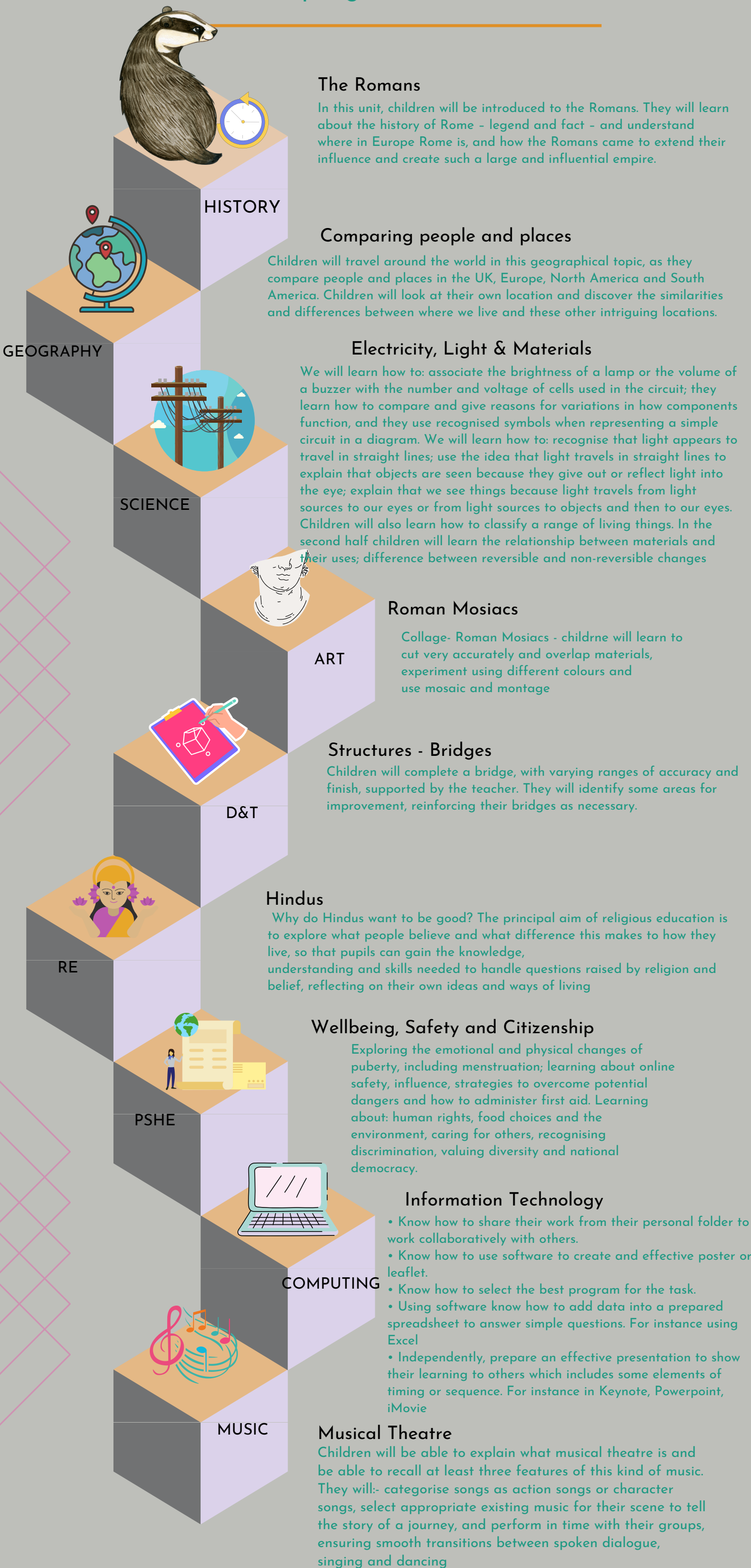




## Badger Class topic and themes overview Spring 2025



For more detailed information on the learning for each subject, please ask your teacher or see the subject learning objectives sheet.

# Our UKS2 Subject Learning Objectives this term:



## History

### Romans

#### Chronological Knowledge

- Yr 3: Can use words which mark the passing of time e.g. moving from simple 'before and after' to use words such as during or while
- Yr 4: Can talk about three periods of time

#### Historical Enquiry

- Yr 3: Children make simple deductions about what text means based on what is included
- Yr 4: Begins to think of reasons why a source might be unreliable e.g., view of the Vikings may be partial because the evidence we have was written by people who suffered most at the hands of these raiders

#### Interpretations

- Yr 3: Can identify differences between versions of the same event e.g. the video gives a different view to what we have just read.
- Yr 4: Can understand that people create different versions of the past for different audiences and therefore might give a different emphasis

## Design & Technology

### Mechanical toys

#### Year 5 & 6

- Produce a suitable plan for each page of their book.
- Produce the structure of the book.
- Assemble the components necessary for all their structures/mechanisms.
- Hide the mechanical elements with more layers using spacers where needed.
- Use a range of mechanisms and structures to illustrate their story and make it interactive for the users.
- Use appropriate materials and captions to illustrate the story.

