













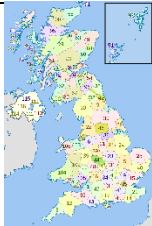


















	<h1><u>Victorians</u></h1> <h2>Art</h2> <h3>Year 5 & 6</h3> <h3>Cycle A</h3> <div></div>	Self-Assessment
<ul style="list-style-type: none">• Use inspiration from notable artists, give detailed observations and reflect upon their work• Research and learn about the work of Lowry and Albert Giacometti	<div>☹️ 😐 😊</div>	
<ul style="list-style-type: none">• Plan and design a sculpture	<div>☹️ 😐 😊</div>	
<ul style="list-style-type: none">• Use tools and materials to add shape, texture and pattern	<div>☹️ 😐 😊</div>	
<ul style="list-style-type: none">• Develop cutting skills, using the appropriate tool for each material used	<div>☹️ 😐 😊</div>	
<ul style="list-style-type: none">• Learn and practise a variety of different techniques for joining wire	<div>☹️ 😐 😊</div>	
<ul style="list-style-type: none">• Add a variety of suitable materials to the sculpture to add detail and create a realistic effect	<div>☹️ 😐 😊</div>	
<ul style="list-style-type: none">• Learn and use key vocabulary from this unit of work to demonstrate knowledge and understanding	<div>☹️ 😐 😊</div>	







<h2 style="text-align: center;"><u>Victorians</u></h2> <h3 style="text-align: center;">DT</h3> <h3 style="text-align: center;">Year 5/6</h3>	<p style="text-align: center;">Self-Assessment</p>
	
<ul style="list-style-type: none"> • Research and comment on Victorian recipes, considering the ingredients and techniques used to make them • Compare Victorian and modern British recipes, considering similarities and differences 	<p style="text-align: center;">☹️ 😐 😊</p>
<ul style="list-style-type: none"> • Carefully select appropriate ingredients, considering where the ingredients are grown and seasonality • Describe in detail the components of a healthy and balanced diet (The Eatwell Plate) 	<p style="text-align: center;">☹️ 😐 😊</p>
<ul style="list-style-type: none"> • Follow their own recipe and hygienic food preparation practices to prepare and cook a savoury dish 	<p style="text-align: center;">☹️ 😐 😊</p>
<ul style="list-style-type: none"> • Select appropriate utensils and use them safely to prepare ingredients 	<p style="text-align: center;">☹️ 😐 😊</p>


<ul style="list-style-type: none"> Measure and weigh out ingredients accurately (use the measures- ml/l and g/kg) 	  
<ul style="list-style-type: none"> Use the techniques- peeling, chopping, slicing, grating, mixing, kneading, spreading and baking 	  
<ul style="list-style-type: none"> Evaluate their own dish and decide on what they would do differently if they made the dish again Peer assess other dishes giving constructive feedback- two stars and a wish 	  


Unit	Computing - Key Learning			
Coding	To use the program design process, including flowcharts, to develop algorithms for more complex programs using and understanding of abstraction and decomposition to define the important aspects of the program.			
	To code, test and debug from these designs.			
	To use functions and tabs in 2Code to improve the quality of the code.			
	To code user interactivity using input functions.			
Online Safety	Identify benefits and risks of mobile devices broadcasting the location of the user/device.			
	Identify secure sites by looking for privacy seals of approval.			
	Identify the benefits and risks of giving personal information.			
	To review the meaning of a digital footprint.			
	To have a clear idea of appropriate online behaviour.			
	To begin to understand how information online can persist.			
	To understand the importance of balancing game and screen time with other parts of their lives.			
	To identify the positive and negative influences of technology on health and the environment.			

