



Sparrowhawks Class Year 5 & 6 Long Term Overview Cycle B 2024/2025

| Big Question | Is it more important to feel thankful or to say thank you? | Is there a difference between compassion and pity? | Can two different stories be true? | What is more important: justice or compassion? | Is it good to live a life without fear? | What is the best way to help others? |
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| Values | Thankfulness | Compassion | Truthfulness | Justice | Courage | Service |
| P4C Stimulus and possible question | Who Let the Gods Out? Book Did the Gods cause the Greeks to live a better life? | PSHE topic Are men and women better at different things? | Following causes of WW11 lesson Is war a good solution? | Geography climate change Do humans have a right to the Earth's resources? | Shackleton's Journey Is reaching the South Pole second a lesser achievement? | Roman and Anglo-Saxon invasion Was invasion a good thing for Gloucester? |
| Theme days | Black History Week | Elf day | E-safety day Number day Children's mental health week | World Book Day Science week | Earth Day | Sports week Sports Day |
| Experiences | School Council / eco - committee elections Residential | Singing at More Hall Whole school pantomime Nativity Performance | Young Voices Concert Performance poetry | Experience Easter | | End of year performance Y6 Leavers performance Y6 Leavers Cathedral service |
| Special People | | | | | Ernest Shakleton | |
| High quality engaging texts | Focus texts: Who Let the Gods out? | Focus texts: Cloud Busting The colour thief | Focus texts: Letters from the Lighthouse - Emma Carroll | Focus texts: Survivors Race to the Frozen North | Focus texts: Brightstorm Shackleton's Journey | Focus texts: The Final Year |
| Writing genres in English | Non Chron - Greek Gods Narrative - Re-telling of a chapter | Faction - persuasive letter Poetry - Narrative Poetry Suspense writing | Diary Entry - Faction Narrative - | Narrative - survivor story Performance Poetry - Video based unit The dreadful Menace Newspaper Report | Biography - Shackleton Newspaper Report | Personal writing project Poetry |
| Maths | Place Value Addition and Subtraction Multiplications and Division | Multiplication and Division cont. Fractions Multiplication and Division B | Multiplication and Division B continued Fractions B Decimals | Area perimeter and volume Decimals B Fractions, decimals and percentages | Ratio Algebra Shape | Position and direction Statistics Converting Units |
| Science: | Forces *Explain that unsupported objects fall towards the Earth because of the force of gravity acting | Animal including humans *Describe the changes as humans develop to old age. Sticky Knowledge | | Properties of materials *Compare and group together everyday materials on the basis of their properties, | Earth and Space *Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. | Living things and their habitats *Describe the differences in the life cycles of a |

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| | <p>between the Earth and the falling object.</p> <p>* Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>*Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Sticky Knowledge</p> <p>* Air resistance and water resistance are forces against motion caused by objects having to move air and water out of their way.</p> <p>*Friction is a force against motion caused by two surfaces rubbing against each other.</p> <p>*Some objects require large forces to make them move; gears, pulley and levers can reduce the force needed to make things move.</p> <p>*A force causes an object to start moving, stop moving, speed up, slow down or change direction.</p> <p>*Gravity is a force that acts at a distance. Everything is pulled to the Earth by gravity. This causes unsupported objects to fall.</p> <p>*A mechanism is a device that allows a small force to be increased to a</p> | <p>*Human babies grow rapidly when they are young.</p> <p>*Babies are very dependent on their parents for survival.</p> <p>*At puberty, a child's body changes and develops primary and secondary sexual characteristics.</p> <p>*The development of sexual characteristics enables the adult to reproduce.</p> <p>Working Scientifically</p> <p>*Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>*Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>*Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>*Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> | <p>including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>*Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>*Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>*Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>*Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>*Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p> <p>Sticky Knowledge</p> | <p>*Describe the movement of the Moon relative to the Earth.</p> <p>*Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>*Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.</p> <p>Sticky Knowledge</p> <p>*The Sun is a star and it is at the centre of our solar system.