

English		Maths	Science
<p><b>Writing</b>  <b>Genre:</b> Narrative  <b>Stimulus:</b> The Present (video)  <b>Key learning:</b></p> <ul style="list-style-type: none"> <li>- colons</li> <li>- relative clauses</li> <li>- dialogue</li> <li>- prefixes</li> <li>- metaphors and similes</li> <li>- brackets</li> <li>- modal verbs</li> <li>- adverbs</li> <li>- dashes</li> <li>- complex sentences</li> <li>- cohesive devices</li> </ul> <p><b>Genre:</b> Biography  <b>Stimulus:</b> David Attenborough  <b>Key learning:</b></p> <ul style="list-style-type: none"> <li>- conjunction</li> <li>- complex sentence</li> <li>- dashes for parenthesis</li> <li>- -ly adverbs</li> <li>- colons</li> <li>- brackets</li> <li>- rhetorical question</li> <li>- cohesive devices</li> </ul> <p><b>Spellings</b>  Words with suffixes where the base word ends in '-fer'  Words with silent first letters  Silent letters  Words with 'ie' after 'c'  Y5/6 Common Exception words</p>	<p><b>Reading</b>  <b>(Key focuses in blue)</b>  <b>Class Novel:</b> Asha &amp; The Spirit Bird by Jasbinder Bilan  <b>Wider Curriculum:</b> The Tempest by Andrew Matthews and Viking Boy by Tony Bradman</p> <p><b>Book Talk</b></p> <ul style="list-style-type: none"> <li>- Explain and discuss understanding of texts read.</li> <li>- <b>Identify and discuss themes and conventions in and across a wide range of writing (fiction – stories from other cultures)</b></li> <li>- 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.</li> <li>- Make comparisons within and across books.</li> <li>- Distinguish between statements of fact and opinion.</li> <li>- Participate in discussions about, building on their own and others' ideas and challenging views courteously.</li> </ul> <p><b>VIPERS</b>  Using relevant evidence and justifications:</p> <ul style="list-style-type: none"> <li>- explore the meaning of words in context</li> <li>- draw inferences about characters' feelings, thoughts and motives</li> <li>- predict what might happen next</li> <li>- summarise the main ideas from more than 1 paragraph</li> <li>- <b>identify how language, structure and presentation contribute to meaning (non-fiction)</b></li> <li>- <b>retrieve, record and present information (non-fiction).</b></li> </ul> <p><b>POETRY</b>  Learn a wide range of poetry by heart. Prepare poems to read aloud, showing understanding through intonation, tone and volume.  <b>Poem:</b> Gran, can you rap?</p>	<p><u>Multiplication and division</u>  <b>Prior learning:</b>  <i>Y4 – Multiply 2 and 3-digit numbers by 1-digit</i>  <i>Divide 2 and 3-digit number by a 1-digit number</i></p> <ul style="list-style-type: none"> <li>- Multiply up to a 4-digit number by a 1-digit number</li> <li>- Multiply a 2, 3 and 4-digit number by a 2-digit number</li> <li>- Solve problems with multiplication</li> <li>- Short division</li> <li>- Divide a 4-digit number by a 1-digit number</li> <li>- Divide with remainders</li> <li>- Efficient division</li> <li>- Solve problems with multiplication and division</li> </ul> <p><u>Fractions</u>  <b>Prior learning:</b>  <i>Y4 – Calculate fractions of a quantity</i></p> <ul style="list-style-type: none"> <li>- Multiply a unit fraction by an integer</li> <li>- Multiply a non-unit fraction by an integer</li> <li>- Multiply a mixed number by an integer</li> <li>- Calculate a fraction of a quantity</li> <li>- Fraction of an amount</li> <li>- Find the whole</li> <li>- Use fractions as operators</li> </ul> <p><u>Decimals and Percentages</u>  <b>Prior learning</b> - Round decimals with 1 decimal place to the nearest whole number  <i>Equivalent fraction families</i></p> <ul style="list-style-type: none"> <li>- Equivalent fractions and decimals</li> <li>- Thousandths as fractions</li> <li>- Thousandths as decimals</li> <li>- Thousandths on a PV chart</li> <li>- Order and compare decimals (3DP)</li> </ul>	<p><b>Properties and changes of materials</b></p> <p><b>Prior learning</b>  <i>Compare and group materials together, according to whether they are solids, liquids or gases.</i></p> <ul style="list-style-type: none"> <li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>• Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>• Explain that some changes result in the formation of new materials and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> <li>• Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</li> </ul> <p><b>Scientific enquiry</b>  Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p><b>Key vocabulary:</b>  materials, solids, liquids, gases, melting, freezing, evaporating, condensing, conductor, insulator, transparency</p>

