




Victorious!

English	Maths	Science
<p>Writing</p> <p><u>Writing to Entertain</u></p> <ul style="list-style-type: none"> - First person narrative based on Alchemist's Letter <p><u>Writing to Persuade</u></p> <ul style="list-style-type: none"> - Advertisements for a new Christmas toy <p><u>Writing to Inform</u></p> <ul style="list-style-type: none"> - Newspaper report based on Goldilocks and the Three Bears <p>-</p> <p>Spellings</p> <ul style="list-style-type: none"> -Year 5/6 Challenge Words -Words with the long vowel sound /i/ spelled with a y. -Adding the prefix '-over' to verbs. <p>Grammar</p> <ul style="list-style-type: none"> -Identifying and editing grammar and punctuation errors -Prepositions -Formal v Informal language -Commas to clarify meaning -Speech punctuation -Expanded noun phrases 	<p>Reading</p> <p><u>Class Novel-</u> Crater Lake by Jennifer Killick</p> <p><u>Wider Curriculum-</u> Oliver by Charles Dickens (retold by Gill Taver) </p> <p><u>Graphic Novel-</u> Amulet: Book 1 by Kazu Kibuishi</p>  <p>Predict- Refer back to the text to support predictions, thoughts, opinions, being able to elaborate in order to provide reasoned justifications.</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>Retrieve- Clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts to support ideas and opinions.</p> <p>Summarise- Unpick the different layers of meaning through summarising (e.g. this could be interpreted as..., perhaps the writer is suggesting...)</p>	<p>Prior learning: Adding mixed numbers; subtracting mixed numbers; Finding equivalent fractions; Finding simple fractions of amounts.</p> <p>Fractions</p> <ul style="list-style-type: none"> -Equivalent Fractions -Simplify fractions -Mixed and Improper Fractions -Add and subtract fractions -Multiply and divide fractions -Finding fractions of an amount <p>4 operations</p> <ul style="list-style-type: none"> - Recap multiplying 4 digit by 2 digit numbers - BODMAS - Recap dividing by 2 digit numbers <p>STEM</p> <p>Make STEM links by applying mathematical knowledge and procedures across the curriculum.</p> <p>TT Rockstar Battle: Year 6 v Year 5</p> <p>Times table focus : 6x table</p> <p>Prior learning: construct a simple series electrical circuit, identifying and naming its basic parts; recognise some common conductors and insulators.</p> <p>Electricity</p> <ul style="list-style-type: none"> -associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit -compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches -use recognised symbols when representing a simple circuit in a diagram. <p>Working Scientifically</p> <ul style="list-style-type: none"> -recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. -reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. - identifying scientific evidence that has been used to support or refute ideas or arguments. -Answer questions by investigating.

PSHE	History	Design Technology	Computing
<p><i>Prior learning: Comparing my culture with somebody else's.</i></p> <p><u>Celebrating Differences</u></p> <ul style="list-style-type: none"> -Am I normal? -Understanding differences -Power Struggles -Why bully? -Admiration accolades 	<p><i>Prior learning: Industrial Revolution</i></p> <p><u>British/Local Historical Studies: Victorian Food, Health and Family Life</u></p> <ul style="list-style-type: none"> -Study of aspect or theme in British history that extends pupil's chronological knowledge beyond 1066 / local study (canal systems) -Victorian food and homes; rich v. poor; health; and weapons. -Form own opinions about historical events from a range of sources - Identify trends as well as links between events, situations and changes within and between different periods of history. - Understand how some historical events occurred concurrently in different locations (using the Historical concepts) e.g. Industrial Revolution and Victoria's reign. <p>Trip to the Black Country Museum!</p>	<p><i>Prior learning:</i></p> <ul style="list-style-type: none"> • Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients. <p><u>Food: Celebrating Culture and Societies</u></p> <p><u>Victorian Sponges</u></p> <p>Designing</p> <ul style="list-style-type: none"> • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. • Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. <p>Making</p> <ul style="list-style-type: none"> • Write a step-by-step recipe, including a list of ingredients, equipment and utensils <p>Evaluating</p> <ul style="list-style-type: none"> • Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Know how to use utensils and equipment including heat sources to prepare and cook food. 	<p><i>Prior learning: Combine the appropriate software to achieve a specific goal. E.g. Picture from the internet/taken on an iPad within a presentation.</i></p> <p><u>Information Technology – Different Softwares and E-Safety</u></p> <ul style="list-style-type: none"> -Combine the appropriate software to achieve a specific goal, explaining the benefits and drawbacks of another method they could have used. PowerPoint ; Word; Ipads; and Excel

Geography	PE	RE	MFL- French
<p>Substantive knowledge: Locational Knowledge, Place Knowledge, Human Geography</p> <p>Concepts: Place, Space, Scale, Human Processes, Environmental Impact, Sustainable Development, Interdependence</p> <p><u>Economic Activity of the UK</u></p> <ul style="list-style-type: none"> -Key geographical features of the UK. -Economic sectors of the UK. -Discuss how sustainable is energy generation in the UK. -Effect of automation on the economic activity of the UK. -Effect of transportation on the economic activity of the UK. -How can we present the information we have gathered to answer the key question: how sustainable is the economic activity of the United Kingdom? 	<p><i>Prior learning: To practise throwing with accuracy and power; Learn how to use skills to improve the distance of a throw.</i></p> <p><u>Outdoor PE- Competitive Games (Netball)</u></p> <ul style="list-style-type: none"> -To practise and select throwing with power and accuracy for a specific purpose. -To gain possession or control of an object by reaching to intercept a moving object or stopping it, while competing, with increased accuracy. -To analyse and evaluate when to attack and when to defend collaboratively in a competitive situation. <p><u>Indoor- Dance (the Haka and Street Dance)</u></p> <ul style="list-style-type: none"> -Work collaboratively to include more complex compositional ideas. -Develop motifs and incorporate into self-composed dances as individuals, pairs and groups. -Talk about different styles of dance with understanding, using appropriate language and terminology. 	<p><i>Prior Learning: Describe ways that people show their religious beliefs and what they may mean.</i></p> <ul style="list-style-type: none"> -Creating Unity and Harmony Value of diversity and teachings about respect -Friday Prayers <p>Creating Inclusion Identity and Belonging</p> <ul style="list-style-type: none"> -The importance of names and titles 	<ul style="list-style-type: none"> - Name the key periods in Ancient Britain, chronologically in French. -Use more exciting adjectives in their sentences, becoming increasingly more confident and accurate using correct adjectival agreement. -Use two irregular high frequency verbs 'être' (to be) and 'avoir' (to have) more fluently.