

YR 5/6	AUTUMN TERM		SPRING TERM		SUMMER TERM	
SUBJECT	Africa		Planet in Peril		Vicious Vikings	
English	<p><b><u>WRITING TO ENTERTAIN</u></b> <i>Journey to Jo'Burg</i></p> <ul style="list-style-type: none"> <li>Setting and character descriptions</li> <li>Re-write chapters from different characters' perspectives</li> <li>Diary entry as Naledi with flashback themes</li> <li>Using story maps to identify key events and characters</li> <li>Re-write story with alternative ending</li> <li>Write a letter from Tiro to Nono, describing the journey</li> <li><i>Literacy Shed: Seeking Refuge – Juliane's Story</i> (Zimbabwe to UK):</li> <li>Diary entries, letters, re-writing parts of the story from different perspectives</li> </ul>	<p><b><u>WRITING TO INFORM</u></b></p> <ul style="list-style-type: none"> <li>A diary entry relating to Nelson Mandela's time in prison</li> <li>Writing a letter to a supermarket about fair trade items</li> <li>To create report about Benin</li> <li>A report about slavery and inequality</li> <li>Non-chronological report about Africa as a continent and the wildlife there (<i>Science link</i>): Compare the different countries in Africa: Johannesburg and Cape Town (cities) to small rural villages (<i>Geography link</i>).</li> <li>Biography of Nelson Mandela</li> <li>News report about Nelson Mandela's release from prison</li> </ul>	<p><b><u>WRITING TO DISCUSS</u></b></p> <ul style="list-style-type: none"> <li>Script for a podcast: a balanced argument about global warming (film/ green screen) – include interviews and differing opinions</li> <li>A 'National Geographical' magazine article reporting the issues surrounding global warming and climate change</li> <li>Natural disasters report about flooding; comparing flooding in different areas and countries: <ul style="list-style-type: none"> <li>Bangladesh (LEDC)</li> <li>UK</li> <li>River Nile (where they want it to flood)</li> </ul> </li> <li>Natural disasters report about Earthquakes: Research the reasons for Earthquakes (<i>Geography link</i>) and their effects – Mount Vesuvius/ The Ring of Fire/ Tsunamis</li> </ul>	<p><b><u>WRITING TO INFORM</u></b></p> <ul style="list-style-type: none"> <li>Non-chronological report about different issues: <ul style="list-style-type: none"> <li>-Pollution</li> <li>-Renewable energy</li> <li>-Melting ice caps</li> </ul> </li> <li>Write a covering letter to companies informing about the dangers of global warming and what they can do to help</li> <li>Write a planning application for a wind turbine/ solar farm in Winthorpe: inform the community about where it will be/ how it works/ what it will do/ how it will benefit etc.</li> <li>Postcards/ letters to local, national and international companies about positive or negative things they are doing, linked to global warming. Examples: <ul style="list-style-type: none"> <li>-Local: Ideas for school</li> <li>-National: Boris and more charging stations for electric cars</li> <li>-International: Coca-Cola and using bottles made of seaweed</li> </ul> </li> </ul>	<p><b><u>WRITING TO ENTERTAIN</u></b> <i>Viking Boy</i></p> <ul style="list-style-type: none"> <li>Character description – Viking Gods</li> <li>Detailed description of a part of the story</li> <li>Plan, draft, edit and write your own 'historical story' based story on what you know about Vikings and the raid on Lindisfarne.</li> <li>Write your own adventure story based on Viking Gods; Thor and Loki</li> <li>Viking Poem based upon Edgar Allan Poe</li> </ul>	<p><b><u>WRITING TO PERSUADE</u></b></p> <ul style="list-style-type: none"> <li>'The Vikings were nothing more than brutal savages' – agree/disagree – write to persuade the reader either way</li> <li>Persuade your fellow Vikings to join you over here in this pleasant land known as Britain: Why should they come here? Why is it better than Scandinavia?</li> <li>Trade vs. Plunder: Vikings raids on monasteries in Northern England: from the perspective of a monk or a Viking, persuade or dissuade their audience – monks or Vikings – from trading with or plundering a monastery.</li> <li>Lindisfarne raid: write a persuasive brochure to encourage tourists to visit the historical island of Lindisfarne.</li> </ul>
SPaG	<p><b>Year 5/6 *Key terminology use throughout so children are secure in understanding of word classes etc.</b></p> <p>Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, noun, noun phrase, adjective, verb, adverb, modal verb, adverbial, statement, question, exclamation, command, compound, word family, prefix, suffix, apostrophe, comma, tense (past, present, present perfect), preposition, conjunction, clause, subordinate clause, relative clause, direct speech, inverted commas (speech marks) consonant, consonant letter vowel, vowel letter, determiner, pronoun, possessive pronoun, relative pronoun, parenthesis, brackets, dash, hyphen, cohesion, ambiguity, subject, object, active, passive, synonym, antonym, ellipsis, colon, semi-colon, bullet points</p>					

