**Learning Journey overview Y5/6 2017-18**

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|  | Autumn 2017 | Spring 2018 | Summer 2018 |
| Whole school theme | Time travellers Local study – Wrenbury / Nantwich | What would we do without books? | Around the WorldIndia |
| Texts to lead learning | The Windsinger William Nicolson  |  | Seasons of Splendour – Madjhir Jaffrey |
| Literacy(Planning Circles) | Following the Y5/6 national curriculumUsing Babcock Spelling and grammar to support EGPS |
| Author focus |  |  |  |
| Numeracy | Following the Y5 and 6 national curriculumUsing White Rose hub and NCETM to lead teaching and learning supported by other resources |
| Science *Working* *Scientifically* | explain that unsupported objects fall towards the Earth because of the **force of gravity** acting between the Earth and the falling objectidentify the **effects of air resistance, water resistance and friction,** that act between moving surfacesrecognise that some **mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect**describe the **changes as humans develop to old age****describe theories of evolution** | compare and group materials together, according to whether they are **solids, liquids or gases**observe that **some materials change state** when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)identify the part played by **evaporation and condensation in the water cycle** and associate the rate of evaporation with temperature***GROW A SUNFLOWER*** | identify and name the main parts of the **human circulatory system,** and describe the functions of the heart, blood vessels and bloodrecognise the impact **of diet, exercise, drugs and lifestyle** on the way their bodies functiondescribe the ways in which **nutrients and water are transported** within animals, including humans |
| History | **Local Study** Canal history – Thomas TelfordRailway History |  | **The Indus Valley** (Pakistan / Northern India) |
| Geography | Local maps – different scalesGrid referencing – OS maps (Geo cache)Historical mapsPhysical / natural features |  | **India**: Physical / natural featuresRivers - Ganges |
| Art | Art form: **Canal Art** – link to local study water colour artist (Contact Wrenbury Art Group)  | Art form:**The art of lettering – 2D / 3D****The art of paper making** | Art form: **Textiles**Henna – pattern and design Indian textiles |
| D&T  | **Textiles:-**to **create a patchwork bedspread of our own.** We will experiment with different types of stitches **Construction:-****Design, create, race and review** our own Land SailersUnderstand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]Consider canal: bridge - Cantilever Locks | **Book making** – How to make a handmade book (sewing pages) | **Textiles**- building on Autumn skills - Design, make and evaluate Indian style textiles. Small cushions / bags Boys |
| Computer science | Microbit – coding extend learning from Y4/6debugging | Barclays Radbrook Hall – Robotics / coding | I can animate app - Link to Bollywood  |
| Music(Music Express to lead teaching and learning) | Genre: Big Band/ Jazz / orchestraFamous wind instrumentalists eg Louis Armstrong, Miles Davies – trumpet; Benny Goodman, Artie Shaw– clarinet etcME Units: Y5: OUR COMMUNITY Exploring performanceY5 LIFE CYCLESExploring structure | Genre: ClassicalComposer: Famous composers – look at manuscripts then listen to musical compositionExploreComposition – notationME Units: Y6: JOURNEYSExploring song cycles | Genre: Bangra Composer/ Artist: Ravi Shankar - sitarME Units: Y5: KEEPING HEALTHY Exploring beatY6: CLASS AWARDS Exploring performance |
| RE | **Values - Christianity**Following the example of Jesus and other Christians: forgiveness; love; tolerance; respect; faith | **Practices and ways of life – Christianity**Bible as a basis of faith as a source of guidance | **Beliefs and Teaching - Hinduism** One God represented through many different gods eg Rama and Sita, Vishnu, Ganesha |
| **Beliefs and Teachings - Christianity**Descriptions of God: Sustainer; creator; loving; saviour | **Identity and belonging and diversity - Christianity**Diverse and varied expressions of worship | **Concept - Hinduism**Karma |
| PE | To be taught by Sportscape using Amaven PlatformSwimming – 10 weeks  | To be taught by Sportscape using Amaven Platform | To be taught by Sportscape using Amaven Platform Indian dancing  |
| French Y5 | The Tour de France (transport, main regions, culture, food tasting), food and drink, money, clothes, shopping, opinions and using French imperative verbs. |
| French Y6 | Sport, the body, healthy eating, transport and the town, countries and holidays, seasons, routine, tenses and adjectives in French. Rehearsal for a performance to an audience. |
| P4C | What makes a community? | Are books dangerous? |  |
| Rights of the childUNCHR | Article 29: Goals of educationChildren’s education should develop each child’s personality, talents and abilities to the fullest. | Article 17: Children have the right to get information that isimportant to their health and well-being…Children should also have access to children’s books |  |