




English	Maths	Science
<p>Writing</p> <p><i>Prior Learning-Draft and write by: in narratives, creating settings, characters and plot</i></p> <p><u>Handwriting-</u> Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p><u>Writing to Entertain-</u> Narrative and Character Description</p> <p><u>Writing to Inform-</u> Non-chronological report</p> <ul style="list-style-type: none"> -Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <p>Spellings</p> <p>Year 5/6 Common Exception Words</p> <p>SPAG</p> <ul style="list-style-type: none"> -How words are related by meaning as synonyms and antonyms -Modal verbs to indicate degrees of possibility -Adverbs including to indicate degrees of possibility -Using the perfect form of verbs to mark relationships of time and cause -Using commas to clarify meaning or avoid ambiguity in writing 	<p>Reading</p> <p><u>Class Novel-</u> Amari and the Night Brothers by P.P. Alston</p> <p><u>Wider Curriculum-</u> Charles Darwin's Origin of the Species</p> <p><u>Poetry-</u> The Raven by Edgar Allan Poe</p>  <p>Fiction extracts:</p> <p><u>Inference-</u> Use quotations and text references to support ideas and arguments.</p> <p><u>Prediction-</u> Refer back to the text to support predictions, thoughts, opinions, being able to elaborate in order to provide reasoned justifications.</p> <p><u>Retrieval-</u> Confidently skim and scan to locate information.</p> <p>Non fiction extracts:</p> <p><u>Retrieval-</u> Retrieve facts and discuss language and presentation of texts.</p> <p><u>Vocabulary-</u> Work out the meaning of unknown words and phrases by relating to known vocabulary as well as from the way they are used in context (a range of strategies).</p>	<p>Prior learning: <i>Identify scientific evidence that has been used to support ideas or arguments.</i></p> <p>Evolution and Inheritance</p> <ul style="list-style-type: none"> -recognise that living things have changed over time and that fossils provide information -recognise that living things produce offspring of the same kind -identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <p>Working Scientifically</p> <ul style="list-style-type: none"> - Explain degree of trust in results -Identifying scientific evidence that has been used to support or refute ideas or arguments. -Planning, independently, different types of scientific enquiries to answer questions including recognising and controlling variables where necessary.

Prior learning: *Read, write, order and compare numbers to 1,000,000. Recall multiplication and division tables up to 12x12. Add and subtract 3 digit numbers. Multiply 4 digit by 2 digits. Divide by a 1 digit number.*

Place Value

- Read, write, order and compare numbers to 10,000,000
- Round any number to a required degree of accuracy
- Use negative numbers in context

4 Operations

- Add and subtract whole numbers with more than 4 digits.
- Multiply 4 digits by 2 digits
- Divide using short and long division with remainders.
- Factors and Multiples
- Prime, Square and Cubed Numbers
- BIDMAS

PSHE	History	Art	Computing
<p><i>Prior learning: Know how to face new challenges positively,</i></p> <p><u>Being Me In My World</u></p> <ul style="list-style-type: none"> - I can explain how my choices can have an impact on people in my immediate community and globally. -I can empathise with others in my community and globally and explain how this can influence the choices I make. -Identifying goals for the year -Global citizenship -Children's universal rights -Feeling welcome and valued -Choices, consequences and rewards -Group dynamics -Democracy, having a voice -Anti-social behaviour =Role-modelling 	<p><i>Prior learning: Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and use mathematical skills to work out exact timescales and exact differences between times in history</i></p> <p><u>Local Study: Birmingham and the Industrial Revolution</u></p> <ul style="list-style-type: none"> - Order significant events, movements and dates on a timeline and know when a period of history studied in Y3/4/5/6 fits on the timeline. -Birmingham canal systems: explore the main economy in the past/present in Birmingham and trade links. -Industrial revolution (Victorians) -Birmingham in the past. -Describe characteristic features of past societies and periods and identify and compare changes within and across different time periods -Analyse, explain reasons for and results of historical events, situations and changes. -Devise, ask and answer more complex questions about the past, considering key 	<p>Prior Knowledge- Use line to create perspective.</p> <p>Focus: Drawing</p> <p>Artist / architect: Francine Houben Art form: Most famously sculpture however we will focus on his charcoal work. Art era / style: architecture – linked to 1 point perspective drawing buildings of Birmingham Media: sketching / pencils / pen</p> <ul style="list-style-type: none"> -Use line to create perspective and negative space -Deliberately manipulate tone to portray emotions - using halo or chiaroscuro techniques. -Draw for a sustained period of time at an age appropriate level using <i>different techniques e.g. shading, line, pattern & texture</i> -Use patterns, lines and marks to create mood and feeling. -Make deliberate choices about the grade of the pencil being used for effect. 	<p><i>Prior learning: Understand the consequences of unacceptable behaviour on online platforms</i></p> <p><u>E-Safety</u></p> <ul style="list-style-type: none"> - Understand how to use the internet responsibly including the use of copyright. -Understand how to check who someone is online and how to report something suspicious (Social media input). -Check the reliability of an online source and use multiple sites to ensure the use of unbiased content.

	concepts in history (aspects of change, cause, similarity and difference).		
Geography	PE	RE	Other
<p><i>Prior learning: Investigate land use patterns and how they have changed over time.</i></p> <p><u>Local Study: Birmingham</u></p> <p><u>Physical and Human Geography - Settlements</u></p> <p><u>Enquiry question: How have places changed over time?</u></p> <p>-Birmingham in the past. Discuss land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs.</p> <p>-Compare and contrast photos and maps from today.</p> <p>-Explore the main economy in Birmingham and trade links. Reflect on the impact trade has on an area and generate ideas for cause and effect.</p>	<p><i>Prior learning: Gain possession or control of an object by reaching to intercept a moving object or stopping it.</i></p> <p><i>Values link- Respect</i></p> <p>Look out for who is being respectful to teammates and opposition</p> <ul style="list-style-type: none"> - Who is using respectful words and encouraging others - Who is respecting the referee? <p><u>Leadership</u></p> <ul style="list-style-type: none"> -To develop leadership skills and learn about what makes an effective leader <p><u>Competitive Sports- Football</u></p> <ul style="list-style-type: none"> - Analyse and evaluate when to attack and when to defend collaboratively in a competitive situation. <p><i>Swimming (for some)</i></p>	<p><i>Prior Learning: Sharing and Being Generous</i> The story of Mary and Martha; Early church sharing; Langar and Sewa; Volunteer work</p> <p>Living by rules</p> <ul style="list-style-type: none"> -Links between 10 Commandments and UK law -Traditions and The Golden Rule -Importance of empathy, compassion, reason and respect <ul style="list-style-type: none"> -Being Fair and Just -Persecution -The story of the woman at the well -Jesus' teaching and example of treating others fairly -The story of Prophet Daud (David) 	<p style="background-color: #ff0000; color: white; text-align: center; padding: 5px;">Residential trip to Willersley Castle</p> <p style="background-color: #e91e63; color: white; text-align: center; padding: 5px;">MFL- French</p> <p>Topic: 'At School'</p> <p>This includes:</p> <ul style="list-style-type: none"> -French phonemes QU, GNE, Ç, EN, AN, -Ten school subjects -Expressing an opinion -Create a French school timetable <p>-Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed.</p> <p>-Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence.</p>

-Investigate types of settlement, trade links and the distribution of natural resources.

Covered through Outdoor PE:

- Use the 8 compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass.

-Swim short distances between 5 and 10 metres; propelling themselves forward using swimming aids
-Move for longer distances with the assistance of swimming aids
-Move with more confidence in the water including emerging themselves fully
-Enter and exit the water independently.

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