	<p><b><u>Punctuation</u></b> -Inverted commas</p> <p><b><u>Sentence Structure</u></b> -Coordinating conjunctions -Subordinating conjunctions -Expanded noun phrases -Fronted adverbials</p> <p><b><u>Word Work</u></b> -Adverbs of possibility/frequency -Synonyms and antonyms</p>	<p><b><u>Punctuation</u></b> -Possessive apostrophes – singular and plural -Apostrophes - contractions</p> <p><b><u>Sentence Structure</u></b> -Main clauses -Subordinate clauses -Relative clauses</p> <p><b><u>Word Work</u></b> -Converting nouns to adjectives -Pronouns and possessive pronouns -Relative pronouns</p> <p><b><u>Text Structure</u></b> -Past and present progressive tense</p>	<p><b><u>Punctuation</u></b> -Commas to avoid ambiguity -Colons in lists -Parenthesis</p> <p><b><u>Sentence Structure</u></b> -Using standard English -Prepositional phrases</p> <p><b><u>Word Work</u></b> -Prepositions -Determiners -Modal verb, subjunctive mood -Synonyms and antonyms</p> <p><b><u>Text Structure</u></b> -Present tense -Perfect form of verbs</p>	<p><b><u>Punctuation</u></b> -Hyphens (ambiguity) -Hyphenated compound words -Semi-colons, colons and dashes to mark clauses</p> <p><b><u>Sentence Structure</u></b> -Active and passive voice -Formal and informal vocab</p> <p><b><u>Text Structure</u></b> -Using paragraphs -Layout devices</p> <p><b><u>Word Work</u></b> -Plural or possessive ‘-s’ -Homophones -Word families -Root words</p>	<p><b><u>Punctuation</u></b> -Bullet points -Parenthesis (repeat)</p> <p><b><u>Word Work</u></b> -Suffixes (nouns and adjectives to verbs) -Prefixes</p> <p><b><u>Sentence Structure</u></b> -Subject and object -Verb tenses – repeat/recap -Standard English – verb inflection</p>	<p><b><u>Text Structure</u></b> -Linking paragraphs with adverbials -Writing cohesive paragraphs</p> <p><b><u>Punctuation (recap)</u></b> -Inverted commas -Apostrophes -Commas to avoid ambiguity</p>
	<p><b>Y5 Spellings:</b></p> <ul style="list-style-type: none"> <li>• Words ending in ‘ious’ and ‘tious’</li> <li>• Words ending in ‘cious’</li> <li>• Words ending in ‘cial’ and ‘tial’</li> <li>• Challenge words</li> </ul> <p><b>Y6 Spellings:</b></p> <ul style="list-style-type: none"> <li>• Challenge words x 6</li> </ul>	<p><b>Y5 Spellings:</b></p> <ul style="list-style-type: none"> <li>• Words ending in ‘ant’</li> <li>• Words ending in ‘ance’ and ‘ancy’</li> <li>• Words ending in ‘ent’ ‘ence’</li> <li>• Words ending in ‘able’ and ‘ible’</li> <li>• Words ending in ‘ably’ and ‘ibly’</li> </ul> <p><b>Y6 Spellings:</b></p> <ul style="list-style-type: none"> <li>• Challenge words x 2</li> <li>• Words with the short vowel sound /i/ spelled ‘y’</li> <li>• Words with the long vowel sound /i/ spelled ‘y’</li> <li>• The prefix over-</li> </ul>	<p><b>Y5 Spellings:</b></p> <ul style="list-style-type: none"> <li>• Words ending in ‘able’ when the ‘e’ from the root word remains</li> <li>• Adverbs of time</li> <li>• Adding suffixes to -fer words</li> <li>• Silent first letters</li> <li>• Silent letters</li> <li>• Challenge words</li> </ul> <p><b>Y6 Spellings:</b></p> <ul style="list-style-type: none"> <li>• The suffix -ful</li> <li>• Words that can be nouns and verbs</li> <li>• Words with an /oa/ sound spelled ‘ou’ or ‘ow’</li> <li>• Words with a soft c spelled ‘ce’</li> <li>• Prefixes dis-, in-, -un</li> <li>• Words with th e/f/ sound spelled ‘ph’</li> </ul>	<p><b>Y5 Spellings:</b></p> <ul style="list-style-type: none"> <li>• Words spelled with ‘ie’ after ‘c’</li> <li>• Words spelled with ‘ei’ after ‘c’</li> <li>• Words where ‘ough’ makes an /or/ sound</li> <li>• Words containing ‘ough’</li> <li>• Adverbs of possibility</li> <li>• Challenge words</li> </ul> <p><b>Y6 Spellings:</b></p> <ul style="list-style-type: none"> <li>• Words with origins in other countries</li> <li>• Words with unstressed vowel sounds</li> <li>• Words ending in ‘cial’ after a vowel</li> <li>• Words starting with acc-</li> <li>• Words ending in -ably</li> </ul>	<p><b>Y5 Spellings:</b></p> <ul style="list-style-type: none"> <li>• Homophones and near homophones</li> <li>• Homophones x 4</li> <li>• Challenge words</li> </ul> <p><b>Y6 Spellings:</b></p> <ul style="list-style-type: none"> <li>• Words ending in -ible</li> <li>• Adding the suffix -ibly to create an adverb</li> <li>• Words ending with ‘ent’ and ‘ence’</li> <li>• Suffixes -er, -or, -ar</li> <li>• Adverbs synonymous with determinations</li> <li>• Adverbs used to describe settings</li> </ul>	<p><b>Y5 Spellings:</b></p> <ul style="list-style-type: none"> <li>• Words containing hyphens</li> <li>• Challenge words</li> <li>• Revision</li> </ul> <p><b>Y6 Spellings:</b></p> <ul style="list-style-type: none"> <li>• Adverbs used to describe feelings</li> <li>• Adverbs used to describe characters</li> <li>• Grammar vocabulary</li> <li>• Mathematical vocabulary</li> </ul>
<p><b>Reading</b></p>	<p style="text-align: center;"><b>Word Reading</b> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology)</p>					

