	Year 5/6 Year A
	Summer Term 2nd Half - Unity

	Key Content	Year 5 Skills	Year 6 Skills
Writing	NARRATIVE – dilemma • Characterisation is a key focus. The main characters are often well-established from the beginning with additional detail such as background, history or interests included. The reader understands why a character feels the way they do. • Key characters also develop and change over time, usually as a result of the events that take place in the story and particularly as a result of the dilemma they face and their resulting actions. • Description, action and dialogue are all important for developing and deepening character and showing both why and how someone has changed. POETRY – Monologue • Free verse or rhyming couplet • Written in the first person, a single voice. • Often a recount or an explanation of a personal viewpoint. • May address the reader directly, for example by asking questions or using language as if the reader is taking part in a conversation with the writer. LETTER OF COMPLAINT • Formal letter format • Structure similar to that of persuasion • An opening statement (thesis) that sums up the • complaint being presented. • Strategically organised information presents and • then elaborates on the desired viewpoint. • A closing statement repeats and reinforces the original viewpoints and outlines the author's wishes.	COMPOSITION Plan their writing by: ➢ identifying the audience for and purpose of the writing, selecting the appropriate form and usually using other similar writing as models for their own ➢ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed and uses elements of these into their own work ➢ noting and developing initial ideas, drawing on reading and research where necessary, using quick and concise notes within their planning grouped into paragraphs or sections Draft and write by: ➢ using a wide range of devices to build cohesion within and across paragraphs deploying some hooking devices to create cohesion between paragraphs and a range of ISPACED devices throughout ➢ in narratives, describing settings, characters and atmosphere and attempting to integrate dialogue to convey character and advance the action, evoke atmosphere through detailed description, portray characters through meaningful interactions. ➢ usually selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning e.g. the most appropriate synonym or newly acquired subject specialist vocabulary. ➢ précising longer passages identifying key ideas and reformulating them coherently in their own words. ➢ using further organisational and presentational devices to structure text and to guide the reader e.g. pose questions as heading or sub-headings, use bullet points to organise material, integrate diagrams, charts or graphs. Evaluate and edit by: ➢ evaluate writing against agreed success criteria, identifying strengths and areas for improvement linked to recent teaching and feeding back appropriately to the writet ➢ propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others' writing ➢ can usually write using tense consistently and correctly throughout and write using deliberate changes of tense for effect in narrative, checking for these when editing: e.g. in flashbacks, letters and interviews. ➢ proof-read for spelling and punctuation errors usually spotting most of their own and others' spelling and punctuation errors quickly and knows how to correct them. ➢ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ➢ Perform their own compositions using appropriate intonation, volume, and movement so that meaning is clear, monitoring and maintaining audience attention, speaking loudly enough to be heard.	COMPOSITION Plan their writing by: ➢ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own including a favourite poem ➢ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed and use such themes in a sustained way to create convincing narratives ➢ noting and developing initial ideas through the addition of vocabulary and grammar structures, drawing on reading and research where necessary, organising concise notes paragraphs or sections of their choosing Draft and write by: ➢ using a wide range of devices to build cohesion within and across paragraphs achieving a logical sequence, signposting the reader and making references to prior details when concluding. ➢ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action including what they have learnt about standard and non-standard english. ➢ almost always selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning e.g. the most appropriate synonym or newly acquired subject specialist vocabulary ➢ précising longer passages identifying key ideas, reformulating them coherently in their own words and justifying inclusions and exclusions ➢ using further organisational and presentational devices to structure text and to guide the reader e.g. pose questions as heading or sub-headings, use bullet points to organise material, integrate diagrams, charts or graphs; link closing to opening; include glossary, fact box etc. Evaluate and edit by: ➢ evaluate writing for overall impact and suitability for audience and purpose against agreed success criteria, identifying aspects for alteration linked to previous and recent teaching and feeding back appropriately with helpful details. ➢ can almost always propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others' writing. ➢ can almost always write using tense consistently and correctly throughout and write using deliberate changes of tense for effect in narrative. ➢ proof-read for spelling and punctuation errors consistently and confidently spotting almost all of their own and others' spelling and punctuation errors quickly and knows how to correct them ➢ can consciously choose the appropriate register (standard or colloquial language as appropriate) for writing to good effect, deploying this knowledge across a range of independent writing dependent upon its formality. ➢ Perform their own own compositions, using appropriate intonation, volume, and movement so that meaning is clear, almost always engaging and maintaining the audience even for longer compositions
GPS	• Spelling taught from Year 5 and 6 No Nonsense Spelling Guides – Teachers to follow units for each term supplemented by statutory exception word list • Handwriting taught using Collins Guide as per handwriting policy.	SPELLING • Spell some words with 'silent' letters: kn, mb, stle, mn, silent b words correctly: e.g. as at left, and solemn, debt. • Continue to distinguish between homophones and other words which are often confused e.g. as at left and guessed/guest, serial/cereal,	SPELLING • Spell some words with 'silent' letters: ps, psy, gn silent n words correctly: e.g. as left and government, environment. • Continue to distinguish between homophones and other words which are often confused e.g. at left and assent/ascent, decent/descent,

