

English		Maths	Science
<p>Writing</p> <p>Genre: Narrative Stimulus: One Small Step Key learning:</p> <ul style="list-style-type: none"> - Modal verbs / questions - Complex sentence - Colon in a list - Conjunctions - Time adverbials - Relative clauses - Pathetic fallacy - Metaphors <p>Genre: Instructions Stimulus: How to build a rocket to get to space Key learning:</p> <ul style="list-style-type: none"> - Rhetorical questions - Bullet points - Fronted adverbials - Hyphen for parenthesis - Conjunctions - Relative clause <p>Spellings</p> <p>Words ending in:</p> <ul style="list-style-type: none"> ➤ -tious ➤ -ious ➤ -cious ➤ -cial ➤ -tial ➤ -ant <p>Y5/6 Common Exception Words</p>	<p>Reading</p> <p>Class Novel: Malamander by Thomas Taylor Wider Curriculum text: Alice's Adventures of Wonderland by Lewis Carroll Poetry book: Inside Out and Back Again by Thanhha Lai</p> <p>Book Talk</p> <ul style="list-style-type: none"> - Recommend books to peers, giving reasons for choices - Identify and discuss themes and conventions - Make comparisons within and across books - Ask questions to improve understanding - Distinguish between facts and opinions - Participate in discussions <p>VIPERS</p> <p>Using relevant evidence and justifications:</p> <ul style="list-style-type: none"> - explore the meaning of words in context - draw inferences about characters' feelings, thoughts and motives - predict what might happen next - summarise the main ideas from more than 1 paragraph - identify how language, structure and presentation contribute to meaning - retrieve, record and present information. <p>Key focuses</p> <p>Fluency – Read an age appropriate book fluently, with good pace and expression. Fiction (including stories from other cultures) - identify and discuss themes and conventions. Consider different viewpoints of the same event. Non-fiction - retrieve facts and discuss language and presentation of texts. Poetry: learn a wide range of poetry by heart. Prepare poems to read aloud, showing understanding through intonation, tone and volume.</p>	<p>Place Value Prior learning: Numbers to 10,000</p> <ul style="list-style-type: none"> • Roman numerals to 1,000 • Numbers to 10,000 • Numbers to 100,000 • Numbers to 1,000,000 • Read and write numbers to 1,000,000 • Powers of 10 • 10/100/1,000/10,000/100,000 more or less • Partition numbers to 1,000,000 • Number lines to 1,000,000 • Compare and order numbers to 100,000 and 1,000,000 • Round to the nearest 10, 100, 1000, 10,000 and 100,000 <p>Addition and Subtraction Prior learning: Adding and subtracting 4-digit numbers.</p> <ul style="list-style-type: none"> • Mental strategies • Add whole numbers with more than four digits • Subtract whole numbers with more than four digits • Round to check answers • Inverse operations • Multi-step problems • Compare calculations • Find missing numbers <p>Multiplication and Division Prior learning: Times tables, multiplying and dividing by 1 and itself</p> <ul style="list-style-type: none"> • Multiple and common multiples • Factors and common factors • Prime, square and cube numbers • Multiply and divide by 10, 100 and 1000 	<p>Forces Prior learning (Y3) - Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <ul style="list-style-type: none"> - Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling objects. - 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. <ul style="list-style-type: none"> ❖ What is gravity? ❖ What is friction? ❖ Whose shoe has the greatest friction? ❖ What is air resistance? ❖ What is water resistance? ❖ What are gears, levers and pulleys? <p>Key vocabulary: Force, friction, gravity, pull, push, repel, resistance, drag, streamlined, upthrust, buoyancy, Newton (N), gear, lever, pulley</p>

