

Learning Connection block						
Learning Connection Lead Subject	Geography	History	Geography	History	Geography	History
Time of Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5/6 B:	<p><b>Priority Subject</b>  <b>Geography:</b> Why is the River Thames important to London? Trade and Settlement.  <b>Additional Subjects:</b>  RE - Kingdom of God- What kind of King is Jesus?  <i>Harvest Celebration</i>  <b>Science</b>  Earth and Space (Y5)  <b>Computing</b>  Online safety:  <b>PSHE:</b>  Diverse Community (Y5)  Respectful Relationships (Y5)  <b>PE</b>  Striking and Fielding  Invasion Games  <b>Music</b>  Charanga  <b>MFL (French)</b>  Unit 10: On the way to school  <b>Art:</b> Drawing: Still Life: Clara Peters</p>	<p><b>Priority Subject</b>  <b>History:</b> What was the impact of the Roman Empire on Britain? Who was Boudica and how did she resist the Roman Invasion?  <b>Additional Subjects</b>  RE – Other Faiths - What does it mean to be a Muslim in Britain today?  <i>Christmas Celebration</i>  <b>Science</b>  Properties and Changes of Materials (Y5)  <b>DT:</b> Cooking: Pizza  <b>Computing:</b>  Programming - SCRATCH  <b>PSHE</b>  Illness (Y5)  Nutrition &amp; Healthy Eating (Y5)  <b>PE</b>  Gymnastics  Tag Rugby  <b>Music</b> Performance and song - Christmas</p>	<p><b>Priority Subject</b>  <b>Geography:</b> Global knowledge identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) - linked to Exploration -Ernest Shackleton)  <b>Additional Subjects</b>  RE – Incarnation - Was Jesus the Messiah?  <b>Science</b>  Animals including Humans (Y5)  <b>Art:</b> Painting: Still Life: Renoir  <b>SMSC</b>  British Values  <b>PSHE</b></p>	<p><b>Priority Subject</b>  <b>History:</b> A study of an aspect or theme in British History that extends pupil chronological knowledge beyond 1066 – Changing power of Monarchs using case studies – Queen Victoria  What was the legacy of the Victorian period?  <b>Additional Subjects</b>  RE - Salvation - What did Jesus do to save human beings?  <i>Easter Celebration</i>  <b>Science</b>  Living Things and their Habitats (Y5)  <b>DT:</b> Geared Models and Cams  <b>Computing/PSHE</b>  Online Content (Y5)  Online Contact (Y5)  <b>PE</b>  <b>Music</b></p>	<p><b>Priority Subject</b>  <b>Geography:</b>  Geographical skills and fieldwork:  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  use the eight points of a compass, four and six-figure grid  references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.  Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and</p>	<p><b>Priority Subject</b>  <b>History:</b> A local history study – Cornish Mining. A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.  What was life like for Cornish mining families?  <b>Additional Subjects</b>  RE - What matters most to humanists and Christians?  <b>Science</b>  <b>DT:</b> Clay pots – emblems and textiles  <b>Computing</b>  Video Editing  <b>PSHE</b>  Exploring Risk in Everyday Situations (Y5)  <b>PE</b>  <b>Music</b> Charanga</p>

	Fernand Leger		Puberty: Where do babies come from? (Y5) Puberty: Changes (Y5) <b>Computing</b>  <b>PE</b> Dance Music Charanga MFL (French)	Performance and song - Easter	<a href="#">graphs, and digital technologies.</a> <b>Additional Subjects</b> RE – Other Faiths – Why is the Torah so important to Jewish people? <b>Science</b> Forces (Y5) <b>Art:</b> Printing: Portraits: Warhol Bacon Millais <b>Computing</b> <b>PSHE</b> Mental Health & Keeping Well (Y5) Managing Challenges & Change (Y5) <b>PE</b> Music Charanga MFL (French)	
<b>Metacognitive Skill Progression</b>	<u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Pose questions <i>Pose questions to clarify and interpret information and probe further to discover causes and consequences.</i>	<u>Planning</u> Generating ideas, possibilities and actions element: Seek solutions and put ideas into action <i>Assess and test options to identify the most effective solution and put ideas into action</i>  <u>Evaluation</u>	<u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Organise and process information <i>Analyse, condense, and combine relevant information from multiple sources.</i>  <u>Monitoring</u>	<u>Monitoring</u> Reflecting on thinking and processes element: think about thinking <i>Reflect on assumptions made, consider reasonable criticism, and adjust their thinking if necessary.</i>  <u>Evaluation</u> Analysing, synthesising and evaluating	<u>Planning</u> Generating ideas, possibilities and actions element: Consider alternatives <i>Identify situations where current approaches do not work, challenge existing ideas, and generate alternative solutions.</i>	<u>Planning</u> Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas <i>Combine ideas in a variety of ways and from a range of sources to create new possibilities</i>

	Inquiring – identifying, exploring and organising information and ideas: Identify and clarify information and ideas <i>Identify and clarify relevant information and prioritise ideas.</i>	Analysing, synthesising and evaluating reasoning and procedure element: apply logic and reasoning <i>Assess whether there is adequate reasoning and evidence to justify a claim, conclusion, or outcome</i>	Reflecting on thinking and processes element: reflect on processes <i>Identify and justify the thinking behind choices they have made.</i>	reasoning and procedure element: evaluate procedures and outcomes <i>Evaluate the effectiveness of ideas, products, performances, methods, and courses of action against given criteria.</i>	<u>Monitoring</u> Reflecting on thinking and processes element: transfer knowledge into new contexts <i>Apply knowledge gained from one context to another unrelated context and identify new meaning</i>	<u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: draw conclusions and design a course of action <i>Scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action</i>
<b>Off Site Enrichment</b>	Y6: Life Skills - OCRA	Harvest Christmas				Mine visit? Residential
<b>Internal Enrichment</b>	WREN Music				Sports Day	Leavers' Assembly and Church Service
<b>Quality English Text</b>	Animalium Hidden Figures The Creakers	TBC Beowulf	TBC	TBC	TBC	TBC