	Victorians Geography Year 5/6 Cycle A	Self Assess
<input type="checkbox"/> Can I name and locate counties and cities of the United Kingdom	  	
<input type="checkbox"/> Can I identify human and physical characteristics of the UK - hills, mountains, coasts, rivers	  	
<input type="checkbox"/> Can I study a region of UK - Cheshire	  	
<input type="checkbox"/> Can I discuss land use in the UK during the Victorians and compare to now	  	
<input type="checkbox"/> Can I discuss the distribution of natural resources including energy, food, minerals and water across the UK	  	
<input type="checkbox"/> Can I use fieldwork to observe, measure, record and present the human and physical features in Congleton	  	
























History

<p>People</p> <p>Who was the most significant figure during this era?</p> 	<p>Place in History</p> <p>What else was going on in the world at the time?</p>  
<p>Power</p> <p>Why was the expansion of the Empire so significant during this period?</p>  	<p>Purpose</p> <p>How did the reign of the Georgian and Victorian monarch differ?</p> <p>How did life differ for the rich and poor during this time?</p> 

<div data-bbox="183 293 419 450"></div> <div data-bbox="507 197 940 246">Sounds of the Future</div> <div data-bbox="560 293 885 347">Music - Spring 1</div> <div data-bbox="655 387 788 434">Year 6</div>	Self-Assessment
<input type="checkbox"/> Compose a piece of music suitable for a particular occasion	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="checkbox"/> Identify how specific musical techniques and devices contribute to the impact of a piece.	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="checkbox"/> Use appropriate musical vocabulary to explain choices in composition.	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="checkbox"/> Discuss the features of a piece of music which work together to reflect a mood, culture or sense of occasion.	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="checkbox"/> Listen to a diverse range of genres, styles and traditions and identify stylistic features.	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="checkbox"/> Develop a cultural respect and celebrate differences in the music listened to.	<input type="radio"/> <input type="radio"/> <input type="radio"/>

<div data-bbox="183 1368 419 1525"></div> <div data-bbox="544 1272 903 1323">Stage and Screen</div> <div data-bbox="560 1368 885 1422">Music - Spring 2</div> <div data-bbox="655 1462 788 1509">Year 6</div>	Self-Assessment
<input type="checkbox"/> Sing a broad range of songs including those that include syncopated rhythms from a variety of times and places.	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="checkbox"/> Play a melody following stave notation written on one stave and accompany this same melody and others using chords or a bass line.	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="checkbox"/> Perform with control and sensitivity with some pupils leading and supporting others.	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="checkbox"/> Compose a melody to match a given lyric with sensitivity to stylistic features.	<input type="radio"/> <input type="radio"/> <input type="radio"/>

<input type="checkbox"/> (Y6 C) Understand semiquavers and minim rests and the relationship between semibreves, minims, crotchets, quavers, semiquavers, crotchet, and minim rests.	☹️ 😐 😊
<input type="checkbox"/> Discuss the features of a piece of music which work together to reflect a mood, culture or sense of occasion.	☹️ 😐 😊
<input type="checkbox"/> Listen to a diverse range of genres, styles and traditions and identify stylistic features.	☹️ 😐 😊
<input type="checkbox"/> To be able to recognise syncopated rhythms.	☹️ 😐 😊

		Self Assessment
<p>No Outsiders and KiVa</p> <p>Subject PSHE</p> <p>Year group 6</p>		
<input type="checkbox"/> To overcome fears about difference No Outsiders - Leaf		  
<input type="checkbox"/> To consider causes of racism No Outsiders - The Island		  
<input type="checkbox"/> To consider democracy No Outsiders - A day in the life of Marlon Bundo		  
<input type="checkbox"/> To know that we do not join in with bullying - KiVa		  
<input type="checkbox"/> To know what to do if someone is being bullied - KiVa		  
<input type="checkbox"/> To understand how to stop bullying - KiVa		  
<input type="checkbox"/> To complete a KiVa contract - KiVa		  

