

## Year 5/6 Unit of Learning – Spring 2

<b>Key Question</b> Which decade fills you with awe and wonder?		<b>Central Idea</b> <b>Let Me Entertain You</b> Art and culture defines a decade	<b>Guiding Questions</b> Who were the inspirational figures? How did art and culture relate to politics at the time? Which was the most inspiring decade and why?	
<p style="text-align: center;"><b>NC Computing</b></p> <p>I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns and content and contact.</p> <p>I can design, write and debug programmes that accomplish specific goals.</p> <p>I can use sequence selection and repetition in programmes.</p> <p>I can work with variables and various forms of input and output.</p> <p>I can use logical reasoning to explain how simple algorithms work and to detect and correct others.</p> <p>I can understand computer networks including the internet; how they can provide multiple services.</p> <p style="text-align: center;"><b>Specific foci for unit;</b></p> <p>I can use the world wide web and the opportunities they offer.</p> <p>I can be discerning in evaluating digital content.</p> <p>I can select using a combing variety of software.</p>		<p style="text-align: center;"><b>Values</b></p> <p>Determination, freedom, equality, honesty, confidence</p>	<p style="text-align: center;"><b>Religious Education</b></p> <p>Greenwich Agreed Syllabus – Hinduism – how do I live my life?</p> <p>Where do Hindus worship?</p> <p>What is Karma?</p> <p>What is Durhma?</p> <p>What is the cycle of life and death?</p> <p>What is mediation?</p>	<p style="text-align: center;"><b>PHSE</b> <i>Link to Values</i></p> <p>Determination, freedom, equality, honesty, confidence</p> <p style="text-align: center;"><b>SEAL theme- Its Good to Be Me</b></p> <p>Rights and responsibilities – Exploring how the media provides information and can influence attitudes.</p> <p>Difficult times; Making and breaking friendships.</p> <p>Exploring strategies for making friends and resolving difficulties when friendships break-up</p> <p>Emotional health- stress management. Identifying things that can cause stress, how our bodies and minds respond to some learning strategies to manage this. Link to Hinduism- mediation and Karma.</p>
<p style="text-align: center;"><b>PE NC Knowledge and Skills</b></p> <p>I can play competitive games and attack and defend.</p> <p>I can take part in outdoor activities which challenges me both individually and as a team.</p> <p style="text-align: center;">Outdoor – Football Indoor - Gymnastics</p>	<p style="text-align: center;"><b>PE Evaluation, Fitness and Health</b></p> <p>I can compare my performances with previous ones.</p> <p>I can evaluate my own and others work in order to improve it.</p> <p>I can understand why exercise is good for my fitness.</p> <p>I know why warming up and cooling down are important.</p>	<p style="text-align: center;"><b>Writing Genres</b> <i>Fiction</i></p> <p>Performance poetry</p> <p>London eye mystery – split narrative</p> <p>Stone cold- tension building narrative</p>	<p style="text-align: center;"><b>Singing &amp; Music NC</b></p> <p>Learn to sing and use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.</p> <p>Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notation.</p>	
<p style="text-align: center;"><b>Science NC Skills</b> <i>Working Scientifically</i></p> <p>I can plan different types of scientific enquiry to answer questions.</p> <p>I can take measurements using a range of specific equipment.</p> <p>I can record data and results using scientific diagrams and labels, classification keys, tables and bar or line graphs.</p> <p>I can report and present findings and enquiries.</p> <p>I can use test results to make predictions to set up fair tests.</p> <p>I can report and present findings.</p> <p>I can identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p style="text-align: center;"><b>Science NC Knowledge and Skills</b></p> <p>Se6 4.2 – electricity</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p> <p>To learn about series circuits and the safety precautions for working with electricity.</p> <p>What happens when you try different components in a circuit?</p>	<p style="text-align: center;"><b>Geography NC Knowledge and Skills</b></p> <p>n/a due to history focus for this term</p> <p style="text-align: center;"><b>History NC Knowledge and Skills</b></p> <p>I can study an aspect or theme in British history that extends my chronological knowledge past 1066</p> <p>I can make connections through events in time and recognise contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>To regularly address and sometimes devise historically valid questions and change, cause, similarities, differences and significance.</p> <p>I know about recent British history and can recognise the impact of British culture on my life today.</p> <p>To study over time tracing how several aspects of national history reflect the locality.</p>	<p style="text-align: center;"><b>Art NC</b></p> <p>Art through the decades eg. Pop Art, Damien Hurst, Keith Haring, Andy Warhol,</p> <p>I can create sketch books to record my observation and use them to review and revisit ideas.</p> <p>I can improve my mastery of art and design techniques including drawing, painting and sculpture with a range of materials (e.g pencil, charcoal, paint and clay)</p> <p>I know about great artists and architects and designers in history.</p> <p style="text-align: center;"><b>Key Skills</b></p> <p>I can use my sketch book as a starting point for my art work</p> <p>I can increase my critical awareness of the roles and purposes of art craft and design in different times and cultures.</p> <p>I can select and record through first hand observations.</p> <p style="text-align: center;"><b>Drawing: Lines and Marks, Shape, Tone, Texture</b></p> <p style="text-align: center;"><b>Specific Media Focus Key Stage Coverage;</b> Art through the decades – Pop Art and use of colours and bold print media.</p>	

## **Key Outcome**

Decade day: fashion show and performance poetry recital