

# Alverton Curriculum Sequence Autumn Term B - Years 5 and 6



## Local Study: World War II

<p><b>Launch</b></p> <p>Workshop at Helston Museum about the life of an evacuee in Cornwall.</p>	<p><b>ART/DT</b></p>	<p><b>COMPUTING</b></p>	<p><b>History Summer 1</b></p>	<p><b>History Summer 2</b></p>
<p><b>Reading Opportunities across the Curriculum</b></p> <p>Carrie's War by Nina Bawden                  Waiting for Anya by Michael Morpurgo                  Friend or Foe by Michael Morpurgo                  Non-fiction texts about WWII                  Primary source materials.                  WWII posters and resources.</p>	<p><b>Art Prior Learning</b></p> <p>Use sketch books to collect record, review, revisit and evaluate ideas. Use a variety of</p>	<p><b>Summer 1 Prior Learning</b></p> <p>Recognise unacceptable behaviour online. Know how to deal with and report inappropriate content and contact. Understand how to use Garage Band.</p>	<p><b>Prior Learning</b></p> <p><b>Y5/6 The Tudors - Timeline work</b>  <b>Y5/6 - Geography of British Isles and Europe.</b></p>	<p><b>Prior Learning</b></p> <p><b>Y5/6 The Tudors - Timeline work</b>  <b>Y5/6 - Geography of British Isles and Europe.</b></p>
	<p><b>Summer 1 - Y6 Still Life</b></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><b>Summer 1 Online Safety/Video game music composer</b></p> <p>Intent -Natterhub will be introduced. Intent - children will learn about what being a music composer means and use Garageband to create their own jingle for an App.</p>	<p><b>Summer 1- WWII 9 A local Study)</b></p> <p><b>Intent (Children will learn)</b></p> <p>Children will learn the history of WWII within an understanding of the chronology of British local and world history. They will understand how our knowledge of the past is contracted from a range of sources.</p>	<p><b>Summer 2</b></p> <p>Children will visit Pendennis Castle for a workshop on the Home Guard and Cornish defence during the war.</p>
	<p><b>Art Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1. Creating a still life composition using sketching.</li> <li>2. Look at more abstract art and use charcoal to create a still life.</li> <li>3. Looking at light and shade.</li> <li>4. Create still life in colour with ref to Cezanne.</li> <li>5. Assemble a memory box.</li> </ol>	<p><b>Summer 1 Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1. Intro to Natterhub.</li> <li>2. What is a music composer?</li> <li>3. What is a brief?</li> <li>4. How is digital music made?</li> <li>5. What is an audio loop?</li> </ol>	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1. Understand the background to WWII</li> <li>2. Understand evacuation - links to Cornwall</li> <li>3. Understand The Holocaust and Kindertransport - Mousehole and Paul.</li> <li>4. The Blitz -Plymouth experience.</li> <li>5. Dunkirk - boats from Cornwall and Isles of Scilly.</li> <li>6. Battle of Britain.</li> </ol> <p>Workshop at Helston Museum</p>	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1. Rationing.</li> <li>2. Land Girls - A Cornish story.</li> <li>3. The Home Guard - a Cornish story.</li> <li>4. Prisoners of war in Cornwall.</li> <li>5. D Day the the Americans in Cornwall.</li> <li>6. V.E day party</li> </ol> <p>Workshop at Pendennis Castle.</p>
<p><b>Overarching Final Outcome / Composite</b></p> <p>WWII tea dance in the hall to practise our jiving followed by a VE Day picnic on the field with bunting.</p>	<p><b>Art Outcome / Composite</b></p> <p>Assemble a memory box to showcase their art for the half term.</p>	<p><b>Spring 1 Outcome / Composite</b></p> <p>Compose a jingle for an APP.</p>	<p><b>Outcome / Composite</b></p> <p>WWII tea dance in the hall to practise our jiving followed by a VE Day picnic on the field with bunting.</p>	
	<p><b>D.T. Prior Learning</b></p> <p>Made and used simple patters. Stitched and joined textiles.</p>	<p><b>Summer 2 Natterhub</b></p> <p>Intent - to improve children's knowledge of the risks of their online lives and develop skills when using online services.</p>		
	<p><b>Summer 2 - Textiles</b></p> <p>Intent Textiles - Combining different fabric shapes.</p>	<p><b>Summer 2 Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1. Balance it- Online temptations and pressures.</li> <li>2. Balance it 2 - You decide.</li> <li>3. Balance IT 3 - Screen time and self regulation.</li> <li>4. Balance it 4 Badge roundup</li> </ol>		
	<p><b>DT Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1. Evaluate bags that have been made.</li> <li>2. Making patterns and learning sewing techniques.</li> <li>3. Design a bag.</li> <li>4. Make bag.</li> <li>5. Evaluate.</li> </ol>	<p><b>Spring 2 Outcome / Composite</b></p> <p>Be confident using Natterhub</p>		
	<p><b>DT Outcome / Composite</b></p> <p>Made a bag</p>			

## MFL

### French Prior Learning

Y3/4- phonics and Speaking in simple sentences using familiar vocabulary. Language learning strategies.

