

Year Group/Phase: Year 5/6		Academic Year: 2021-22	
Term and theme	Autumn The Enchanted Wood	Spring The Science Exhibition	Summer Holes in the Road: WW2 focus
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 / Scientist'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. Space: 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.	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.

<p>Humanities</p>	<p>Children can locate the major UK towns and cities on a UK map, and locate the world's countries 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.</p>	<p>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.</p>	<p>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 1939-45 period of British history: The Second World War). 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 difference, and significance.</p>
<p>DT and Art</p>	<p>When discussing the various clients, characters and creatures which inhabit this fantasy woodland, 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 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 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>	<p>Children to learn about great artists, architects and designers in history (specifically the 1939 to 1945 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>PE</p>	<p>Invasion games - football and rugby - with Mr Sloman. Net and ball with our new Saints coach games.</p>	<p>Outdoor adventures with Mr Sloman Dance and Gymnastics with our Saints coach.</p>	<p>Bat and ball games - cricket and rounders - with Mr Sloman. Athletics with our Saints coach.</p>
<p>RE</p>	<p>What does it mean to be a Muslim in Britain today? Was Jesus the Messiah?</p>	<p>What does it mean if God is Holy and Loving? Why is the Torah so important to Jewish people?</p>	<p>What would Jesus do? Why do some people believe in God and some people not? What matters most to Humanists and Christians?</p>
<p>PSHE Philosophy for Children Unicef Children's Rights</p>	<p>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 stay healthy 29 - Education should teach children to respect their natural environment</p>	<p>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, abuse or neglect. All children have the right</p>	<p>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. 29 - Education should prepare children to live responsibly and</p>

<p>British Values</p>	<p>British Values: Democracy The rule of law Tolerance and mutual respect Individual liberty</p>	<p>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>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>French</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>Music</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. Composition ("The Enchanted Wood") Brass with Mr Stark to hopefully resume at some point this term/year (possible brass concert performed in the hall).</p>	<p>Potential brass lessons 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>
<p>Computing</p>	<p>Coding using MIT's Scratch: 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>Coding using MIT's Scratch: 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>Coding using MIT's Scratch: 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>
<p>Cooking</p>	<p>Following the skills and lesson</p>	<p>Following the skills and lesson</p>	<p>Following the skills and lesson</p>

**and
Nutrition**

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