

English	Maths	Science
<p><u>Writing</u></p> <p>Text types:</p> <ul style="list-style-type: none"> - 3rd person narrative - Non-chronological report - Narrative poetry <p>Key skills:</p> <ul style="list-style-type: none"> - Use dictionaries to check spellings and meanings - Use a thesaurus <p>Vocabulary, Grammatical Features and Punctuation:</p> <ul style="list-style-type: none"> - Use commas to clarify meaning or avoid ambiguity - Use semi-colons, colons or dashes to mark boundaries between independent clauses - Use relative clauses beginning with a relative pronoun - Use a colon to introduce a list - Use brackets, dashes or commas to indicate parenthesis - Use hyphens to avoid ambiguity - Use passive verbs - Use the perfect form of verbs - Use expanded noun phrases <p><u>Spellings</u></p> <p>Words ending in:</p> <ul style="list-style-type: none"> -ance and -ancy -ent and -ence -able and -ible -ably and -ibly -able where the e from the root word remains - adverbs of time <p>Y5/6 Common Exception Words</p>	<p><u>Reading</u></p> <p>Class Novel: The Nowhere Emporium <i>by Ross MacKenzie</i></p> <p>Wider Curriculum text: Wonder <i>by R J Palacio</i></p> <p>Picture book: Armstrong (The Adventurous Journey of a Mouse to the Moon) <i>by Torben Kuhlmann</i></p> <p><u>Book Talk</u></p> <ul style="list-style-type: none"> - Explain and discuss understanding of texts read. - Identify and discuss themes and conventions in and across a wide range of writing. - Discuss and evaluate how authors use language, including figurative, considering the impact of the reader, using technical words, such as metaphor, simile, imagery, style and effect. - Make comparisons within and across books. - Distinguish between statements of fact and opinion. - Participate in discussions about, building on their own and others' ideas and challenging views courteously. <p><u>VIPERS</u></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><u>Key focuses</u></p> <p>Fiction – Vocabulary and inference.</p> <p>Non-fiction - Retrieval. Reading books that are structured in different ways / read for a range of purposes. Use contents page/index.</p>	<p><u>Times Table Focus:</u> 6x table</p> <p><u>TTRS Battle:</u> Y5 vs Y6</p> <p><u>Fractions</u></p> <p><u>Prior learning</u></p> <p><i>Recognise and show families of common equivalent fractions.</i></p> <p><i>Add and subtract fractions with the same denominator.</i></p> <ul style="list-style-type: none"> - Find fractions equivalent to a unit and non-unit fractions - Recognise equivalent fractions - Convert improper fractions to mixed numbers and vice versa - Compare and order fractions less than 1 - Compare and order fractions greater than 1 - Add and subtract fractions with the same denominator - Add fractions within 1 - Add fractions with a total greater than 1 - Add to a mixed number - Add two mixed numbers - Subtract fractions - Subtract from a mixed number - Subtract from a mixed number – breaking the whole - Subtract two mixed numbers <p><u>Position and Direction</u></p> <p><u>Prior learning:</u></p> <p><i>Describe positions on a 2-D grid as coordinates in the first quadrant.</i></p> <p><i>Describe movements between positions as translations of a given unit to the left/right and up/down</i></p> <p><i>Plot specified points and draw sides to complete a given polygon</i></p> <ul style="list-style-type: none"> - Read and plot coordinates - Problem-solving with coordinates - Translation - Lines of symmetry - Reflection in horizontal and vertical lines <p><u>Earth and Space</u></p> <p><u>Prior learning</u></p> <p><i>Y1 - Observe changes across the four seasons</i></p> <p><i>Observe and describe weather associated with the seasons and how day length varies</i></p> <p><u>Working Scientifically</u> - <i>Using straightforward scientific evidence to answer questions or to support their findings</i></p> <ul style="list-style-type: none"> - Describe the movement of the Earth, and other planets, relative to the Sun in the solar system - Describe the movement of the Moon relative to the Earth - Describe the Sun, Earth and Moon as approximately spherical bodies - Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky <p><u>Working Scientifically</u></p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Key vocabulary: sun, star, moon, planet, sphere, spherical bodies, satellite</p>

