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| Our Bodies | STEM - No specific STEM coverage this topic.  Year 6 - SATS focus.  Year 5 - Project - Children to choose focus. |  |
| Spring/Summer – Cycle A  Year 5/6 |

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| Maths | English |
| White Rose Scheme  **Geometry - Properties of Shapes**  Year 5   * *Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.* * *Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.* * *Draw given angles, and measure them in degrees.* * *Identify: angles at a point and one whole turn (360 degrees), angles at a point on a straight line and half a turn (180 degrees) and other multiples of 90 degrees.* * *Use the properties of rectangles to deduce related facts and find missing lengths and angles.* * *Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.*   Year 6   * *Draw 2-D shapes using given dimensions and angles.* * *Recognise, describe and build simple 3-D shapes, including making nets.* * *Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.* * *Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.* * *Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.*   **Geometry - Position and Direction**  Year 5   * *Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.*   Year 6   * *Describe positions on the full coordinate grid (all four quadrants.*   *Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.* | **Reading - Word Reading**   * *Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet.*   **Reading - Comprehension**   * *Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, reading books that are structured in different ways and reading for a range of purposes, increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions, recommending books that they have read to their peers, giving reasons for their choices, identifying and discussing themes and conventions in and across a wide range of writing, making comparisons within and across books, learning a wider range of poetry by heart and preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.* * *Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context, asking questions to improve their understanding, drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence, predicting what might happen from details stated and implied, summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and identifying how language, structure and presentation contribute to meaning.* * *Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.* * *Distinguish between statements of fact and opinion.* * *Retrieve, record and present information from non-fiction.* * *Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously.* * *Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.* * *Provide reasoned justifications for their views.*   **Writing - Transcription**   * *Use further prefixes and suffixes and understand the guidance for adding them.* * *Spell some words with ‘silent’ letters.* * *Continue to distinguish between homophones and other words which are often confused.* * *Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.* * *Use dictionaries to check the spelling and meaning of words.* * *Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.* * *Use a thesaurus.*   **Writing - Composition**   * *Plan their writing.* * *Draft and write.* * *Evaluate and edit.* * *Proof-read for spelling and punctuation errors.* * *Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.*   **Writing - Vocabulary, Grammar & Punctuation**   * *Develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms, using passive verbs to affect the presentation of information in a sentence, using the perfect form of verbs to mark relationships of time and cause, using expanded noun phrases to convey complicated information concisely, using modal verbs or adverbs to indicate degrees of possibility, using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun* * *Indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing, using hyphens to avoid ambiguity, using brackets, dashes or commas to indicate parenthesis, using semi-colons, colons or dashes to mark boundaries between independent clauses, using a colon to introduce a list, punctuating bullet points consistently* * *Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.* |

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| Science | Geography | History |
| **Animals including Humans**  Year 5   * Describe the changes as humans develop to old age.   (To be taught alongside PSHE)  Year 6   * Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. * Describe the ways in which nutrients and water are transported within animals, including humans.   Vocabulary   * Heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle, circulatory system, diet, exercise, drugs, lifestyle, puberty, sexual characteristics.   Working Scientifically   * 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 a 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. | Child-led project based learning  KS2 Geographical skills and fieldwork   * *Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.* * *Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.* | Child-led project based learning |

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| Art and Design | Design and Technology | Music |
| Child-led project based learning  KS2   * *Create sketch books to record their observations and use them to review and revisit ideas* * *Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]* * *Learn about great artists, architects and designers in history.* | Child-led project based learning  KS2  Design   * *Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.* * *Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.*   Make   * *Select from and use a wider range of tools and equipment to perform practical tasks accurately.* * *Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.*   Evaluate   * *Investigate and analyse a range of existing products.* * *Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.* * *Understand how key events and individuals in design and technology have helped shape the world.*   Technical knowledge   * *Apply their understanding of how to strengthen, stiffen and reinforce more complex structure.* * *Understand and use mechanical systems in their products.* * *Understand and use electrical systems in their products.* * *Apply their understanding of computing to program, monitor and control their products.* | Charanga Music Scheme  **Music and Me - Year 6 Unit**  Celebrating the role of women in the music industry.  KS2   * *Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.* * *Improvise and compose music for a range of purposes using the inter-related dimensions of music.* * *Listen with attention to detail and recall sounds with increasing aural memory.* * *Use and understand staff and other musical notations.* * *Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.* * *Develop an understanding of the history of music.* |

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| Languages | Physical Education | Outdoor Learning |
| French  **Let’s go shopping - Year 6 Unit**   * Listen and respond to topic vocabulary. * Answer questions using the topic vocabulary. * Take part in role play as a shopper/shopkeeper, speaking in French. * Greet and respond. | **Monday:**  Athletics   * *Develop flexibility, strength, technique, control and balance.* * *Use running, jumping, throwing and catching in isolation and in combination.*     **Friday:**  Swimming   * *Swim competently, confidently and proficiently over a distance of at least 25 metres.* * *Use a range of strokes effectively.* * *Perform safe self-rescue in different water-based situations.*   Cricket   * *Use running, jumping, throwing and catching in isolation and in combination.* * *Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.* | Outdoor learning as and when throughout the topic.  Forest School sessions when timetabled. |

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| PSHE/RSE | Religious Education | Computing/E-Safety |
| Derbyshire Scheme of Work: PSHE Matters  **Growing Up**  Core themes: Health and Wellbeing/Relationships/Living in the Wider World   * H27 - Recognising their individuality and personal qualities. * H28 - Identifying personal strengths, skills, achievements and interests. * H30 - Identifying the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction. * H31 - Identifying the physical and emotional changes that happen when approaching/ during puberty. * H32 - Identifying the importance of keeping clean and how to maintain personal hygiene. * H33 - Understanding the human life cycle. * H34 - Identifying where to get advice. * H35 - Recognising the responsibilities growing up brings. * R2 - Recognising that people may be attracted to someone emotionally, romantically and sexually. R26. Recognising what seeking and giving permission (consent) means. * R29 - Explaining where to get advice or report concerns if worried. * L11 - Recognising ways in which social media can be used positively and negatively. * L16 - Identifying how images on social media can be manipulated. | No specific RE objectives to be covered during this topic.  Revision of previous learning. | Teach Computing  **Creating Media: Webpage creation**  Computer Science   * *Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. (E)*   Information Technology   * *Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, system and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. (F)*   Digital Literacy   * *Use technology safely, respectfully and responsibly, recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact. (G)* |