



This term, our geography focus is on the world's oceans and their importance to life on Earth. Children will explore how oceans are used, learn about the Great Barrier Reef, and investigate the impact of human activity on marine environments. They'll also consider what actions we can take to protect our oceans and will take part in a fieldwork enquiry to deepen their understanding of sustainability and conservation.

## SCIENCE



### Year 5

- Describe the changes as humans develop to old age.
- How does a baby develop? How do we change? How does it feel to get old?
- Being a teenager
- Gestation periods of different animals
- Describe the changes as humans develop to old age. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

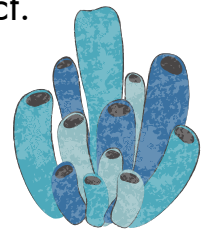
### Year 6

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- Lung capacity - take measurements, using a range of scientific equipment, with increasing accuracy

# GEOGRAPHY

- How do we use our oceans? To explain the importance of our oceans.
- What is the Great Barrier Reef? To locate and describe the significance of the Great Barrier Reef.
- Why are our oceans suffering? To explain the impact humans have on coral reefs and oceans.
- What can we do to help our oceans? To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry.
- What is fast fashion and why is it a problem? To explore sustainable fashion by working in a team to plan a clothes swap or upcycling project.

## RE



- Consider different responses to suffering.
- Explore their own views and responses to suffering.
- Acknowledge that many Buddhists accept that suffering is a part of everybody's lives.
- Define the words Hukam and Naam and explain how they can be helpful to some Sikhs.
- Share reasons why many Sikhs live good lives despite the belief that God has a plan for them.
- Explain some Shinto beliefs about kami.
- Rank ideas to show their personal responses.
- Consider how their learning has reflected or developed their own views about suffering.

## PSHE

- To be able to identify a range of situations which involve loss and change.
- To recognise emotions associated with loss and change, and understand how these themselves can change.
- To be able to identify what might help when experiencing difficult emotions, how to get support and how they could support others.
- To recognise that a range of changes take place throughout everyone's lifetime and that people manage change in different ways.
- To reflect on their own experiences of change and how they have affected them.
- To develop strategies for coping with future changes that they may experience.
- To understand what they have learned and be able to share it with others.

# COMPUTING


## Year 5

- Introduction to vector graphics -To identify that drawing tools can be used to produce different outcomes
- To create a vector drawing by combining shapes
- Making effective drawings - usings tools to achieve a desired effect
- Layers and objects - to recognise that vector drawings consist of layers
- Manipulating objects - to group objects to make them easier to work with
- Create a vector drawing - to apply what I have learned about vector drawings

## Year 6

- To recognise that you can work in three dimensions on a computer
- To identify that digital 3D objects can be modified
- To recognise that objects can be combined in a 3D model
- To create a 3D model for a given purpose
- To create a 3D model for a given purpose
- To plan my own 3D model
- To create my own digital 3D model

# PE

- To know the roles and responsibilities of the backstop and base fielders in rounders.
  - To field effectively in these positions and demonstrate good skill and technique.
  - To know the roles and responsibilities of the deep fielders in rounders.
  - To field effectively in these positions and demonstrate good skill and technique.
  - To be able to 'read' the game and apply tactics to outwit opponents
  - To know and apply the rules of rounders during a game.
  - To use a range of throwing, catching, fielding and batting strategies.
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# FRENCH

## Year 5

- To recognise that verbs take different forms and to find infinitive verbs in a dictionary.
- To begin to recognise some regular verbs in the present tense.
- To recognise that verbs take different forms and to find infinitive verbs in a dictionary.
- French irregulars – to have and to be - to know that some verbs do not follow regular patterns.
- A French week - to build and deliver a short presentation, choosing and using a range of action verbs

## Year 6

- Holiday clothes · To describe which clothes to pack for a holiday
- To read and understand a story about a summer holiday.
- To plan a holiday to France.