

Year 5/6 Year B		
Summer Term 1 st Half – Life		
Key Content	Year 5 Skills	Year 6 Skills
<p>Writing</p>	<p>Year 5 Skills</p>	<p>Year 6 Skills</p>
<p>EDITING EXISTING PIECES Year 6</p> <p>PLAYSCRIPTS - Shakespeare (Year 5 only)</p> <ul style="list-style-type: none"> Structural conventions for scripting vary, particularly in their layout on the page or screen but they usually include: <ul style="list-style-type: none"> name of character and the words they speak: <ul style="list-style-type: none"> MRS GRAY Hello dear. How are you? organisational information (Scene 2 The kitchen DAY); stage directions (ENTER Sita, dancing). Comic strip and some digital animations usually include speech bubbles within the images; interactive texts may include combinations of on-screen speech bubbles and audio dialogue, e.g. accessed by rollover or mouse click. <p>INSTRUCTIONS</p> <ul style="list-style-type: none"> Defining the goal or desired outcome. (How to make a board game.) Listing any material or equipment needed, in order. Providing simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal. Diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to connect the wires.) <p>BIOGRAPHY – Horatio Nelson (Navy & American, French Revolution)</p> <ul style="list-style-type: none"> Describe and discuss the life of a real person Information is based on fact Formal Style of writing Follows a chronology of Introduction, Early life, Education/Career, Most Notable Achievement Death/Current Life, Conclusion Incidents highlight positive a negative effect Inclusion of bracketed dates and colons to introduce the paragraph with a sub-heading Use of commas for relative clauses Use of quotes 	<p>COMPOSITION</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> 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 ISPAECED 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. precising 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. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> evaluate writing against agreed success criteria, identifying strengths and areas for improvement linked to recent teaching and feeding back appropriately to the writer 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. 	<p>COMPOSITION</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> 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 precising 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. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> 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 compositions, using appropriate intonation, volume, and movement so that meaning is clear, almost always engaging and maintaining the audience even for longer compositions
<p>Instruction: imperative, procedures , goal, materials/equipment, sequenced , diagrams , chronological order, numbered/ bullet points. Playscripts: protagonist, antagonist , narrator, stage direction, acts, scene, scenery, stage, props, costumes</p>		

GPS	<ul style="list-style-type: none"> 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. Grammar directed by English Appendix 2 	<p>SPELLING</p> <ul style="list-style-type: none"> 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, 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 <p>HANDWRITING</p> <ul style="list-style-type: none"> 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 <p>VOCABULARY</p> <ul style="list-style-type: none"> 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- <p>GRAMMAR - Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> 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 <p>PUNCTUATION</p> <ul style="list-style-type: none"> Use brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity 	<p>SPELLING</p> <ul style="list-style-type: none"> 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, compliment/complement, affect/effect, precede/proceed, devise/device, prophesy/prophesy, 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 <p>HANDWRITING</p> <ul style="list-style-type: none"> 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 <p>VOCABULARY</p> <ul style="list-style-type: none"> 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- <p>GRAMMAR - Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> 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 <p>PUNCTUATION</p> <ul style="list-style-type: none"> 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	<p>Year 5: Calculation problems (In the form of whole 3-4 week project with all of Yr 5- lunar space project) Conversions between measures Time Timetables Metric and imperial units of measurement</p> <p>Year 6: Calculation problems</p>	<p>Unit: Calculation problems</p> <ul style="list-style-type: none"> ➤ use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy ➤ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why ➤ solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign 	<p>Unit: Calculation problems</p> <ul style="list-style-type: none"> ➤ use their knowledge of the order of operations to carry out calculations involving the four operations ➤ express missing number problems algebraically ➤ solve problems involving addition, subtraction, multiplication and division ➤ use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy

