



Year 5/6 Term Spr 1			
Subject	Prior Skills/Knowledge/language	New skills	Planning
<u>English</u> <u>Journey Narrative</u> <u>Newspaper Report</u>	<p>Pupils will have looked at journey narratives and newspaper reports in other novels from previous years. They will use reading skills such as inference and deduction to make justifications on character feelings and perspective.</p> <p>Children will have prior learning of writing factually in other units from previous years. from a significant event in time, e.g. refugees. Children should have understanding of purpose and structure and intended audience. They should be able to identify structural features and be able to identify language taken from newspaper clippings.</p>	<ul style="list-style-type: none"> • Draw inferences such as inferring characters' feelings. • Discuss and evaluate how authors use language. • Selecting appropriate grammar and vocabulary to enhance meaning. • Describe settings, characters and atmosphere. • Use hyphens/commas to avoid ambiguity. • Develop use of subordinate and embedded clauses using relative pronouns and conjunctions. • Use cohesive devices within and across paragraphs to structure writing. • Use correct vocabulary and 	<p><u>Journey Narrative</u> Week 1 Focus on vocabulary and phrases and the intended effect on reader. Week 2 - Read and analyse a modelled text focusing on comprehension and evaluate writers' hints. Week 3 -. Plan and write Journey Narrative. Edit and evaluate writing against writer Hints.</p> <p><u>Newspaper Report</u> Week 1 Focus on vocabulary and phrases and the intended effect on reader. Week 2 - Read and analyse a modelled text focusing on comprehension and evaluate writers' hints. Week 3 -. Plan and write Newspaper</p>

		<p>structures to create formal forms of writing.</p> <ul style="list-style-type: none"> • Use modal verbs to show degrees of possibility 	Report Edit and evaluate writing against writer Hints.
<p><u>Maths</u></p> <p>Fractions</p> <p>Decimals and Percentages</p>	<p>Year 4 Round decimals with one decimal place to the nearest whole number Compare numbers with the same number of decimal places up to two decimal places solve simple measure and money problems involving fractions and decimals to two decimal places.</p> <p>Year 5 Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents round decimals with two decimal places to the nearest whole number and to one decimal place Read, write, order and compare numbers with up to three decimal places solve problems involving number up to three decimal places Recognise the per cent symbol (%) and understand that per cent relates to 'number</p>	<p>Year 5: Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths round decimals with one decimal place to the nearest whole number. Compare numbers with the same number of decimal places up to two decimal places solve simple measure and money problems involving fractions and decimals to two decimal places.</p> <p>Year 6: Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions Multiply simple pairs of proper fractions, writing the answer in its simplest form Divide proper fractions by whole numbers Associate a fraction with division and</p>	<p>Year 5</p> <p>Week 1 – Subtract mixed numbers, subtract fractions – breaking the whole. Subtract 2 mixed numbers</p> <p>Week 2 –Multiply unit fractions by an integer, multiply non – unit fractions by an integer, multiply mixed numbers by an integer</p> <p>Week 3 – Fractions of a quantity, fractions of an amount, problem solving, mini assessment</p> <p>Week 4: Decimal to 2dp, decimals as fractions, thousandths</p> <p>Week 5 – thousandths as decimals, rounding decimals, order and compare decimals</p> <p>Week 6 – understand percentages, fractions as percentages, percentages as fractions and decimals</p>

	of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal solve problems which require knowing percentage and decimal equivalents of 2	calculate decimal fraction equivalents 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	<p><u>Year 6</u></p> <p>Week 1– subtract fractions, subtract fractions with mixed numbers, mixed addition and subtraction</p> <p>Week 2 – Multiply fractions by integers, multiply fractions by fractions, divide fractions by fractions, fractions of amounts</p> <p>Week 3 – Fractions of amounts find the whole, four rules with fractions, problem solving, mini assessment</p> <p>Week 4 - Decimal to 2dp, decimals as fractions, thousandths, three dp</p> <p>Week 5 – Rounding decimals, fractions to decimals, fractions to percentages</p> <p>Week 6 – Equivalent FDP, order FDP</p>
<p><u>Science</u></p> <p><u>Electricity</u></p>	<p>Year 4 Electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts,</p>	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the	<p>Week 1 – Prior Assessment</p> <p>What do children remember about Electricity? What can they remember</p>

	<p>including cells, wires, bulbs, switches and buzzers.</p> <p>Identify whether a lamp will light in a simple series circuit, based on whether the lamp is part of a complete loop with a battery.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether a lamp lights in a simple series circuit.</p>	<p>circuit.</p> <p>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.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>from Year 4?</p> <p>Week 2-3 – Component identification and building circuits – children will build their own circuits and identify and use the symbols that represent the different parts</p> <p>Week 4-5 – Circuit diagrams and cells and brightness – children will draw their own circuit diagrams and produce their own scale for brightness</p> <p>Week 6 - Voltage – children will conduct an investigation by coming up with a scale for loudness and build their own circuit to prove this.</p>
<p><u>History</u></p> <p><u>The Changing Role of Women</u></p>	<p>KS1: children will have knowledge of people through different times, who they were and how they lived, e.g. Tudors, Victorians etc.</p> <p>KS2: Children will have explored Romans, Anglo-Saxons/Vikings - children will be able to discuss how they came to Britain, what type of people they were, e.g. invasion, how their community worked and be able to recognise how they lived day to day.</p>	<p>Children will explore the changing roles and rights of women from ancient times to today. From the law of coverture to modern maternity employment law, children will also explore the ways in which women have been oppressed and the ways in which they have fought for equality, including the militant campaigns of the suffragettes and second-wave feminism of the 1970s.</p>	<p>Week 1 – Pre-assessment: Can children remember any famous women throughout History?</p> <p>Week 2 - To explore the role of women in society from ancient times to the Renaissance</p> <p>Week 3 - To find out about women's roles in the 17th, 18th and 19th centuries.</p> <p>Week 4 - To find out about the women's suffrage movement.</p> <p>Week 5 – To find out about the role of women during the First World War.</p> <p>Week 6 – To find out about second-wave feminism during the 1960s and 1970s</p>