	• Grammar directed by English Appendix 2	bridal/bridle, altar/alter, desert/dessert, draft/draught, stationary/stationery, principal/principle.	compliment/complement, affect/effect, precede/proceed, devise/device, prophesy/prophecy, morning/mourning

• Grammar directed by English Appendix 2

Middle column:

bridal/bridle, altar/alter, desert/dessert, draft/draught, stationary/stationery, principal/principle.

- Usually use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- Use further prefixes and suffixes and understand the guidelines for adding them e.g. applicable, adorable, reliable, changeable, noticeable.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary with pace to ensure the efficient checking of their own writing

HANDWRITING
- Write legibly, fluently and with increasing speed by: making choices over letter shapes and joins to ensure fluency, legibility and good presentation and is increasing the pace of writing while sustaining neatness and accuracy
- Use a consistent and fluent style that enables a swift and attractive style

VOCABULARY
- Use a thesaurus to avoid repetition and common language choices
- using expanded noun phrases to convey complicated information concisely
- Converting nouns or adjectives into verbs using suffixes: e.g. -ate; -ise; -fy
- Use verb prefixes to generate new verbs: e.g. dis-, de-, mis-, over-, re-

GRAMMAR - Develop their understanding of the concepts set out in English Appendix 2 by:
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- using modal verbs or adverbs to indicate degrees of possibility
- using the perfect form of verbs to mark relationships of time and cause
- understanding that the passive tense can be used within formal writing
- Use devices to build cohesion, including adverbials of time, place and number being able to name all ISPACED starters

PUNCTUATION
- Use brackets, dashes or commas to indicate parenthesis
- Use of commas to clarify meaning or avoid ambiguity

Right column:

compliment/complement, affect/effect, precede/proceed, devise/device, prophesy/prophecy, morning/mourning

- Confidently use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- Use further prefixes and suffixes and understand the guidelines for adding them e.g. legible, preference, dependable.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary with pace to ensure the efficient checking of their own writing

HANDWRITING
- Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding when to use a presentation or note-taking style.
- Use a consistent and fluent style that enables a swift and attractive style

VOCABULARY
- Use a thesaurus to introduce varied and precise vocabulary
- using expanded noun phrases to convey complicated information concisely throughout a range of independent writing
- Converting nouns or adjectives into verbs using suffixes and explain their meaning: e.g. -ate, -ise, -ify
- Use verb prefixes to generate new verbs and explain their meaning: e.g. dis-, de-, mis-, over-, re-

GRAMMAR - Develop their understanding of the concepts set out in English Appendix 2 by:
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun correctly punctuating this with parenthesis
- confidently and consistently using modal verbs or adverbs to indicate degrees of possibility within a range of independent writing
- confidently and consistently using the perfect form of verbs to mark relationships of time and cause within a range of independent writing
- Consistently using passive verbs to affect the presentation of information in a sentence
- Devices to build cohesion, including adverbials of time, place and number using all ISPACED starters throughout their independent writing

PUNCTUATION
- Use of the semi-colon, colon and dash to mark the boundary between independent clauses
- Use of the colon to introduce a list and use of semi-colons within lists
- Punctuation of bullet points to list information
- How hyphens can be used to avoid ambiguity

Key Vocab

Year 5   Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, subject, object, active, passive, paragraphs: topic, supporting, concluding, cohesion , cohesive devices (ISPACED) ,

Year 6   active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points, formal and informal structures/vocabulary, Standard English Paragraphs: topic, supporting, concluding, cohesion , cohesive devices (ISPACED)