	<p>Conversions (Note: This half term the SATs tests are taken, so units will be taught with preparation for this in mind)</p>	<p>Unit: Conversions and time</p> <ul style="list-style-type: none"> ➤ complete, read and interpret information in tables, including timetables ➤ solve problems involving converting between units of time ➤ understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints ➤ read Roman numerals to 1000 (M) and recognise years written in Roman numerals <p>Multiplication tables focus:</p> <ul style="list-style-type: none"> ➤ 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 	<p>Unit: Conversions</p> <ul style="list-style-type: none"> ➤ use, read, write and convert between standard units, converting measurements of length and mass from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places ➤ use simple formulae ➤ express missing number problems algebraically <p>Multiplication tables focus:</p> <ul style="list-style-type: none"> ➤ Consolidation of all previous skills
Key Vocab	<p>Year 5: Unit 1: explain your reasoning, problem solving, application, Unit 2: imperial unit, conversions, equivalence, interpret, timetable, inches, pounds, pint, gallon Year 6 Unit 1: application, estimate, problem solve, reasoning Unit 2 yard, foot, feet, inch, inches, miles, tonne, pound, ounce</p>		
Reading	<p>See Medium Guided Reading Plans for an overview of the texts that children will be reading each week.</p> <p>Key Poems:</p> <ul style="list-style-type: none"> • Macavity – The Mystery Cat (T.S. Eliot) <p>Key Texts/Drama:</p> <ul style="list-style-type: none"> • A Midsummer Night’s Dream (William Shakespeare) <p>SAYINGS AND PHRASES Become familiar with the following sayings and phrases:</p> <ul style="list-style-type: none"> • Take the bull by the horns • ‘Till the cows come home • Time heals all wounds • Tom, Dick and Harry • Vice versa 	<p>FLUENCY</p> <ul style="list-style-type: none"> ➤ 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. <p>WIDTH OF READING (SHARED READING) Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ➤ 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 <p>Poetry:</p> <ul style="list-style-type: none"> ➤ 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 <p>Debate:</p> <ul style="list-style-type: none"> ➤ 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. <p>COMPREHENSION (VIPERS in Guided Reading)</p>	<p>FLUENCY</p> <ul style="list-style-type: none"> ➤ 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 <p>WIDTH OF READING (SHARED READING) Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ➤ 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 <p>Poetry:</p> <ul style="list-style-type: none"> ➤ 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 <p>Debate:</p> <ul style="list-style-type: none"> ➤ 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. <p>COMPREHENSION (VIPERS in Guided Reading) <i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i> Vocabulary</p>

		<p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ➤ Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context <p>Inference:</p> <ul style="list-style-type: none"> ➤ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence using the APE or PEE approach <p>Prediction:</p> <ul style="list-style-type: none"> ➤ 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 <p>Explanation:</p> <ul style="list-style-type: none"> ➤ 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 <p>Retrieval:</p> <ul style="list-style-type: none"> ➤ 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. <p>Summarising:</p> <ul style="list-style-type: none"> ➤ 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 	<ul style="list-style-type: none"> ➤ 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. <p>Prediction</p> <ul style="list-style-type: none"> ➤ 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 <p>Inference:</p> <ul style="list-style-type: none"> ➤ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence with three pieces of evidence <p>Explanation:</p> <ul style="list-style-type: none"> ➤ 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 <p>Retrieval:</p> <ul style="list-style-type: none"> ➤ 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. <p>Summarising:</p> <ul style="list-style-type: none"> ➤ 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	<p>LIFE CYCLES AND REPRODUCTION</p> <p>A. THE LIFE CYCLE AND REPRODUCTION</p> <ul style="list-style-type: none"> ➤ Life cycle: development of an organism from birth to growth, reproduction, death. E.g. Growth stages of a human: embryo, foetus, newborn, infancy, childhood, adolescence, adulthood, old age ▪ All living things reproduce themselves. Reproduction may be <i>asexual</i> or <i>sexual</i> - Examples of <i>asexual</i> reproduction: fission (splitting) of bacteria, spores from mildews, moulds, and mushrooms, budding of yeast cells, regeneration and cloning - <i>Sexual</i> reproduction requires the joining of special male and female cells - <i>Vegetative</i> reproduction: runners (for example: strawberries) and bulbs (for example: onions), growing plants from eyes, buds, leaves, roots, and stems ➤ Sexual reproduction by spore bearing plants (for example: mosses and ferns) ➤ Sexual reproduction of non-flowering seed plants: conifers (for example: pines), male and female cones, wind pollination ▪ Sexual reproduction of flowering plants (for example: peas) - Functions of sepals and petals, stamen (male), anther, pistil (female), ovary (or ovule) - Process of seed and fruit production: pollen, wind, insect and bird pollination, fertilisation, growth of ovary, mature fruit - Seed germination and plant growth: seed coat, embryo and endosperm, germination (sprouting of new plant), monocots (for example: corn) and dicots (for example: beans) 	<ul style="list-style-type: none"> ➤ An investigating into growing plants or bacteria: ➤ With prompting, plan different types of scientific enquiries to answer questions ➤ With prompting, recognise and control variables where necessary ➤ Select, with prompting, and use appropriate equipment to take readings ➤ Take precise measurements using standard units ➤ Take and process repeat readings ➤ Record data and results ➤ Record data using labelled diagrams, keys, tables and charts ➤ Use line graphs to record data ➤ Report and present findings from enquiries, including conclusions and, with prompting, suggest causal relationships ➤ With support, present findings from enquiries orally and in writing ➤ With prompting, identify that not all results may be trustworthy ➤ Suggest how evidence can support conclusions ➤ Suggest further comparative or fair tests ➤ Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ➤ Describe the life process of reproduction in some plants and animals Describe the changes as humans develop to old age 	<ul style="list-style-type: none"> ➤ An investigating into growing plants or bacteria: ➤ Plan different types of scientific enquiries to answer questions ➤ Recognise and control variables where necessary ➤ Take measurements using a range of scientific equipment ➤ Take measurements with increasing accuracy and precision ➤ Take repeat readings when appropriate ➤ Record data and results of increasing complexity using scientific diagrams and labels ➤ Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar charts ➤ Record data and results of increasing complexity using line graphs ➤ Report and present findings from enquiries, including conclusions and causal relationships ➤ 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 ➤ Identify scientific evidence that has been used to support or refute ideas or arguments ➤ Use test results to make predictions to set up further comparative and fair tests

	<p>B. SEXUAL REPRODUCTION IN ANIMALS</p> <ul style="list-style-type: none"> ➤ Reproductive organs: testes (sperm) and ovaries (eggs) ➤ External fertilisation: spawning ➤ Internal fertilisation: birds, mammals ➤ Development of the embryo: egg, zygote, embryo, growth in uterus, fetus, newborn <p>C. REPRODUCTION IN PLANTS</p> <ul style="list-style-type: none"> ➤ Asexual reproduction - Example of algae 		
Key Vocab	Reproduction, Organism, Asexual, Regeneration, Cloning, Fission, Bacteria, Pollination, Germination, Monocots, Dicots, Testes, Ovaries, Fertilisation, Embryo, Egg, Zygote, Uterus, Foetus, newborn		

Year 5/6 Year B			
Summer Term 1 st Half – Life			
	Key Knowledge	Year 5 Skills	Year 6 Skills
History	<p>IRISH FAMINE</p> <p>A. THE IRISH FAMINE AND INDEPENDENCE MOVEMENTS</p> <ul style="list-style-type: none"> ➤ Act of Union in 1800 ➤ Ireland joins Britain as part of the United Kingdom ➤ Outbreak of Famine ➤ Potato blight ➤ Actions of the landlords ➤ Death toll ➤ Government responses ➤ Sir Robert Peel and American maize; corn laws ➤ Emigration ➤ United States and Great Britain ➤ Importance of memory of Famine in Ireland and diaspora ➤ Creation of an Irish identity ➤ Migration and depopulation 	<ul style="list-style-type: none"> ➤ Develop chronologically secure knowledge and understanding of British, local and world history. ➤ Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms. ➤ Note connections, contrasts and trends over time. ➤ Understand how our knowledge of the past is constructed from a range of sources. ➤ Address and devise historically valid questions about significance. ➤ Address and devise historically valid questions about cause. ➤ Address and devise historically valid questions about change, 	<ul style="list-style-type: none"> ➤ Develop chronologically secure knowledge and understanding of British, local and world history. ➤ Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms. ➤ Note connections, contrasts and trends over time. ➤ Understand how our knowledge of the past is constructed from a range of sources. ➤ Address and devise historically valid questions about significance. ➤ Address and devise historically valid questions about cause. ➤ Address and devise historically valid questions about change,
Vocab: Famine, Blight, Landlord, Toll, Emigration, Migration			
Geog.	<p>SCOTLAND</p> <p>Border regions, lowlands, uplands (granite, quartzite, schist, sandstone), volcanic islands, peninsulas, lochs (Loch Lomond, Loch Ness), glens, estuaries (Firth of Clyde, Firth of Forth), fishing harbours, Scottish parliament, Robert Burns, clans, coal, iron ore, Glasgow, Edinburgh, Edinburgh festival, castles (Edinburgh, Balmoral), Orkney Islands, Shetland Islands</p>	<ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ 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.
