.08 Brothers and sisters
- 1.09 Have you got a pet?
- 1.10 Colours

Year 6

Children will learn about Russian Culture and Traditions

- Christmas in Russia

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

Copoka Russian Booklet

- Interrogative and affirmative sentences
- Incentive sentences
- What is it?/Do you have...?
- Revision of introductions

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**

<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 	<p>written text</p> <ul style="list-style-type: none"> • Read and understand the main points and some detail from a short-written passage • Read aloud with confidence • 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

<p>Year 5 Forever Firs pupils working at ARE should already be able to:</p> <ul style="list-style-type: none"> • 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 countries 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?) • Introductions, numbers to 12, how old are you and my family in Spanish • Know that Christmas is celebrated in different ways around the world (Germany) . 	<p>Year 6 Forever Firs pupils working at ARE should already be able to:</p> <ul style="list-style-type: none"> • 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) . • Use manners in Russian • Name classroom equipment • Name and use numbers 1-10 • Ask and answer 'How old are you?' • Gender • Use plurals for some nouns and verbs
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Key Vocabulary (MFLs)

Spanish	Russian
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<p>un hermano una hermana dos hermanos dos hermanas Tengo dos (hermanos) ¿Tienes hermanos?</p> <p>No tengo hermanos</p> <p>se llama ¿Cómo se llama? ¿Cómo se llamen?</p> <p>¿Tienes alguna mascota?</p> <p>un perro un gato un periquito un hámster un conejo un pez una Tortuga</p> <p>(Yo) tengo un(a) (Yo) no tengo (alguna mascota)</p> <p>¿qué es? es (un gato) - what is it? - it's (a cat)</p> <p>Ésta es mi (tortuga)/Éste es mi (hamster), se llama...</p> <p>¿Qué color quieres?</p> <p>Rojo- Amarillo - blanco - negro - azul - verde -naranja - rosa - gris -marrón - morado</p>	<p>a/one brother a/one sister two brothers two sisters I have two (brothers) Have you any brothers or sisters? I haven't got any brothers or sisters he/she's called What's he/she called? What are they called?</p> <p>Have you got a pet?</p> <p>a dog a ca a budgie a hamster a rabbit a fish a terrapin/ tortoise</p> <p>I've got/I have a I don't have (a pet)</p> <p>what is it? - it's (a cat)</p> <p>This is my (tortoise/hamster), he/she's called... Which colour do you want?</p> <p>- red - yellow - white - black - blue - green - orange - pink - grey - brown - purple</p>	<p>See Copoka Russian Planning</p>	
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MFL Assessment

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Computing

National Curriculum:

- 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 collecting, analysing, evaluating and presenting data and information

Computing Strand: Multimedia

Topic Links: To create a multi-media presentation of a fictional island

Age Related Subject Skills (Progression Guidance - DDAT):

- Presentations: Pupils learn to write and deliver a presentation, incorporating a range of media
- Animations: Pupils learn how to develop a storyboard and then create a simple animation using for instance 'Puppet pals' or 'Stop Motions Animation' - this may be extended by editing the final product in using video editing software

Upper Key Stage 2

- | | |
|--|---|
| <ul style="list-style-type: none"> • Design in response to a given criteria • Create simple hyperlinks and buttons in a presentation • Insert videos into a presentation • Begin to use two hands when typing • Evaluate websites and current publications in terms of colour, font, pictures and use this to inform their own work | <ul style="list-style-type: none"> • Create a presentation using timings, auto play and more complicated hyperlinks • Type confidently with two hands • Edit their presentation in response to peer feedback and considering the audience • Insert text boxes and use columns to create a more interesting layout |
|--|---|

