



Term 1 Out of this World & Material World	Term 2 Lets get Moving & Circle of life	Term 3 Growing Pains & We are super scientists
<p>Autumn 1</p> <ul style="list-style-type: none"> • Can they identify and explain the movement of the Earth and other planets relative to the sun in the solar system? • Can they explain how seasons and the associated weather is created? • Can they describe and explain the movement of the Moon relative to the Earth? • Can they use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky? • Can they compare the time of day at different places on the earth? • Can they explore the work of some scientists? (Aristotle, Galileo, Copernicus) <p>Autumn 2</p> <ul style="list-style-type: none"> • Can they compare and group together every day materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and magnetism? • Can they explain process of dissolving? • Can they recover a substance from a solution? • Can they decide how mixtures might be separated? (filtering, sieving, evaporating) • Can they give reasons, for comparative and fair tests for the particular uses of everyday materials? • Can they describe changes and methods for separating using scientific words? (evaporation, condensation & filtration, distillation) • Can they use the terms 'reversible' and 'irreversible'? • Can they work out which materials are most effective for keeping us warm or for keeping something cold? 	<p>Spring 1</p> <ul style="list-style-type: none"> • Can they explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object? • Can they identify the effects of air resistance, water resistance and friction that act between moving surfaces? • Can they recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect? • Can they describe and explain how motion is affected by forces? (including gravitational attractions, magnetic attraction and friction) • Can they design very effective parachutes? • Can they work out how water can cause resistance to floating objects? • Can they explore how scientists, such as Galileo Galilei and Isaac Newton helped to develop the theory of gravitation? <p>Spring 2</p> <ul style="list-style-type: none"> • Can they describe the differences in the life cycles of a mammal, an amphibians, an insects and a bird? • Can they describe the life cycles of common plants? • Can they explore the work of well know naturalists and animal behaviourists? (David Attenborough and Jane Goodall) • Can they observe their local environment and draw conclusions about life-cycles, e.g. plants in the vegetable garden or flower border? • Can they compare the life cycles of plants and animals in their local environment with the life cycles of those around the world, e.g. rainforests? 	<p>Summer 1</p> <ul style="list-style-type: none"> • Can they describe the changes as humans develop to old age? • Can they explain what puberty is? • Can they describe the changes experienced in puberty? • Can they create a timeline to indicate stages of growth in certain animals, such as frogs and butterflies? • Can they draw a timeline to indicate stages in the growth and development of humans? <p>Summer 2</p> <ul style="list-style-type: none"> • Can they plan and carry out a scientific enquiry to answer questions, including recognising and controlling variables where necessary? • Can they make a prediction with reasons? • Can they use test results to make predictions to set up comparative and fair tests? • Can they take measurements using a range of scientific equipment with increasing accuracy and precision? • Can they take repeat readings when appropriate? • Can they record more complex data and results using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs? • Can they report and present findings from enquiries through written explanations and conclusions? • Can they use a graph to answer scientific questions?