<p><u>Art</u></p> <p><u>Frida Kahlo</u></p>	<p>LKS2</p> <p>Children will have prior experience of using different mediums to create self portraits.</p> <p>Children should be able to discuss opinions and compare and contrast various artworks from Frida Kahlo</p>	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>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>Week 1 Children are challenged to look closely at her art and answer questions about what they see and feel about them, encouraging them to express their own opinions.</p> <p>Week 2 - The children will study Frida Kahlo's famous self-portraits and how she created them. They explore the proportions of the face and how the features are drawn into a portrait or self-portrait in relation to one another. They then use this learning to sketch a proportional self-portrait.</p> <p>Week 3 - The children reflect on their own identity and express this in their own self-portraits.</p> <p>Week 4 - In this lesson the children will compare the artwork of some surrealist artists to Kahlo's work to determine if she could be labelled as a surrealist.</p> <p>Week 5 - They have the chance to think about why she chose to paint at particular moments in her life and use this to reflect on their own lives and any memories they would like to illustrate.</p> <p>Week 6 – Post assessment</p>
<p><u>Computing</u></p> <p><u>Quizzing</u></p>	<p>Y4 - Children can identify possible risks of installing free and paid for software.</p> <p>Children know that malware is software that is specifically designed to disrupt, damage, or gain access to a computer.</p> <p>Children know what a computer virus is.</p>	<p>Children will be using a variety of Purple Mash tools to create quizzes on different topics and for different audiences and will have the opportunity to share them with others.</p>	<p>Week 1: To create a picture-based quiz for young children.</p> <p>Week 2-3 - To learn how to use the question types within 2Quiz.</p> <p>Week 4: To explore the grammar quizzes</p>

	Children know the difference between researching and using information and copying it. Children know about citing sources that they have used.		Week 5: To make a quiz that requires the player to search a database Week 6: To make a quiz to test your teachers or parents
<u>RE</u> <u>Why is Lent a special season?</u>		Children will explore a season in the church calendar that often goes unnoticed or is simply thought of as the time to 'give up' things. Children will look at how the church and Christian people mark Lent across denominations. To make links between Lent and times of fasting in other world religions.	Week 1 – Pre-assessment: Discuss what chn know of lent and why it is celebrated. Week 2 – Discuss the three temptations and Jesus' reaction to the devil. Do the children think that they would have been able to resist the temptation? Week 3 – The day before Lent, Shrove Tuesday, was a time to empty the house/cupboards of rich foods. Chn research the traditions of Shrove Tuesday? Week 4 – What is Ash Wednesday? How do the church celebrate it? Week 5 – Make links between the time of Lent and times of fasting, preparation and repentance in other faiths. For example the time of Ramadan in the Muslim calendar and Yom Kippur in the Jewish calendar. Week 6 – Hinduism – key Hindu festivals and how are they celebrated.
<u>Music</u> <u>Ukulele</u>	Y5: Playing - Continue to play a classroom/band instrument in a group/band/ensemble. Start to explore the	To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same	Week 1 – Children will learn to sing the song Week 2 – Children will sing the song and play musical instruments to the

	<p>link between sound and symbol.</p> <p>Improvisation - continue to explore and create your own responses melodies and rhythms</p> <p>Y6::</p> <p>Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</p> <p>Playing - play a classroom/band instrument in a group/band/ensemble.</p> <p>Explore the link between sound and symbol</p>	<p>style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel.</p>	<p>song.</p> <p>Week 3 – Children will begin to improvise to the song using their voices, instruments and percussion.</p> <p>Week 4 – Children will perform the song and perform compositions.</p> <p>Week 5 - preparation for end of unit performance</p> <p>Week 6 - End of unit performance</p>
<p><u>PSHE</u></p> <p><u>Dreams and Goals</u></p>	<p>Recognise other people's achievements in overcoming difficulties</p> <p>Imagine how it will feel when they achieve their dream / ambition</p> <p>Can break down a goal into small steps</p> <p>Recognise how other people can help them to achieve their goals</p> <p>Can manage feelings of frustration linked to facing obstacles</p> <p>Can share their success with others</p> <p>Can store feelings of success (in their internal treasure chest) to be used at another time</p>	<p>Children will know what their own hopes and dreams are and that dreams don't always come true</p> <p>Children will reflect on positive and happy experiences and use them to help them to counteract disappointment</p> <p>Know how to make a new plan and set new goals even if they have been disappointed</p> <p>Know how to work out the steps they need to take to achieve a goal</p>	<p>Week 1 – pre assessment</p> <p>Week 2 – Stay motivated when doing something challenging – Personal Learning Goals</p> <p>Week 3 – Keep trying even when it is difficult - Steps to Success</p> <p>Week 4- Work well with a partner or in a group- Achieve together – My Dream for the World.</p> <p>Week 5 – Have positive attitude – Helping to make a Difference</p> <p>Week 6 – Help others to achieve their goals – Helping to make a Difference.</p>

