**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 World  India |
| Texts to lead learning | The Windsinger  William Nicolson | |  | | Seasons of Splendour – Madjhir Jaffrey |
| Literacy  (Planning Circles) | Following the Y5/6 national curriculum  Using Babcock Spelling and grammar to support EGPS | | | | |
| Author focus |  | |  | |  |
| Numeracy | Following the Y5 and 6 national curriculum  Using 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 object  identify the **effects of air resistance, water resistance and friction,** that act between moving surfaces  recognise 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 blood  recognise the impact **of diet, exercise, drugs and lifestyle** on the way their bodies function  describe the ways in which **nutrients and water are transported** within animals, including humans |
| History | **Local Study**  Canal history – Thomas Telford  Railway History | |  | | **The Indus Valley** (Pakistan / Northern India) |
| Geography | Local maps – different scales  Grid referencing – OS maps (Geo cache)  Historical maps  Physical / natural features | |  | | **India**: Physical / natural features  Rivers - 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 Sailers  Understand 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 Y4/6  debugging | | Barclays Radbrook Hall – Robotics / coding | | I can animate app - Link to Bollywood |
| Music  (Music Express to lead teaching and learning) | Genre: Big Band/ Jazz / orchestra  Famous wind instrumentalists eg Louis Armstrong, Miles Davies – trumpet; Benny Goodman, Artie Shaw– clarinet etc  ME Units:  Y5: OUR COMMUNITY  Exploring performance  Y5 LIFE CYCLES Exploring structure | | Genre: Classical  Composer: Famous composers – look at manuscripts then listen to musical composition  Explore  Composition – notation  ME Units:  Y6: JOURNEYS  Exploring song cycles | | Genre: Bangra  Composer/ Artist: Ravi Shankar - sitar  ME Units:  Y5: KEEPING HEALTHY  Exploring beat  Y6: 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 Platform  Swimming – 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 child  UNCHR | Article 29: Goals of education  Children’s education should develop each child’s personality, talents and abilities to the fullest. | Article 17: Children have the right to get information that is  important to their health and well-being…Children should also have access to children’s books | |  | |