Maths

Year 5 –
Continuing with previous unit on time, timetables and conversions
Fractions and scaling problems
Consolidation of areas of weakness

Year 6 –
Fractions and scaling
Problem solving and reasoning
Consolidation of areas of weakness

Middle column:

Complete the previous unit from Summer 1 (as this may have overrun due to length of half term)

Unit: Fractions and scaling problems
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates
- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers

Consolidate areas of weakness from the end of year PIXL (will be dependent on the cohort)

Multiplication tables focus:

Right column:

Unit: Fractions and scaling problems
- solve problems involving similar shapes where the scale factor is known or can be found
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

Problem Solving and Reasoning:
- Represent and interpret numerical and symbolic patterns and relationships.
- Solve mathematical problems and puzzles involving numbers or shapes.
- Suggest and test hypotheses involving numbers or shapes.
- Solve multi-step problems involving whole numbers, decimals, fractions and percentages, in the context of numbers or measurements, including money and time.

Multiplication tables focus:
- Consolidation of all previous skills

		➤ Application to multiples e.g. using multiplication and division facts to calculate equations involving multiples (200 x 9 etc) including a range of missing number problems	

Key Vocab	**Year 5**: (as previous unit) Unit 2: proper / improper fraction, equivalent, reduced to, cancel, thousandths, in every, for every, scaling, factors, multiples, common factors, factor pairs, lowest common factor, lowest common multiple
	Year 6: scale factor, equal, unequal sharing, grouping knowledge, multiples, represent, interpret, hypotheses

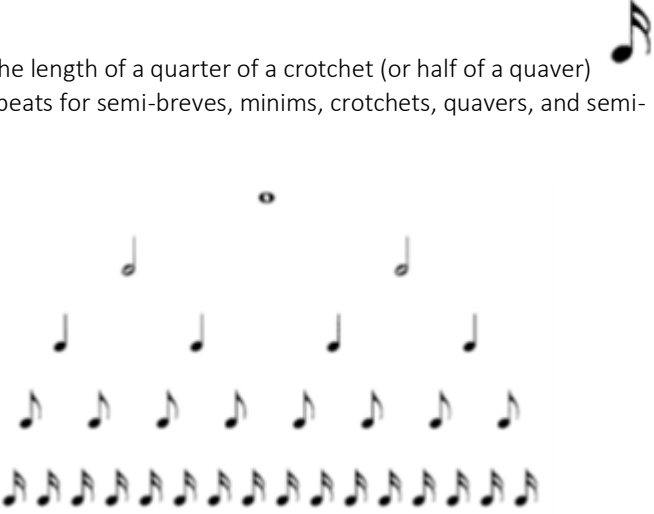| Reading	See Medium Guided Reading Plans for an overview of the texts that children will be reading each week. **Poems:** • A Tragic Story (William Makepeace Thackeray) **Stories:** • The Wonderful Chuang Brocade (a Chinese folktale) **SAYINGS AND PHRASES** Become familiar with the following sayings and phrases: • Shipshape and Bristol fashion • Through thick and thin • To go to Timbuktu • It never rains but it pours • You can lead a horse to water, but you can't make it drink.	**FLUENCY** ➤ Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, across a wide range of texts. Pupil can decode most new words outside spoken vocabulary, making a good approximation of the word's pronunciation: e.g. 'obey' disobedience, obediently. **WIDTH OF READING (SHARED READING)** **Develop pleasure in reading, motivation to read, vocabulary and understanding by:** ➤ Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books that they have read for themselves, expressing views and preferences, justifying them by reference to the text, drawing on, comparing and contrasting examples ➤ Reading books that are structured in different ways and reading for a range of purposes, with independence: e.g. manga and graphic novels, comical history series. ➤ Increasing their familiarity with a wide range of age-appropriate books and can identify some genres: e.g. fantasy, adventure, comedy, science fiction. ➤ Identifying and discussing themes and conventions in and across a wide range of writing e.g. heroism or loss and continuing to learn the conventions of different types of writing such as first person in autobiography. They can explain 'heroism' or 'loss' in the context of the writing. ➤ Making comparisons within and across books, comparing characters, considering viewpoints of authors and of fictional characters: e.g. Ginger reminds me a bit of Tyke Tiler because neither of them can seem to stop getting into trouble at school. ➤ Distinguish between statements of fact and opinion **Poetry:** ➤ Learning a wider range of poetry by heart ➤ Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience **Debate:** ➤ Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously e.g. asking other to justify their opinions and views with evidence for the text. ➤ Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. **COMPREHENSION (VIPERS in Guided Reading)** *Understand both the books that they can already read accurately and fluently and those that they listen to by*: **Vocabulary:** ➤ Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context **Inference:** ➤ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence using the APE or PEE approach **Prediction:** ➤ Predicting by usually read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader	**FLUENCY** ➤ Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet **WIDTH OF READING (SHARED READING)** **Develop pleasure in reading, motivation to read, vocabulary and understanding by:** ➤ Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, expressing views and preferences about authors, poets and genres, justifying them by reference to the text, drawing on, comparing and contrasting examples ➤ Reading books that are structured in different ways and reading for a range of purposes e.g. first person historical accounts, spy series, series set in alternative worlds, historical fiction. ➤ Making comparisons within and across books between versions of the same text, giving examples to support opinions: e.g. Stanley is a bit like Sirius Black because they are both held captive even though they are innocent. ➤ Increasing their familiarity with a wide range of age-appropriate books and can independently identify, name and describe some genres: e.g. espionage, magical worlds, comedy. ➤ Identifying and discussing themes and conventions in and across a wide range of age-appropriate texts: e.g. isolation, flashback in narrative. ➤ Distinguish between statements of fact and opinion **Poetry:** ➤ Learning a wider range of poetry by heart ➤ Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience **Debate:** ➤ Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously e.g. suggesting alternative interpretations and being open to those suggested by others. ➤ Explain and discuss their understanding of what they have read, including through formal presentations and debates, providing a thorough explanation of their points and prepare responses to likely conflicting opinions. **COMPREHENSION (VIPERS in Guided Reading)** *Understand both the books that they can already read accurately and fluently and those that they listen to by:* **Vocabulary** ➤ Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context e.g. dissolve, solution (in science), 'He dissolved in tears', Parliament was dissolved, there was no solution to the problem. **Prediction** ➤ Reading 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader and using this information to justify their opinion using APE **Inference:**

			Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence with three pieces of evidence

Explanation:
- Asking questions to improve their understanding e.g. I wonder why or if...
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader e.g. I like the way the author uses animal-based images like Ginger having a furball of anxiety in her guts when she is in trouble at school
- Identifying how language, structure and presentation contribute to meaning e.g. can recognise organisational and language features of a range of non-fiction texts including explanation, balanced argument, persuasive argument and understands the fine distinctions between the conjunctions used in them like whereas, consequently..
- Provide reasoned justifications for their views with at least two pieces of evidence

Retrieval:
- Retrieve, record and present information from non-fiction Usually presents information in ways that are coherent and useful to themselves and others: e.g. has a range of models for making notes like spidergrams or a grid of boxes with labels.

Summarising:
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Recommend books that they have read to their peers, giving reasons for their choices

Explanation:
- Asking questions to improve their understanding e.g. Well, if the water all disappeared from Green Lake because of a curse, I wonder if it could be brought back again somehow?
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Identifying how language, structure and presentation contribute to meaning and comment upon the authors intent when using this
- Provide reasoned justifications for their views with up to three points succinctly presented

Retrieval:
- Retrieve, record and present information from non-fiction . Usually records information in a form that can be easily retrieved. Usually presents information in ways that are coherent and useful to themselves and others.

Summarising:
- Independently, identify the main ideas in paragraphs and can usually produce a succinct summary, paraphrasing the main ideas.
- Recommend books through confidently sharing their opinions about age-appropriate books they have read independently and usually make appropriate recommendations to their peers, giving reasons for their choices: e.g. I would recommend Tolkien's..to..because

Key Vocab	Text, prediction, inference, retrieval, summary, evidence, independent, information, fiction, non-fiction, dictionary, contents, facts, opinion,

Science	CHEMISTRY: BASIC TERMS AND CONCEPTS	Soluble and Insoluble Investigation:	Soluble and Insoluble Investigation:

Science

CHEMISTRY: BASIC TERMS AND CONCEPTS

ATOMS

All matter is made up of particles too small for the eye to see, called atoms. Scientists have developed models of atoms; while these models have changed over time as scientists make new discoveries; the models help us imagine what we cannot see.
- Atoms are made up of even tinier particles: protons, neutrons, electrons.

