Who or what am I?

Skills

Can I order the events of my life on a timeline?
Can I create a cohesive explanation text and autobiography?
Can I develop my personal handwriting style?

Science

Can I explain why I am similar but different to my relatives?
Can I suggest ways in which humans have changed over time?
Can I defend Darwin's theory?

The Arts

Can I identify how some great artists see themselves?
Can I practise the different techniques and medium used by great artists?
Can I create a portrait of myself that shows my personality?
Can I appraise music and explain my personal tastes?

Extended learning

- Interview family members about shared traits.

Can I summarise what makes me unique?

Can I create a portrait of myself that shows my personality?

Can I identify what I want to achieve in my life?

Children's experiences and local context

Hook
I am unique – poster / video

History Opportunity

Can I create a timeline of my life so far, annotated with the key events that have shaped me?

Computing

Select, use and combine a variety of software (including internet services) on a range of digital devices to design, create and present data and information.
Use technology safely, respectfully and responsibly.

SMSC

Core Theme: Relationships

Can I recognise and respond appropriately to a wider range of feelings?
Can I identify different types of relationships?
Can I discuss how differences and similarities between people arise from a number of factors?
Can I recognise and challenge stereotypes?
Do I recognise my own worth and that of others?
Can I express ideas about how and why religion can help believes when times are hard, giving examples?
Can I suggest ways to cope when life gets difficult?

*Please see attached POS for National Curriculum coverage.
Objectives in bold-italics are direct Pupil Voice

Science

Working scientifically

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

♣ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

♣ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

♣ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

♣ using test results to make predictions to set up further comparative and fair tests

♣ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

♣ identifying scientific evidence that has been used to support or refute ideas or arguments.

Evolution and inheritance

Pupils should be taught to:

♣ recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago

♣ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

♣ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

Art

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

♣ to create sketch books to record their observations and use them to review and revisit ideas

♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

♣ about great artists, architects and designers in history.

Computing

Pupils should be taught to:

♣ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

♣ use sequence, selection, and repetition in programs; work with variables and various forms of input and output

♣ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

♣ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration

♣ 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

♣ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Music

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
♣ improvise and compose music for a range of purposes using the inter-related dimensions of music
♣ listen with attention to detail and recall sounds with increasing aural memory
♣ use and understand staff and other musical notations
♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
♣ develop an understanding of the history of music.