</p> <p>*There are 8 planets and these travel around the Sun in fixed orbits.</p> <p>*Earth takes 365¼ days to complete its orbit around the Sun.</p> <p>*The Earth rotates (spins) on its axis every 24 hours and as Earth rotates half faces the Sun (day) and half is facing away from the Sun (night).</p> <p>*As the Earth rotates, the Sun appears to move across the sky.</p> <p>*The Moon orbits the Earth. And it takes about 28 days to complete its orbit.</p> <p>*The Sun, Earth and Moon are approximately spherical.</p> <p>Working scientifically</p> <p>*Identify scientific evidence that has been</p> | <p>mammal, an amphibian, an insect and a bird</p> <p>*Describe the life process of reproduction in some plants and animals</p> <p>Sticky Knowledge</p> <p>*As part of their life cycle, plants and animals reproduce.</p> <p>*Animals, including humans, have offspring which grow into adults.</p> <p>*Different classes of animals reproduce in different ways and offspring are born in differing ways.</p> <p>*Some insects undergo a process called metamorphosis.</p> <p>*Reproduction in plants can be sexual or asexual and involves the process of pollination.</p> <p>Working Scientifically</p> <p>*Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>*Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> |
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| | <p>larger force. The pay back is that it requires a greater movement. The small force moves along.</p> <p>Working scientifically</p> <p>*Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>*Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> | | <p>*Materials have different uses depending on their properties and state (liquid, solid, gas).</p> <p>*Properties include hardness, transparency, electrical and thermal conductivity and attraction to magnets.</p> <p>*Some materials will dissolve in a liquid and form a solution while others are insoluble and form sediment. Mixtures can be separated by filtering, sieving and evaporation.</p> <p>*Some changes to materials such as dissolving, mixing and changes of state are reversible, but some changes such as burning wood, rusting and mixing vinegar with bicarbonate of soda result in the formation of new materials and these are not reversible.</p> <p>Working scientifically</p> <p>*Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>*Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> | <p>used to support or refute ideas or arguments.</p> <p>*Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> | |
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| RE: | U2.7 Why do Hindus try to be good? | U2.2 Creation and science: conflicting or complementary? [Creation] | U2.5 What do Christians believe Jesus did to 'save' people? [Salvation] | U2.6 For Christians, what kind of king was Jesus? [Kingdom of God] | U2.12 How does faith help people when life gets hard? |
| History: | <p>A study of Greek life and achievements and their influence on the western world</p> <p>Key skills: Investigate and interpret the past:</p> <p>Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Build an overview of world history: Compare some of the times studied with those of the other areas of interest around the world. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Understand chronology:</p> | <p>A study of an aspect in British history that extends pupil's chronology knowledge beyond 1066 - World War 2</p> <p>Key skills: Investigate and interpret the past:</p> <p>Use sources of information to form testable hypotheses about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Build an overview of world history: Identify continuity and change in the history of the locality of the school.</p> <p>Understand chronology: Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> | | | <p>Local history study - Gloucester (Romans and Mercia)</p> <p>Key skills: Investigate and interpret the past:</p> <p>Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate.</p> <p>Build an overview of world history: Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Understand chronology: Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Communicate historically: Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</p> <p>Sticky knowledge</p> |



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| | <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>Communicate historically: Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. <p><u>Sticky knowledge</u> Know about the influence the Gods had on Ancient Greece Know at least five sports competed in the Ancient Greek Olympics Know some of the main characteristics of the Athenians and the Spartans Know about, and name, some of the advanced societies that were in the world about 3000 years ago Know the legacy of the Ancient Greeks on the modern world</p> | | <p>Communicate historically: Use original ways to present information and ideas.</p> <p><u>Sticky knowledge</u> Know why WWII happened. Know how advancements in transport impacted on the way soldiers fought Know that there was a strong government campaign during the war Know how life changed during WWII Know why children evacuated and where to</p> | | | <p>Know about a period of history that has strong connections to their locality and understand the issues associated with the period. Know how the lives of wealthy people were different from the lives of poorer people during this time Know how the Roman occupation of Britain helped to advance British society Know that the way the kingdoms were divided led to the creation of some of our county boundaries today Know how Britain changed between the end of the Roman occupation and 1066</p> |
