

English	Maths	Science
<p><u>Writing</u></p> <p>Genre: Poetry Stimulus: The Malfeasance Key learning:</p> <ul style="list-style-type: none"> - Adjectives - Similes - Onomatopoeia <p>Genre: Non-chronological report Stimulus: Emperor Penguins Key learning:</p> <ul style="list-style-type: none"> - Relative clause - Expanded noun phrase - Superlative - Rhetorical question - Modal verb and adjective - Adverbials/ fronted adverbials - Colons - Subordinate conjunctions <p>Genre: Play scripts We will be exploring play scripts ahead of planning, drafting and performing our own!</p> <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> Wider Curriculum text: Wonder <i>by R J Palacio</i> 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. 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 <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> <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> <i>Describe movements between positions as translations of a given unit to the left/right and up/down</i> <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>PHYSICS</u> <u>Earth and Space</u></p> <p><u>Prior learning</u></p> <p><i>Y1 - Observe changes across the four seasons</i> <i>Observe and describe weather associated with the seasons and how day length varies</i> <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"> - What are the names of the planets in the solar system? - How we know the Earth is a sphere? - How long does it take for the Earth (and other planets) to orbit the sun once? - What is the largest object that orbits the Earth? - Why is there day and night on Earth? - Does the moon change shape? <p><u>Key vocabulary:</u> orbit, axis, day, month, planet, solar system, year, gravity</p>

Physical Education	Geography	Computing
<p>Dance Prior learning: <i>Freeze frames, different formations and performing as a group with a set starting position.</i> Theme: Bollywood → Perform routines to audiences → Perform in a variety of dance styles → Work collaboratively in groups Hockey Prior learning: <i>Attacking as a team and moving forward toward a goal.</i> <i>Passing, receiving, controlling, dribbling and shooting</i> → Combine basic hockey skills such as dribbling and push passes. → Select and apply skills in a game. → Play effectively in different positions on the pitch, including in defence. → Increase power and strength of passes, moving the ball over longer distances.</p>	<p>My Region and the Western United States Prior learning: <i>Geographical characteristics of the UK (countries and regions).</i> <i>Topographical features.</i> <i>How land use has changed over time.</i> <i>The world represented on maps and in atlases.</i> Features of maps. Countries and capital cities of Europe – focus on Italy. Plate tectonics and volcanoes.</p>	<p>Video production - Explain what makes a video effective. - Use a digital device to record video. - Capture video using a range of techniques. - Create a storyboard. - Identify that video can be improved through reshooting and editing. - Consider the impact of the choices made when making and sharing a video.</p>
Religious Education		
<p>Disposition: Being Loyal and Steadfast ❖ Charity work → 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 ❖ Advent and hope ❖ Hudaybiyya and peace → What do I hope for? → What do Christians hope for the future? Where does their hope lie?</p> <p>How do Muslims describe their ideal world? What do they do to help bring this about?</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>E-safety: Sites to cite To write citations for the websites I use for research.</p>
French		
<p>The Planets • 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.</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 style="text-align: center;">PSHE</p> <p>Celebrating Differences Prior learning: - Describe different conflicts that might happen in family or friendship groups. - Describe how words can be used in hurtful or kind ways when conflicts happen.</p> <p>→ Different cultures → Racism → Rumours and name-calling → Types of bullying → Does money matter? → Celebrating differences across the world</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.