

Sow, Grow, Farm: Curriculum Driver

Year 5/6 Spring Term (Year A)

Topic Question: Where does our food come from?

Linked people of study: British Farmers today,
Pablo Picasso, Rembrandt

Linked texts: Treasure Island (Robert Louis Stevenson)
Listen to the Moon (Michael Morpurgo), Farm Boy
(Michael Morpurgo)

Trips/Visitors: farm visit

Topic Composite/Finale: Making soups in
DT

Prior Learning Topic: Ancient Shang Dynasty

Future Learning Topic: Ground breaking Greeks



Geography

Sow, Grow, Farm (Spring 1 and 2)

Intent: This project teaches children about the features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas.

Skills and Knowledge Components Focus Year 5/6:

- Describe in detail the different types of agricultural land use in the UK.
- Explain how the topography and soil type affect the location of different agricultural regions.
- Debate topical issues, problems and events that are of concern to them as individuals and to society.
- Research and describe different farming practices in the UK and how these can have positive and negative effects on natural habitats.
- Describe how soil fertility, drainage and climate affect agricultural land use
- Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use.
- Identify some of the problems of farming in a developing country and report on ways in which these can be supported.
- Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world.

Sticky Knowledge: Arable farming is growing crops, such as cereals and vegetables. Pastoral farming is rearing animals, such as cows and sheep. Mixed farming is both growing crops and rearing animals.

Key Vocabulary: Arable, Pastoral, mixed farming, agriculture, allotment, food miles, climate, developed/developing countries, rural, topography, soil fertility, drainage.

Subject Composite: children will learn to appreciate the efforts made by farmers to provide produce.

Impact: Children will learn to understand how many of our foods are farmed in a variety of ways. They will understand that many products travel thousands of miles to supermarket shelves, and they will consider the economic impact this has on food costs.

Hooks for new learning (Y5/6): life cycles - PSHE

Science

Human life cycles (Spring 1 and 2)

Intent: This project teaches children about animal life cycles, including the human life cycle. They explore human growth and development to old age, including the changes experienced during puberty and human reproduction.

Skills and Knowledge Components Focus

Year 5/6:

Animal life cycles; Stages and processes; Classifying mammals; Mammalian life cycles; Interpreting scatter graphs; Human life cycle; Human gestation stage; Human juvenile stage; Human adolescent stage; Puberty; Venn diagrams; Interpreting line graphs; Human sexual reproduction; Human ageing; Working scientifically – Observing changes over time, Identifying and classifying, Pattern seeking, Comparative test, Research.

Sticky Knowledge: Reproduction is the process of producing offspring, which is vital for the survival of all plant and animal species. All living things go through a series of changes during their life cycle, where they grow, mature, reproduce and age. As living things age, they gradually decline and then die.

Key Vocabulary:

Acne, adolescent, adult, aggression, amphibian, bird, birth, blastocyst, breasts, cell, deterioration, development, egg, embryo, emotion, fallopian, female, fertilisation, fish, foetus, gestation, growth, growth, hormone, infant, insect, juvenile, larva, life cycle, lifespan, male, mammal, menopause, metamorphosis, mood swing, offspring, ovary, penis, period, process, puberty, pubic hair, pupa, reaction time, reproduction, reproductive organ, reproductive system, reptile, self-esteem, semen, sexual intercourse, sexually mature, sexual reproduction, sperm, sweat, testicle, umbilical cord, urethra, uterus, vagina, vertebrate, warm-blooded.

Subject Composite: Sexual reproduction is the process of producing offspring and is essential for the continued survival of a species. Asexual reproduction involves one parent and produces offspring that is identical to the parent.

Impact: children will learn that sexual reproduction happens during the adult stage of an organism's life cycle.

Hooks for new learning (Y5/6): PSHE sexual education

Music

Make you feel my love (Spring 1)

Intent: This is a six-week Unit of Work. All the learning in this unit is focused around one song: Make You Feel My Love. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Pop Ballads.

Skills and Knowledge Components Focus

Y5/6:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Subject Composite: Children will identify and perform love ballads, with an appreciation of how the music is designed to invoke feelings.

Impact: Children will be able to identify features of love ballads, commenting on their composition.

Hooks for new learning (Y5/6): Listen to and appraise a range of music from different genres

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Linked texts: Darwin's Dragons.

Topic Composite/Finale:

Design Technology

Seasonal Eating (Spring 1)

Intent: This project is linked to Sow, Grow and Farm. This project teaches children about the meaning and benefits of seasonal eating, including food preparation and cooking techniques.

Skills and Knowledge Components Focus: Year 5/6:
The children will:

- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Understand and apply the principles of a healthy and varied diet.
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Subject Composite: Children will design and create their own soups using seasonal produce.

Impact: Children will understand how vegetables can be used together to form new dishes – soups – and can efficiently reduce waste food.

Hooks for new learning: Understanding techniques used for food preparation, considering health and safety considerations.

Computing

5.1 Coding (Spring 1)

Intent: The coding lessons in these units are structured around the PRIMM approach. The whole approach may take place during a lesson or series of lessons. Predict... what this code will do Run... the code to check your prediction Investigate... trace thought the code to see if you were correct Modify... the code to add detail, change actions/outcome Make... a new program that uses the same ideas in a different way. Get creative!