Prior Learning

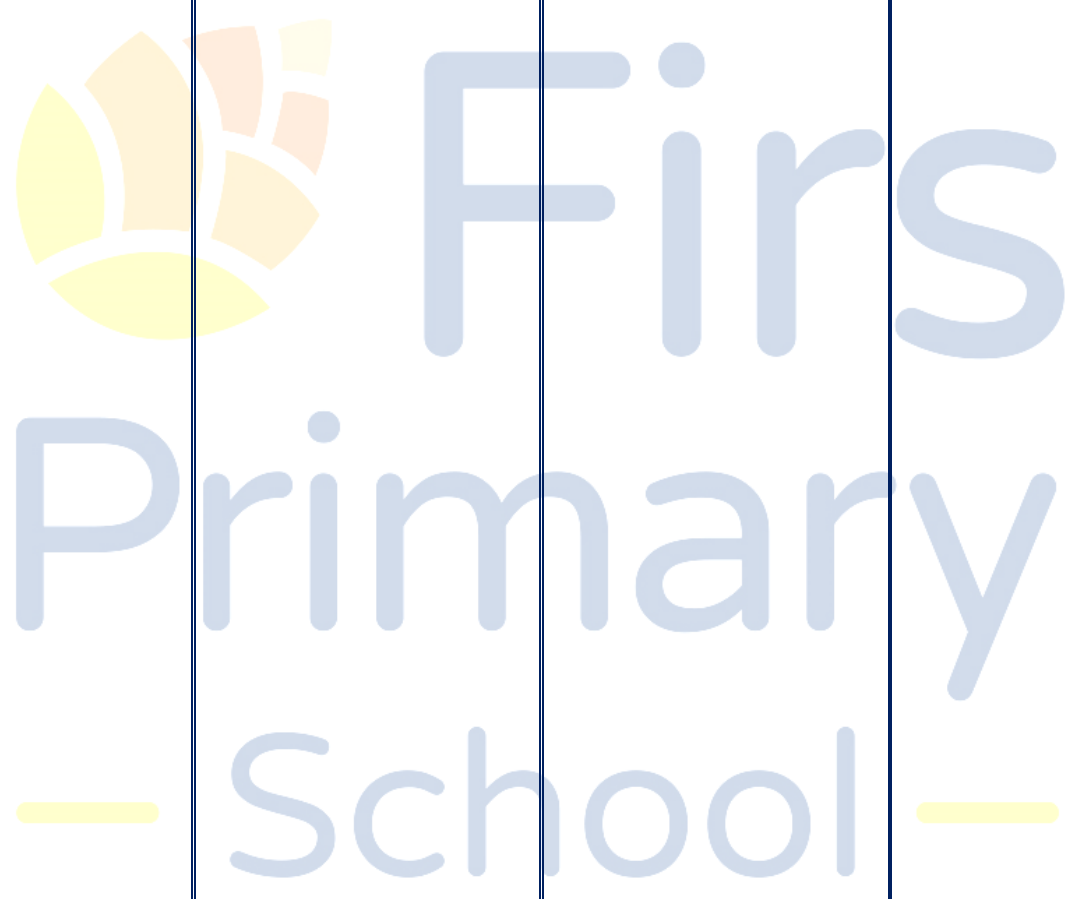
Forever Firs children working at ARE should already be able to:

- Combine a mixture of text and graphics to share my ideas in a presentation
- Continue to make appropriate choices about fonts, images, size through peer assessment and self evaluation, evaluate design and make suitable improvements
- Begin to use more than two
- Use word art and animations when creating a presentation whilst considering the appropriate audience
- Use a spell checker
- Use more than two fingers when typing

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Colour	Type	Audience	Insert	Graphics	
Size	Layout	Word Art	Text box	Evaluate	
Drag	Audience	Animations		Hyperlink	
Mouse		Font		Button	
Keyboard		Presentation		Auto-play	
Keys		Spell Check			

Computing Assessment

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PE

National Curriculum: Pupils should be taught to:

- perform dances using a range of movement patterns
- compare their performance with previous ones and demonstrate improvement to achieve their personal best

Key line of enquiry: Learn basic street dance moves and create a street dance.

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

- Identify and practice patterns and actions of street dance (<https://www.bbc.co.uk/teach/class-clips-video/physical-education-ks1-ks2-street-dance-masterclass-on-b-boying-and-footwork/zkmf47h>).
- Demonstrate and awareness of the music's rhythm and phrasing when improvising
- Perform dance using a range of movement patterns.
- Perform and evaluate own and others' work.
- Identify and practice the patterns and actions in a street dance style.
- Create a dance that represents a street dance style.
- Create a dance as a group using any street dance moves and apply the key components of dance.
- Perform, analyse and evaluate own and others' work.

Age Related Subject Skills (Progression Guidance):

- *Create longer, challenging dance phrases/dances*
- *Select appropriate movement material to express ideas/thoughts/feelings*
- *Develop movement using;*

-Actions (WHAT); travel, turn, gesture, jump, stillness

-Space (WHERE); formation, direction, level, pathways

-Relationships (WHO); solo/duo/trio, unison/canon/ contrast

-Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden)

- *Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse)*
- *Link phrases to music*

Prior Learning

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

- *Create dance phrases/dances to communicate an idea*
- *Develop movement using;*
- *Actions (WHAT); travel, turn, gesture, jump, stillness*
- *Space (WHERE); formation, direction and levels*
- *Relationships (WHO); whole group/duo/solo, unison/canon*
- *Dynamics (HOW); explore speed, energy Choreographic devices; motif, motif development and repetition*
- *Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end*
- *Link phrases to music*

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Partner	Patterns	Practice	Rhythm	Dance style	Choreographic
Group	Actions	Demonstrate	Improvising	Phrasing	device
Individual	Travel	Awareness	Evaluate	Canon	motif
Direction	Turn	Repetition	Compose	B-boying	retrograde
Speed	Jump	Appreciate	Gesture	Groove	power move
Energy	Beginning	Levels	Unison	Footwork	freeze
Single	Middle	Pathways	Solo	top rock	warm up
Double	End	Contrast	Duo	down rock	cool down
Kick	Up/down	Analyse	Trio	salsa step	cross over step
Hop		Heart rate		six step	Indian step

PE Assessment

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