### Summer 1 - planets

Intent- To describe the planets in French in terms of their size, colour and position

### French Sequence of Lessons:

1. Expand vocal range - introduce planet names.
2. Consolidate vocab - introduce more complex sentence structure by adding details.
3. Consolidate with reading and listening activities.
4. Rules for adjectival agreement.
5. Revisit and consolidate - adjectival agreement using clothes.
6. Consolidation and end of unit assessment.

### French Outcome / Composite

Speak in sentences to describe planets.

### Summer 2 - Healthy Lifestyles

Name and recognise healthy and unhealthy food and drink. Say what activities they do to keep in shape and generally how they maintain a healthy lifestyle.

### French Sequence of Lessons:

1. Learn 10 new words - food and drink.
2. Learn wider vocabulary - improve memory skills.
3. Consolidate. Analyse grammar rule for correct use of 'some'.
4. Learn key phrases - create class survey.
5. Learn instructions for how to follow a healthy recipe.
6. Revise and assess.

### DT Outcome / Composite

To create a survey in french, follow french instructions and speak with confidence.

## MUSIC

### Prior Learning

In LKS2 whole class instrument lessons on recorder which will have introduced the children to notation, beat and playing together.

### Summer 1 Ukelele magic Intent - children will learn how to play the ukelele.

### Spring 1 Sequence of Lessons:

1. Meet my ukulele
2. Opening it up
3. Our first chord

Each session has a series of short activities to introduce an aspect.

### Summer 2 Outcome / Composite

Perform a piece in class.

### Summer 2 :Ukulele magic Intent - children will learn how to play the ukulele.

### Spring 2 Sequence of Lessons:

1. A minor miracle
2. All change
3. Three chord tricks

### Spring 2 Outcome / Composite

Perform a piece at the VE Day picnic.

## PSHE

### P. S.H.E Prior Learning

Knowledge of environmental issues - close to them and in the wider world. Basic understanding of money - why it is important in their lives. How it is used and looked after.

### Summer 1 - Value of trees

Pupils will examine environmental issues. They will learn about the role trees play in supporting life on Earth and their importance in our lives. They will examine the effects of deforestation and learn how they can help to renew forests.

### Sequence of Lessons:

1. Why do we need trees?
2. Why are forests being destroyed?
3. What can I do to help stop deforestation?

### P.S.H.E Outcome / Composite

Letter to MP - what can we do/ should we be doing to be proactive.

### Summer 2 - Money

Pupils will think about money in the wider world. They will discuss financial risk, why people take risks and consequences. They will learn about value of products and budgeting. They will consider the impact of money on emotional health and wellbeing.

### SRE Sequence of Lessons:

1. Look After It - explore attitudes, decisions, value and risk.
2. Critical Consumers - different payment methods, attitudes towards money. Decisions and priorities.
3. Value for Money and Ethical Spending - spending decisions.
4. Budgeting - how and why.
5. Money and Emotional Wellbeing - impact
6. Money in the Wider World.

### PSHE Outcome / Composite

Activities around planning real life budgets.

## RE

### Spring 1 Prior Learning

1.7 Who is Jewish and how do they live? [God/ Torah/ People  
L2.10 How do festivals and family life show what matters to Jewish people? [God/Torah/People/the

**Spring 1 U2.8 Why is the Torah so important to Jewish people**  
The principal aim of religious education is to

### Spring 1 Sequence of Lessons:

1. Find out about some contemporary Jews and communities both local and global.
2. Recap prior learning about Judaism.
3. Understand how a Torah is produced.
4. Recall the creation story and ten commandments,
5. Find out about kosher food and why not all jews follow this.
6. Explore synagogues and traditions.

### Summer 1 Outcome / Composite

Link work on Judaism to WWII Holocaust and Kindertransport.

### Summer 2 Prior Learning

L2.11: How and why do people in Cornwall mark significant events in community life?  
Unit 1.8 CK4RE: What makes some people and places in Cornwall sacred?

### Summer 2 U2. 12

Does faith help people in Cornwall when life gets hard? reflecting on their own ideas and ways of living

### Summer 2 Sequence of Lessons:

1. Explore how Cornwall is considered a spiritual place.
2. Look at how Cornwall celebrates festivals.
3. Explore the life of John Wesley and Methodism in Cornwall.
4. Explore religious beliefs in life after death.
5. Why is Truro cathedral important to Cornish people.
6. How life in Cornwall hard for some people and how religion help them.

### Spring 2 Outcome / Composite

Collect some food for food bank and find out about a local project.

## SCIENCE

### Spring 1 Prior Learning

Y3 Rocks - Explore different types of rocks and soils.  
Y4 Electricity and magnetism- construct simple circuits.

**Summer 1: Properties and changes of materials**  
Intent- Build on a more systematic understanding of materials by exploring and comparing the properties of a broad range of

### Summer 1 Sequence of Lessons:

1. To compare materials according to their properties
2. Investigate thermal conductors and insulators.
3. Investigate which electrical conductors make a bulb shine brightest
4. Investigate materials that will dissolve.
5. Use different processes to separate mixtures of materials.
6. Identify and explain irreversible and chemical changes.

### Summer 1 and 2 Outcome / Composite

Understand materials and how they relate to everyday life.