Skills and Knowledge Components Focus

Year 5/6:

To begin to simplify code.

To create a playable game.

To understand what a simulation is.

To program a simulation using 2Code.

To know what decomposition and abstraction are in computer science.

To take a real-life situation, decompose it and think about the level of abstraction.

To understand how to use friction in code. To begin to understand what a function is and how functions work in code.

To understand what the different variables types are and how they are used differently.

To understand how to create a string.

To understand what concatenation is and how it works.

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

Use sequence, selection, and repetition in programs; work with variables and various forms of input and output

Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and program

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Subject Composite: children will learn to understand that coding can contain errors and that debugging is a way to resolve algorithms not performing as they should.

Impact: this coding unit will affect future coding lessons with the children being mindful of errors in programs and ways of resolving them.

PSHE

Dreams and Goals

(Spring 1)

Intent: In this Puzzle the class talk about their dreams and goals and how they might need money to help them achieve them. They look at jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. The children look at the similarities and differences between themselves (and their dreams and goals) and someone from a different culture.

Skills and Knowledge Components Focus

Year 5/6:

- understand that I will need money to help me achieve some of my dreams
- know about a range of jobs carried out by people I know and have explored how much people earn in different jobs
- identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it
- describe the dreams and goals of young people in a culture different to mine
- understand that communicating with someone in a different culture means we can learn from each other, and I can identify a range of ways that we could support each other
- encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship

Sticky Knowledge:

- Know that they will need money to help them to achieve some of their dreams
- Know about a range of jobs that are carried out by people I know
- Know that different jobs pay more money than others
- Know the types of job they might like to do when they are older
- Know that young people from different cultures may have different dreams and goals
- Know that communicating with someone from a different culture means that they can learn from them and vice versa

Subject Composite:

Children will see how they might need money in their futures to secure their aspirations.

Impact: They look at jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older.

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Art and Design

Line, light and shadow (Spring 1)

Intent: This project teaches children about the visual qualities of line, light and shadow. They explore the work of Pablo Picasso and Rembrandt and are introduced to a range of shading techniques. They take black and white photographs and use pencil, pen and ink wash to reimagine their photographs in a shaded drawing.

Skills and Knowledge Components Focus

Year 5/6:

- Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.
- Describe and discuss how different artists and cultures have used a range of visual elements in their work.
- Use pen and ink, chalk and charcoal to add perspective, light and shade to a composition or model.
- Record and edit natural forms, animals and landscapes with clarity, using digital photography and graphics software.

Sticky Knowledge:

Vocabulary: abstract, composition, contrast, form, observation, opacity, shade, texture, tone

Subject Composite: This project will enable children to deconstruct shaded drawings and line drawings and understand the techniques used to create the effects.

Impact: children will develop new techniques crucial to all future drawing learning.

Hooks for new learning (Y5/6): ALL future art lessons involving shading and line drawings.

Spanish

Eating Out (Spring 1)

Intent: In this 'Eating Out' unit, the class will learn key vocabulary about food and drinks. Children will learn specific vocabulary and key phrases of how to say what drinks they like, what they would like to eat for breakfast, fillings for sandwiches, toppings for pizzas and also the opening and closing times for shops and restaurants.

Skills and Knowledge Components Focus

Year 5/6:

Children will be able to:

- name a range of food items and drinks;
- express their opinion about food using 'Me gusta/No me gusta';
- interpret a chart written in Spanish;
- write words and phrases from memory with support;
- make nouns/adjectives 'agree' according to their gender and number;
- spell adjectives correctly according to their gender/number;
- vary sentences by substituting other verbs, nouns or adjectives;
- write sentences from memory;

Sticky Knowledge: various food and beverage names.

Subject Composite: children will present their knowledge by sharing conversations with one another about their desires in restaurant/shop situations asking for various food and drink items.

Impact: the children will speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.

Hooks for new learning: (YR:5/6) All future Spanish lessons.

RE

Why is the Torah so important to Jewish people? (Spring 1)

Intent: The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Skills and Knowledge Components Focus Year 5/6:

Make sense of belief:

- Identify and explain Jewish beliefs about God
- Give examples of some texts that say what God is like and explain how Jewish people interpret them

Understand the impact:

- Make clear connections between Jewish beliefs about the Torah and how they use and treat it
- Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)
- Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)

Make connections:

- Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today
- Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.

Sticky Knowledge:

The Torah is a holy book that the Jewish community hold sacred. The Torah consists of the first five books of the Bible.

Key Vocabulary:

Torah, synagogue, Tenakh, Nevi'ism, and Ketuvim, Talmud, mezuzah

Subject Composite: This unit will provide the children with the knowledge and understanding about the significance of the Torah to Jewish believers. This will serve to compare and contrast with previous learning about Islam and the Qur'an and Christianity and the Bible.

Impact: This unit will highlight and consolidate learning about holy books and world faiths, broadening understanding about the diverse religious world we live in.

Hooks for new learning (Y5/6): Future learning about holy books and their role in believers' lives.