

Curriculum Planning: Cycle One Term 3

Theme **Extreme Environments**

Year 5/6 Theme

	Activity	
Stunning Start		
Science		<p>Earth and Space</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none">describe the movement of the Earth, and other planets, relative to the Sun in the solar systemdescribe the movement of the Moon relative to the Earthdescribe the Sun, Earth and Moon as approximately spherical bodiesuse the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <p>Evolution and inheritance</p> <ul style="list-style-type: none">identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <p>Living Things and their habitats</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none">describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

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		<ul style="list-style-type: none">▪ describe the life process of reproduction in some plants and animals.
History		N/A
Geography		<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
Art		<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none">▪ to create sketch books to record their observations and use them to review and revisit ideas▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

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DT	Moving pictures using a cams mechanism.	<p>Design</p> <ul style="list-style-type: none">▪ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none">▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none">▪ investigate and analyse a range of existing products▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work▪ understand how key events and individuals in design and technology have helped shape the world

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Re Links		n/a (separate planning)
ICT Links		<ul style="list-style-type: none">• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content• 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• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
Music/Dance Links		

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Fabulous Finish	Year group trip Pond dipping
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