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| | Know how we can find out about ancient Greek culture | | | | | |
| Geography: | | <p>What is North America like? <u>Key skills:</u> Investigate places Identify and describe how the physical features affect the human activity within a location. Name and locate the countries of North and South America and identify their main physical and human characteristics. Investigate patterns Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). Communicate geographically <u>Sticky knowledge:</u> Know how to use graphs to record features such as temperature or rainfall across the world</p> | | <p>Antarctica - describe how locations around the world are changing and explain some reasons for the changes <u>Key skills:</u> Investigate places Collect and analyse statistics and other information in order to draw clear conclusions about locations. Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Investigate patterns Describe how locations around the world are changing and explain some of the reasons for change. Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> | <p>Exploring Shackleton's Antarctica <u>Key skills:</u> Investigate places Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps) Investigate patterns Describe how locations around the world are changing and explain some of the reasons for change. Communicate geographically Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. <u>Sticky knowledge:</u> Know the many people discovered different parts of the Antarctic. Roald Amundsen was the 1st to reach the South Pole in 1911. Robert Falcon Scott arrived several months later. Give reasons to why. Shackleton led several expeditions.</p> | |



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| | | | | <p>Communicate geographically Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). Sticky knowledge: Know that Antarctica is : 5th largest continent. South of the earth. Ice sheets hold 70% of world's fresh water. Coldest and windiest continent. Different time zones. It is a desert. Southern hemisphere. Identify the equator, hemispheres and lines of latitude and longitude on a globe. How is each one significant, Longitude affects time zones - Antarctica has 24 different time zones. Explain why</p> | <p>Know that s Ernest Shackleton an important figure because he took photographic images which gave us a better understanding of Antarctica.</p> | |
| <p>Art:</p> | <p><i>Can clay tell a story?</i> Story pots Artist: Grayson Perry Medium: Clay Style: Contemporary Topic and cross-curricular links: Art this term give children the opportunity to use the</p> | | | <p><i>Can a landscape have emotion?</i> Arctic Landscapes Artist: Katsushika Hokusai Medium: Printing Style: Contemporary Topic and cross-curricular links: Art this term will give Hawks an opportunity to represent</p> | | <p><i>What do we notice when we look closely?</i> Close-up botanical painting Artist: Georgia O'Keeffe Medium: Painting Style: Contemporary Technical Skills (Painting)</p> |

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| | <p>Greek method of story-telling on ceramics to express themselves about modern issues.</p> <p>Technical Skills (Clay)</p> <ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Use slip to add relief shapes to the vessel. • Use glazes, paints and varnishes to create specific effect. <p>Evaluating</p> <ul style="list-style-type: none"> • Comment on artworks with a fluent grasp of visual language. • Contrast two different art works or artists and discuss the themes, mood and techniques. • Explain how artists have created certain effects or moods. • Identify stylistic choices and explain why these were made. | | | <p>the arctic landscapes they are learning about in geography. Can they create a landscape that conveys emotion?</p> <p>Technical Skills (Printing)</p> <ul style="list-style-type: none"> • Use lino cut techniques to build up layers of more than two colours. • Monoprint by drawing into a surface to create a detailed image. • Create an accurate pattern, showing fine detail. <p>Evaluating</p> <ul style="list-style-type: none"> • Comment on artworks with a fluent grasp of visual language. • Contrast two different art works or artists and discuss the themes, mood and techniques. • Explain how artists have created certain effects or moods. • Identify stylistic choices and explain why these were made. <p>Creative and Expressive Skills</p> <ul style="list-style-type: none"> • Develop and imaginatively extend | | <ul style="list-style-type: none"> • Confidently mix colours, tints, shades and tones, building on previous knowledge of the colour wheel. • Use complementary colours to create shadow and shade. • Confidently create atmosphere and light effects through colour mixing. • Make choices about scale and composition when painting <p>Evaluating</p> <ul style="list-style-type: none"> • Comment on artworks with a fluent grasp of visual language. • Contrast two different art works or artists and discuss the themes, mood and techniques. • Explain how artists have created certain effects or moods. • Identify stylistic choices and explain why these were made. <p>Creative and Expressive Skills</p> <ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points |