Vocabulary: peninsula, loch, volcanic, glen, textiles, parliament, firth, Valley, Assembly			
Art	<p>ART AND ARCHITECTURE OF THE ITALIAN RENAISSANCE</p> <p>A. BECOME FAMILIAR WITH RENAISSANCE SCULPTURE</p> <ul style="list-style-type: none"> ➤ Consider what makes sculptures 'Renaissance', including: ➤ Donatello, Saint George, (Bronze cast after stone original), c. 1415-17 (Orsanmichele—the Kitchen Garden of St Michael, Florence) ➤ Michelangelo, David, 1504 (Galleria dell'Accademia, Florence) 	<p>Study Renaissance Sculptures and create own in style.</p> <ul style="list-style-type: none"> ➤ 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. ➤ Sculpture he/she can make a 3D sculpture using a range of joining methods e.g. gluing, stitching, weaving, tying ➤ Independent Artist he/she can make a clear plan for her working area and the equipment needed for a complete art project. ➤ Developing/ Applying Ideas he/she can use a sketchbook to show how ideas have been improved. 	<p>Study Renaissance Sculptures and create own in style.</p> <ul style="list-style-type: none"> ➤ 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. ➤ Sculpture he/she can make a 3D sculpture using a range of joining methods e.g. gluing, stitching, weaving, tying ➤ Independent Artist he/she can make a clear plan for her working area and the equipment needed for a complete art project. ➤ Developing/ Applying Ideas he/she can use a sketchbook to show how ideas have been improved.
DT	<p>CREATING A LOCALLY SOURCE MEAL</p> <ul style="list-style-type: none"> • Understand where food is produced locally • Plan a balanced meal building upon the Year 3/4 knowledge of health eating 	<ul style="list-style-type: none"> ➤ Food he/she understands how different foods are produced in different areas of the world. ➤ Use appropriate estimate ingredients, ➤ Food he/she understands that some foods are seasonal and can give some examples. 	<ul style="list-style-type: none"> ➤ Food he/she understands how different foods are produced in different areas of the world. ➤ Use appropriate estimate ingredients, ➤ Food he/she understands that some foods are seasonal and can give some examples.

Music	<p>ELEMENTS</p> <ul style="list-style-type: none"> Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.). Recognise a steady beat, accents, and the downbeat; play a steady beat and a simple rhythm pattern. Discriminate between fast and slow; gradually slowing down and getting faster. Discriminate between differences in pitch: high and low. Discriminate between loud and soft; gradually increasing and decreasing volume. Understand legato (smoothly flowing progression of notes) and staccato (crisp, distinct notes). Sing unaccompanied, accompanied, and in unison. Recognise harmony; sing simple rounds and canons. Recognise verse and chorus Continue work with timbre and phrasing. Recognise theme and variations, and listen to Mozart, Variations on 'Ah vous dirai-je Maman' (familiarily known as 'Twinkle Twinkle Little Star'). Sing or play simple melodies. <p>Key Composers and Music:</p> <ul style="list-style-type: none"> The Mountains of Mourne, Loch Lomond, Skye Boat song, Auld Lang Syne (links with Geog/Hist) 	<ul style="list-style-type: none"> 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. Listening and Context he/she can compare pieces thinking about texture, structure, timbre and dynamics. Context he/she can pick out details within a piece and recall these details from memory. 	<ul style="list-style-type: none"> 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. Listening and Context he/she can compare pieces thinking about texture, structure, timbre and dynamics. Context he/she can pick out details within a piece and recall these details from memory. 	
