

Year Group/Phase: Year 5/6		Academic Year: 2019/2020	
Term and theme	Autumn Eco Warriors	Spring The Veitch Family: Plant Hunters	Summer A Dragon's Place
MoE/ English	Newspaper Non-chron report Informal / formal letter Recount Narrative Diary entry Poetry	Veitch character profiles Non-fiction / Factual Explanation / Instructions Recount / Non-chron report Diary entry / Plant hunter's log Persuasive	Narrative Recount / Non-chron Report Formal / Informal letter Poetry Scriptwriting
Maths	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
Science	Properties and changes of materials - children to be able to compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Children to use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.	Forces - children to know that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object and the effects of air resistance, water resistance and friction, that act between moving surfaces, recognising that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect - how were vessels constructed in the 16 and 1700s and how did they use the wind to help them to manoeuvre across and through the oceans and seas?	Electricity- children to be able to understand and associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit, and 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. They can use recognised symbols when representing a simple circuit in a diagram.
Humanities	Children can locate the major UK towns and cities on a UK map, and locate the world's countries, including the Caribbean island of Necker island using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Within history, the children will look at the recent history in	Children develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study (specifically the 1830s - 1901 period of British history: The Victorians). They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and	Children describe and understand key aspects of: 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.

	regards to climate change and human influence and reaction to this in modern times.	difference, and significance.	
DT and Art	<p>Children 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p>	<p>Children to learn about great artists, architects and designers in history (specifically the 1830 to 1901 era of British history). 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>When discussing the various clients, characters and creatures which inhabit this fantasy world, 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 and motors] apply their understanding of computing to program, monitor and control their products.</p>
PE	<p>Invasion games - football and rugby - with Mr Parkin</p> <p>Net and ball games with Miss Papoudopoulou</p>	<p>Outdoor adventures with Miss Papoudopoulou</p> <p>Dance and Gymnastics with Mr Parkin</p>	<p>Bat and ball games - cricket and rounders - with Mr Pierce</p> <p>Athletics with Miss Papoudopoulou</p>
RE	<p>What does it mean to be a Muslim in Britain today?</p> <p>Was Jesus the Messiah?</p>	<p>What does it mean if God is Holy and Loving?</p> <p>Why is the Torah so important to Jewish people?</p>	<p>What would Jesus do?</p> <p>Why do some people believe in God and some people not?</p> <p>What matters most to Humanists and Christians?</p>
PSHE Philosophy for Children Unicef Children's Rights	<p>BEING HEALTHY</p> <p>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.</p> <p>19 - All children have the right to feel safe and be protected.</p> <p>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 stay healthy</p> <p>29 - Education should teach children to respect their natural environment</p>	<p>MAKING A POSITIVE CONTRIBUTION / STAYING SAFE</p> <p>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.</p> <p>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</p> <p>19 - All children should be protected from violence, abuse or neglect. All children have the right to feel safe.</p> <p>31 - All children have the right to play and relax, and join in a wide range of activities.</p>	<p>ENJOYING AND ACHIEVING / ACHIEVING ECONOMIC WELL-BEING</p> <p>14 - All children have the right to think and believe what they want and to practise their religion.</p> <p>19 - All children should be protected from violence, abuse or neglect. All children have the right to feel safe.</p> <p>24 - All children have the right to the best healthcare education, advice and support possible to help them make informed decisions.</p> <p>29 - Education should prepare children to live responsibly and peacefully in a free society.</p> <p>29 - All children should respect their natural environment.</p> <p>31 - All children have the right to play and relax, and join in a wide</p>

British Values	<p>British Values: Democracy The rule of law Tolerance and mutual respect Individual liberty</p>	<p>British Values: Democracy The rule of law Tolerance and mutual respect Individual liberty</p>	<p>range of activities.</p> <p>British Values: Democracy The rule of law Tolerance and mutual respect Individual liberty</p>
French	<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>
Music	<p>Brass with Mr Stark 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. Composition ('The Eco Warriors') and Christmas brass concert performed in the hall.</p>	<p>Brass with Mr Stark 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 hall.</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 great composers and musicians.</p>
Computing	<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. 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.</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.</p>
Cooking and Nutrition	<p>Following the skills and lesson sequence on www.foodafactoflife.org.uk</p>	<p>Following the skills and lesson sequence on www.foodafactoflife.org.uk</p>	<p>Following the skills and lesson sequence on www.foodafactoflife.org.uk</p>