**Comprehension**

**Maintain positive attitudes to reading and understanding of what they read by:**

- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Read books that are structured in different ways and reading for a range of purposes
- Increase 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
- Recommend books that they have read to their peers, giving reasons for their choices
- Identify and discuss themes and conventions in and across a wide range of writing
- Make comparisons within and across books
- Learn a wider range of poetry by heart
- Prepare 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:**

- Asking questions to improve understanding
- 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

**Holes – Louis Sachar**

**Wonder – R.J. Palacio**

**Viking Boy – Tony Bradman  
Viking Poetry**

**Vocabulary:**

Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  
Distinguish between statements of fact or opinion

**Inference:**

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

**Prediction:**

Predict what might happen from details stated and implied

**Explanation:**

Identify and explain how language, structure and presentation contribute to meaning

Discuss and evaluate authors use of language, including figurative language, considering the impact on the reader

Explain and discuss 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

**Retrieval:**

Retrieve, record and present information from non-fiction

**Summarise:**

Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

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<b>Maths Year 5</b>	<b><u>Number &amp; Place Value</u></b>	<b><u>Multiplication and Division</u></b>	<b><u>Fractions, Decimals &amp; Percentages</u></b>	<b><u>Geometry</u></b>	<b><u>Measure</u></b>	<b><u>Geometry: Position, Direction, Motion</u></b>
	<ul style="list-style-type: none"> <li>• Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit</li> <li>• Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</li> </ul>	<ul style="list-style-type: none"> <li>• Identify multiples and factors, including finding all factor pairs</li> <li>• Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</li> <li>• Multiply numbers up to 4</li> </ul>	<ul style="list-style-type: none"> <li>• Read and write decimal numbers as fractions (e.g. 0.71 = 71/100)</li> <li>• Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</li> </ul>	<ul style="list-style-type: none"> <li>• Identify 3 -D shapes, including cubes and cuboids, from 2 - D representations</li> <li>• Know angles are measured in degrees</li> <li>• Estimate and measure angles and draw a given</li> </ul>	<ul style="list-style-type: none"> <li>• Convert between different units of measure (g/kg, mm/cm/m/km, ml/l)</li> <li>• Understand and use basic equivalences between metric and common imperial units</li> <li>• Calculate the perimeter of</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>

	<ul style="list-style-type: none"> <li>• Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero</li> <li>• Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</li> <li>• Solve number problems and practical problems that involve all elements of the place value domain</li> <li>• Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</li> </ul> <p><b><u>Addition and subtraction</u></b></p> <ul style="list-style-type: none"> <li>• Add and subtract whole numbers with more than 4 digits, including using efficient written methods (columnar addition and subtraction)</li> <li>• Add and subtract numbers mentally with increasingly large numbers use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</li> <li>• Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> </ul>	<p>digits by a one- or two-digit number using an efficient written method, including long multiplication for two-digit