

**Our class text to enable us to explore this theme further is
'Goodnight Mr Tom' by Michelle Magorian**

Throughout our learning journey we strive to provide a wide range of **possibilities** which will help our children to develop aspirations and promote **independence** for their future lives. We are **ambitious**.

Creativity underpins all areas of learning in our curriculum. We want children to be **enthusiastic** and innovative and to develop these qualities through all subjects, not just the arts. We are **imaginative**.

The **community** provides a wealth of learning opportunities. Our curriculum uses these, and we strive to instil a sense of pride in our children and develop them as **kind** and **confident** citizens. We are **respectful**.

Years Five and Six
Cycle A – Autumn – Behind Enemy Lines

As talkers, readers and writers we will investigate this theme by:-

Y5 link

Y6 link



As mathematicians we will investigate this theme by:

Y5 link

Y6 link

As scientists we will investigate this theme by:-

- Planning enquiries, including recognising and controlling variables where necessary.
- Using appropriate techniques, apparatus and materials during fieldwork and laboratory work.
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision.
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.
- Reporting findings from enquiries, including oral and written explanations of results, explanations involving casual relationships, and conclusions.
- Presenting findings in written form, displays and other presentations.
- Using test results to make predictions to set up further and comparative fair tests.
- Using simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.
- Understanding that light appears to travel in straight line and using this idea to explain that objects are seen because they give out or reflect light into the eyes.
- Using the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of a shadow when the position of the light source changes.
- Explaining that we see things because light travels from sources to our eyes or from sources to objects and then to our eyes.
- Associating the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit.
- Comparing and giving reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/ off position of switches.
- Using recognised symbols when representing a simple circuit on a diagram.

As historians we will investigate this theme by:-

- Selecting and using sources of evidence to deduce information about the past.
- Using sources of information to form testable hypotheses and testing these.
- Understanding propaganda and its social context.
- Recognising that no single source of evidence can be used to answer questions.
- Refining lines of enquiry as appropriate.
- Providing a brief overview of history in Britain and comparing some of the times studied with those of further interest around the world.
- Describing the social, ethnic, cultural or religious diversity of the past.
- Describing the main changes in this period of history and represent any changes, along with evidence, on a timeline.
- Using dates and terms accurately when describing events.
- Using appropriate vocabulary in original ways to present my information and ideas.
- Communicating information by utilising my literacy, numeracy and computing skills.

As geographers we will investigate this theme by:-

- Naming and locating some of the countries and cities of the world and their identifying human and physical characteristics.

<p>As sports people we will enhance this theme by:-</p> <p>Y5 – swimming competently, confidently and proficiently over a distance of at least 25m.</p> <ul style="list-style-type: none"> - using a range of strokes effectively. - performing safe self-rescue in different water-based situations. <p>Y6 – composing creative and imaginative dance sequences.</p> <ul style="list-style-type: none"> - Performing complex sequences expressively and hold a precise and strong body posture. - Planning to perform with high energy, slow grace or other themes and maintain this throughout a piece. - Performing complex moves that combine strength and stamina gained through gymnastics activities. <p>Y5 and Y6 – choosing and using techniques in game situations.</p> <ul style="list-style-type: none"> - Working alone or with team mates in order to gain points or possession. - Striking a bowled or volleyed ball with accuracy. - Using forehand and backhand when playing racket games. - Fielding, defending and attacking tactically by anticipating the direction of play. - Choosing the most appropriate tactics for a game. - Upholding the spirit of fair play and respect in all competitive situations. - Leading others when called upon and act as a good role model within a team. 	<p>As artists and designers we will explore this theme by:-</p> <ul style="list-style-type: none"> - Developing and imaginatively extending ideas from starting points throughout this theme. - Collecting information, sketches and resources and presenting ideas imaginatively in a sketch book. - Using the qualities of materials to enhance our ideas. - Spotting the potential in unexpected results as work progresses. - Commenting on artworks with a fluent grasp of visual language. - Sketching (lightly) before painting to combine line and colour. - Creating a colour palette based upon colours observed in the natural or built world. - Using the qualities of watercolour and acrylic paints to create visually interesting pieces. - Combining colours, tones and tints to enhance the mood of a piece. - Using brush techniques and the qualities of paint to create texture. - Developing a personal style of painting, drawing upon ideas from others. - Giving details about the styles of some notable artists. - Showing how the work of Pablo Picasso and Roy Lichtenstein was influential in both society and to other artists. - Creating original pieces that show a range of influences and styles. 	<p>As musicians we will explore this theme by:-</p> <p><i>Y6 children – Ukulele lessons</i></p> <p>Singing or playing from memory with confidence.</p> <ul style="list-style-type: none"> - Performing solos or as part of an ensemble. - Singing or playing expressively and in tune. - Holding a part within a round. - Singing a harmony part confidently and accurately. - Performing with controlled breathing (voice) and skilful playing (instrument). - Choosing from a wide range of musical vocabulary to accurately describe and appraise music. - Describe how lyrics often reflect the cultural context of music and have social meaning. <p>As users of technology we will explore this theme by:-</p> <ul style="list-style-type: none"> - Giving examples of the risks of online communities and demonstrating knowledge that it is illegal to download copyright material, including music and games without express permission from the copyright holder. - Understanding the effect of online comments and show responsibility and sensitivity when online. - Collaborating with others online on sites approved and moderated by teachers. - Understanding how simple networks are set up and used. - Choosing the most suitable applications and devices for the purposes of communication. - Selecting appropriate applications to devise, construct and manipulate data and presenting it in an effective and professional manner. - Using many of the advanced features in order to create high quality, professional or efficient communications. 	<p>Investigating Christianity and Judaism, we will explore this theme by:-</p> <ul style="list-style-type: none"> - Explaining how some teachings and beliefs are shared between religions. - Explaining how religious beliefs shape the lives of the individuals and communities. - Explaining the practices and lifestyles involved in belonging to a faith community. - Comparing and contrasting the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. - Showing an understanding of the role of a spiritual leader. - Recognising and expressing feelings about our own identities. - Explaining my own ideas to ultimate questions and know that my answers may differ to those of others. - Explaining why different communities or individuals may have a different view of what is right and wrong. - Showing an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite the rules). - Expressing their own values and remaining respectful of those with different values.
<p>Each theme will start with a ‘Talking Tub’. This activity allows the children to explore, texts, photographs, artefacts and resources to inspire and engage them and to encourage them to pose questions and take ownership of their curriculum themes.</p>			
<p>These are just some of the learning targets we will cover when we explore the theme of ‘Behind Enemy Lines’; the list is not exhaustive. There will be opportunities to develop other subjects and there will also be occasions when children will lead the direction of the curriculum through their questioning.</p>			
<p>If you would like any further information about your child’s learning then please do not hesitate to get in touch with the class teacher.</p>			