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| | <p>Creative and Expressive Skills</p> <ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. <p>Artist Vocabulary: Grayson Perry, ceramicist, British, working class, We are what we buy 2000,</p> <p>Skills Vocabulary: Build on: brush strokes, primary colours, secondary colours, tertiary colours, tint, tone, shade, complementary, shade, New: light source, flat perspective, dense, foreground mid-ground background , flat, block</p> | | | <p>ideas from starting points throughout the curriculum.</p> <ul style="list-style-type: none"> Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. <p>Artist Vocabulary: Katsushika Hokusai, Japanese, Edo, woodblock prints, 36 views of Mount Fuji 1830-1832</p> <p>Skills Vocabulary: relief printing, woodblock print, linocut print, impression, monoprinting,</p> | | <p>throughout the curriculum.</p> <ul style="list-style-type: none"> Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. <p>Artist Vocabulary: Georgia O’Keefe, modernist, painter, American, From the Faraway, Nearby 1937, oil paint</p> <p>Skills Vocabulary: Build on: brush strokes, primary colours, secondary colours, tertiary colours, tint, tone, shade, complementary, shade, light source,</p> <p>New: composition, simplified, atmosphere, palette, observation, botanical, surreal, juxtaposition/contrast, close-up, panorama, expansive, scale, proportion, motif, imagery, symbol,</p> |
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| D&T: | | Monitoring and control Create a thermometer | Combining different fabric shapes - evacuee bag? | | Cams | |
| Computing: | <p>Video Creation News Report iPad Doink iMovie (free)</p> <p>Sound</p> <ul style="list-style-type: none"> • I know how to create a simple four chord song following the correct rhythm. • I know how to create a remix of a popular song. <p>Computational Thinking</p> <ul style="list-style-type: none"> • I know how to solve problems by decomposing them into smaller parts • I know how to critically evaluate my work and suggest improvements <p>Key Vocabulary - Chorus, chords, tempo, compose, record, metronome, BPM (beats per minute), remix, export.</p> | <p>Programming KS2 Year 6: micro:bit - Sensors</p> <p>Computational Thinking</p> <ul style="list-style-type: none"> • I can decompose a design or code to focus on specific parts • I can critically evaluate my work and suggest improvements <p>Coding/Programming</p> <ul style="list-style-type: none"> • I can identify the need for, and work with, variables • I can use a range of sequence, selection and repetition commands to implement my design <p>Key Vocabulary</p> <p>Micro:bit, program, code, algorithm, problem, sensor, temperature, light, input, output</p> | <p>Animation KS2 Interviewing Characters</p> <p>Animation</p> <ul style="list-style-type: none"> • I know how to take multiple animations of a character I have created and edit them together for a longer video. • I know how to record animations of different characters and edit them together to create an interview. Video Creation • I know how to evaluate and improve the best video tools to best explain my understanding. <p>Key Vocabulary</p> <p>Import, export, trim, clips, media library, subtitles, timeline</p> | <p>Networks KS2 HTML - the language of the web</p> <p>Structure of this DARES unit This Networks DARES unit is structured slightly different to others. In this unit, pupils complete the following:</p> <ol style="list-style-type: none"> 1. Pupils tinker with 'X-Ray Goggles' and the Glitch HTML editor to learn the basics of HTML 2. Pupils go on to design and create a very simple webpage coded in HTML in the Glitch HTML editor. <p>Key Vocabulary</p> <p>HTML (HyperText Markup Language), opening tag, closing tag, code</p> | <p>Computer Networks Search Engines iPad Adobe Spark (Free)</p> <p>Networks KS2 Search Engines - the computer science of how they work</p> <p>Computer Networks</p> <ul style="list-style-type: none"> • Understand that web spiders index the web for search engines • Appreciate how pages are ranked in a search engine Presentations, web design and eBook Creation • I know how to create and export an interactive presentation including a variety of media, animations, transitions and other effects. <p>Photography and Digital Art</p> <ul style="list-style-type: none"> • I know how