Year 5/6 Term Spr 2			
Subject	**Prior Skills/Knowledge/language**	**New skills**	**Planning**
English **Boiogrpahy** **Flashback**	Pupils will have looked at biographies and flashback narratives in other novels from previous years. They will use reading skills such as inference and deduction to make justifications on character feelings and perspective.	• 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	**Biography** **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 a biography. Edit and evaluate writing against writer Hints. **Flashback** **Week 4** Focus on vocabulary and phrases and the intended effect on reader. **Week 5 -** Read and analyse a modelled text focusing on comprehension and

		structures to create formal forms of writing. • Use modal verbs to show degrees of possibility	evaluate writers' hints. **Week 6** -. Plan and write a flashback narrative. Edit and evaluate writing against writer Hints.
Maths **Year 5** **Fractions** **Decimals** **Year 6** **Decimals**	**Year 4** Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half) mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later] measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) recognise and know the value of different denominations of coins and notes sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] recognise and use language relating to dates,	**Year 5:** Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres **Year 6:** solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate use, read, write and convert between standard units, converting	**Year 5** **Fractions** **Week 1** – Multiply a fraction by a number, multiply a mixed number by an integer, calculate a fraction of a quantity. **Week 2** – Fraction of an amount, find the whole, use fractions as operators **Decimals** **Week 3** – Mini assessment, add and subtract decimals within 1, **Week 4:** Adding and subtracting – same decimal place, adding and subtracting different decimal places. **Week 5** – Wholes and decimals,

	including days of the week, weeks, months and years **Year 5** Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints	measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places convert between miles and kilometres. **<u>Algebra</u>** Use simple formulae generate and describe linear number sequences express missing number problems algebraically find pairs of numbers that satisfy an equation with two unknowns enumerate possibilities of combinations of two variables	decimal sequences **Week 6** – problem solving, mini assessment **Year 6** **Decimals** **Week 1** – Pre assessment, place value within 1, place value: integers and decimals, round decimals, add and subtract decimals. **Week 2 –** Multiply by 10,100, 1000, divide by 10,100, 1000, multiply decimals by integers, divide decimals by integers, post assessment **Week 3** – Mini assessment, fraction and decimal equivalents, fractions as division, understand percentages, fractions to percentages **Week 4 –** Equivalent fractions decimals and percentages, order fractions decimals and percentages, percentage of an amount. **Week 5** – percentage of an amount multi step, percentage of amount problems

			Week 6 – problem solving, post assessment
Science **Animals inc Humans**	**Year 4 Animals inc Humans** Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans -	**Week 1 – Prior Assessment** **Week 2** **Week 3** **Week 4** **Week 5**
Geography **Volcanoes and Earthquakes**	**Y4 - topics covered in LKS2 - Rainforests, Food and Farming, Exploring your Local Area, Climate Zones, Rio and South East Brazil, and Rivers.** **-** Pupils can confidently locate countries in Europe, North and South America on a map -Pupils can locate cities of the United Kingdom and are beginning to identify counties -Pupils can identify at least 4 for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones -Pupils have studied a region of the U.K, a	- describe and understand key aspects of physical geography, including: volcanoes and earthquakes - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -Evaluate the advantages and disadvantages of living near a volcano -study the effects of a specific volcanic eruption	1. Find out about the structure of the Earth and label a diagram 2. Describe what happens at the boundaries between the Earth's plates 3. Locate where famous earthquakes have occurred and write a report 4. Describe and explain the key features of a volcano 5. Locate a range of famous volcanoes and find out some key facts, including when the volcanoes last erupted. 6. Identify the effects of earthquakes on land and

	region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in physical/human geography -Pupils can describe an increased range of aspects of physical/human geography -Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied -Pupils are beginning to use eight points of a compass, four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps) -Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies **Y5 - Topics covered as above with the addition of: Mountains, Europe, Natural Resources and World Trade.** **-** Pupils can, mostly, locate countries of the world on a map -Pupils can, mostly, locate counties and cities of the United Kingdom -Pupils can identify most for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich		people

