


<p>History: Local history</p> <ul style="list-style-type: none"> • When and how was Barnstaple founded? • What is Barnstaple's history of trade? • What transport developments have taken place in and around Barnstaple? • What are the key historical landmarks of Barnstaple? • Why is Barnstaple fair significant? • How has Barnstaple changed and why? 	<p>Geography: Field work</p> <ul style="list-style-type: none"> • Why do geographers do fieldwork? • What enquiries are geographers currently doing? • How can we use maps in our fieldwork? • How can we create a sketch map of roads in our local area? • How are surveys and questionnaires tools for fieldwork? • How can we create a field sketch of our local area? • How do geographers develop an enquiry question? • Can we collect data about road use in our community? • How do geographers present their data? • What do geographers do with their data? 	<p>RE:</p> <p><u>Why is the Torah so important to Jewish people?</u></p> <ul style="list-style-type: none"> • What do Jewish people believe about the nature of God? • What is the significance of the Sefer Torah? • What is the place of the Torah in Jewish life? • What are the Jewish commandments and how do they affect the everyday lives of Jewish people? • What is the difference between Orthodox and Progressive Jews? • What is the place of the synagogue in the life of the Jewish community? • What is the value of ritual and tradition in Jewish communities? 		<p><u>What matters most to Humanists and Christians?</u></p> <ul style="list-style-type: none"> • Do rules matter? Why? • What is a 'code for living'? • What is a humanist? • What codes for living do non-religious people use? • What do moral concepts look like in everyday life? • What codes for living do Christians try to follow? • What matters most to me? • How can we decide the right thing? • Can we create a code for living that would help the world?
<p>PSHE & Citizenship: The Working World (1 decision unit)</p> <p>Looking at how and why people budget and save money and recognising ways to make money, including the early stages of enterprise.</p>	<h1>Our Local Area</h1> <p>Year 5/6  Spring B</p>		<p>Music: Make You Feel My Love (Charanga unit)</p> <p>'As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Pop Ballads.'</p>	
<p>Enrichment</p> <ul style="list-style-type: none"> • Park School science visit • Sports events • Northam Burrows visit 	<p>English</p> <p>Write like a poet Short narratives; poetry; non-chronological reports; persuasive leaflets</p>	<p>Maths</p> <p>Year 5: Fractions Year 6: Fractions, ratio, algebra</p>	<p>Science</p> <p>Living things and their habitats (Year 5 and Year 6 content)</p>	<p>PE</p> <ul style="list-style-type: none"> • Strike and field • Athletics
<p>Please see separate overview documents for each subject.</p>				
<p>Computing: Web page creation (Keychain NCCCE unit)</p> <ul style="list-style-type: none"> • What makes a good website? • How would you lay out your webpage? • What is copyright? • How does my webpage look? • What is a navigation path? • How do I create links to other content? 	<p>DT: Building bridges</p> <ol style="list-style-type: none"> 1. Learn about how simple bridges are constructed using beams, pillars or piers, then make and test beam bridge designs. 2. Learn how trusses are used in bridge design to spread out compression forces. Build and test model truss bridges/use software to explore how truss bridges may be connected. 3. Learn how arches are used to spread and redirect compression forces acting on bridges. Build and test model arch bridges. 4. Learn about how suspension bridges use tension to support bridge decks spanning large distances. Build and test model suspension bridges/research and write about iconic suspension bridges. 5. Using a design brief, develop criteria for a bridge design that will meet the terms of the brief. Design a bridge according to their criteria/generate more criteria for a range of given design briefs. 6. Consider ways in which to test bridge designs once constructed. Build and test designs. 	<p>Art: Painting skills and local art</p> <ul style="list-style-type: none"> • Create a wash within a painting. • Create tints and shades with paint. • Mix colours. • Build texture in a painting. • Mark making. • Use viewfinders to pick out details of a landscape. • Research well-known landscape artists and local artists. • Use perspective. • Create own piece of local landscape art. 	<p>MfL: Spanish</p> <p>Eso, ¿qué es? (ONA KS2 unit)</p> <ul style="list-style-type: none"> • Saying the names of pets • Saying it is or it isn't a certain pet • Describing pets with some colours • Describing pets with more colours and joining descriptions with a conjunction • Creating strange animals and describing them <p>Me visto (ONA KS2 unit)</p> <ul style="list-style-type: none"> • Naming items of clothing • Describing clothes using colours • Describing clothes with colours, sizes and styles • Saying clothes that you have and using a conjunction • Saying which clothes you do or don't have and joining descriptions with a conjunction 	