

Year 5 and 6

| | | Year A | | | Year B | | |
|---------|--|---|--|--|--|--|--|
| | Two year Overview | Victorians | Dark, dark Wood | WW2 | Egyptians | Anglo Saxons and Vikings | Future Worlds and Space |
| English | <p>Reading</p> <ul style="list-style-type: none"> - Read age-appropriate books with confidence and fluency (including whole novels) -read aloud with intonation that shows understanding -work out the meaning of words from the context -explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence -predict what might happen from details stated and implied -retrieve information from non-fiction summarize main ideas, identifying key details and using quotations for illustration -evaluate how authors use language, including figurative language, considering the impact on the reader -make comparisons within and across books. <p>Writing</p> <ul style="list-style-type: none"> -Create atmosphere, and integrating dialogue to convey character and advance the action - Select vocabulary and grammatical structures that reflect the level of formality required mostly correctly - use a range of cohesive devices*, including adverbials, within and across sentences and paragraphs - use passive verbs /modal verbs mostly appropriately -use a wide range of clause structures, sometimes varying their position within the sentence - use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision - use mostly correctly inverted commas/ commas for clarity/ punctuation for parenthesis - make some correct use of semi- colons/dashes /hyphens/ colons -spelling most words correctly* (year 5 and 6) | <p>Reading / guided and whole class Writing Grammar Speaking and Listening</p> <p>Going for Gold Spelling Challenge</p> | <p>Reading/ guided and whole class Writing Grammar Speaking and Listening Performing poetry</p> <p>Going for Gold Spelling Challenge</p> | <p>Reading/ guided and whole class Writing Grammar Speaking and Listening Performing in a school production</p> <p>Going for Gold Spelling Challenge</p> | <p>Reading/ guided and whole class Writing Grammar Speaking and Listening</p> <p>Going for Gold Spelling Challenge</p> | <p>Reading/ guided and whole class Writing Grammar Speaking and Listening Performing poetry</p> <p>Going for Gold Spelling Challenge</p> | <p>Reading/ guided and whole class Writing Grammar Speaking and Listening Performing in a school production</p> <p>Going for Gold Spelling Challenge</p> |
| Maths | <ul style="list-style-type: none"> - Demonstrate an understanding of place value, including large numbers and decimals - demonstrate an understanding of place value, including large numbers and decimals - calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation - use formal methods to solve multi-step problems - recognize the relationship between fractions, decimals and percentages and can express them as equivalent quantities - calculate using fractions, decimals or percentages | <p>Number Calculations Geometry Measure Fractions</p> <p>Maths Whizz</p> <p>Time Tables Olympics</p> | <p>Number Calculations Geometry Measure Fractions Decimals</p> <p>Maths Whizz</p> <p>Time Tables Olympics</p> | <p>Number Calculations Geometry Measure Fractions Decimals</p> <p>Maths Whizz</p> <p>Time Tables Olympics</p> | <p>Number Calculations Geometry Measure Fractions</p> <p>Maths Whizz</p> <p>Time Tables Olympics</p> | <p>Number Calculations Geometry Measure Fractions Decimals</p> <p>Maths Whizz</p> <p>Time Tables Olympics</p> | <p>Number Calculations Geometry Measure Fractions Decimals</p> <p>Maths Whizz</p> <p>Time Tables Olympics</p> |

