



St Erth Primary Curriculum

Year 5 & 6: Summer 1 (Cycle A)

Vikings

SCIENCE

The Human Life Cycle

INTENT
During this unit of work, children will learn about the different stages of the human life cycle. They will discuss a simple timeline first before going into more depth about what happens in the womb, during puberty and when you are older.

- Learning Sequence**
1. What are the key stages of a mammal's life cycle?
 2. How long are the gestation periods of different mammals?
 3. How does a baby grow before it's born?
 4. Do hand spans change as we grow?
 5. What changes happen to our bodies during puberty?
 6. How does the human body change in old age?

HISTORY

Vikings

INTENT
This study continues to develop pupils understanding of the history of Britain linking closely to units on Saxons and Roman Britain. They will also consider how perceptions are changed by the discovery of new evidence.

- Learning Sequence**
1. What image do we have of Vikings?
 2. Reasons for the Vikings bad reputation
 3. How did the Vikings try to take over the country and how close did they get? Link to Anglo-Saxons KQ4
 4. How have recent excavations changed our view of the Vikings?
 5. What can we learn about Viking settlements from a study of place names?
 6. Raiders or settlers: How should we remember the Vikings?

COMPUTING

Programming

INTENT
Learn to program a microcontroller by creating circuits, using loops, checking conditions, and designing a project that responds to commands.

- Learning Sequence**
1. To control a simple circuit connected to a computer
 2. To write a program that includes count-controlled loops
 3. To explain that a loop can stop when a condition is met
 4. To explain that a loop can be used to repeatedly check whether a condition has been met
 5. To design a physical project that includes selection
 6. To create a program that controls a physical computing project

E-SAFETY

- Learning Sequence**
Private and Personal Information

RE

Hinduism

INTENT
Children learn about Hindu beliefs like Brahman, atman, samsara, and dharma, and explore Gandhi's example of living a virtuous, righteous life.

- Learning Sequence**
1. Who or what is Brahman?
 2. What is atman? What can be learned about atman through a Hindu story?
 3. What is samsara? Why is atman important? What else is important?
 4. How might dharma affect the way someone lives their life?
 5. What is ahimsa and how does it affect the lives of Hindu people?
 6. Why do Hindus want to be good?

FRENCH

Around the World

- Learning Sequence**
1. Languages and countries
 2. Compass points and navigation
 3. At the airport

ART

Bernard Leech

INTENT
Children will create pots using clay, adding details like handles, smoothing surfaces, and applying paint or glazing for a finished design.

- Learning Sequence**
- Use clay to create a coil pot using joining techniques to add detail e.g. handles.
 - Use smoothing techniques to create a desired finish before painting.
 - Add final finishes to pots/ jugs using paint/glazing technique and lines

INTENT
Children will compose in 3-time, sing rounds and harmonies, dance on the beat, and identify homophonic and polyphonic textures in music.

- Learning Sequence**
1. Find out about texture, sing scales and arpeggios
 2. Compare music with different textures.
 3. Progression snapshot 2. Make a video recording of children singing.
 4. Find out about sacred music in Latin.
 5. Sing different sections of the music together
 6. Put the round together.

PE

Dance

INTENT
Children will develop correct racket grip, stance, and positioning, use varied shots and tactics, and follow rules while scoring accurately in games.

- Learning Sequence**
1. Review of Tennis knowledge & skills
 2. Cooperative rallies
 3. Court targets
 4. Simple games
 5. Competitive minigames
 6. Application and assessment

MUSIC

Dona nobis pacem

PSHE

- Learning Sequence**
Managing challenges and change