

Curriculum Overview – Years 5 & 6: Autumn 2 2019

Maths	<u>Geometry - Position and direction</u>	<p><u>Year 5:</u> 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.</p> <p><u>Year 6:</u> Describe positions on the full coordinate grid using all four quadrants. Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p>
	<u>Addition and Subtraction</u>	<p><u>Year 5:</u> Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). Add and subtract numbers mentally with increasingly large numbers. Use rounding to check answers to calculations.</p> <p><u>Year 6:</u> Solve addition and subtraction multi-step problems in a variety of contexts. Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p>
	<u>Multiplication and Division</u>	<p><u>Year 5:</u> Identify multiples and factors of given numbers. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers. Multiply and divide numbers mentally, drawing upon known facts. Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000. Recognise and use square numbers and cube numbers.</p> <p><u>Year 6:</u> Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.</p>
	<u>Fractions</u>	<p><u>Year 5:</u> Compare and order fractions whose denominators are all multiples of the same number. Identify, name and write equivalent fractions of a given fraction. Recognise mixed numbers and improper fractions and convert from one form to the other. Add and subtract fractions with the same denominator, and denominators that are multiples of the same</p>

		<p>number. Multiply proper fractions and mixed numbers by whole numbers.</p> <p>Year 6: Use common factors to simplify fractions and use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions greater than 1. Add and subtract fractions with different denominators. Multiply simple pairs of proper fractions, writing the answer in its simplest form. Divide proper fractions by whole numbers.</p>
English	<p><u>Non- Fiction – Newspaper reports, Letters and balanced arguments</u></p> <p><u>Fiction – Character descriptions and extended story writing</u></p>	<p>The children will continue listening to our class text ‘Survivors’ with true stories of survival in various dangerous situations including on mountains, rivers and the sea. They will be writing a newspaper report and writing letters based on the stories. The children will be writing character descriptions and developing their extended story writing skills. They will begin to look at 2 sides of an argument, write a balanced argument and take part in a class debate.</p>
Science	<u>Electricity</u>	<p>We will be developing our knowledge of electricity and carrying out tests to understand the association between the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. We will 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 and use recognised symbols when representing a simple circuit in a diagram. Finally, if we have time we will be using our knowledge to create our very own inventive festive lights decoration using motors, switches, bulbs and buzzers</p>
Geography	<u>Mountains, Rivers and Coasts</u>	<p>Children will identify mountains and mountain ranges from around the world and explore how mountains are formed. They will study the journey of a river and locate rivers in the UK. They will also observe the effects of coastal erosion and identify features of cliffs and beaches.</p>

Music	<u>Playing Glockenspiel/Recorder</u>	Year 4: This Unit of Work introduces the children to learning about the language of music through playing the glockenspiel. The learning is focused around exploring and developing playing skills through the glockenspiel or other tuned percussion/recorder. All: Learning songs for our Christmas Nativity -To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. -To listen with attention to detail and recall sounds with increasing aural memory.
	<u>Performance</u>	
PE	<u>Invasion Games</u>	To play competitive games, [for example football, netball, etc], and apply basic principles suitable for attacking and defending.
	<u>Throwing and catching skills</u>	Children will develop different ways of throwing to pass, shoot and score in a variety of different games. They will also develop different ways of catching and blocking a ball when attacking and defending. They will develop these skills and include them in a variety of competitive games.
Art	<u>Landscapes</u>	This half term we will be thinking about recreating landscapes through the work of artist David Hockney and some key events in his life. We will explore the type of work he does and the colours/mediums he uses to produce his work. We will experiment with creating a spectrum of colours using paint, and building up texture using brush strokes and tools for mark making. Once we have practiced the techniques we will draw and paint a piece of work in the style of David Hockney's landscapes. Finally we plan to critique our own work and suggest areas for future development
DT	<u>Building a vehicle</u>	We will begin a long project in DT that will run into next half term. The project will involve the children designing and making a battery-powered vehicle for themselves or a younger child. This will be a real technical challenge so we will be building up our skills of handling tools safely and effectively and looking at how things work before we start designing and building our final vehicles. This work will also link to our electricity learning in science and art as we think about the look of our vehicles.
RE	<u>'Thankfulness'</u>	The children will be learning about the Christian value of Thankfulness and how we can say thank you to God for the gifts that He gives to us.
	<u>What do Christians believe about the Prince of Peace?</u>	The children will learn about Jesus as the Prince of Peace. They will learn why Jesus is called the Prince of Peace and how Christians live out the peace that Jesus talks about in the Bible. They will also explore the different roles of Jesus portrayed in works of art.

Computing	Computer Science Control & Monitoring, Floor and Screen Turtles, Programming, Modelling & Simulation	<ul style="list-style-type: none"> • Sketch Up— 3D modelling. • Tinkercad – 3D modelling.
	Information Technology Data handling, Research (Using the Internet & Computer Software)	<ul style="list-style-type: none"> • Recognise and evaluate types of information on D Day.
	Digital Literacy Communicating collaborating Multimedia, Digital Imagery, Music & Sound	<ul style="list-style-type: none"> • Use text, graphics and sound to combine a range of media appropriate to target audience • Link (Parish magazine) writing, mixed audience.
	E Safety Ongoing throughout the year - Age appropriate	<ul style="list-style-type: none"> • Ongoing online safety. • Continue to develop understanding of how public material uploaded to WWW is. • Support others to protect themselves online, reporting any concerns to trusted adult.