| | | | | | | | |
|---------|---|--|--|---|--|---|--|
| | <ul style="list-style-type: none"> - substitute values into a simple formula to solve problems - calculate with measures - use mathematical reasoning to find missing angles | | | | | | |
| Science | <p>Biology</p> <ul style="list-style-type: none"> -Life-cycles of plants and animals -Describe changes as humans develop and mature -Classification, including micro-organisms -Health & Lifestyles, incl. circulatory system -Evolution & Adaptation <p>Chemistry</p> <ul style="list-style-type: none"> -Classifying materials according to a variety of properties -Understand mixtures & solutions -Know about reversible changes; identify irreversible <p>Physics</p> <ul style="list-style-type: none"> -Understand location and interaction of Sun, Earth & Moon -Introduce gravity, resistance & mechanical forces / forces including gravity -Light & Shadows; the eye -Electricity ; investigating circuits | <p>Evolution and Inheritance</p> <ul style="list-style-type: none"> -Recognise that living things have changed over time -Living things produce offspring Of the same kind, but vary and may not be identical -How animals and plants are adapted to suit their environment in different ways and adaptations may lead to evolution. | <p>Living things and their habitats</p> <ul style="list-style-type: none"> -living things classified -Reasons for classifying plants and animals based on specific characteristics. -Differences in life cycles of a mammal, amphibian, insect and bird -Life process of reproduction in some plants and animals -Micro-organisms <p>Animals including humans</p> <ul style="list-style-type: none"> -describe the changes as humans develop to old age. | <p>Electricity</p> <ul style="list-style-type: none"> -common appliances -constructing circuits, identifying and naming parts -whether or not a bulb will light -recognise conductors and insulators <p>-Associate the brightness of a lamp or the volume of a buzzer with the number of voltage cells used in circuit.</p> <p>-Compare/give reasons for variations in how components function</p> <p>-Use recognised symbols when representing a simple circuit</p> <p>Codes –Bletchley Park</p> | <p>Animals including humans</p> <ul style="list-style-type: none"> -Identify/name main parts of human circulatory system/ functions of heart/ blood vessels and blood -Impact of diet/ exercise/drugs and lifestyle on the way bodies function. -Ways nutrients and water are transported within animals including humans. | <p>Properties and changes of materials</p> <ul style="list-style-type: none"> -Compare and group together based on properties Harness/solubility /transparency/ conductivity/ electrical and thermal/ response to magnets -Know that some materials dissolve in liquid to form solution/ recovering substances -Mixtures which separate/filtering/ sieving/ evaporating -Uses of materials including metals, wood and plastic -Changing states are reversible including dissolving/mixing and change of state -Some changes from a new material/ may not be reversible including change from burning and acid / bicarbonate of soda | <p>Earth and Space</p> <ul style="list-style-type: none"> -Movement of Earth and planets relative to the sun in solar system -Movement of Moon relative to the Earth -Sun, Earth, Moon as spherical bodies -Earth’s rotation explains day and night/ apparent movement of sun across sky <p>Forces</p> <ul style="list-style-type: none"> -Unsupported objects fall towards Earth/ force of gravity acting between Earth and object -Effects of air resistance and friction, that act between moving surfaces -Some mechanisms allow smaller forces to have greater impact. |
| History | <p>British History</p> <ul style="list-style-type: none"> -Anglo-Saxons and Vikings -An extended period study <p>Broader History Study</p> <ul style="list-style-type: none"> -Ancient Greece -Non-European Society | <p>Victorians</p> <ul style="list-style-type: none"> -The changing power of monarchs Victoria -changes in an aspect of social history, such as crime and | | <p>WW2</p> <ul style="list-style-type: none"> -Aspect or theme in British history that extends pupils’ chronological knowledge | <p>Ancient Egyptians</p> <ul style="list-style-type: none"> -The achievements of the earliest civilizations/ where and when civilizations appeared | <ul style="list-style-type: none"> -Britain’s settlement by Anglo-Saxons and Scots -The Viking and Anglo-Saxon struggle for the | The Space Race |