PSHE	History	Art	Physical Education
<p>Being Me in my World Prior learning: - Becoming a class team - Being a school citizen - Rights, responsibilities and democracy</p> <p>→ Our learning charter → My year ahead → Being a citizen of my country → Year 5 responsibilities → Rewards and consequences</p>	<p>Anglo-Saxon Britain Prior learning: How did the Roman Empire maintain control over Britain? What happened in the final years of the Roman Empire?</p> <p>How did England change during the settlement of the Anglo-Saxons and Vikings?</p> <p>Key Enquiry Questions:</p> <ul style="list-style-type: none"> ❖ Where did the Anglo-Saxons and Scots come from? ❖ What major events occurred during the Anglo-Saxon rule? ❖ How were Roman and Saxon Britain different? ❖ How did England change after the Anglo-Saxon settlement? ❖ Was it really the 'dark' ages? ❖ Was Alfred the Great really 'great'? <p>Historical skills:</p> <ul style="list-style-type: none"> • Chronological Understanding • Significance • Similarities and Differences • Continuity and Change • Evidence and Historical Interpretations • Historical Enquiry <p>Key vocabulary: Angles, Saxons, Jutes, chronology, BC and AD, invade, settle, kingdoms, sequence, duration, period, concurrence, continuity, change, similarity, difference, significance, evidence, civilised, artefacts, primary, secondary, cenotaph, hoard, enquiry</p>	<p>Craft and Design: Printmaking Prior learning: Know and research some of the key ideas, techniques and working practices of different artists, craftspeople, architects and designers that I have studied.</p> <p>Artist: Hokusai Nationality: Japanese Era: Ukiyo-e Era- Edo (Japanese Art Era)</p> <ul style="list-style-type: none"> - Research and evaluate the ideas and ways of working (approaches) of different artists, craftspeople, designers and architects. - Compare and discuss these with others, including taking account of the culture they worked in and their intentions/purposes. - Use work of artists' to explore own ideas. - Express ideas and feelings about familiar products. - Take part in research and exploration whilst incorporating and developing own personal ideas. - Develop intricate patterns and marks with a variety of media and other implements to create lines. - Make deliberate choices about the grade of the pencil being used for effect. - Develop an increasing sophistication in the use of tone when drawing from observation. - Draw at an age appropriate level using different techniques e.g. shading. 	<p>Linked value: Respect</p> <p>Competitive Games: Football Prior learning: Defensive skills, dribbling in different directions, passing for distance and evaluative skills to aid improvement.</p> <ul style="list-style-type: none"> - Play in competitive games developing strength and technique. - Able to recognise where improvements could be made in their work. - Select and combine more complex skills in game situations. <p>Key vocabulary: distance, perform, consistent, speed, fair play, regain, possession, goal side, interchange, position, maintain</p> <p>Competitive Games: Netball Prior learning: Netball positions, basic shooting techniques, basic rules, marking and footwork, preliminary moves.</p> <ul style="list-style-type: none"> - Make choices about which pass to use and where to shoot from. - Implement some tactics to get free. - Move quickly around the court. <p>Key vocabulary: score, shoot, possession, react, foul, umpire, quick turns, dodge, pivot, stationary, shooting circle / semi-circle</p>
<p>Computing Systems and searching</p> <ul style="list-style-type: none"> - Explain that computers can be connected together to form systems. - Recognise the role of computer systems in our lives. - Identify how to use a search engine. - Describe how search engines select results. - Explain how search results are ranked. - Recognise why the order of results is important, and to whom. <p>E-safety: Spam To identify spam emails and what to do with them.</p>			

Music	Religious Education
<p><u>Glockenspiels</u> <u>Prior learning:</u> <u>Listen and Appraise</u> Show appreciation for music, discussing likes and dislikes. - Describe a piece of music using musical vocabulary. - Listen and respond to a range of music, placing the music within a historical context. <u>Play and Perform</u> - Listen to and repeat simple rhythms with a steady pulse. - Recognise that different notes have different durations. - Improvise and compose simple rhythms using Y3 notes (Crochets, minims and crotchet rests)</p> <p><u>Listen and Appraise</u> - Listen and respond to a range of music from different musicians and composers throughout history, considering how and why music has changed. - Show appreciation for music, considering how it can be interpreted differently to tell different stories. - Describe and compare pieces of music using musical vocabulary: Dynamics – pianissimo, fortissimo Tempo – largo, moderato, allegro Timbre – warm, light Texture – thick, thin</p> <p><u>Play and Perform</u> - Improvise and compose rhythmical melodies using Y5 notes (crochets, minims, semibreves, quavers and crotchet rests). - Begin to experiment with the structure of compositions by repeating phrases of music. - Maintain my own part and be aware of how the different parts fit together. Know the duration of the Y5 notes (Crochets, minims, semibreves, quavers and crotchet rests) and begin to consider this when performing rhythms.</p>	<p>Disposition: Caring for Others, Animals and the Environment</p> <p>❖ Marriage ceremonies</p> <ul style="list-style-type: none"> → What is the difference between a wedding and a marriage? → How does a Humanist, Hindu or Sikh wedding encourage the couple to care for one another? → How can marriage create an environment for caring? → How does a Muslim wedding encourage the couple to care for each other? → How can marriage create an environment for caring? → How can promises made at a Christian wedding encourage the couple to care for one another? <p>Disposition: Sharing and Being Generous</p> <p>❖ The story of Mary and Martha ❖ Early church sharing ❖ Langar and Sewa ❖ Volunteer work</p> <ul style="list-style-type: none"> → Why do we give, as well as receive? → What can be given that does not have monetary value? → What do Christians teach about sharing with others? → How do Sikhs show generosity? → How do religious and non-religious people show generosity?
French	
<p><u>Prior learning:</u> <u>Y3 - Recognise, recall, and spell up to 10 animals.</u> <u>Y4 - Name examples of habitats</u></p> <ul style="list-style-type: none"> • Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. • Tell somebody in French if they have or do not have a pet. • Ask somebody else in French if they have a pet. • Tell somebody in French the name of their pet. • Attempt to create a longer phrase using the conjunctions et ("and") or mais ("but"). 	