




English	Maths	Science
<p><u>Writing</u></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> <p>-Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p><u>Spellings</u></p> <p>Year 5/6 Common Exception Words</p> <p><u>Grammar</u></p> <p>-Paragraphs, Subordinate Clauses, Relative Clauses, and Word Classes.</p>	<p><u>Reading</u></p> <p><u>Class Novel</u>- Cogheart by Pete Bunzl</p> <p><u>Wider Curriculum</u>- Origin of Species</p> <p><u>Poetry</u>- The Raven by Edgar Allan Poe</p>  <p><u>Fiction extracts:</u></p> <p>Inference- Use quotations and text references to support ideas and arguments.</p> <p>Prediction-Refer back to the text to support predictions, thoughts, opinions, being able to elaborate in order to provide reasoned justifications.</p> <p>Retrieval- Confidently skim and scan to locate information.</p> <p><u>Non-fiction extracts:</u></p> <p>Retrieval- Retrieve facts and discuss language and presentation of texts.</p> <p><u>Poetry:</u></p> <p>Vocabulary- 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><i>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.</i></p> <p><u>Place Value</u></p> <p>-Read, write, order and compare numbers to 10,000,000</p> <p>-Round any number to a required degree of accuracy</p> <p>-Use negative numbers in context</p> <p><u>4 Operations</u></p> <p>-Add and subtract whole numbers with more than 4 digits.</p> <p>-Multiply 4-digits by 2 digits</p> <p>-Divide using short and long division with remainders.</p> <p>-Factors and Multiples</p> <p>-Prime, Square and Cubed Numbers</p> <p>-BIDMAS</p> <p><u>STEM</u></p> <p>Make STEM links by applying mathematical knowledge and procedures across the curriculum.</p> <p><i>Prior learning: Identify scientific evidence that has been used to support ideas or arguments.</i></p> <p><u>Evolution and Inheritance</u></p> <p>-recognise that living things have changed over time and that fossils provide information</p> <p>-recognise that living things produce offspring of the same kind</p> <p>-identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p><u>Working Scientifically</u></p> <p>- Explain degree of trust in results</p> <p>-Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>-Planning, independently, different types of scientific enquiries to answer questions including recognising and controlling variables where necessary.</p>

PSHE	History	Design and Technology	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"> - To identify my goals for the year - Understand the universal rights of children. - Understand how my actions affect others locally and globally - Understand the difference between wants and needs. - Make choices about and understand the impact of my own behaviour - Understand democracy 	<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</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 	<p><i>Prior learning: Begin to research and develop design criteria to inform the design of functional products that are fit for purpose.</i></p> <p><u>Structures - Bridges</u></p> <ul style="list-style-type: none"> - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. - Confidently select appropriate tools, materials, components and techniques and use them. - Evaluate your work both during and at the end of the assignment. - Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests. Suggest ways that their product could be improved 	<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. <p>Social media input</p> <ul style="list-style-type: none"> - Check the reliability of an online source and use multiple sites to ensure the use of unbiased content. <p>See questions to consider below</p>
<p>Art</p> <p><i>Prior learning: I can use line to create perspective.</i></p> <p><u>Art- Artist study: Brumhaus</u></p> <p><u>Drawing</u> - I can use line to create perspective and negative space.</p> <ul style="list-style-type: none"> - Independently develop a range of ideas which show curiosity, imagination and originality. 			

Geography	PE	RE	Music
<p><i>Prior learning: Investigate land use patterns and how they have changed over time.</i></p> <p><u>Local Study: Birmingham</u></p> <ul style="list-style-type: none"> -Discuss land use in Birmingham and draw conclusions about the reasons for this based on the human inhabitants and changing needs -Reflect on the impact trade has on Birmingham and generate ideas for cause and effect. -Compare and contrast photos and maps from Birmingham in the past and present . -Linking with local history, map how land use has changed in local area over time. <p><u>Covered through Outdoor PE:</u></p> <ul style="list-style-type: none"> -Use the 8 compass points to direct and locate using a compass. -Use 6 figure grid references, symbols and key 	<p><i>Prior learning: Gain possession or control of an object by reaching to intercept a moving object or stopping it.</i></p> <p><u>Indoor- REAL Leaders</u></p> <ul style="list-style-type: none"> -To develop leadership skills and learn about what makes an effective leader <p><u>Outdoor PE- Basketball</u></p> <ul style="list-style-type: none"> -Analyse and evaluate when to attack and when to defend collaboratively in a competitive situation. -Practise and select throwing with power and accuracy for a specific purpose. -Gain possession or control of an object by reaching to intercept a moving object or stopping it, while competing, with increased accuracy. 	<p><i>Prior Learning: Describe ways that people show their religious beliefs and what they may mean.</i></p> <p><u>Theme: Beliefs and Practices</u></p> <p>Religion – Islam</p> <p>Key question: What is the best way for a Muslim to show commitment to God?</p> <ul style="list-style-type: none"> -Research and organise ideas about religions and beliefs. -Develop questions in response to their learning and use research to answer these questions. 	<p><i>Prior learning: Listen to and show appreciation for music from different musicians and composers through history. Describe and compare different types of music.</i></p> <p><u>Music Appraisal</u></p> <p>Listen to, respond to and compare a range of music from different historical contexts, identifying similarities and differences in the musicality.</p> <p>Describe, compare and evaluate pieces of music using musical vocabulary:</p> <ul style="list-style-type: none"> - Dynamics – <i>crescendo, diminuendo</i> - Tempo – <i>accelerando, ritardando</i> - Timbre – rich, shrill - Texture – <i>polyphonic, monophonic</i> <p><u>MFL- French</u></p> <ul style="list-style-type: none"> -French phonemes QU, GNE, Ç, EN, AN, -Ten school subjects -Expressing an opinion -Telling the time -Learn the verb ‘aller’ -Create a French school timetable