	Meridian and time zones -Pupils can identify aspects of the physical and human geography that have changed over time -Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify similarities and differences between the three in physical/human geography -Pupils can describe and understand an increasing variety of key aspects of physical/physical geography -Pupils can confidently use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied -Pupils can use most of the eight points of a compass, four figure grid references confidently and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps) -Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using some of these methods: sketch maps, plans and graphs, and digital technologies **Topics covered so far this year - United Kingdom**		
DT **Chinese Inventions – Making Kites**	**Year 4** – Children have knowledge of building bridges using a range of mediums, they will have understood that different materials suit different designs and will have evaluated their design against the finish product.	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed	**Week 1** To understand how the four great inventions of China shaped the world **Week 2 –** To understand how the four great inventions of China shaped the

	Year 3 – Children have knowledge of mechanical systems building games in Year 3. They will have made a variety of games with different end points.	at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	world. **Week 3 -** To investigate water-powered machines. **Week 4 -** To test materials to build a kite. **Week 5 -** To design a kite based on a set of design criteria. **Week 6** – To make and evaluate a kite.
Computing **Binary**	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 Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms	The unit covers the binary system which involves the children writing digital data that involves just 0's and 1's	**Week 1**: Children can explain how all data in a computer is saved in the computer memory in a binary format. Children can explain that binary uses only the integers 0 and 1. **Week 2 -** Children can count up from 0 in binary using visual aids if needed. Children can relate bits to computer storage **Week 3-4:** Children can convert numbers to binary using the division by two method. Children can check their own answers using the converter tool. **Week 5-6:** Children can make use of a variable set to 0 or 1 to control game states
RE **Ideas about God**		Children will further their understanding of the nature of God, His characteristics and His relationship with people.	**Week 1** – Pre-assessment: Discuss what chn know about the nature and beginnings of God. **Week 2** – Analyse stories such as The Tower of Babel, Abraham, Joshua, Gideon, Elijah or Jonah, and the children's knowledge as a stimulus for discussion about the nature of God, his

			characteristics and his relationship with people connected to these Old Testament stories. **Week 2 –** Explore what we can learn about God from Jesus. (New Testament). What do we learn about God from his words? What do we learn about God from his behaviour? **Week 3**– How are Christian beliefs about the nature and characteristics of God reflected in their worship? Working in groups look at the words used in prayer and in church service books to find answers to this question. **Week 4**– Celtic knot designs (in particular the Trinity knot), Celtic crosses, poems, prayers and images from Iona and Lindisfarne can be used to give children a new perspective on Christian worship and expression of beliefs. **Week 5** – Paint a picture of God using only colour and shape. The style and works of artist Wassily Kandinsky could be used as an inspiration. **Week 6**: Post Assessment
Music **Fresh Prince of Bel Air**	Y5: Playing - Continue to play a classroom/band instrument in a group/band/ensemble. Start to explore the link between sound and symbol. Improvisation - continue to explore and	To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their	**Week 1 –** Children will learn to sing the song **Week 2 –** Children will sing the song and play musical instruments to the song. **Week 3** – Children will begin to

	create your own responses melodies and rhythms Y6:: Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol	similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel.	improvise to the song using their voices, instruments and percussion. **Week 4** – Children will perform the song and perform compositions. **Week 5** - preparation for end of unit performance **Week 6** - End of unit performance
PSHE **Healthy Me**	To know that peer pressure is when we feel obligated to do something because our friends are doing it. To understand the effects of smoking on the body (damages the lungs, shortness of breath, lung and throat cancers) To know the effects of alcohol on the body (damage to the kidney and liver) To know that an addiction is something we do regularly and struggle to give it up. To understand how to respond to pressure and to be confident in making their own choices - saying 'no'	To know that smoking is harmful and damages the lungs, heart and liver. Smoking can cause lung cancer. To know that peer pressure is when friends and peers are doing something and make it seem "cool" or "normal" and encourage us to do it as well, even though it may not be right. To know some of the risks with misusing alcohol, including anti-social behaviour, and how it can cause liver and heart disease	**Week 1** – pre assessment **Week 2** – Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. Make an informed decision about whether or not I choose to smoke and now how to resist pressure. **Week 3** – Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. Make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure. **Week 4-** Know and put into practice basic emergency aid procedures (including recovery position) and to know how to get help in emergency situations.

			Know how to keep myself calm in emergencies **Week 5** – Understand how the media, social media and celebrity culture promotes certain body types. Reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am. **Week 6** – Post assessment