

Alverton Curriculum Sequence Spring Term B - Years 5 and 6



Water

<p>Launch</p> <p>What you're doing at the start of the project</p> <p>Water Aid speaker in.</p> <p>Work on importance of water in our lives. Work on Water Aid.</p>	<p>ART/DT</p>	<p>COMPUTING</p>	<p>GEOGRAPHY Spring 1</p>	<p>GEOGRAPHY Spring 2</p>
<p>Reading Opportunities across the Curriculum</p> <p>Water Aid and Toilet Twinning websites</p> <p>Dead Man's Cove by Holes by Louis Sachar</p> <p>Wolf Brother by Michelle Paver.</p> <p>Why the Whales Came by Michael Morpurgo</p> <p>Journey to the River Sea by Eva Ibbotson</p> <p>Wind in the Willows by Kenneth Grahame</p> <p>Why Water's Worth it by Lori Harrison</p> <p>Non-fiction texts on Water</p>	<p>Art Prior Learning</p> <p>Use sketch books to collect record, review, revisit and evaluate ideas. Use a variety of</p>	<p>Spring 1 Prior Learning</p> <p>Recognise unacceptable behaviour online. Know how to deal with and report inappropriate content and contact. Design and write programs and understand computer networks including the internet.</p>	<p>Prior Learning</p> <p>Y3/4 Water cycle</p> <p>Coastal location</p> <p>Land Use</p>	<p>Prior Learning</p> <p>Y3/4 Water cycle</p> <p>Coastal locations</p> <p>Land Use</p>
	<p>Spring 1 - Collage</p> <p>Intent-Use sketch books to collect, record and review artists who use collage. Be inspired by great artists and use a famous painting to create their own piece.</p>	<p>Spring 1 AR Worlds /Online Safety</p> <p>Intent - Children will explore the world of AR, play, write reviews for AR games and create multi-media content and QR codes to link the physical and digital world.</p>	<p>Spring 1- Rivers and Coasts</p> <p>Intent (Children will learn)</p> <p>This module, comprising six lessons, or half a term's work, focuses on Rivers. Pupils will learn that rivers and river systems, are dynamic; changing the landscape in visible and at times dramatic ways. While only a fraction of the world's fresh water is visible in lakes and rivers, river systems can have a fundamental impact on peoples' lives.</p>	<p>Autumn 1 Rivers and Coasts</p> <p>Intent (Children will learn)</p> <p>The aim of this module is to explore coasts as dynamic and changing systems. It will examine different types of coasts both in terms of their landforms and their uses and provide a framework within which students can explore different coastal features and processes. The module concludes with an opportunity for students to apply their knowledge and understanding of coasts to plan a day's fieldwork. By the end of the module students should understand the importance of different coastal zones and how they are affected by, and can affect, human activity.</p>
	<p>Art Sequence of Lessons:</p> <ol style="list-style-type: none"> 1. Use artists as an inspiration and explore collage techniques. 2. To use a collage inspired by artists. (Matisse) 3. Study Monet's waterlilies and recreate using collage. 	<p>Spring 1 Sequence of Lessons:</p> <ol style="list-style-type: none"> 1. What is AR? 2. Can you create a vlog review? 3. How can we use AR to present our research? 4. Can you design and create your own AR content? 5. Can you present information using AR? 	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1. Journey of a river 2. Flooding - its causes and effect on human activity. 3. Map the River Thames 4. The River Thames 5. Waterfalls 6. Monsoons 	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1. What is the water cycle? 2. How does the sea shape the coast? 3. What impact does the sea have on human activity? 4. How do we try to prevent coastal erosion? 5. What impacts do humans have on the coast? 6. How do tsunamis occur?
<p>Overarching Final Outcome / Composite</p> <p>The term's final outcome</p> <p>Children will do a water walk to raise awareness</p> <p>Raise money for Water Aid or Toilet Twinning.</p>	<p>Art Outcome / Composite</p> <p>Produce a collage inspired by Monet.</p>	<p>Spring 1 Outcome / Composite</p> <p>Produce graphics and illustrations as part of a AR exhibition of computer scientists.</p>	<p>Outcome / Composite</p> <p>Children will make their own river bed on the field.</p>	<p>Outcome / Composite</p> <p>Children will take part in a coastal walk and identify features.</p>
	<p>Spring 2 - Bridges</p> <p>Intent Children will investigate bridge structures, design and make their own bridge and test the prototype before making a bridge.</p>	<p>Spring 2 Maths Solve IT</p> <p>Intent -Children will produce their own digital guide to being Maths genius.</p>		
	<p>DT Sequence of Lessons:</p> <ol style="list-style-type: none"> 1. Look at techniques for joining 2D frameworks. 2. Make 3 D frameworks with tubes. 3. Draw plans and design a bridge 4. Test and evaluate bridge design using paper. 5. Make bridge with wood. 6. Evaluate final product 	<p>Autumn 2 Sequence of Lessons:</p> <ol style="list-style-type: none"> 1. What is collaboration? 2. How can we create content? 3. How can we share content? 4. How to create screen casts. 5. How to give feedback. 6. How to publish books with book creator. 		
	<p>DT Outcome / Composite</p> <p>Make a bridge using wood.</p>	<p>Spring 2 Outcome / Composite</p> <p>Produce a digital guide.</p>		