| | | | | | | | |
|-----------------------|---|--|---|--|--|---|--|
| | | punishment, leisure -a significant turning point in British History/ the first railways | | | -An in depth study | Kingdom of England to the time of Edward the Confessor | |
| Geography | -Name and locate counties, cities, regions & features of the UK -Understand latitude, longitude, Equator, hemisphere, tropics, polar circles & time zones -Study a region of Europe, and of the Americas -Understand biomes, vegetation belts, land use, economic activity, distribution of resources etc. -Use 4 and 6 figure grid references on OS maps -Use fieldwork to record & explain areas | -Name and locate counties and cities of the United Kingdom | The Prime/ Greenwich Meridian and time zones -Geographical skills and fieldwork | | Multicultural Week - Locate the world countries using maps to focus on Europe and North/South America/ environmental regions/ physical and human characteristics -Geographical similarities and differences | -Human geography / types of settlement/land use/economic activity including trade links. -Counties of the United Kingdom/ geographical regions/ human and physical characteristics/ topographical features -Mountains, rivers and water cycle | -Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle -Distribution of natural resources including energy, food, minerals and water -Climate zones, biomes etc |
| Art and Design | -Use sketchbooks to collect, record, review, revisit & evaluate ideas -Improve mastery of techniques such as drawing, painting and sculpture with varied materials -Learn about great artists, architects & designers | Victorian architects and buildings -William Morris -Macintosh -Brunel | Develop techniques, control and use of materials, with creativity, experimentation. -Tree pictures in chalk/charcoal -Bark texture | Posters Propaganda Perspective Light and Shade Printing | Sculpture -Canopic jars -Masks Painting -Cartouches -Tomb painting | -Bayeux tapestry -Dying fabric with natural dyes -Illuminated manuscripts | Sculpture -Design and make space age design -Sainsbury Centre Trip Great Artists -Henry Moore -Hepworth |
| Design and Technology | -Use research & criteria to develop products which are fit for purpose and aimed at specific groups -Use annotated sketches, cross-section diagrams & computer-aided design -Analyse & evaluate existing products and improve own work -Use mechanical & electrical systems in own products, including programming -Cook savoury dishes for a healthy and varied diet | -Design and make bridges | -Design and make bird/bug box | -Food technology / war effort/ healthy foods/ Woolton Pie/ Dig for Victory | -Preserving food including making jam/ bread etc. | -Viking long boats | -Space buggy w/motor tech card and design outer and electrical circuit |
| Computing | -Design & write programs to solve problems -Use sequences, repetition, inputs, variables and outputs in programs -Detect and correct errors in programs -Understand uses of networks for collaboration & communication | Creativity | Communication / Collaboration | Productivity | Creativity | Communication / Collaboration | Productivity |

| | | | | | | | |
|-------|--|--|---|--|--|--|---|
| | -Be discerning in evaluating digital content | | | | | | |
| Music | -Perform with control & expression solo & in ensembles -Improvise & compose using dimensions of music -Listen to detail and recall aurally -Use & understand basics of staff notation -Develop an understanding of the history of music, including great musicians and composers | -Parlour songs/ light music -Look at the piano as focus instrument -Famous composers -Music Hall | -Peter and the Wolf -Timbre and orchestral instruments -Notation | -War time songs/ We'll meet again etc. | -Egyptian tone poems -Graphic scores | -Songs about water -Chanting -Rhythms for rowing etc -Class orchestra -Notation | -Moon landings composition -SFX and ipads -Holst Planets |
| PE | -Use running, jumping, catching and throwing in isolation and in combination -Play competitive games, applying basic principles -Develop flexibility & control in gym, dance & athletics -Take part in Outdoor & Adventurous activities Compare performances to achieve personal bests Swimming proficiency at 25m | Football Swimming OAA A Health and Fitness | Gym Swimming Dance Netball | Hockey Rounders Athletics Mini Tennis | OAA B Swimming Tag Rugby Multi Skills | Dance Swimming Gym Football | Games Mini Tennis Athletics Kwik Cricket |
| RE | Use locally agreed syllabus | Sacred Texts Christmas Gospels | Life Journey | Rules | Buddha Christmas revised | Ghandi Muhammad | Pilgramages |
| MFL | -Listen & engage -Engage in conversations, expressing opinions -Speaking in simple language& be understood -Develop appropriate pronunciation -Present ideas & information orally -Show understanding in simple reading -Adapt known language to create new ideas -Describe people, places & things -Understand basic grammar, e.g. gender | Multicultural Day French | French | French | Multicultural Day French | French | French |
| PSHE | -Respect -Aspiration -Resilience | We're All Stars Be Friendly, Be Wise | Living Long, Living Strong Daring to be Different | Dear Diary Joining In Joining Up | It's Our World Say No | Money Matters Who Likes Chocolate? | People Around Us Growing Up |