<p>Religious Education - Islam</p> <p>Year 5/6</p> <p>Cycle A</p>	Self Assessment
<input type="checkbox"/> Identify and understand that Muslims believe the Prophets who came before Muhammad all taught the same message.	☹️ 😐 😊
<input type="checkbox"/> Explain how Muslims believe that Muhammad is the last and final prophet.	☹️ 😐 😊
<input type="checkbox"/> Understand Muslims believe that to have 'inner peace with God' humans must follow and submit to Allah's guidance and will.	☹️ 😐 😊
<input type="checkbox"/> Explain and assess how all Muslims are part of the 'Ummah' by showing the five pillars enable Muslims to have peace with God.	☹️ 😐 😊
<input type="checkbox"/> Identify, describe and explain key Muslim beliefs related to Allah; marriage and life and death.	☹️ 😐 😊
<input type="checkbox"/> Describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in the mosque.	☹️ 😐 😊
<input type="checkbox"/> Explain why the Qur'an is so important to Muslims.	☹️ 😐 😊
<input type="checkbox"/> Analyse how the main features of a mosque explain Muslim key beliefs.	☹️ 😐 😊

<p><u>Science</u></p> <p>Electricity</p> <p>Year 5/6</p> <p>Cycle A</p>	Self Assessment
<ul style="list-style-type: none"> Do I know that the brightness of a lamp or the volume of a buzzer is associated with the number and voltage of cells used in the circuit? 	☹️ 😐 😊
<ul style="list-style-type: none"> Do I know that switches can be used to complete / break a circuit to turn it on or off? 	☹️ 😐 😊
<ul style="list-style-type: none"> Do I know symbols when representing a simple circuit in a diagram? 	☹️ 😐 😊
<ul style="list-style-type: none"> Do I know the importance of Alexander Graham Bell and his inventions? 	☹️ 😐 😊

Science

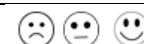
Self
Assessment

Light

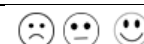
Year 5/6

Cycle A

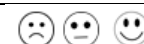
- Do I know that light appears to travel in straight lines?



- Do I know that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes?



- Can I understand how we see colours?



Spanish

Aim

To tell other people about transport

To use the verb 'to go' in a simple sentence

To ask for and respond to directional instructions in Spanish

To use my knowledge of actions and directions to give and follow instructions

To ask for and give directions to a place in Spanish

To talk about travel

Knowledge

- I can name different ways of travelling and ask and answer a familiar question about transport
- I can identify different types of transport
- I can ask how someone goes to school and can tell them how I go to school
- I can recognise a range of actions and can give and respond to simple directional instructions
- I can read and say words containing the Spanish spellings 'ga', 'ge', 'gi', 'go', 'gu' pronounced / h/ or /g/.
- I can name parts of the body
- I can sequence a movement
- I can follow and give instructions
- I can identify different places in town in Spanish and give and follow instructions.
- I can identify the difference between Spanish and English.
- I can talk about how different people travel to places in town.

Key Vocabulary

. un coche (car), un autobus (bus), una bicicleta (bicycle), a pie (on foot), un tren (train) un camion (lorry), un avion (plane), un monopatín (scooter), un taxi (taxi), una moto (motorbike), los medios de transporte (transport)

Como vas a la escuela? (how do you go to school?), Voy a la escuela...(I go to school....), en coche (by car) etc

Las direcciones (directions), a la izquierda (to the left), la derecha (to the right), todo recto (go straight), las instrucciones (instructions), gira a la derecha (turn right), gira a la izquierda (turn left), gira (turn), para! (stop!).

La cabeza (head), el hombro (shoulder), la pierna (leg), el pie (foot), el brazo (arm), el codo (elbow), la rodilla (knee), la mano (hand), corre (run), anda (walk), salta (jump), gira en el sitio (turn on the spot), para (stop)

Como se va a..., por favour? (How do I get to..., please?), esta (it is), primera (first), segunda (second), tercera (third), la escuela (school), el museo (museum), la estacion de trenes(train station), el supermercado (supermarket) etc

Voy (I go), vas (you go- singular), va (he or she goes/ you go), vamos (we go - plural) vais (you go- plural), van (they go), ir (to go).