Term 1 Up North	Term 2 Explorers	Term 3 London
<p><i>Local study of Sunderland, looking at the geography and the way Sunderland has changed since the first settlement.</i></p> <p>Year 5</p> <ul style="list-style-type: none"> • Can they sue dates and historical language in their work? • Can they draw a timeline with different periods outlined which show different information, such as, periods of history, when famous people lived, etc.? • Can they describe historical events from the different period/s they are studying/have studied? • Do they appreciate that significant events in history have helped shape the country we have today? • Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past? <p>Year 6</p> <ul style="list-style-type: none"> • Can they say where a period of History fits on a timeline? • Can they recognise and describe differences and similarities/changes and continuity between different periods of History? • Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? • Can they identify and explain their understanding of propaganda? <p>NC</p> <ul style="list-style-type: none"> • A local history study • A study over time tracing how several aspects of national history are reflected in the locality 	<p><i>A study of famous explorers and inventors, looking at their impact on the world and tracking their journeys across the world.</i></p> <p>Year 5</p> <ul style="list-style-type: none"> • Can they sue dates and historical language in their work? • Do they appreciate that significant events in history have helped shape the country we have today? <p>Year 6</p> <ul style="list-style-type: none"> • Can they say where a period of History fits on a timeline? • Can they summarize how Britain has had a major influence on world history? • Can they summarize what Britain may have learnt from other countries and civilizations through time gone by and more recently? 	<p><i>Looking at the Tudors, parliament, changes to crime and punishment and comparisons of the way we live now.</i></p> <p>Year 5</p> <ul style="list-style-type: none"> • Can they sue dates and historical language in their work? • Can they draw a timeline with different periods outlined which show different information, such as, periods of history, when famous people lived, etc.? • Can they make comparisons between historical periods, explaining things that have changed and things which have stayed the same? • Can they begin to appreciate that how we make decisions has been through parliament for some time? • Do they have a good understanding as to how crime and punishment has changed over time? <p>Year 6</p> <ul style="list-style-type: none"> • Can they say where a period of History fits on a timeline? • Can they summarise the main events from a specific period in history, explaining the order in which key events happened? • Can they describe features of historical events and people from past societies and periods they have studied? • Can they describe a key event from Britain's past using a range of evidence from different sources? <p>NC</p> <ul style="list-style-type: none"> • A study of an aspect or a theme in British history that extends children chronological knowledge.



Term 1 Up North	Term 2 Explorers	Term 3 London
<p>Local study of Sunderland, looking at the physical and human features, locating it on a map of the UK and discussing reasons for settlements in Sunderland.</p> <p>Year 5</p> <ul style="list-style-type: none"> • Can they make detailed sketches and plans; improving their accuracy later? • Can they explain why many cities of the world are situated by rivers? • Can they explain why people are attracted to live by rivers? • Can they explain what a place might be like in the future, taking account of issues impacting on human features? <p>NC</p> <ul style="list-style-type: none"> • Name and locate counties and cities of the UK • Identify human and physical characteristics of a place • describe and understand key aspects of: <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement 	<p>A study of famous explorers and inventors, looking at their impact on the world and tracking their journeys across the world.</p> <p>Year 5</p> <ul style="list-style-type: none"> • Can they plan a journey to a place in another part of the world, taking account of distance and time? • Can they locate the USA and Canada on a world map and atlas? • Can they name and locate many of the world's most famous mountain regions on maps? • Can they name and locate many of the world's most famous rivers on maps? • Can they name and locate the main countries in South America on a world map? <p>Year 6</p> <ul style="list-style-type: none"> • Can they accurately use a 4 figure grid reference? • Can they recognise key symbols used on Ordnance Survey maps? • Can they explain how the time zones work? 	<p>A study of the human and physical features of London, researching the kind of buildings and natural features and comparing to Sunderland. Also planning visit to London using a selection of maps.</p> <p>Year 5</p> <ul style="list-style-type: none"> • Can they collect information about a place and use it in a report? • Can they map land use? • Can they make detailed sketches and plans? <p>Year 6</p> <ul style="list-style-type: none"> • Can they confidently explain scale and use maps with a range of scales? • Can they give extended description of the physical features of different places around the world? • Can they give an extended description of the human features of different places around the world? <p>NC</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



