

Year Group/Phase: Year 5/6		Academic Year: 2020/21	
Term and theme	Autumn: A Dragon's Place	Spring: A Time and A Place	Summer: Australia
<b>MoE/ English</b>	Narrative Recount / Non-chron Report Formal / Informal letter Poetry Scriptwriting Explanations Persuasive writing	Roman character profiles Non-fiction / Factual Explanation / Instructions Recount / Non-chron report Diary entry / A Roman's log (life in England) / Persuasive writing	Newspaper Non-chron report Informal / formal letter Recount Narrative Diary entry Poetry
<b>Maths</b>	Number properties Addition and subtraction Multiplication and division (both mental and written) Word problems Money Time (12 and 24 hour) Fractions, decimals and percentages Measures and space including volume, area and perimeter Properties of 2D and 3D shapes Data handling/Statistics	Number properties Addition and subtraction Multiplication and division (both mental and written) Money word problems Time word problems Fractions, decimals and percentages Measures and space including volume, area and perimeter Properties of 2D and 3D shapes Data handling/Statistics	Number properties revision Addition and subtraction revision Multiplication and division revision (both mental and written) Money revision Time revision Fractions, decimals and percentages revision Measures and Space including volume, area and perimeter Properties of 2D and 3D shapes Data handling/Statistics analysis revision
<b>Science</b>	We will: study and raise questions about their local environment throughout the year, observe life-cycle changes in a variety of living things, find out about the work of naturalists and animal behaviourists, find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. We can work scientifically by: observing and comparing the life	We will: describe the movement of the Earth, and other planets (and relate them to the Roman gods) relative to the Sun in the solar system, describe the movement of the Moon relative to the Earth, describe the Sun, Earth and Moon as approximately spherical bodies, use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	We will: describe the changes as humans develop to old age, draw a timeline to indicate stages in the growth and development of humans, learn about the changes experienced in puberty, work scientifically by researching the gestation periods of other animals and comparing them with humans; find out and record the length and mass of a baby as it grows.

	cycles of plants and animals in their local environment with other plants and animals around the world asking pertinent questions and suggesting reasons for similarities and differences.		
Humanities	<p>Children can locate the major UK towns and cities on a UK map, and locate the world's countries, The geographical features of Ignis, including biomes, rivers, mountains, the water cycle and habitats. Food growth and distribution and industry within the fantasy land of Ignis.</p>	<p>Julius Caesar's attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army, the successful invasion by Claudius and conquest, including Hadrian's Wall, the Romanisation' of Britain, The Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.</p>	<p>Children describe and understand key aspects of Australia in the following: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>
DT and Art	<p>When discussing the various clients, characters and creatures which inhabit this fantasy world of Ignis, the children will look to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>Children to apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers</p>	<p>Children to learn about great artists, architects and designers in history (specifically from the Roman era).</p> <p>Children to select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], 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.</p>	<p>Children to improve their mastery of Aboriginal art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>Children to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p>

	and motors] apply their understanding of computing to program, monitor and control their products.		
<b>PE</b>	Invasion games – football and rugby – with Mr Parkin Net and ball games with Mr Sloman	Outdoor adventures with Mr Sloman Dance and Gymnastics with Mr Parkin	Bat and ball games – cricket and rounders – with Mr Sloman Athletics with Mr Parkin
<b>RE</b>	Hinduism: what is the history of Hinduism? Where in the world did it originate? What are the beliefs associated with the religion? Why do Hindus try to be good?	Spring 1: CREATION/FALL: Creation & Science – Conflict or Complimentary?  SALVATION: What did Jesus do to save Human Beings? The Easter story (Palm Sunday to the resurrection).  Spring 2: SALVATION: What difference does the resurrection make to Christians and why is Easter such an important time for them?	Summer 1: KINGDOM OF GOD: What kind of King is Jesus?  Summer 2: How does faith help people when life gets hard?
<b>PSHE</b>  Philosophy for Children  Unicef Children's Rights	BEING HEALTHY 12 – All children have a right to be able to give an opinion when adults are making decisions that will affect them and adults should take it seriously. 19 – All children have the right to feel safe and be protected. 24 – All children have the right to good health and quality health care. All children should have clean water, nutritious food and a clean environment so they	MAKING A POSITIVE CONTRIBUTION / STAYING SAFE 12 – All children have a right to be able to give an opinion when adults are making decisions that will affect them and adults should take it seriously. 13 – All children have the right to find out things, and say what they Think through speaking, writing, drawing etc unless it breaks the rights of others 19 – All children should be protected from violence,	ENJOYING AND ACHIEVING / ACHIEVING ECONOMIC WELL-BEING 14 – All children have the right to think and believe what they want and to practise their religion. 19 – All children should be protected from violence, abuse or neglect. All children have the right to feel safe. 24 – All children have the right to the best healthcare education, advice and support possible to help them make informed decisions.