numbers</p> <ul style="list-style-type: none"> <li>• Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</li> <li>• Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)</li> <li>• Solve problems involving addition, subtraction, multiplication and division</li> <li>• Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</li> </ul> <p><b><u>Fractions</u></b></p> <ul style="list-style-type: none"> <li>• Compare and order fractions whose denominators are all multiples of the same number</li> <li>• Recognise mixed numbers and improper fractions and convert from one form to the other</li> <li>• Add and subtract fractions with the same denominator and related fractions; write mathematical statements <math>&gt;1</math> as a mixed number</li> </ul>	<ul style="list-style-type: none"> <li>• Round decimals with two decimal places to the nearest whole number and to one decimal place</li> <li>• Read, write, order and compare numbers with up to three decimal places</li> <li>• Solve problems involving number up to three decimal places.</li> <li>• Recognise the per cent symbol (%) and understand that per cent relates to “number of parts per hundred”, and write percentages as a fraction with denominator hundred, and as a decimal</li> <li>• Solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{4}{5}</math> and those with a denominator of a multiple of 10 or 25.</li> </ul> <p><b><u>Statistics</u></b></p> <ul style="list-style-type: none"> <li>• Solve comparison, sum and difference problems using information presented in line graphs</li> <li>• Complete, read and interpret information in tables, including time</li> </ul>	<p>angle, writing its size in degrees (<math>^{\circ}</math>)</p> <ul style="list-style-type: none"> <li>• Identify: - multiples of <math>90^{\circ}</math> - angles at a point on a straight line and <math>\frac{1}{2}</math> a turn (total <math>180^{\circ}</math>) - angles at a point and one whole turn (total <math>360^{\circ}</math>)</li> <li>• Compare angles and draw shapes using given dimensions and angles</li> <li>• Use the properties of rectangles to find missing lengths and angles</li> <li>• Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</li> </ul>	<p>composite rectilinear shapes in centimetres and metres and do so by finding missing values</p> <ul style="list-style-type: none"> <li>• Calculate and compare the area of squares and rectangles</li> <li>• Recognise and estimate volume</li> <li>• Solve problems involving converting between units of time</li> <li>• Solve problems involving addition and subtraction of units of measure.</li> </ul>	<p>changed.</p> <p><b><u>Consolidation of previous learning</u></b></p> <p><b><u>Project-based learning</u></b></p>
<p><b>Maths Year 6</b></p>	<p><b><u>Number and Place Value</u></b></p> <ul style="list-style-type: none"> <li>• Use negative numbers in context, and calculate intervals across zero</li> <li>• Read, write, order and compare numbers up to 10 000 000 and determine the value if each digit</li> </ul>	<p><b><u>Fractions, Decimals and Percentages</u></b></p> <ul style="list-style-type: none"> <li>• Compare and order fractions, including fractions greater than 1</li> <li>• Use common factors to simplify fractions</li> </ul>	<p><b><u>Ratio &amp; Proportion</u></b></p> <ul style="list-style-type: none"> <li>• Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division</li> </ul>	<p><b><u>Geometry</u></b></p> <ul style="list-style-type: none"> <li>• Draw 2D shapes using given dimensions and angles</li> <li>• Recognise, describe and build 3D shapes and make nets</li> </ul>	<p><b><u>Measurement</u></b></p> <ul style="list-style-type: none"> <li>• See Y5</li> <li>• Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three</li> </ul>	<p><b><u>Consolidation of previous learning</u></b></p> <p><b><u>Project-based learning</u></b></p>