PSHE	History	Art	Computing
<p><b>Dreams and goals</b></p> <p><u>Prior learning:</u> Plan and set new goals even after a disappointment. Explain what it means to be resilient and to have a positive attitude.</p> <p>Compare my hopes and dreams with those of young people from different cultures.</p> <p>Reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p> <ul style="list-style-type: none"> <li>- Future dreams</li> <li>- The importance of money</li> <li>- Jobs and careers</li> <li>- Dream job and how to get there</li> <li>- Goals in different cultures</li> <li>- Supporting others (charity)</li> <li>- Motivation</li> </ul>	<p><b>Vikings</b></p> <p><u>Prior learning:</u> How did England change after the Anglo-Saxon settlement? Was it better or worse than Roman Britain?</p> <p><b>Key Enquiry Questions:</b></p> <ul style="list-style-type: none"> <li>❖ Who were the Vikings?</li> <li>❖ Where did the Vikings come from, and where did they settle?</li> <li>❖ How did the Vikings impact upon the local area of Tamworth?</li> <li>❖ Does describing the Vikings as vicious raiders portray them accurately?</li> <li>❖ How have recent excavations changed our view of the Vikings?</li> </ul> <p><b>Historical concepts:</b></p> <ul style="list-style-type: none"> <li>• Significance</li> <li>• Evidence</li> <li>• Interpretations</li> <li>• Cause and consequence</li> </ul> <p><b>Key vocabulary:</b> Angles/Anglo Saxons, Jutes, Mead, Rune, Wattle and daub, Sutton Hoo, Lindisfarne, Illumination, Manuscript</p>	<p><b>Drawing – Architecture / line perspective</b></p> <p><u>Prior learning</u> Developing intricate patterns and marks with different grades of pencil. Creating textures and patterns with a wide range of drawing implements.</p> <p><b>Architect:</b> Elisabeth Whitworth Scott</p> <p>Research and evaluate the ideas and ways of working (approaches) of different artists, craftspeople, designers and architects. Use work of artists' to explore own ideas.</p> <ul style="list-style-type: none"> <li>- Use line to create perspective.</li> <li>- Develop an increasing sophistication in the use of tone when drawing from observation.</li> <li>- Draw at an age appropriate level using different techniques e.g. shading.</li> <li>- Develop intricate patterns and marks with a variety of media and other implements to create lines.</li> <li>- Make deliberate choices about the grade of the pencil being used for effect.</li> </ul>	<p><b>Data and Information</b></p> <p><u>Flat-file databases</u></p> <p><b>How can flat-file databases be used to organise data in records?</b></p> <ul style="list-style-type: none"> <li>- Use tools within a database to order and answer questions about data</li> <li>- Create graphs and charts from data to help solve problems</li> <li>- Use a real-life database to answer a question</li> <li>- Present work to others.</li> </ul> <p><b>E-safety: Powerful passwords</b> To create strong passwords.</p>
<b>French</b>			
<p><b>Topic: What is the date?</b></p> <p><u>Prior learning:</u> Numbers to 20 (Y4). Days of the week and months of the year (Y3).</p>		<ul style="list-style-type: none"> <li>• Repeat and recognise the months of the year in French.</li> <li>• Ask when somebody has a birthday and say when they have their birthday.</li> <li>• Say the date in French.</li> <li>• Create a French calendar.</li> <li>• Recognise key dates in the French calendar.</li> </ul>	
<b>Physical Education</b>			<b>Religious Education</b>
<p><b>Multi-Skills</b></p> <p><u>Prior learning:</u> Worked at maximum effort for short periods. Used repetition to improve movements. Identified some benefits of whole-body exercise. Improved repetitions over time.</p>	<p><b>Gymnastics</b></p> <p><u>Prior learning:</u> Improve sequences and individual actions. Work in groups and aim to perform sequences in time with others.</p>	<p><b>Disposition:</b> Being Open, Honest and Truthful</p> <ul style="list-style-type: none"> <li>❖ <b>The story of the Fib</b></li> </ul> <p>→ Why does the truth matter? How do members of non-religious traditions find out what is right? Jesus' teachings → How do Christians find out what is right?</p>	

<p>Key learning:</p> <ul style="list-style-type: none"> <li>- To use coordination in our exercise.</li> <li>- To keep moving even when we are tired.</li> <li>- To know what AMRAP stands for and participate in it.</li> <li>- To identify what we find challenging and why.</li> <li>- To work under time pressure.</li> <li>- To beat our previous score and work out the difference in scores.</li> </ul>	<p>Key learning:</p> <ul style="list-style-type: none"> <li>- To make changes to sequences using compositional ideas.</li> <li>- To create longer and more complex sequences and adapt performances.</li> <li>- To take the lead in a group.</li> <li>- To develop symmetry.</li> <li>- To compare performances and judge strengths and areas for improvement.</li> <li>- To select a component for improvement.</li> </ul>	<p>→ How do Christians learn to live openly, honestly and truthfully?</p> <p><b>Disposition:</b> Being Silent</p> <p>→ What is it like to engage with our own thoughts?</p> <p>→ Why do Humanists value time for reflection?</p> <p>→ What might they think about?</p> <p><b>Disposition:</b> Being Attentive to the sacred as well as the precious</p> <ul style="list-style-type: none"> <li>❖ <b>Quiet time</b></li> <li>❖ <b>The ability to reason</b></li> </ul> <p>→ Why do Christians value time for reflection? How do Christians reflect?</p>
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