<p><b>British Values</b></p>	<p>stay healthy 29 - Education should teach children to respect their natural environment</p> <p>British Values: Democracy The rule of law Tolerance and mutual respect Individual liberty</p>	<p>abuse or neglect. All children have the right to feel safe. 31 - All children have the right to play and relax, and join in a wide range of activities.</p> <p>British Values: Democracy The rule of law Tolerance and mutual respect Individual liberty</p>	<p>29 - Education should prepare children to live responsibly and peacefully in a free society. 29 - All children should respect their natural environment. 31 - All children have the right to play and relax, and join in a wide range of activities.</p> <p>British Values: Democracy The rule of law Tolerance and mutual respect Individual liberty</p>
<p><b>MFL: French</b></p>	<p>Children to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; Children to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; ask and answer questions; express opinions and respond to those of others; seek clarification and help, speak in sentences, using familiar vocabulary, phrases and basic language structures.</p>	<p>Children to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Children to present ideas and information orally to a range of audiences. Children to be able to read carefully and show understanding of words, phrases and simple writing and appreciate stories, songs, poems and rhymes in the language.</p>	<p>Children to broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Children to write phrases from memory, and adapt these to create new sentences, to express ideas clearly and describe people, places, things and actions orally and in writing.</p>
<p><b>Music</b></p>	<p>Children to play and perform in solo and ensemble contexts, using our playing musical instruments with increasing accuracy, fluency, control and expression, Children to listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Brass with Mr Stark to return for the Spring term: Children to play and perform in solo and ensemble contexts, using our playing musical instruments with increasing accuracy, fluency, control and expression. Children to use and understand staff and other musical notations - rehearsal and an Easter concert performed in the</p>	<p>Performance in the summer show: Play and perform in solo and ensemble contexts, using our playing musical instruments with increasing accuracy, fluency, control and expression, Develop an understanding of the history of music - children to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from</p>

		hall. Composition to provide the soundtrack of our school documentary, 'A Time and a Place'.	great composers and musicians.
<b>Computing</b>	<p>Discovery Education - Espresso: Children design, write and debug programs that accomplish specific goals; children to solve problems by decomposing them into smaller parts and use sequence, selection, and repetition in programs; use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. TEAMS: introducing online classroom-based lessons and teaching. Digital literacy: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Discovery Education - Espresso: Children use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs; children to understand computer networks including the internet - how they can provide multiple services, such as the world wide web. Development of TEAMS-based classroom teaching.</p>	<p>Discovery Education - Espresso: Children select, use and combine a variety of software (including internet services) 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. Digital literacy: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Continued development of TEAMS-based classroom teaching.</p>
<b>Cooking and Nutrition</b>	Following the skills and lesson sequence on <a href="http://www.foodafactoflife.org.uk">www.foodafactoflife.org.uk</a>	Following the skills and lesson sequence on <a href="http://www.foodafactoflife.org.uk">www.foodafactoflife.org.uk</a>	Following the skills and lesson sequence on <a href="http://www.foodafactoflife.org.uk">www.foodafactoflife.org.uk</a>