

## Lights, camera, action! Year 5 and 6 Spring Term



### Areas of Learning

**As Historians,** We will use sources of evidence to deduce information about the past and seek out and analyse a wide range of evidence in order to justify claims about the past. We will identify continuity and change in the history of the locality of the school and describe the social, ethnic, cultural or religious diversity of past society.

**As Geographers,** we will name and locate some of the countries and cities of the world focussing on the impact of the British Empire.

**As Scientists,**

**Year 5** will investigate how materials change. They will use knowledge of solids, liquids and gases to decide how mixtures might be separated, through filtering, sieving and evaporating. We will give reasons based on evidence from fair tests demonstrating that dissolving, mixing and changes of state can be reversible changes.

**Year 6** will recognise that light appears to travel in straight lines and use this to explain that objects are seen because they give out or reflect light into the eye. We will explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.

We will also identify and name parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. We will recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans

**As Computer Programmers,** we will create a media rich blog, comment on blogs and respond to comments.

**As Designers and technologists,** we will create models using simple mechanisms. We will design a model with a user in mind and will evaluate our work.

**As Artists,** we will create an original, accurate pattern, using printing techniques, influenced by the style of William Morris.

**As Musicians,** we will improvise and compose music for a range of purposes using the inter-related dimensions of music. We will also develop our understanding of the history of music.

**As Linguists,** we will learn to read, write and say days of the week, months of the year and numbers in dates.

**As Dancers,** we will learn the basic steps that from some set Victorian dances.

**As Gymnasts,** we will work towards creating a sequence of set pieces choosing the most appropriate linking elements.

### ENVIRONMENT

As **environmentalists**, we will:

Look at the impact of some inventions during the Victorian era.

### GLOBAL & LOCAL COMMUNITY

In our awareness of our **global and local communities**, we will:

Use the Victorian buildings, especially our own school, to develop our understanding of life in that era.

### SPIRITUAL & MORAL DEVELOPMENT

As **spiritually & morally aware learners**, we will:

Consider how different life was for rich and poor during this time, with particular focus on workhouses.

**RE Focus:** Founders of Faiths and their importance for people today.

### CREATIVE ENDEAVOUR

As **learners with creative endeavour**, we will:

Recreate our own Great Exhibition to share our knowledge at the end of our topic.