The concept of electrical charge
- Positive charge (+): proton
- Negative charge (-): electron
- Neutral (neither positive or negative): neutron'
- 'Unlike charges attract, like charges repel' (relate to magnetic attraction and repulsion)

PROPERTIES OF MATTER
- Mass: the amount of matter in an object, similar to weight
- Volume: the amount of space a thing fills
- Density: how much matter is packed into the space an object fills
- Vacuum: the absence of matter

ELEMENTS
- Elements are the basic kinds of matter, of which there are a little more than one hundred.
- There are many different kinds of atoms, but an element has only one kind of atom.
- Familiar elements, such as gold, copper, aluminium, oxygen, iron
- Most things are made up of a combination of elements.

SOLUTIONS

A solution is formed when a substance (the solute) is dissolved in another substance (the solvent), such as when sugar or salt is dissolved in water; the dissolved substance is present in the solution even though you cannot see it. Concentration and saturation (as demonstrated through simple experiments with crystallisation)

Soluble and Insoluble Investigation:
- With prompting, recognise and control variables where necessary
- Take and process repeat readings
- With support, present findings from enquiries orally and in writing
- With prompting, identify that not all results may be trustworthy

Soluble and Insoluble Investigation:
- Recognise and control variables where necessary
- Take repeat readings when appropriate
- Report and presents findings from enquiries in oral and written forms such as displays and other presentation
- Report and present findings from enquiries, including explanations of, and degree of, trust in results

Key Vocab	Atoms, Particles, Protons, Neutrons, Electrons, Positive Charge, Negative Charge, Neutral Charge, Mass, Volume, Density, Vacuum, Periodic Table, Matter, Gold, Copper, Aluminium, Oxygen, Iron, Solutions, Solute, Dissolve, Solvent, Concentrate, Saturation, Crystallisation

