



**Project Coverage Overview**

**Summer Term Year 5/6**

Our project for this half term includes Science, the foundation subjects excluding History and D.T. (covered next half term) and opportunities to apply skills as readers, writers and mathematicians.

As artists, we will ...	As musicians, we will ...	As geographers, we will ...	As citizens, we will ...
	<p>In computing, we will ...</p> <ul style="list-style-type: none"> <li>explain how selection is used in computer programs.</li> <li>develop their understanding of selection as 'if..then..else' structure in algorithms and programs.</li> <li>write our own programs that use selection with two outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America by using an atlas.</li> <li>name and locate cities of the UK and their identifying human and physical characteristics by using an atlas.</li> <li>use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied by using the index and co-ordinates.</li> <li>use symbols and a key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world by identifying landmarks shown on an Ordnance Survey map.</li> <li>use the eight points of a compass to build knowledge of the United Kingdom and the wider world by describing routes on a map.</li> <li>use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world by finding features on a map.</li> </ul>	<ul style="list-style-type: none"> <li>know that it is important to take care of our mental health.</li> <li>understand that people can get problems with their mental health and that it is nothing to be ashamed of.</li> <li>know how to take care of our mental health.</li> <li>understand that there are different stages of grief and that there are different types of loss that cause people to grieve.</li> <li>recognise when we are feeling those emotions and have strategies to manage them.</li> <li>recognise when people are trying to gain power or control.</li> <li>judge whether something online is safe or helpful to me.</li> <li>resist pressure to do something online that might hurt myself or others.</li> <li>use technology positively and safely to communicate with my friends and family.</li> <li>take responsibility for my own safety and well-being.</li> </ul>
As scientists, we will ...	As linguists, we will...	In RE, we will ...	In PE, we will ....
<p><b>Animals including humans:</b></p> <ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age</li> </ul> <p><b>Properties and change of materials:</b></p> <ul style="list-style-type: none"> <li>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</li> <li>Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> <li>Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul>	<p><b>Les Verbes Réguliers (Regular Verbs)</b></p> <ul style="list-style-type: none"> <li>Recognise and understand what a pronoun is in both English and French and be able to say what the key personal pronouns are in French.</li> <li>Understand what a verb is in both English and French and how to then create a stem and work out the endings for regular -ER, -IR and -RE verbs.</li> <li>Conjugate in French a regular -ER verb.</li> <li>Conjugate in French a regular -IR verb.</li> <li>Conjugate in French a regular -RE verb.</li> </ul>	<p><b>How can faith be expressed through the Arts?</b></p> <ul style="list-style-type: none"> <li>Know that people express their feelings in lots of different ways.</li> <li>Know that in many religions scriptures/teaching have been expressed through music.</li> <li>Understand how colour can be used to express religious feelings and ideas.</li> <li>Know that pieces of art (paintings) can be used to teach religious beliefs, moral values or to inspire passion and faith.</li> <li>Know that Muslims (and Jews) do not have pictures of Muhammad or other religious figures but that they use different forms of art as part of their worship.</li> <li>Know that many religions use drama to tell stories linked to beliefs or to reinforce morals</li> </ul>	<p>Athletics</p> <p>Cricket</p>