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| **HOW HAS MINING SHAPED CORNWALL? SUMMER 2 2025 Name of Class (Y5/Y6)** |

**D.T**

**MECHANICS**

* **Apply their understanding of how to strengthen, stiffen and reinforce more complex structures**
* **Explain how to use mechanical systems in their products, then apply that knowledge e.g. gears, pulleys, cams, levers and linkages**
* **Convert rotary motion to linear using cams**
* **Use innovative combination of electronics (or computing) and mechanics in product designs**
* **Refine their product after testing it and explain what they have improved and why**
* **Incorporate hydraulic and pneumatic**

**Computing**

**COMPUTER SCIENCE**

* **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.**
* **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.**

**INFORMATION TECHNOLOGY**

* **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**

**Geography**

**LOCATIONAL PLACE AND KNOWLEDGE**

**CHAIPEL WILL CONTINUE WITH THE DATA COLLECTION ELEMENT OF LAST HALF TERM’S ENQUIRY INTO CLIMATE CHANGE**

**Science**

**FORCES**

* **Explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object**
* **Identify the effects of air resistance, water resistance and friction that act between moving surfaces**
* **Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect**

**Music**

**PERFORM**

**Using their voices**

* **Sing songs across a variety of styles with accuracy and confidence**
* **Maintain their own part in a round and in two-part songs**

**Using instruments**

* **Play a range of percussion and instrumental instruments with increasing confidence and ability**
* **Play and improvise as part of a group and as a solo member**
* **Maintain their own beat**

**Key Vocab:**

**List of vocabulary associated with topic**

**PE**

**Swimming**

* **Further development of stroke technique for 3 main strokes**
* **Jump into the water at full reach depth and swim a continuous 10m without holding the side or touching the pool bottom.**
* **Surface dive in the water showing good technique.**
* **Hold a stationary position by treading water with head up for 45 seconds.**
* **Start to develop early life saving skills eg. Enter the water of full reach depth / Tread water for 10 seconds / Followed by a 10m swim.**
* **Develop the skills to swim competently, confidently, and proficiently over a distance of 25 metres,**
* **Use a range of strokes effectively including front crawl, back crawl and breaststroke.**
* **Perform safe self -rescue in different water based – situations,**
* **Tread water for 30 seconds followed by a 25m swim.**

**Athletics**

* **Observe a partner and give accurate feedback,**
* **Demonstrate the ability to accelerate from a variety of static positions,**
* **Perform triple jump combination sequences with balance and control,**
* **Sustain jogging and running at a consistent pace for over a minute,**
* **Observe a partner and give accurate feedback, evaluating steps for improvement,**
* **Demonstrate the ability to accelerate from a variety of static positions,**
* **Perform triple jump combination sequences with balance and control,**
* **Sustain jogging and running at a consistent pace for over a minute,**
* **Observe a partner and give accurate feedback, evaluating steps for improvement,**
* **Evaluate their own and others’ work and suggest ways to improve it.**

**Key Vocab:**

**Axel, gear, force, input, machine, mechanism, market research, output, pulley, renewable energy, sustainability, teeth, problem statement.**

**Key Vocab:**

**Gravity, friction, moving objects, impact, air resistance, water resistance, trends, levers, pulleys, force, gears, transmission.**

**Key Vocab:**

**Accent, bass, notation, texture, timbre, ostinato, chord, diction, interval, syncopation, dynamics, major, minor, accompaniment, drone.**

**French** Manger et bouger

**Intercultural Understanding**

* **Talk about, discuss and present information about a particular country’s culture**
* **Talk about, discuss and present information about a particular country’s culture**

**Listening**

* **Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions)**
* **Understand longer and more complex phrases and sentences and with some unfamiliar words**

**Speaking**

* **Ask and answer simple questions and talk about personal interests**
* **Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience**

**Reading**

* **Read a variety of simple texts in different formats and in different contexts e.g. recipes**
* **Begin to use a bilingual dictionary to look up new words**
* **Independently use a bilingual dictionary to find the meaning of words**
* **Identify different text types and read short, authentic texts for enjoyment or information**

**Writing**

* **Use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” in their writing to express what they and other people do, like etc.)**
* **Use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” and plurals “we” and “they” to express what they and other people do, like etc.)**

**Grammar**

* Understand and use negatives
* Join sentences with et
* Use j’aime/je n’aime pas, etc. with an infinitive
* Using et and mais to make longer sentences

**RE**

**WORLD AND OTHERS**

**Making Sense of Beliefs:**

**• Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)**

**• Make links with sources of authority that tell people how to be good (e.g. Christian ideas of ‘being made in the image of God’ but ‘fallen’, and Humanists saying people can be ‘good without God’)**

**Understanding the Impact:**

**• Make clear connections between Christian and Humanist ideas about being good and how people live**

**• Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view**

**Making Connections:**

**• Raise important questions and suggest answers about how and why people should be good**

**• Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.**

**Key Vocab:**

**Life, death, suffering, spiritual place, sacred, Methodism, John Wesley, Gwennap Pit, Christianity, Paganism, bereavement, homelessness, poverty, charities.**

**Key Vocab:**

**Self-image, body awareness, puberty, menstruation, ejaculation, wet dreams, hormones, fertility.**

**Self-image, self-esteem, real self, celebrity, opportunities, freedoms, responsibilities, pregnancy, embryo, foetus, labour, attraction, sexting, relationship, mental health.**

**Key Vocab:**

**Swimming**

**Afloat, buoyancy, endurance, inhale/exhale, motion, propel, streamline, stroke, technique, treading water, crawl, backstroke, flutter kick, personal best, dive, retrieve, flexed, technique.**

**Athletics**

**approach, changeover, momentum, stamina, stride, technique, grip, pace, drive, rhythm, stance, strategy.**

**Key Vocab:**

**To include: a range of nouns for healthy and unhealthy food; a range of vocabulary for hobbies and pastimes; a range of useful verbs for recipes.**

**Key Vocab:**

**Wheal, bal, consoles, sett, cage, compressor, China clay, cobbing, crib, croust, detonator, engine house, granite, hand barrow, sedimentary, metamorphic, igneous.**

**HISTORY**

**LOCAL ENQUIRY: MINING**

* **Research and explain the origins of a concept and its development through time,**
* **Research and evaluate what life was like and the key features of a given time period,**
* **Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual,**
* **Offer explanations about why people in the past acted as they did,**
* **Give own reasons why changes may have occurred, backed up by evidence**

**Key Vocab:**

**Algorithm, coding, input, product, selection, adapt, bug/debug/, advert, design, evaluate, program, sequence, variable, loop, software, information.**

**PSHE**

**Changing Me**

* **Self and body image**
* **Puberty**
* **Conception**
* **Looking ahead**
* **My self-image**
* **Puberty**
* **Conception: babies to birth**
* **Boyfriends and girlfriends**
* **Real self and ideal self**
* **The year ahead**