Term 1 Up North	Term 2 Explorers	Term 3 London
<p><i>Street Dance with link to Billy Elliot</i></p> <p>Year 5</p> <ul style="list-style-type: none"> • Do they plan and perform dances confidently? • Can they compose motifs and plan dances creatively and collaboratively in groups? • Can they perform different styles of dance clearly and fluently? • Can they recognise and comment on dances, showing an understanding of style? • Can they suggest ways to improve their own and other people's views? <p>Year 6</p> <ul style="list-style-type: none"> • Can they work creatively and imaginatively on their own, with a partner to compose motifs and structure simple dances? • Can they perform dances fluently and with control? • Do they use appropriate criteria to evaluate and refine their own and others' work? 	<p>Street Dance</p> <p>Year 5</p> <ul style="list-style-type: none"> • Do they plan and perform dances confidently? • Can they compose motifs and plan dances creatively and collaboratively in groups? • Can they perform different styles of dance clearly and fluently? • Can they adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use? • Can they recognise and comment on dances, showing an understanding of style? • Do they show an understanding of safe exercising? • Can they suggest ways to improve their own and other people's views? <p>Year 6</p> <ul style="list-style-type: none"> • Can they work creatively and imaginatively on their own, with a partner to compose motifs and structure simple dances? • Can they perform dances fluently and with control? • Do they use appropriate criteria to evaluate and refine their own and others' work? • Can they warm up and cool down independently? 	<p>Street Dance</p> <p>Year 5</p> <ul style="list-style-type: none"> • Do they plan and perform dances confidently? • Can they compose motifs and plan dances creatively and collaboratively in groups? • Can they perform different styles of dance clearly and fluently? • Do they organise their own warm-up and cool-down exercises? • Can they adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use? • Can they recognise and comment on dances, showing an understanding of style? • Do they show an understanding of safe exercising? • Can they suggest ways to improve their own and other people's views? <p>Year 6</p> <ul style="list-style-type: none"> • Can they work creatively and imaginatively on their own, with a partner to compose motifs and structure simple dances? • Can they perform to an accompaniment expressively and sensitively? • Can they perform dances fluently and with control? • Do they use appropriate criteria to evaluate and refine their own and others' work? • Can they warm up and cool down independently



Term 1 Up North	Term 2 Explorers	Term 3 London
<p>Year 5</p> <ul style="list-style-type: none"> • Can they explain some important safety principles when preparing for exercise? • Can they explain what effect exercise has on their body? • Can they explain why exercise is important? • Can they compare and comment on skills, techniques and ideas that they and others have used? • Can they use their observations to improve their work? <p>Year 6</p> <ul style="list-style-type: none"> • Do they apply their skills, techniques and ideas consistently? • Can they analyse and explain why they have used specific skills or techniques? • Can they modify use of skills or techniques to improve their work? • Can they create their own success criteria for evaluating? • Can they explain how the body reacts to different kinds of exercise? • Can they lead others in a game situation? 	<p>Year 5</p> <ul style="list-style-type: none"> • Can they explain some important safety principles when preparing for exercise? • Can they explain what effect exercise has on their body? • Can they explain why exercise is important? • Can they compare and comment on skills, techniques and ideas that they and others have used? • Can they use their observations to improve their work? • Can they gain possession by working as a team? • Can they pass in different ways? <p>Year 6</p> <ul style="list-style-type: none"> • Do they apply their skills, techniques and ideas consistently? • Can they analyse and explain why they have used specific skills or techniques? • Can they modify use of skills or techniques to improve their work? • Can they create their own success criteria for evaluating? • Can they explain how the body reacts to different kinds of exercise? • Can they lead others in a game situation? • Can they explain complicated rules? • Can they choose appropriate warm ups and cool downs? • Can they demonstrate stamina? • Can they use their skills in different situations? 	<p>Year 5</p> <ul style="list-style-type: none"> • Can they explain some important safety principles when preparing for exercise? • Can they explain what effect exercise has on their body? • Can they explain why exercise is important? • Can they compare and comment on skills, techniques and ideas that they and others have used? • Can they use their observations to improve their work? • Can they gain possession by working as a team? • Can they pass in different ways? <p>Year 6</p> <ul style="list-style-type: none"> • Do they apply their skills, techniques and ideas consistently? • Can they analyse and explain why they have used specific skills or techniques? • Can they modify use of skills or techniques to improve their work? • Can they create their own success criteria for evaluating? • Can they explain how the body reacts to different kinds of exercise? • Can they lead others in a game situation? • Can they explain complicated rules? • Can they choose appropriate warm ups and cool downs? • Can they demonstrate stamina? • Can they use their skills in different situations?



Term 1 Up North	Term 2 Explorers	Term 3 London
	•	



DT Coverage
Year 5 and 6
2014-2015

Term 1 Up North	Term 2 Explorers	Term 3 London



Music Coverage
Year 5 and 6
2014-2015

Term 1 Up North	Term 2 Explorers	Term 3 London
	•	