to enhance digital photos and images using crop, brightness and resize tools <p>Key Vocabulary</p> <p>Search engine, spiders, index, ranked, ranking algorithm, keyword</p> | <p>Programming Quiz All Devices Scratch 3.0 (Free)</p> <p>Computational Thinking</p> <p>I know how to solve problems by decomposing them into smaller parts</p> <p>I know how to use selection in algorithms Coding/Programming</p> <p>I know how to create programs by decomposing them into smaller parts</p> <p>I know how to use a variety of selection commands in programs</p> <p>I know how to use conditions in repetition commands</p> <p>I know how to work with variables</p> <p>I know how to create programs that control or simulate physical systems</p> <p>I know how to evaluate my work and identify errors</p> <p>Key Vocabulary</p> <p>Evaluation, effectiveness, complexity, data, prediction, condition, Data, memory, variables, value, initialisation,</p> |
| PE: | <p>Y6 Functional Movement</p> <ul style="list-style-type: none"> • Generic sports warm-up • Working on other areas of the body | <p>Y6 Hand-eye coordination (Hockey)</p> <ul style="list-style-type: none"> • Recap all skills from previous years INVASION GAMES WITH HOCKEY | <p>Y6 Foot-eye coordination (Football)</p> <ul style="list-style-type: none"> • Recap all skills from previous years | <p>Y5 Outdoor Education</p> <ul style="list-style-type: none"> • Use maps with grid references (Geography) | <p>Y6 Hand-eye coordination (Cricket)</p> <ul style="list-style-type: none"> • Recap all skills from previous years • Full brief on the rules of Kwik Cricket | <p>Y6 Hand-eye coordination (Rounders)</p> <ul style="list-style-type: none"> • Recap all elements from previous years |



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| | <ul style="list-style-type: none"> • Explain blood -ow through PE - ‘A Body Circuit’ (Science) • Skipping - different types of skip (building calves) • To undertake a ‘sport-specific and footwork circuit.’ <p>RUGBY skills -</p> <ul style="list-style-type: none"> • Recap all skills from previous years <p>INVASION GAMES WITH RUGBY</p> <ul style="list-style-type: none"> • Full briefing on the rules of Tag-Rugby • Building towards larger, even-sided games, matches, class and Year Group tournaments consolidating the skills that have been learnt in previous years in pressure situations <p>Y6 Hand-eye coordination (Rugby)</p> <p><u>Y5 Gymnastics</u></p> <ul style="list-style-type: none"> • Further roll technique - half-star, forward, backward (or shoulder) • Teacher led routine with shapes/balances and rolls • Synchronised exercises with a partner | <ul style="list-style-type: none"> • Full briefing on the rules of Quick sticks Hockey • Building towards larger, even-sided games, matches, class and Year Group tournaments consolidating the skills that have been learnt in previous years in pressure situations | <p>INVASION GAMES WITH FOOTBALL</p> <ul style="list-style-type: none"> • Full briefing on the rules of football • Building towards larger, even-sided games, matches, class and Year Group tournaments consolidating the skills that have been learnt in previous years in pressure situations <p><u>Y6 Gymnastics</u></p> <ul style="list-style-type: none"> • Recap all elements from previous years • Building towards choreographed performances to music as individuals and partnerships | <p><u>Y6 Dance ANCIENT CIVILISATIONS (HISTORY) - EGYPTIANS</u></p> <ul style="list-style-type: none"> • ‘Walk Like an Egyptian’ | <ul style="list-style-type: none"> • Building towards larger, games, matches, class and Year Group tournaments consolidating the skills that have been learnt in previous years in pressure situations <p><u>Year 6 Outdoor Education</u></p> <ul style="list-style-type: none"> • Orienteering - using a map of a local hill/area the pupils try and navigate their way in 2 groups (1 with TA and 1 with the teacher) to the top of the Hill or to a meeting point in the local area (Geography) | <ul style="list-style-type: none"> • Building towards larger, games, matches, class and Year Group tournaments consolidating the skills that have been learnt in previous years in pressure situations <p><u>Year 6 Athletics</u></p> <ul style="list-style-type: none"> • Recap technique for all athletic disciplines <p>RUNNING</p> <ul style="list-style-type: none"> • Sprinting - fastest 100 m sprint, relays with baton changing • Endurance - keep going for 6 minutes or run their fastest mile <p>JUMPING</p> <ul style="list-style-type: none"> • Hurdling - fastest 60 metre hurdles • Long jump - longest jump |
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| PSHE: | Me and my Relationships | Valuing Difference | Keeping Safe | Rights and Respect | Being my Best | Growing and Changing |
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| | Assertiveness Cooperation Safe/unsafe touches Positive relationships | Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping | Understanding emotional needs Staying safe online Drugs: norms and risks (including the law) | Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy | Aspirations and goal setting Managing risk Looking after my mental health | Coping with changes Keeping safe Body Image Sex education Self-esteem |
