



Year 5/6 Term Sum 1			
Subject	Prior Skills/Knowledge/language	New skills	Planning
<u>English</u>  <u>Suspense Narrative</u>  <u>Information text</u>	<p>Pupils have previously written suspense narratives looking at a range of themes. They will use reading skills such as inference and deduction to make justifications for language features.</p> <p>Children will have prior knowledge of writing a range of narratives that build cohesion in other units from previous years. They should be able to identify structural features and be able to identify language taken from a range of narratives.</p>	<ul style="list-style-type: none"> <li>• Draw inferences such as inferring characters' feelings.</li> <li>• Discuss and evaluate how authors use language.</li> <li>• Selecting appropriate grammar and vocabulary to enhance meaning.</li> <li>• Describe settings, characters and atmosphere.</li> <li>• Use hyphens/commas to avoid ambiguity.</li> <li>• Develop use of subordinate and embedded clauses using relative pronouns and conjunctions.</li> <li>• Use cohesive devices within and across paragraphs to structure writing.</li> </ul>	<p><b><u>Suspense Narrative</u></b></p> <p><b>Week 1</b> Focus on vocabulary and phrases and the intended effect on reader.</p> <p><b>Week 2</b> - Read and analyse a modelled text focusing on comprehension and evaluate writers' hints.</p> <p><b>Week 3</b> - Plan and write suspense narrative. Edit and evaluate writing against writer Hints</p> <p><b><u>Information text</u></b></p>

		<ul style="list-style-type: none"> <li>• Use correct vocabulary and structures to create formal forms of writing.</li> <li>• Use modal verbs to show degrees of possibility</li> </ul>	<p><b>Week 1</b> Focus on vocabulary and phrases and the intended effect on reader.</p> <p><b>Week 2</b> - Read and analyse a modelled text focusing on comprehension and evaluate writers' hints.</p> <p><b>Week 3</b> -. Plan and write Information text. Edit and evaluate writing against writer Hints.</p>
<p><u>Maths</u></p> <p>Year 5:</p> <p>Perimeter and area</p> <p>Statistics</p> <p>Year 6:</p> <p>Perimeter and Area</p> <p>Algebra</p> <p>Position and Direction</p>	<p><b>Year 4</b></p> <p><b>Perimeter and area</b></p> <p>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.</p> <p>Find the area of rectilinear shapes by counting squares</p> <p><b>Statistics</b></p> <p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p><b>Year 5</b></p> <p><b>Perimeter and area</b></p>	<p><b>Year 5:</b></p> <p><b>Perimeter and area</b></p> <p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</p> <p>Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes.</p> <p><b>Statistics</b></p> <p>Solve comparison, sum and difference problems using information presented in a line graph</p> <p>Complete, read and interpret information in tables, including timetables.</p>	<p><b>Year 5</b></p> <p><b>Week 1</b> – Calculate perimeter, area of rectangles, area of compound shapes</p> <p><b>Week 2</b> – Area of irregular shapes, problem solving, mini assessment</p> <p><b>Week 3</b> – Mini assessment, interpret charts, comparison sum and difference</p> <p><b>Week 4:</b> Read and interpret line graphs, draw line graphs, use line graphs to solve problems</p> <p><b>Week 5</b> – Read and interpret tables, two way tables</p> <p><b>Week 6</b> - Pictograms, mini assessment</p>

	<p>measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p> <p>Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes</p>	<p><b>Year 6:</b></p> <p><b>Perimeter and area</b>  recognise that shapes with the same areas can have different perimeters and vice versa  Recognise when it is possible to use formulae for area and volume of shapes  Calculate the area of parallelograms and triangles  Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units [for example, mm<sup>3</sup> and km<sup>3</sup>]</p> <p><b>Position and Direction</b>  describe positions on the full coordinate grid (all four quadrants)  Draw and translate simple shapes on the coordinate plane, and reflect them in the axes</p>	<p><b>Year 6</b></p> <p><b>Week 1</b> – Area and perimeter, area of a triangle</p> <p><b>Week 2</b> – Area of a parallelogram, volume of a cuboid</p> <p><b>Week 3</b> - Algebra - basic formula</p> <p><b>Week 4</b> – SATS</p> <p><b>Week 5</b> – The four quadrants, reflection, translation.</p> <p><b>Week 6</b> – Line graphs, pie charts, the mean.</p>
<p><u>Science</u></p> <p><u>Evolution and inheritance</u></p>	<p><b>Year 4 Living Things and their Habitats</b></p> <p>Recognise that living things can be grouped in a variety of ways.</p>	<p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p>	<p><b>Week 1</b> - Pre-assessment</p> <p><b>Week 2</b> – Children will understand that living things produce offspring of the</p>