Year 5/6	Year 5/6 Year A

A	Summer Term 2nd Half - Unity		
	Key Knowledge	Year 5 Skills	Year 6 Skills
History	**BRITISH HISTORY** **18TH CENTURY BRITAIN** Teachers: The Act of Union in 1707 created Great Britain, a new nation, but it did not yet create 'Britons'. Encourage students to think about the nature and formation of national identity, and identities in general. Explain how this period sees the development of political institutions that are still familiar today. **JAMES I AND VI HAD BEEN ATTEMPTING TO FORM A FULL POLITICAL UNION, BUT FAILED** ● In Scotland, opinion over union was divided ● The Act of Union, 1707 ● The creation of Great Britain was one of necessity, with mutual hostility and mistrust on both sides ● Great Britain into an international power; global empire. **DEVELOPMENT OF PARTY POLITICS; PARLIAMENT MORE IMPORTANT AFTER THE BILL OF RIGHTS** ● Anne becomes Queen (1702) after the death of William III ● Accession of George I in 1714; House of Hanover ● Decline of monarchical power and influence ● Robert Walpole came to the fore in Parliament [Builds on Year 1 History and Geography] ● Appointed First lord of the Treasury by George I in 1721. Referred to as the 'Prime Minister'	➢ Develop chronologically secure knowledge and understanding of British, local and world history. ➢ Address and devise historically valid questions about significance. ➢ Address and devise historically valid questions about cause. ➢ Note connections, contrasts and trends over time.	➢ Develop chronologically secure knowledge and understanding of British, local and world history. ➢ Address and devise historically valid questions about significance. ➢ Address and devise historically valid questions about cause. ➢ Note connections, contrasts and trends over time.
	Vocab: Act of union, Empire, Accession, Prime minister		
Geog.	**YORKSHIRE AND HUMBERSIDE** A. YORKSHIRE, HUMBERSIDE, PART OF LINCOLNSHIRE Peak District, N Yorkshire Moors, Yorkshire Dales, River Humber, port of Hull, coal, iron and steel works, City of York	➢ Understand geographical similarities and differences and change through the study of human and physical geography of the United Kingdom ➢ Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	➢ Understand geographical similarities and differences and change through the study of human and physical geography of the United Kingdom ➢ Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
	Vocab: Port, Peak, Climate, Junction, Canal		
Art	**TYPES OF ART: PRINTS AND PRINTMAKING** ● Understand that printmaking is an indirect art form, where the artist usually creates a design on a block or plate (or wood, plastic or metal), or even on a screen of silk, and this is transferred to a support—usually paper—after a pressing with ink. Printmaking can be a positive (relief), negative (intaglio) or stencil process. ● Appreciate that the benefit of printmaking is that it allows the creation of multiple versions of the same design. Artists like Rubens and Hogarth realised they could use this to spread their images to a wider audience, not least because paper prints were generally cheap and comparatively quick to produce. ● Find out about some of the various printmaking techniques, ranging from mono-printing, engraving, etching, screen-printing to lithography and brass rubbing. ● Recognise as products of printmaking (prints), and discuss: Albrecht Dürer, The Rhinoceros (woodcut) 1515 (British Museum, London) ● Paulus Pontius after Rubens, Self-Portrait (of Rubens), 1630 (British Museum, London) ● William Hogarth, Industry and Idleness Plate 1: The Fellow 'Prentices at their Looms, Plate 12: The Industrious 'Prentice Lord Mayor of London, 1747 (Tate Britain, London) ● Henri de Toulouse-Lautrec, Troupe de Mlle Églantine, 1896 (colour lithograph), (V&A, London)	➢ Painting he/she can create layers of paint to add detail to background colours. ➢ Painting he/she can create different effects e.g. wet paint to create a watercolour; texture by adding PVA or sawdust; using brushes in different ways with thickened paint. ➢ Art in Context/History: he/she can use observational skills to replicate images by well-known artists and explain how their work is similar/different. ➢ Art in Context/History: he/she can use stylistic features of well-known architects in their 3D work and explain how their work is similar/different. ➢ Art in Context/History: he/she can explore the impact of well-known artists work on the society at the time	➢ Painting he/she can create layers of paint to add detail to background colours. ➢ Painting he/she can create different effects e.g. wet paint to create a watercolour; texture by adding PVA or sawdust; using brushes in different ways with thickened paint. ➢ Art in Context/History: he/she can use observational skills to replicate images by well-known artists and explain how their work is similar/different. ➢ Art in Context/History: he/she can use stylistic features of well-known architects in their 3D work and explain how their work is similar/different. ➢ Art in Context/History: he/she can explore the impact of well-known artists work on the society at the time
DT	**DECORATING USING GLUING AND STITCHING** ➢ Can use applique to decorate by gluing and stitching (linked to Brocades) ➢ Build frames using a range of materials; use glue guns (linked to Summer Fair projects)	➢ Design: he/she can design products that are innovative and appeal to individuals or groups ➢ Design: he/she can create an exploded diagram of his/her design ➢ Make: he/she can use a glue gun with close supervision ➢ Make: he/she can select the most appropriate way to join or secure materials within his/her design ➢ Evaluate: he/she can collect feedback from others to find out how to improve his/her product ➢ Evaluate: he/she can explore the impact of well known designers and inventors and how their products helped shape the world	➢ Design: he/she can design products that are innovative and appeal to individuals or groups ➢ Design: he/she can create a prototype of his/her design ➢ Make: he/she can use applique to decorate by gluing and stitching ➢ Make: he/she can use a glue gun with close supervision ➢ Evaluate: he/she can collect feedback from others to find out how to improve his/her product ➢ Evaluate: he/she can explore the impact of well known designers and inventors and how their products helped shape the world

