

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)</p> <ul style="list-style-type: none"> - identify and discuss themes and conventions. <p>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>Times Table Focus: 7x table TTRS Battle: 5W v 5PJ v 5VA</p> <p>Place Value</p> <p>Prior learning:</p> <p>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</p> <p>Prior learning:</p> <p>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</p> <p>Prior learning:</p> <p>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</p> <p>Prior learning (Y3)</p> <ul style="list-style-type: none"> - Notice that some forces need contact between two objects, but magnetic forces can act at a distance <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:</p> <p>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</p> <p>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

Glockenspiels

Prior learning:

Listen and Appraise

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.

Play and Perform

- 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)

Listen and Appraise

- 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

Play and Perform

- 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.

French

Do you have a pet?

Prior learning:

Y3 - Recognise, recall, and spell up to 10 animals.

Y4 - Name examples of habitats

- 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").

Religious Education

Disposition: Caring for Others, Animals and the Environment

❖ **Marriage ceremonies**

- 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?

Disposition: Sharing and Being Generous

- ❖ **The story of Mary and Martha**
- ❖ **Early church sharing**
- ❖ **Langar and Sewa**
- ❖ **Volunteer work**

- 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?