	<ul style="list-style-type: none"> <li>• Round any number</li> <li>• Solve number and practical problems involving place value</li> </ul> <p><b><u>Addition and Subtraction</u></b></p> <ul style="list-style-type: none"> <li>• See Y5</li> <li>• Solve addition and subtraction multi-step problems in context, deciding which operations to use and why</li> </ul> <p><b><u>Multiplication &amp; Division</u></b></p> <ul style="list-style-type: none"> <li>• Perform mental calculations, including with mixed operations and large numbers</li> <li>• Use estimations to check answers to calculations and determine, in the context of a problem, levels of accuracy</li> <li>• Identify common factors, common multiples and prime numbers</li> <li>• Perform mental calculations with mixed operations and large numbers</li> <li>• Multiply numbers by 2-digit whole numbers using the formal method of long multiplication</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Add and subtract fractions with different denominators and mixed numbers</li> <li>• Multiply proper fractions, leaving the answer in simplest form</li> <li>• Divide proper fractions by whole numbers</li> <li>• Associate a fraction with division and calculate decimal fraction equivalents (e.g. <math>0.375 = \frac{3}{8}</math>)</li> <li>• Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</li> <li>• Multiply one-digit numbers with up to two decimal places by whole numbers</li> <li>• Use written division methods in cases where the answer has up to two decimal places</li> <li>• Solve problems which require answers to be rounded to specified degrees of accuracy</li> <li>• Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</li> </ul>	<p>facts</p> <ul style="list-style-type: none"> <li>• Solve problems involving the calculation of percentages for comparison</li> <li>• Solve problems involving similar shapes where the scale factor is known or can be found</li> </ul> <p><b><u>Statistics</u></b></p> <ul style="list-style-type: none"> <li>• See Y5</li> <li>• Interpret and construct pie charts and line graphs and use these to solve problems</li> <li>• Calculate and interpret the mean as average</li> </ul> <p><b><u>Algebra</u></b></p> <ul style="list-style-type: none"> <li>• Use simple formulae</li> <li>• Generate and describe linear number sequences</li> <li>• Express missing number problems algebraically</li> <li>• Find pairs of numbers that satisfy an equation with two unknowns</li> <li>• Use the above in context and relate to problems</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and classify geometric shapes based on their properties and sizes and find unknown angles in triangles, quadrilaterals and regular polygons</li> <li>• Illustrate and name parts of circles – radius, diameter, circumference</li> <li>• Know that diameter is twice the radius</li> <li>• Recognise angles where they meet at a point, are on a straight line or are vertically opposite and find missing values</li> <li>• Be able to express the above using algebra, where appropriate</li> </ul> <p><b><u>Geometry: Position and Direction</u></b></p> <ul style="list-style-type: none"> <li>• See Y5</li> <li>• Describe position on a four-quadrant grid</li> <li>• Draw and translate simple shapes on the coordinate plane and reflect them in the axes</li> </ul>	<p>decimal places where appropriate</p> <ul style="list-style-type: none"> <li>• Use, read, write and convert between standard units (g/kg, mm/cm/m/km, ml/l)</li> <li>• Convert between miles and kilometres</li> <li>• Recognise that shapes with the same areas can have different perimeters and vice versa</li> <li>• Recognise when it is possible to use formulae for area and volume of shapes</li> <li>• Calculate the area of parallelograms and triangles</li> <li>• Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>)</li> </ul> <p><b><u>SATS PREP</u></b></p>	
<p><b>Science</b></p>	<p style="text-align: center;"><b><u>Working Scientifically</u></b></p> <p>Pupils should use the five enquiry types: observation over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing; research using secondary sources. This should be done through investigations where possible. Pupils should:</p> <ol style="list-style-type: none"> <li>1. Ask relevant questions and use different types of enquiries to answer them.</li> <li>2. Set up practical enquiries, comparative and fair tests.</li> <li>3. Make careful observations and take accurate measurements using a range of equipment.</li> <li>4. Gather, record, classify and present data to help answer questions.</li> <li>5. Record findings using scientific language, drawings, labelled diagrams, keys, bar charts and tables.</li> <li>6. Report on findings from enquiries using oral or written explanations, presentations of results and conclusions.</li> </ol>					

