

Bishops Lydeard Church School – Learning Pathway

Project Title: Food Glorious Food!

Year Group: 5/6 Dragonfly Class

Term: Summer

Subject	1	2	3	4	5	6	7	8	9	10	11	12	13
English	Daily Guided Reading Daily SPaG Daily Writing for Accuracy Class Reading book – Impossible Creatures Writing to inform: newspaper report Writing to entertain: short burst writing to focus on description and cohesive devices						Daily Guided Reading Daily SPaG Daily Writing for Accuracy Class Reading book – Impossible Creatures Range of writing around a text to include fiction and non-fiction styles Writing to inform: biography Malala Yousafzai						
Maths	Maths Blast 4 x week Natty numbers 10 minutes daily Arithmetic / written method fluency 1 x week Problem solving Area, perimeter, volume Geometry: position and direction						Maths Blast 3 x week Natty numbers 10 minutes daily Arithmetic / written method fluency 1 x week Time Algebra: sequences, inverse, missing digit problems Geometry: properties of shape Statistics						
Science	Animals inc. humans <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat describe the ways in which nutrients and water are transported within animals, including humans describe the simple functions of the basic parts of the digestive system in humans identify that humans and some other animals have skeletons and muscles for support, protection and movement identify the different types of teeth in humans and their simple functions 						Animals inc. humans <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the changes as humans develop into old age Construct and interpret a variety of food chains, identifying producers, predators and prey 						
ICT (creative use of technology)	Information technology: <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 Digital literacy: <ul style="list-style-type: none"> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 						Information technology: <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 Digital literacy: <ul style="list-style-type: none"> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 						
Art	Floral/food origami Maud Vantours, Ollanski <ul style="list-style-type: none"> find out about the work of artists, craft makers and designers making links to their own work. 						Botanical art study Mary Anderson Grierson <ul style="list-style-type: none"> find out about the work of artists, craft makers and designers making links to their own work. 						

	<ul style="list-style-type: none"> improve mastery of art and design techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. create own artwork in the studied style explore folding and layering techniques 	<ul style="list-style-type: none"> improve mastery of art and design techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. continue to develop sketch books to record observations and use them to review, revisit and develop ideas, including mixed media work and annotations. develop artistic/visual vocabulary to discuss work create own artwork in the studied style draw using a variety of tools, techniques and surfaces experiment with tones, shading and shadows use tracing to explore shape, proportion and pattern experiment with a wide range of materials, exploring combining techniques and styles. explore complimentary and contrasting colours and lightening / darkening with black or white. explore water colours, experimenting with intensity of colour and different techniques (washes, etc).
DT	<p>Cooking</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet 	<p>Cooking</p> <ul style="list-style-type: none"> prepare and cook predominantly savoury dishes using a range of cooking techniques understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.
Geography	<p>Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features.</p> <p><u>Locational knowledge:</u></p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle <p><u>Place knowledge:</u></p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America 	<p>Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features.</p> <p><u>Human and physical geography:</u></p> <ul style="list-style-type: none"> Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p><u>Skills:</u></p> <ul style="list-style-type: none"> Ask a range of questions to understand the key similarities and differences between two countries and their trades. Identify and locate key trading routes within and across South America, North America and links to Europe. Make links and connections with other trade routes including how different produce is traded around the world and the path the produce takes, consider air miles and implications to the environment.
Music Specific musician/musician=	<p>Improvising / experimenting and composing</p> <ul style="list-style-type: none"> Confidently combine at least 2 layers of music and keep in time using a steady beat. Combine more than 2 layers of music and keep in time using a steady beat. Linked to performing expectations, create rhythmic and melodic phrases within given structures. 	<p><u>Singing</u></p> <ul style="list-style-type: none"> Sing songs in tune with confidence and with increasing control of breathing, posture and sound projection. Identify phrases through breathing in appropriate places. Sing with expression and rehearse with others. Internalise sounds by singing part of it in their heads. Sing confidently in 2, 3 or 4 part rounds.

	<ul style="list-style-type: none"> • Create music by combining the inter-related dimensions of music to create an intended effect and with increasing control. • Organise compositions into simple musical structures for example sections and repeating phrases. 	<p><u>Listening, reviewing and appraising</u></p> <ul style="list-style-type: none"> • Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects. • Describe how the inter-related dimensions of music are combined in songs and pieces of music and use this to compare different pieces of music. • When listening to pieces of music, identify from the following orchestral instruments and the sections of an orchestra to which they belong and describe how they vary from each other in pitch and timbre: viola, violin, double bass, cello, harp, flute, clarinet, bassoon, double bassoon, saxophone, oboe, piccolo, trumpet, horn, cornet, trombone, tuba, drums/timpani, cymbals, xylophone. • Describe and compare different kinds of music using appropriate musical vocabulary. <p><u>History of music</u> Classical period (1750 – 1820 and composers: Beethoven, Mozart) Romantic period (1820 – 1900 and composers: Tchaikovsky, Chopin, Schumann) Describe different purposes of music in history/ other cultures. Identify the key features of music of different periods in history and the names of some key composers within that period.</p>
<p>PE</p>	<p>Striking and fielding: Cricket</p> <p>Net and Wall: tennis</p>	<p>Net and Wall: tennis</p> <p>Athletics</p>
<p>RE</p>	<p><u>Understanding Christianity</u> <u>Salvation: What difference does the resurrection make to Christians?</u></p> <ul style="list-style-type: none"> • What is the meaning of sacrifice? • What does Jesus' death / sacrifice mean for Christians? • Why do Christians think that Jesus was resurrected? • How do Christians feel about Jesus' resurrection? • What difference does the resurrection make to Christians? 	<p><u>Understanding Christianity</u> <u>God: What does it mean if God is holy and loving?</u></p> <ul style="list-style-type: none"> • What do others mean by God and what do you mean by God? • How does the Bible describe God? • How can God be holy and loving? • How do Christians show that they believe God is worth worshipping? • How do Christians put their belief in God being holy and loving into action? • What does God hate?
<p>Jigsaw</p>	<p><u>Relationships</u></p> <ul style="list-style-type: none"> • I can identify the most significant people to be in my life so far. • I know some of the feelings we can have when someone dies or leaves. • I understand that there are different stages of grief and that there are different types of loss that cause people to grieve. • I can recognise when people are trying to gain power or control. • I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening. • I can use technology positively and safely to communicate with my friends and family. 	<p><u>Changing me</u></p> <ul style="list-style-type: none"> • I am aware of my own self-image and how my body image fits into that. • I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. • I can ask the questions I need answered about changes during puberty. • I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. • I understand how being physically attracted to someone changes the nature of the relationship • I can identify what I am looking forward to and what worries me about the transition to secondary school.

<p>MFL</p>	<p><u>Knowledge / Themes</u> Revisit: Greetings, Numbers, Colours, Time Focus: Friends and Family, Food</p> <p><u>Friends and Family</u></p> <ul style="list-style-type: none"> • Revisit: mum, dad, sister, brother. • Introduce wider family members. • Begin to add additional information such as age, where they live to extend sentences. <p><u>Food</u></p> <ul style="list-style-type: none"> • Use a wider range of vocabulary for food including fruit. 	<p><u>Knowledge / Themes</u> Revisit: Greetings, Numbers, Food Focus: Shopping</p> <p><u>Shopping</u></p> <ul style="list-style-type: none"> • Shopping short conversations: I would like, How much, How many • Revisit numbers in prices
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