



English	Maths	Science
<p><b><u>Writing</u></b></p> <p><i>Prior Learning-Draft and write by: in narratives, creating settings, characters and plot</i></p> <p>Narrative – ‘Tyger’ -Writing to entertain.</p> <p>Free writing – Stimulus of year group’s choice. -Children have free choice of their writing purpose.</p> <p>Non-chronological report (non-fiction) – ‘Origin of the Species’ -Writing to inform.</p> <p><b><u>Spellings</u></b></p> <p>Year 5/6 Common Exception Words</p> <p><b><u>SPAG</u></b></p> <p>-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>	<p><b><u>Reading</u></b></p> <p><u>Class Novel-</u> Amari and the Night Brothers by P.P. Alston <u>Wider Curriculum-</u> Charles Darwin’s Origin of the Species <u>Poetry-</u> The Raven by Edgar Allan Poe</p> <p><b><u>Fiction extracts:</u></b></p> <p>Inference- Use quotations and text references to support ideas and arguments. Prediction-Refer back to the text to support predictions, thoughts, opinions, being able to elaborate in order to provide reasoned justifications. Retrieval- Confidently skim and scan to locate information.</p> <p><b><u>Non-fiction extracts:</u></b></p> <p>Retrieval- 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><i>Prior learning: Identify scientific evidence that has been used to support ideas or arguments.</i></p> <p><b><u>Evolution and Inheritance</u></b></p> <p>-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> <p><b><u>Working Scientifically</u></b></p> <p>- 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.</p>

PSHE	History	Art	Computing
<p><i>Prior learning: Know how to face new challenges positively.</i></p> <p><b><u>Being Me In My World</u></b></p> <ul style="list-style-type: none"> <li>- I can explain how my choices can have an impact on people in my immediate community and globally.</li> <li>-I can empathise with others in my community and globally and explain how this can influence the choices I make.</li> <li>-Identifying goals for the year</li> <li>-Global citizenship</li> <li>-Children's universal rights</li> <li>-Feeling welcome and valued</li> <li>-Choices, consequences and rewards</li> <li>-Group dynamics</li> <li>-Democracy, having a voice</li> <li>-Anti-social behaviour</li> <li>=Role-modelling</li> </ul>	<p><i>Prior learning: Local study: How did England change during the settlement of the Anglo-Saxons and Scots?</i></p> <p><b><u>Local Historical Study:</u></b></p> <ul style="list-style-type: none"> <li>-History of Birmingham Canal system</li> <li>-A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: A significant turning point in British history- Industrial revolution.</li> </ul> <p><b>Key Enquiry Question:</b>  <b>Why was Birmingham called the 'City of a thousand trades'?</b></p> <ul style="list-style-type: none"> <li>-What are the similarities and differences of Birmingham pre and post Industrial Revolution?</li> <li>-What were the consequences of the Industrial Revolution?</li> <li>-Would you describe the canal system as a significant change?</li> </ul>	<p><i>Prior learning: Use line to create perspective.</i></p> <p><b>Focus: Drawing</b>  <b>Artist / architect: Francine Houben</b></p> <p>Art era / style: architecture – linked to 1 point perspective drawing buildings of Birmingham</p> <p>Media: sketching / pencils / pen</p> <ul style="list-style-type: none"> <li>-Use line to create <i>perspective</i> and negative space</li> <li>-Deliberately manipulate tone to portray emotions - using halo or chiaroscuro techniques.</li> <li>-Draw for a sustained period of time at an age appropriate level using <i>different techniques e.g. shading, line, pattern &amp; texture</i></li> <li>-Use patterns, lines and marks to create mood and feeling.</li> <li>-Make deliberate choices about the grade of the pencil being used for effect.</li> </ul>	<p><i>Prior Knowledge: applying online safety rules to real-life scenarios.</i></p> <p><b><u>Communication and collaboration</u></b>  Exploring how data is transferred by working collaboratively online.</p> <p><b><u>E-Safety: Cyberbullying</u></b></p> <p>I can find similarities and differences between inperson and cyberbullying.</p> <p>I can identify good strategies to deal with cyberbullying.</p>

MFL- French	PE	RE	Music
<p>Topic: 'At School'</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>-French phonemes QU, GNE, Ç, EN, AN,</li> <li>-Ten school subjects</li> <li>-Expressing an opinion</li> <li>-Create a French school timetable</li> </ul> <p>-Understand the main points in passages of language spoken with <b>authentic pronunciation</b> and at <b>authentic speed</b>.</p> <p><b>-Identify and correctly use adjectives</b> (e.g. colours or size) and connectives placing them correctly in a sentence.</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><b><u>Competitive Games</u></b></p> <p><b><u>Netball and Football</u></b></p> <ul style="list-style-type: none"> <li>- Analyse and evaluate when to attack and when to defend collaboratively in a competitive situation.</li> <li>-Improve co-ordination</li> <li>-Mark the pass or the shot</li> <li>-Staying active to intercept a pass</li> <li>-To stay onside in games</li> </ul> <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"> <li>- Who is using respectful words and encouraging others</li> <li>- Who is respecting the referee?</li> </ul>	<p><i>Prior Learning: Sharing and Being Generous- The story of Mary and Martha.</i></p> <p><b><u>Living by rules</u></b></p> <ul style="list-style-type: none"> <li>-Links between 10 Commandments and UK law</li> <li>-Traditions and The Golden Rule</li> <li>-Importance of empathy, compassion, reason and respect</li> <li>-Being Fair and Just</li> <li>-Persecution</li> <li>-The story of the woman at the well</li> <li>-Jesus' teaching and example of treating others fairly</li> <li>-The story of Prophet Daud (David)</li> </ul>	<p><i>Prior Learning: Improvise and compose rhythmical melodies using Y5 notes</i></p> <p><b><u>Listen and Appraise</u></b> (starter each lesson)</p> <ul style="list-style-type: none"> <li>- Show appreciation for music by comparing music from different traditions, composers and musicians.</li> <li>- Describe, compare and evaluate pieces of music using musical vocabulary: <ul style="list-style-type: none"> <li>• Dynamics – crescendo, diminuendo</li> <li>• Tempo – accelerando, ritardando</li> <li>• Timbre – rich, shrill</li> <li>• Texture – polyphonic, monophonic</li> </ul> </li> <li>- Listen to, respond to and compare a range of music from different historical contexts, identifying similarities and differences in the musicality.</li> </ul> <p><b><u>Play and perform - glockenspiels</u></b></p> <ul style="list-style-type: none"> <li>- Play a rhythmical melody on an instrument clearly, with increasing accuracy, control and expression.</li> <li>- Improvise and compose rhythmical melodies using Y6 notes (crochets, minims, semibreves, quavers, semiquavers and crotchet rests)</li> <li>- Compose music with a specific structure, either AB, AABB (binary), or ABA, (ternary).</li> <li>- Improvisations and compositions are created for a purpose (to tell a story or convey an emotion).</li> </ul>