7. Use results to draw conclusions, make predictions, suggest improvements and raise further questions.

8. Identify differences, similarities or changes.

9. Use scientific evidence to answer questions or support their findings.

**Scientific Enquiry Types**

- Comparative and fair testing
- Making observations over time
  - Pattern seeking
- Identifying, classifying and grouping
- Research using secondary sources

**Living Things and Their Habitats (Y5)**

- Describe the differences in the life cycles of mammals, birds, insects and amphibians
- Life cycles from around the world (unusual mammalian life cycles)
- Describe the life process of sexual reproduction in plants – dissect flower, labelling male/female parts
- Describe the life process of asexual reproduction in plants
- Explore the importance of naturalists and animal behaviourists and research important examples e.g. David Attenborough, Jane Goodall

**Evolution and Inheritance (Y6)**

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- Identify environmental and inherited characteristics
- Recognise that living things have changed over time and fossils provide information about living things that inhabited the Earth millions of years ago
- Identify how animals and plants are suited to their environment in different ways and that adaption may lead to evolution

**Electricity (Y6)**

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit – observe use of different volts in a 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
- Plan enquiry to answer own questions relating to brightness of bulbs
- Use recognised symbols when representing a simple circuit diagram – construct simple series circuits (building on Y4)

**Animals, Including Human (Y6)**

- Identify the main components of the circulatory system and describe the functions of the heart, blood vessels, blood
- Recognise the impact of diet, exercise, drugs and lifestyle of the way bodies function
- Describe the ways in which nutrients are transported within animals, including humans

**Animals, Including Human (Y5)**

- Describe the changes as humans develop to old age

**Computing**

**Digital Literacy and ICT**

- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- Computer networks and how they work.
- Types of computer networks.

**Digital Literacy and ICT**

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Search engines
- Refining searches
- Trusted pages
- How search engines work
- Page ranking
- Search engine optimisation

**Radio Station**

- Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Audacity
- Jingles
- Planning a podcast

**Coding**

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output

**Online Safety**

- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
- Secure websites
- Cyberbullying
- People online

**Computer Software**

- Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Using spreadsheets
- Improving presentations
- Word processing