Music	MUSICAL CONNECTIONS		
	Teachers: Introduce children to the following in connection with topics in other disciplines: - Music of the Middle Ages - Gregorian chant NOTATION Understand the following notation and terms whilst completing from Ukulele Pieces Stage 2 : - Time signature **4** can be expressed as **C** ('Common' time) **4** - Semi-quavers: the length of a quarter of a crotchet (or half of a quaver) - The number of beats for semi-breves, minims, crotchets, quavers, and semi-quavers	➢ Composing he/she is starting to interpret musical notation. e.g. Crochet = 1 beat, minim = 2 beats. ➢ Composing he/she can compose melodic and rhythmic phrases. ➢ Composing he/she can layer sounds to create effects. ➢ Performing he/she can perform his/her own compositions from memory. ➢ Listening and Context he/she can begin to explore reasons for composers'' tempo choices. ➢ Listening and Context he/she can pick out details within a piece and recall these details from memory.	➢ Composing he/she is starting to interpret musical notation. e.g. Crochet = 1 beat, minim = 2 beats. ➢ Composing he/she can compose melodic and rhythmic phrases. ➢ Composing he/she can layer sounds to create effects. ➢ Performing he/she can perform his/her own compositions from memory. ➢ Listening and Context he/she can begin to explore reasons for composers'' tempo choices. ➢ Listening and Context he/she can pick out details within a piece and recall these details from memory.
	Crochet, Minim, Semibreve, Stave, Treble clef, Crotchet rest, Minim rest, Semibreve rest, double bar, time signatures - 4/4 quadruple time, as in four crotchet beats; 2/4 duple time, as in two crotchet beats; 3/4 triple time, as in three crotchet beats		
Computing	Content: **We are web developers** (creating a web page about web safety) - Design and create a computer program for a computer game, which uses sequence, selection, repetition and variables - Detect and correct errors in their game - Use iterative development techniques (making and testing a series of small changes) to improve their game **Online Safety:** We are game changers	➢ Use technology respectfully and responsibly; recognise acceptable and unacceptable behaviour (cryptology to create encoded information) ➢ 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 (combining media to make adverts on ipads)	➢ Use technology respectfully and responsibly; recognise acceptable and unacceptable behaviour (cryptology to create encoded information) ➢ 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 (combining media to make adverts on ipads)
RE	Islam: To challenge stereotyping through understanding different Muslim interpretations of Jihad and how this links to getting to Heaven	➢ What is jihad and what role does it play in modern society? ➢ Do all Muslims believe in the same form of Jihad? ➢ What are the different interpretations of the writings about jihad?	➢ What is jihad and what role does it play in modern society? ➢ Do all Muslims believe in the same form of Jihad? ➢ What are the different interpretations of the writings about jihad?
PE	- Tennis - Athletics - OAA **See PE overview for timings**	• **Tennis – Year 5 unit** • To develop the forehand groundstroke • To develop returning the ball using a forehand groundstroke • To develop returning the ball using a backhand groundstroke • To work co-operatively with a partner to keep a continuous rally going • To develop the underarm serve and understand the rules of serving • To develop the volley and understand when to use it • To use a variety of strokes to outwit an opponent • To work collaboratively with a partner to compete against others	• **Athletics – Year 5 unit** • To be able to apply different speeds over varying distances • To develop fluency and coordination when running for speed • To develop technique in relay changeovers • To develop power, control and consistency in jumping for distance • To develop technique and coordination in the triple jump • To develop throwing with force for longer distances • To develop throwing with greater control and technique • To develop officiating and performing skills	• **OAA – Year 5/6 unit** • To be able to work effectively with a partner and small group • To build communication and trust showing an awareness of safety • To work as a team to solve problems • To suggest ideas and listen to others • To develop co-operation and teamwork skills • To develop creating ideas and problem solving • To develop strategies and planning • To work as a team to solve problems • To share ideas and work as a team to solve problems • To develop critical thinking • To develop trust • To be able to listen to others and follow instructions • To develop navigational skills and map reading • To work effectively with a partner to complete a course • To be able to use a map to navigate around a course • To use a key to identify objects and locations

PHSE	• **British/School Out:** Internalised Discrimination (Year 6) • **British/Parliament:** The Creation of Parliament • **Safeguarding/Educate Against Hate:** Grooming (Year 6) • **Safeguarding/RNLI:** Cold water impact (links to Science)		
MFL	Le passe et le present (Then and now)	➢ S & L - can tell simple stories in the language. ➢ S & L - can find patterns in spelling, sounds and meanings of words when listening to songs and rhymes. ➢ S & L - can take part in short conversations, seeking and conveying information and opinions in simple terms. ➢ S & L - can participate in a conversation, where they can ask questions, respond to others and seek help ➢ S & L - can identify and note the main points and specific details, including opinions in longer spoken passages. ➢ R - can use a bilingual dictionary or glossary, or can use context to work out what unfamiliar words mean. ➢ R - can identify examples of basic grammatical rules in the chosen language e.g. Feminine, masculine. ➢ W - can adapt his/her recalled phrases to create new sentences and express ideas clearly.	➢ S & L - can refer to recent experiences or future plans, as well as everyday activities and interests. ➢ S & L - can prepare a short presentation to describe people, places, things or actions. ➢ S & L - can generate questions about the topics covered. ➢ S & L - can use accurate pronunciation in spoken tasks and use intonation to make his/her meaning clear. ➢ R - can read a variety of fiction and non-fiction and glean information from them. ➢ R - can read a text in the language and explain the main points and some smaller details. ➢ W - can produce short pieces of W -, in simple sentences, that seek and convey information and opinions. ➢ W - can demonstrate an understanding of basic grammatical rules for the language in his/her written work.