

# Class 1 Curriculum Sequence - Year 5&6

Spring 2 - 2024



## SCIENCE

Light

### INTENT

The children will elaborate and build on their knowledge of light using specific vocabulary linked to the topic and address any misconceptions they may have.

### Sequence of lessons:

1. How does light travel?
2. What colour is light made of?
3. Reflection - How does light help us to see objects?
4. Which surfaces make the best reflectors?
5. Why do we see objects as a particular colour?
6. What happens to the appearance of objects when placed in water?

### Outcome/composite:

The children will present and explain what they know about

## PE

Circuit training

### INTENT

The children will focus on a range of different types of exercise and sporting values. They will learn about the effects of different types of exercises to develop all round fitness.

### Sequence of lessons:

1. Simple Circuits
2. Individual Challenges
3. Fitness Battles
4. Speed, Agility, Quickness
5. Group Challenges
6. Fitness Instructors

### Outcome/composite:

The children will focus on sporting abilities - being a good sportsman, taking part in respectful competition, working as a team and playing to each other's strengths.

## FRENCH

To have fun and enjoy learning a new language!

### INTENT

The children will gain confidence in both speaking French and listening to the language.

### Sequence of lessons:

In Year 5/6 All students: should be able to understand and use Y3/4 Unit language with confidence.

To include:  
Likes and dislikes  
Preferences  
Geography of France  
North, South, East & West  
Places in towns, cities

### Outcome/composite:

The children will practise their learning through role play and written work.

## PICTURE NEWS

Current Affairs

### INTENT

The children will consider weekly questions through discussion and images learning from the world around them.

### Sequence of lessons:

Weekly current news stories with an image and a thought-provoking question designed to provide opportunities for children to learn from the world and develop respect for other's beliefs, feelings and faiths. They encourage exploration, discussion, challenge and inspire children to learn! The children will develop confidence, independence, respect and resilience.

### Outcome/composite:

The children will be given opportunities to learn about themselves and the world they live in.

## PSHE

### INTENT

The children will consider their individual skills and qualities and start to think about which careers they may be suited to.

### Sequence of lessons:

1. To recognise their individuality and personal qualities.
2. To identify personal strengths, skills, achievements and interests and how these contribute to a sense of worth.
3. Set goals to help achieve personal outcomes.
4. Understand that there is a broad range of jobs that people can have.
5. Stereotypes in the workplace.

### Outcome/composite:

Children will have an idea of what they would like to do/be in adulthood. They have an understanding of what they need to achieve in order to get there.

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## HISTORY

Persia & Greece

### INTENT

DISCIPLINARY FOCUS:  
Similarity & Difference

### BIG QUESTION:

What did Greek city-states have in common?

### Sequence of lessons:

1. The king of kings
2. The Persian Empire
3. The Greek city-states
4. Greek gods and goddesses
5. The Greek language and The Illiad
6. The Greek and Persian Wars

### Outcome/composite:

Children will recall, select and draw together varied substantive knowledge from the whole unit to answer the 'Big Question.'

## GEOGRAPHY

Agriculture

### INTENT

GEOGRAPHICAL SKILLS:  
Interaction

### BIG QUESTION:

How are we connected to farmers?

### Sequence of lessons:

1. What is agriculture?
2. Arable Farming
3. Pastoral Farming
4. How does farming change the landscape?
5. How does our food affect farming?
6. Sheep farming in Wales

### Outcome/composite:

Children will recall, select and draw together varied substantive knowledge from the whole unit to answer the 'Big Question.'

## RE

Judaism 1 - Abraham, Isaac & Jacob

### INTENT

BIG QUESTION:  
Why is the Promised Land so important in Judaism?

### Sequence of lessons:

1. The Hebrew Bible
2. The story of Abram and Sarai
3. God changes Abram's name
4. Abraham and his son, Isaac
5. Isaac and Rebekah
6. The story of Jacob and Rachel

### Outcome/composite:

Children will recall, select and draw together varied substantive knowledge from the whole unit to answer the 'Big Question.'

## PE

### INTENT

The children will create and perform a dance using a range of movement patterns

### Sequence of lessons:

1. Research music and dance routines already used (inspiration and consideration).
2. Start creating moves, chunking dance into sections.
3. Consider timing, striving for precision.
4. Final rehearsals.
5. Performance to the school

### Outcome/composite:

Children will perform their dance routine to a wider audience - Class 2 & 3 during assembly.

## DT

Mechanical Systems:  
Automata Toys

### INTENT

The children will be given a problem and a design brief. Their job will be to meet the design criteria and solve the problem.

### Sequence of lessons:

1. Automata's
2. Frame assembly
3. Experimenting with cams
4. Finishing touches

### Outcome/composite:

Children will combine measuring, cutting, assembly and decorating skills to meet the design criteria and brief.