	<ul style="list-style-type: none"> <li>-Computer network connections.</li> <li>-Internet and the WWW</li> <li>-Broadband and communicating.</li> <li>-Malware and cyber security</li> </ul>		<ul style="list-style-type: none"> <li>-Recording a podcast</li> <li>-Advertising</li> <li>-Playback and performance</li> </ul>	<ul style="list-style-type: none"> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>-Animating stories</li> </ul>		
<b>Geography</b>	<p><b><u>Locational Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Locate the World's countries, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</li> </ul> <p><b><u>Human and Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>• Identify physical and human features of Africa</li> <li>• Understand the difference between physical and human features</li> </ul> <p><b><u>Place Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Compare different countries/cities in Africa, focus</li> </ul> <p><b><u>Geographical Skills and Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> </ul>	<p><b><u>Locational Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Identify the position and significance of latitude, longitude, Equator, Northern hemisphere, Southern hemisphere, tropics of cancer and Capricorn and Arctic and Antarctic circles</li> </ul> <p><b><u>Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>• Climate zones – deserts, poles, biomes, vegetation belts (<b><u>Science Link – Evolution</u></b>)</li> </ul>	<p><b><u>Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>• Case studies of mountains/earthquakes</li> <li>• Flooding – name and locate countries and cities of the UK and other countries, geographical regions and their identifying human and physical characteristics, land use patterns and how some of these have changed over time (compare and contrast flooding in different countries) – (<b><u>English link</u></b>)</li> </ul> <p><b><u>Geographical Skills and Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> </ul>	<p><b><u>Human Geography</u></b></p> <ul style="list-style-type: none"> <li>• Distribution of natural resources including energy, food, minerals and water</li> </ul> <p><b><u>Geographical Skills and Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>• Use 8 points of a compass and six-figure grid references, symbols and keys (including the use of Ordnance survey maps) to build knowledge of the UK and wider world.</li> <li>• 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: Winthorpe – pedestrian count, traffic count (<i>pollution and global warming</i>)</li> </ul>	<p><b><u>Locational Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Name and locate counties and cities of the UK and their identifying human and physical characteristics and understand how some of these aspects have changed over time.</li> <li>• Locate the World's countries, using maps to focus on Europe</li> </ul> <p><b><u>Geographical Skills and Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<p><b><u>Place Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country</li> </ul> <p><b><u>Human geography</u></b></p> <ul style="list-style-type: none"> <li>• Types of settlement and land use, economic activity including trade links.</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>• Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods studied <ul style="list-style-type: none"> <li>• Note connections, contrasts and trends over time and develop the appropriate use of historical terms</li> </ul> </li> <li>• Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance <ul style="list-style-type: none"> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> </ul> </li> <li>• Understand how our knowledge of the past is constructed from a range of sources</li> </ul>					
	<p><b><u>Apartheid</u></b></p> <ul style="list-style-type: none"> <li>• Where and when was Apartheid law?</li> <li>• Apartheid laws</li> <li>• Protests in South Africa</li> <li>• The Legacy of Nelson Mandela</li> <li>• End of apartheid</li> </ul>	<p><b><u>Benin (Non-European society)</u></b></p> <ul style="list-style-type: none"> <li>• How the Kingdom of Benin developed</li> <li>• Religion</li> <li>• Benin art</li> <li>• Story of Eweka</li> <li>• Success and demise of Benin</li> </ul>		<p><b><u>Vikings and Anglo-Saxons</u></b></p> <ul style="list-style-type: none"> <li>• Anglo-Saxon invasions, settlements and kingdoms</li> <li>• Anglo-Saxon life and culture</li> <li>• Viking raids and invasion, including Danegeld</li> <li>• Resistance by Alfred the Great and Athelstan, first King of England</li> </ul>	<p><b><u>Vikings</u></b></p> <ul style="list-style-type: none"> <li>• Viking trade</li> <li>• The life of a Viking</li> <li>• Viking mythology</li> <li>• Local history study: Lincoln – A Viking Town <ul style="list-style-type: none"> <li>-Vikings settle in Lincoln</li> <li>-Viking buildings</li> <li>-Industry, commerce and trade</li> </ul> </li> </ul>	