MFL	MUSIC	PSHE	RE	SCIENCE
French Prior Learning Y4 - phonics and Speaking in simple sentences using familiar vocabulary. Begin to develop appropriate pronunciation.	Prior Learning In LKS2 children will use their voices and instruments with increasing accuracy, improvise and compose music, use symbols to represent sounds and develop an appreciation and understanding of music.	P. S.H.E Prior Learning Y4 - Changes and Growing up unit. Y3 - Body differences Y4 - SRE	Spring 1 Prior Learning 1.6 Who is a Muslim and how do they live? L2.9 How do festivals and worship show what	Spring 1 Prior Learning Y3 Animals including humans - know the skeletal and muscular system Y4 - animals including humans - understand the digestive system.
Spring 1 - Clothes Intent - Learn language for clothes and appropriate genders and articles.	Spring 1 World Unity Y6 (Music Ex) Intent (Children will learn) Explore rhythm and melody in singing, movement and dance. They learn about beat, syncopation, pitch and harmony and	Spring 1 - My community Intent - Pupils will consider what we mean by community and think about groups they belong to and how it makes them feel.	Spring 1 U2.8 What does it mean to be a Muslim in todays Britain? Intent - Begins by revisiting prior knowledge about Muslims and focusses on what it is like for Muslims in Britain today.	Spring 1: Animals including Humans Intent- To identify and name main parts of human circulatory system. Recognise the impact of diet, exercise, drugs and lifestyle. Describe the ways nutrients are transported in animals.
French Sequence of Lessons: <ol style="list-style-type: none"> Using the possessive with increased accuracy. Introduce items of clothing. Consolidate vocabulary and introduce verb structure. Describe clothes using French adjectives. Use possessive adjectives (my/ mine) Revise all language and assess. 	Spring 1 Sequence of Lessons: <ol style="list-style-type: none"> Explore beat and syncopation. Develop a rhythmic sequence to a piece of music. Understand pitch and movement through notation.. Arrange musical sections to build a larger scale performance. Explore rhythm through dance. Explore ways of combining rhythms through dance. 	Sequence of Lessons: <ol style="list-style-type: none"> Understand what we mean by community. Recognise different types of communities. (link to WaterAid) Explore different roles within a community and consider support a community provides. Explore groups within their own community. 	Spring 1 Sequence of Lessons: <ol style="list-style-type: none"> What do we know about being a Muslim? Understand the different groups of muslims and locate mosques. Understand the importance of the Five Pillars to Muslims in their daily lives. Find out about the festival of Eid-ul-Adha. How do Muslims use the Quran as guidance. How does a mosque reflect Muslim beliefs. 	Spring 1 Sequence of Lessons: <ol style="list-style-type: none"> Understand the function of the heart. Know the main parts of the circulatory system. Plan an investigation to find out what factors affect pulse rates. Describe the way nutrients and water are transported around animals. Recognise the impact of diet and exercise on the body. Recognise the impact of drugs not he body.
French Outcome / Composite Speak in sentences to describe clothes.		P.S.H.E Outcome / Composite Community challenge linked to Water Aid.	Spring 1 Outcome / Composite Design a poster to show understanding of Muslim life in Britain.	Spring 1 Outcome / Composite Use knowledge to plan a deathly lifestyle presentation - make links to P.S.H.E. and 5 Ways to Wellbeing
Spring 2 - Healthy Lifestyles Intent - name and recognise food and drink that is good/bad for your health. Recognise language for physical activity and a healthy lifestyle.	Autumn 1 Outcome / Composite Perform a dance in a small group.	Spring 2 - SRE Intent Children will learn about communication in healthy relationships, puberty, the reproduction system , families, conception and pregnancy and online relationships (Y6) and where to seek support.	Spring 2 U2.5 What do Christians believe Jesus did to 'save' people? Intent - Understand what Christians mean by sacrifice and connect his with how they celebrate Holy Communion. Consider ideas of sacrifice in our own lives and the world today.	Spring 2: Working scientifically - water science Intent-
French Sequence of Lessons: <ol style="list-style-type: none"> Learn new vocabulary for food and drink. Create wider vocabulary and improve memory skills. Consolidate learning and analyse the grammar rule for correct use of 'some' in French. Learn key phrases for activities to keep fit. Improve reading skills by learning instructions on how to follow a recipe. Revise language and assess. 	Spring 2 : Y5 Keeping Healthy (Music Ex) Intent - Children use body popping and gospel singing skeletons to put together a performance using new musical techniques.	SRE Sequence of Lessons: <ol style="list-style-type: none"> Recognise signs of puberty in girls and boys. Understand the reproduction system. Understand communication in relationships. (Y6) Understand how about conception and pregnancy. Understand where to seek support if needed. Understand safe online 	Spring 2 Sequence of Lessons: <ol style="list-style-type: none"> Explore what happened in Holy Week. Consider who was responsible for Jesus' death in the context of the 'big story' Explore how churches celebrate the Lord's Supper and symbolism in the celebration. Understand what a martyr is and find out about a famous martyr. Connect idea of sacrifice to todays problems. Create a school charter for the local community to show understanding of sacrifice and how it links to world problems, 	Spring 2 Sequence of Lessons: <ol style="list-style-type: none"> Research important scientists including female scientists. Gestation periods of mammal. Timeline of a human life Life cycle of a human from conception to old age 5. and 6. Just add water Stem activities about water carried out as a circus of tasks. Focussing on practical experiments and working scientifically.
DT Outcome / Composite To read and understand instructions.	Spring 2 Outcome / Composite Use a score to notate and score elements of a performance.	DT Outcome / Composite Children know how to stay safe and build healthy relationships.	Spring 2 Outcome / Composite Produce a charter for the class and local community.	Spring 2 Outcome / Composite Design own experiments about water and make links to Geography