	<p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>same kind, but normally offspring vary and are not identical to their parents.</p> <p><b>Week 3</b> Children will create a fact file on human evolution, they will look at the different species of human and compare each.</p> <p><b>Week 4</b> – Children will conduct an investigation testing Darwin’s theory of Evolution</p> <p><b>Week 5</b> - Children look at inheritance and create models to demonstrate what characteristics we inherit.</p> <p><b>Week 6</b> – post assessment activity</p>
<p><u>History</u></p> <p><u>Entertainment and Leisure</u></p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. 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</p>	<p><b>Week 1</b> - To find out about leisure and entertainment at the start of the 20th Century, and consider how these pastimes have changed.</p> <p><b>Week 2</b> - To consider how leisure and entertainment activities were affected during World War Two.</p> <p><b>Week 3</b> - To consider how trends in leisure and entertainment were affected by significant events in national and international history after World War Two</p>

	of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.	<p><b>Week 4</b> To consider ways in which music trends and technology have changed over time</p> <p><b>Week 5</b> - To consider how holidays in Britain have changed over time.</p> <p><b>Week 6</b> - Post assessment</p>
<p><u>Art</u></p> <p><u>Street Art</u></p>	<p>LKS2</p> <p>Children will have prior experience of using different mediums to create a variety of art.</p> <p>Children should be able to discuss opinions and compare and contrast various graffiti artists such as Banksy.</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><b>Week 1</b> Through sketching, to develop ideas and techniques for art work comprising stylised graffiti lettering.</p> <p><b>Week 2</b> - Through sketching, to develop ideas for improving a public space with street art.</p> <p><b>Week 3</b> - To express ideas through a satirical work of art designed for public spaces.</p> <p><b>Week 4</b> - To develop techniques for creating street art using stencils.</p> <p><b>Week 5</b> - To create street art using stencils.</p> <p><b>Week 6</b> - To create a stand alone piece of street art encompassing use of all media</p>
<p><u>Computing</u></p> <p><u>Spreadsheets</u></p>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>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,</p>	<p>The unit covers the binary system which involves the children writing digital data that involves just 0's and 1's</p>	<p><b>Week 1:</b> What is a Spreadsheet? Children learn the basic requirements for making a spreadsheet and enter data into cells</p> <p><b>Week 2</b> - Basic Calculations. Children practice making spreadsheets using addition, multiplication and division formulae</p>

	<p>analysing, evaluating and presenting data and information</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>		<p><b>Week 3</b> Modelling - Children use spreadsheets to model a situation and solve a problem</p> <p><b>Week 5</b> Organising Data – Children practice converting text to tables and splitting cells.</p> <p><b>Week 6</b> - Post assessment</p>
<p><u>RE</u></p> <p><u>Daniel</u></p>		<p>Children will further their understanding of the nature of God, His characteristics and His relationship with people.</p>	<p><b>Week 1</b> – Pre-assessment: Discuss what children know about the story of Daniel</p> <p><b>Week 2</b> – Read the story of Daniel, Children complete story sequencing activity.</p> <p><b>Week 3</b> –What motivated Daniel to pray only to God? Did they make the right choice? How many other Biblical characters listened and obeyed God? All of them? Challenge the children to come up with a list of 10.</p> <p><b>Week 4</b>– Shadrach, Meshach and Abednego took a huge leap of faith, a big risk. There are Christian people today who stand firm in their faith and take risks. Children research other people of faith who have taken great risks.</p> <p><b>Week 5</b>– Are there rules in your life that you would not break even if the situation was difficult and you could get into trouble? Why?</p> <p><b>Week 6</b> – Post Assessment</p>
<p><u>Music</u></p> <p><u>Music &amp; Me</u></p>	<p>Y5: Playing - Continue to play a classroom/band instrument in a</p>	<p>To identify and move to the pulse with ease. To think about the message of songs.</p>	<p><b>Week 1</b> – Children will learn to sing the song</p>

	<p>group/band/ensemble. Start to explore the link between sound and symbol.          Improvisation - continue to explore and 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</p>	<p>To compare two songs in the same style, talking about what stands out musically in each of them, their 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.</p>	<p><b>Week 2</b> – Children will sing the song and play musical instruments to the song.  <b>Week 3</b> – Children will begin to improvise to the song using their voices, instruments and percussion.  <b>Week 4</b> – Children will perform the song and perform compositions.  <b>Week 5</b> - preparation for end of unit performance  <b>Week 6</b> - End of unit performance</p>
<p><u>PSHE</u>  <u>Relationships</u></p>	<p>To recognise situations which can cause jealousy in relationships          To identify someone I love and can express why they are special to me          To recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends</p>	<p>To have an accurate picture of who I am as a person in terms of my characteristics and personal qualities          understand that belonging to an online community can have positive and negative consequences.          To understand there are rights and responsibilities in an online community or social network.          To know there are rights and responsibilities when playing a game online</p>	<p><b>Week 1</b> – pre assessment  <b>Week 2</b> – To keep building my own self- esteem  <b>Week 3</b> – To recognise when an online community feels unsafe or uncomfortable  <b>Week 4</b>- To recognise when an online community is helpful or unhelpful to me.  <b>Week 5</b> - Post assessment</p>