					<ul style="list-style-type: none"> <li>• Anglo-Saxon laws and justice</li> <li>• Edward the Confessor and his death in 1066</li> </ul>	
<b>Art</b>	<u><b>Plants and Flowers</b></u> <ul style="list-style-type: none"> <li>• Drawing plants in pencil and colour (<a href="#">Science link</a>) Henri Rousseau study</li> <li>• Printing plants – Hapa-Zome</li> <li>• Making plants in paper</li> <li>• Making plant sculptures – Alexander Calder, David Oliveira</li> </ul>		<u><b>Our Earth Art Project</b></u> <ul style="list-style-type: none"> <li>• Investigating different media and materials</li> <li>• Investigate shape, colour, texture</li> <li>• Developing ideas</li> <li>• Creating final piece</li> </ul>		<u><b>Bodies (Vikings)</b></u> <ul style="list-style-type: none"> <li>• Drawing outlines in felt tip – Julian Opie</li> <li>• Drawing body shapes in Charcoal – Henry Moore</li> <li>• Drawing bodies in pen</li> <li>• Making body maquettes</li> <li>• Making figures in clay – Giacometti</li> <li>• Making paper clothes – Vivienne Westwood</li> </ul>	
<b>DT</b>	<u><b>Moving Toys – Cams, Wheel and Axels</b></u> <ul style="list-style-type: none"> <li>• Investigate and analyse existing products</li> <li>• Develop design criteria following research</li> <li>• Create design, labelling parts</li> <li>• Research and investigate cam mechanisms – how they work and shapes of cams</li> <li>• Make base, selecting appropriate methods for cutting and joining</li> <li>• Create mechanism and test</li> <li>• Evaluate finished product against own design criteria</li> </ul>		<u><b>Vegan or Vegetarian Food Project</b></u> <ul style="list-style-type: none"> <li>• Understand how a variety of ingredients are caught, reared and processed</li> <li>• Taste and evaluate vegan/vegetarian foods</li> <li>• Design a recipe, applying the principles of a healthy and balanced diet</li> <li>• Prepare and cook meals – food hygiene and preparation</li> </ul> <p>Design, prepare and cook various vegan and vegetarian meals using different plant-based products. Evaluate individual products and meals</p>		<u><b>Sculpture (Viking Long ship)</b></u> <ul style="list-style-type: none"> <li>• Research long ships – shape, structure, appearance</li> <li>• Investigate other ships – how do they stay water-tight? How are they structured?</li> <li>• Making a model, evaluate model</li> <li>• Create design, considering model and changes to be made</li> <li>• Create cut list and cut wood for hull</li> <li>• Assemble hull with glue</li> <li>• Assemble outer parts and include other details</li> <li>• Evaluate and test ships</li> </ul>	
<b>RE</b>	What's Important: Exploring Values	Exploring Muslim Beliefs Christmas (5)	Exploring the Old Testament	Pilgrimages Easter (5)	Investigating Religions and Harmony, Near and Far	Expressing Faith through the Arts
<b>PE</b>	Netball	Football	Hockey	Golf	Badminton	Rounders and Baseball
	Swimming	Swimming	Swimming	Dance	Gymnastics	Athletics
<b>Music</b>	<b>Percussion</b> Popular Song: Tiger Lilly	<b>Ukulele</b> World Music: Feliz Navidad	<b>Keyboard</b> WCM Ground Bass: Pachelbel Canon in D	<b>Band Workshop</b> Rock and Roll: 12 bar medley – Hound Dog	<b>Woodwind Dood</b> Ballad: Instrumental techniques Chic Le Freak	<b>Dood and J Sax</b> Disco: Take another piece of my heart
<b>MFL - German</b>	Greetings and café	Shopping and Christmas Market	Town and Directions	Restaurants and Easter Traditions	Free Time and Hobbies	Holidays
<b>PSHE/ SRE</b>	Me and My Relationships (6)	Valuing Difference (6)	Growing and Changing (6) Catch Y5 up with Y5 objectives needed for this topic	Rights and Respect (6)	Keeping Safe (6)	Being my Best (6)