## Geography



- Europe & N.America
- I can 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

#### Year 5

- I can use maps, atlases, globes and digital/computer mapping to locate countries in South America.
- I can use maps, atlases, globes and digital/computer mapping to locate the major cities in South America.
- I can find and label South America's environmental regions and key geographical features on a map
- I can state human and physical geographical similarities and differences between America and my own area
- I can explain what settlers need.
- I can create a map of a settlement.

#### Year 6

- I can locate each of the countries that made up the Roman Empire.
- I understand geographical similarities and differences through the study of human and physical geography of North and South America
- I can research and state physical aspects of a region in South America. (Weather, climate and landscape.)
- I can research and state human aspects of a region in South America. (Places)
- I can explain why settlements develop in certain locations.

## Religious Education

### Hinduism

#### Year 3 & 4:

#### Make sense of belief:

- Identify some Hindu deities and say how they help Hindus describe God
- Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God
- Offer informed suggestions about what Hindu murtis express about God.

#### Understand the impact:

- Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali)
- Identify some different ways in which Hindus worship

#### Make connections:

- Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today
- Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.



## PSHE

#### Year 5 and 6

- Understand what happens when someone breaks the law.
- Understand what prejudice and discrimination are and why and how they should be challenged.
- Understand how reducing the use of materials and energy helps the environment, and what individuals can do to support this.
- Understand how people contribute to society and how this is recognised.

#### Year 5

- Understand what rights are and that freedom of expression is one of these rights.
- Understand the basics of how parliament works including the parts of parliament.

#### Year 6

- Understand that education is a human right and why education is important.
- Understand the roles and responsibilities of people in government

## Science- Light, Electricity & Materials

### Materials- Year 5

- Compare and group together everyday materials.
- Know that some materials will dissolve in liquid to form a solution. ·Use knowledge of solids, liquids and gases to decide how mixtures might be separated.
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials.
- Demonstrate that dissolving, mixing and changes of state are reversible changes.
- Explain that some changes result in the formation of new materials.\_

### Chemical reactions -Year 6

- Identify, with reasons, whether changes in materials are reversible or not. ·Recognise when a chemical reaction has taken place (change of colour, production of odour, change in temperature, release of gas or formation of solid).

### Light – Yr. 5 & 6

- Recognise that light appears to travel in straight lines.
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. ·Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. ·Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

### Electricity - Yr. 5 & 6

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. ·Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
- Use recognised symbols when representing a simple circuit in a diagram.

## Art- Roman Mosaics

### Colour

Year 5: Make own selection of colour adhering to conventions of culture and tradition and as part of a larger collaborative piece

- Create a colour wash, as a base/background to a painting, recognizing how a wash differs from painting subsequent layers (diluted strength) and how it is built upon by subsequent layers of stronger colour to arrive at the final piece.
- Mix a full range of colours and shades from a standard water colour palette
- Understand darkness as the absence of light,
- Recognise and make choices around the elements of dark against light
- and light against dark

#### Yr 6: Convey tonal features

- Investigate different type faces – what is their impact on the reader?
- How does typeface reflect the time, culture, purpose of the piece?
- Mixing and matching colour for effect (to resemble precious metals)
- Confidently make and apply decisions about the use of colour to accentuate the message conveyed by the design of the magazine cover, use block fill, fading, blending tools to manipulate colour.
- Consider how colour is used in both subject and background and how it links with the choice of font and arrangement of text.

## Music: Year 5 & 6

### Children will 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.



## Computing

### Information Technology

#### Year 5

- Know how to share their work from their personal folder to work collaboratively with others.
- Know how to use software to create and effective poster or leaflet.
- Know how to select the best program for the task.
- Using software know how to add data into a prepared spreadsheet to answer simple questions. For instance using Excel
- Independently, prepare an effective presentation to show their learning to others which includes some elements of timing or sequence. For instance in Keynote, Powerpoint, iMovie

#### Year 6

- Know how to use the main features of office software to produce suitable documents and presentations for an audience. Microsoft Office or Apple suite or equivalent.
- Know how to edit a picture. For instance in Paint.net
- Know how to create a simple formula in a spreadsheet to work out given mathematical tasks such as adding a set of numbers.
- to create and sequence a video, add sound effects, transitions and title/subtitles. iMovie – much harder in Windows software.
- Know how to use two or more programmes to create a final piece of work. (eg, edit a picture before inserting into a document).