Physical Education	Geography	Computing
<p>Dance (5W, 5CW and 5P) Prior learning: <i>Freeze frames, different formations and performing as a group with a set starting position.</i></p> <p>Theme: Bollywood → Perform routines to audiences → Perform in a variety of dance styles → Work collaboratively in groups</p> <p>Tag Rugby (5W and 5CW) Prior learning: <i>Consistently perform basic tag rugby skills, implement rules and develop tactics in competitive situations, increase speed and endurance during gameplay.</i></p> <p>→ Recognise where improvements could be made in their work. → Develop, select and combine more complex skills in competitive environments. → Play in games developing strength and technique.</p> <p>Swimming (5P) - Swim confidently and proficiently over a distance of at least 25 minutes. - Use a range of strokes effectively. - Perform safe self-rescue in different water-based situations</p>	<p>My Region and the Western United States</p> <p>Prior learning: <i>Geographical characteristics of the UK (countries and regions). Topographical features. How land use has changed over time. The world represented on maps and in atlases. Features of maps. Countries and capital cities of Europe – focus on Italy. Plate tectonics and volcanoes.</i></p> <p>Key geographical enquiry question: What are the similarities and differences between my region and the Western United States?</p> <p>Our learning: - Key features of the UK and our region. - USA (regions, states, cities and landmarks) - Mountains - Biomes and climate zones - Vegetation belts - Volcanoes and earthquake zones - Settlements in the Western US - How do settlements in the Western US compare to settlements in my region?</p> <p>Key concepts: place, space, scale, cultural awareness, cultural diversity, physical processes,</p> <p>Key vocabulary: biome, climate, continent, country, earthquake, environment, global, hemisphere, human processes, mountains, physical processes, region, vegetation belt, volcano</p>	<p>Information Technology: Prior learning: <i>Create content using multiple pieces of software to accomplish a given goal.</i> - Combine the appropriate software to achieve a specific goal. - Type using the appropriate hands/fingers to achieve a speed of 15 words a minute.</p> <p>PSHE</p> <p>Celebrating Differences Prior learning: - <i>Describe different conflicts that might happen in family or friendship groups.</i> - <i>Describe how words can be used in hurtful or kind ways when conflicts happen.</i></p> <p>→ Different cultures → Racism → Rumours and name-calling → Types of bullying → Does money matter? → Celebrating differences across the world</p> <p>French</p> <p>The Planets</p> <ul style="list-style-type: none"> • Name and recognise the planets in French on a solar system map. • Spell at least 5 planets in French. • Say an interesting fact about at least 4 of the planets. • Explain the rules of adjectival agreement clearly in French and apply when using colours to describe objects.
Religious Education		
<p>Disposition: Being Loyal and Steadfast</p> <p>❖ Charity work</p> <p>→ How can Christians show commitment to their faith? → What sort of friend are you? What are the boundaries of friendship? How can people show their commitment to others and God? → How do members of the Sikh faith show their commitment?</p> <p>Disposition: Being Hopeful and Visionary</p> <p>❖ Advent and hope ❖ Hudaybiyya and peace</p> <p>→ What do I hope for? → What do Christians hope for the future? Where does their hope lie? → How do Muslims describe their ideal world? What do they do to help bring this about?</p>		

Mechanisms – Cams***Prior learning:***

- Experience of axles, axle holders and wheels that are fixed or free moving.
- Experience of cutting and joining techniques with a range of materials including card, plastic and wood.
- An understanding of how to strengthen and stiffen structures.

Designing

Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources.

- Develop a simple design specification to guide their thinking.
- Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.

Making

- Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team.
- Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.

Evaluating

- Compare the final product to the original design specification.
- Test products with the intended user, where safe and practical, and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.
- Consider the views of others to improve their work.
 - Investigate famous manufacturing and engineering companies relevant to the project.

Technical knowledge and understanding

- Understand that mechanical systems have an input, process and an output.
- Understand how cams can be used to produce different types of movement and change the direction of movement.
- Know and use technical vocabulary relevant to the project.