



It's Electrifying !

English	Maths	Science
<p>Writing</p> <p>Writing to Entertain</p> <ul style="list-style-type: none"> - Poetry based on the Hope-σ-potamus - A narrative based on Thornhill <p>Spellings</p> <ul style="list-style-type: none"> -Year 5/6 common exception words -Words with the long vowel sound /i/ spelt with a y. -Adding the prefix over- <p>Grammar</p> <ul style="list-style-type: none"> - Noun phrases - Ambiguity - Parenthesis - Perfect form - Subordinating Conjunctions and Clauses 	<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"> -Compare and order Add and subtract Multiply Divide <p>Percentages</p> <ul style="list-style-type: none"> - Understanding percentages - Fractions to percentages - Equivalent and ordering fractions, decimals and percentages - Percentage of an amount <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	Geography	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>Key enquiry question: Why is the economic activity in the UK and how sustainable is it?</p> <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? 	<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: Understanding the importance of e-safety</i></p> <p><u>Creating Media (websites)</u></p> <ul style="list-style-type: none"> - Analyse the structure of a website - Ownership and use of images (copyright) - Use the 'review' feature - Navigation Paths - Hyperlinks - Evaluating the user experience <p><u>E-Safety: Secure Websites</u></p> <p>I can identify secure websites by identifying privacy seals of approval.</p>

MFL- French	PE	RE	
<p>- Name the key periods in Ancient Britain, chronologically in French.</p> <p>-Use more exciting adjectives in their sentences, becoming increasingly more confident and accurate using correct adjectival agreement.</p> <p>-Use two irregular high frequency verbs 'être' (to be) and 'avoir' (to have) more fluently.</p>	<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 (Hockey)</u></p> <ul style="list-style-type: none"> - The shoot under pressure from close range - To perform long corner routines as part of a team - To use goal-side marking to prevent an attacker from getting closer to the goal - To use a banana run to force an oncoming attacker out wide <p><u>Indoor- Dance (the Haka)</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> <p><u>Creating Unity and Harmony</u> Value of diversity and teachings about respect Friday Prayers</p> <p><u>Creating Inclusion Identity and Belonging</u> The importance of names and titles</p>	