Vocabulary: Rhythm Melody Harmony Form Timbre Volume Pitch Legato Staccato Verse Chorus Phrase				
Computing	<p>We are artists (tessellation art programs)</p> <ul style="list-style-type: none"> Examine tessellated art design such as those within Islamic design Use basic art programmes to combine and integrate media towards creating a tessellated pattern <p>; Online Safety: We are online safety problem solvers</p>	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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) 	
RE	<p>Sikhism - What is the best way for a Sikh to show commitment to God?</p> <ul style="list-style-type: none"> We are learning to understand how Sikhs show their commitment to God and to evaluate if there is a best way 	<ul style="list-style-type: none"> Do all religious beliefs influence people to behave well towards others? Does participating in worship help people to feel closer to God or their faith community? 	<ul style="list-style-type: none"> Do all religious beliefs influence people to behave well towards others? Does participating in worship help people to feel closer to God or their faith community? 	
PE	<ul style="list-style-type: none"> Tennis Athletics OAA <p>See PE overview for timings</p>	<ul style="list-style-type: none"> Tennis – Year 5 unit <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Athletics – Year 5 unit <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> OAA – Year 5/6 unit <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> • British/Go-givers: Independence for Scotland • British/Go-givers – The Troubles in Northern Island (<i>Links to Northern Island & Religious Conflict in 3/4 & Scotland in 5/6</i>) • World-view/Go-givers: The Immigration Debate (<i>Links to British Empire, Mexico & USA and Irish Potato Famine; links to Invaders and Settlers in 3/4</i>) • World-view/Educate Against Hate: Refugees (Linked to Irish Potato Famine) 																						
MFL	Je suis le musicien (I am the music man)	<ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ 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. 																				
	<p>Tu joues ...? <i>Do you play ...?</i></p> <p>Je joue du saxophone/ piano/violon. <i>I play the saxophone/ piano/violin.</i></p> <p>Je joue de la guitare/ clarinette/batterie. <i>I play the guitar/darinet/ drums.</i></p> <p>Je ne joue pas de/d' <i>I don't play</i></p> <p>Il/elle joue <i>He/she plays</i></p> <p>C'est génial! <i>It's brilliant!</i></p> <p>C'est nul! <i>It's rubbish!</i></p> <p>Additional flashcards</p> <table border="0"> <tr><td>le jazz</td><td><i>jazz</i></td></tr> <tr><td>le reggae</td><td><i>reggae</i></td></tr> <tr><td>la musique pop</td><td><i>pop music</i></td></tr> <tr><td>la musique classique</td><td><i>classical music</i></td></tr> <tr><td>le saxophone</td><td><i>a saxophone</i></td></tr> <tr><td>le piano</td><td><i>a piano</i></td></tr> <tr><td>le violon</td><td><i>a violin</i></td></tr> <tr><td>la guitare</td><td><i>a guitar</i></td></tr> <tr><td>la clarinette</td><td><i>a clarinet</i></td></tr> <tr><td>la batterie</td><td><i>the drums</i></td></tr> </table>	le jazz	<i>jazz</i>	le reggae	<i>reggae</i>	la musique pop	<i>pop music</i>	la musique classique	<i>classical music</i>	le saxophone	<i>a saxophone</i>	le piano	<i>a piano</i>	le violon	<i>a violin</i>	la guitare	<i>a guitar</i>	la clarinette	<i>a clarinet</i>	la batterie	<i>the drums</i>		
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