| Music: | I'll be there | Classroom jazz | A New Year Carol | Happy | You've got a friend | Reflect, rewind and replay |
| MFL: | <p>French transport</p> <p>Key Skills Using language detective skills to spot cognates, learn transport-related vocabulary and construct sentences using parts of the verb 'aller' with prepositions.</p> <p>Key Knowledge Planning, asking, and answering questions. Using a bilingual dictionary to check the spelling, and meaning of words and to source new language. Extending sentences using connectives and a range of adjectives. Giving and justifying opinions. Applying accurate sound-spelling links. Using the preposition y (there) to indicate a place and avoid repetition. Correctly placing ne...pas (don't in this context) around the verb to create a negative phrase.</p> | <p>In my French house</p> <p>Key Skills Learning how to describe a house, naming the different rooms and who lives there. Learning about prepositions to explain where items are arranged in their bedrooms.</p> <p>Key Knowledge How to identify cognates and near cognates. How to change the definite articles le/la - the, to un/une - a/an. How the ending of a regular verb, habiter - to live, changes in the first, second, and third person singular forms.</p> | <p>French music celebrations</p> <p>Key Skills Learning vocabulary to name musical instruments and types of music. Forming extended sentences using opinion verbs, conjunctions and adjectives to express opinions about music.</p> <p>Key Knowledge To know that a change in voice intonation can indicate when a question is being asked. To know a range of ways to ask questions in French using statements and voice inflexion, by placing a question phrase e.g est-ce que at the beginning of a statement, or by inverting the subject and verb: quel genre de musique aimes-tu ? To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.</p> | <p>French verbs in a week</p> <p>Key Skills Identifying the infinitive form of verbs and subject pronouns, grouping French verbs and learning that there are regular and irregular verbs.</p> <p>Key Knowledge To know that a change in voice intonation can indicate when a question is being asked. Grammar To know all subject pronouns in French and that je contracts to j' when the verb begins with a vowel. To know that the endings of French verb groups (er/ir/re) determine the pattern for how the verb is conjugated. To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French, the verb avoir (to have) is</p> | <p>Visiting a town in France</p> <p>Key Skills Giving and following simple directions using the imperative form of the verb, sentence building using opinion verbs and adjectives and role-playing buying tickets for travel.</p> <p>Key Knowledge That an understanding of different sounds in French can help when attempting to pronounce new vocabulary. Grammar To know: Partitive articles describe where something is placed, e.g. le livre est à côté du stylo. A range of prepositions to describe the position of objects. Conjugation means the way verbs change to match the pronoun. Some verbs do not follow regular patterns, including avoir - to have, and aller - to go.</p> | <p>French sport and the Olympics</p> <p>Key Skills Conjugating the verb 'aller'- to go, identifying correct prepositions, learning sports vocabulary and how to express preferences plus the infinitive.</p> <p>Key Knowledge To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary. Grammar To know whether to use the pronouns il - he, or elle - she, when describing someone. To know all subject pronouns in French and that je contracts to j' when the verb begins with a vowel. To know that the endings of French verb groups (er/ir/re) determine the pattern for how the verb is conjugated.</p> |

Hands, feet and hearts that make a difference



Sparrowhawks Class Year 5 & 6 Long Term Overview Cycle B 2024/2025

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| | <p>Pronouncing the phonemes ou, in, au, on and, oi accurately.</p> | | <p>To know whether to use the pronouns il 'he' or elle 'she' when describing someone. To know that compound sentences join two simple sentences together using connectives such as et and mais. To know that ne is contracted to n' when followed by a vowel: je n'ai pas faim or y: il n'y a pas de bus. To know how to conjugate the verbs aller, jouer and faire. To know that we use the verb jouer (to play) with some sports/activities and faire (to do) with other sports/activities. To know that parce que and/or car (because) can be used to extend a sentence and give a justification. To know some French-speaking countries and recognise the flags of those countries.</p> | <p>used, not the verb to be as in English. To know that ne is contracted to n' when followed by a vowel: je n'aime pas courir.</p> | | <p>To know that the same verb is not always used in English and French for a given phrase.</p> |
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