

YEAR 5/6 - Year A

	Autumn	Spring	Summer (Split into Summer 1 and Summer 2)
	<p>Water, water everywhere            Trip to River Blyth (Halesworth and Holton) and River Waveney (Bungay) for Connected Geog activity.  <i>Whitlingham</i>  <i>Outley Meadow (Canoe Boat Trip)</i>  <i>Danny Chalker (Boat Trip)</i>  <i>Beccles Broads?</i>  <i>Thorpeness?</i></p>	<ul style="list-style-type: none"> <li>CONTACT CASTLE IN AUTUMN</li> </ul> <p>Crime and Punishment  <i>Norwich Castle Court?</i></p>	<p>Let me entertain you!            Production - Performing Arts  <i>Use of a local theatre</i></p> <p><i>Mayans/Incas/Aztecs/China</i></p>
English Texts	<ol style="list-style-type: none"> <li>Journey to the river sea by Eva Ibbotson (4 weeks)</li> <li>A boy and a bear in a boat - by David Shelton (3-4 weeks)</li> <li>Explanation/instructional text (formal) Power of Reading Text - Shackleton's Journey (5 weeks)</li> </ol>	<p>Crime and Punishment            Text/text type            Non-chronological report (Norwich Castle Trip)            Narrative/recount (Before Sunrise - Literacy Shed)            Balanced argument (Banksy) (Formal) Newspaper report (Formal)            Power of Reading Text - The Promise            The Highwayman - POR            Links with WW2 - Rose Blanche - POR</p>	<p>Shakespeare/Writing evidence (4 weeks)            Text/text type Instructions - graffiti removal/lava lamp            Narrative - Alma Newspaper article            Letter for production (formal)            Power of Reading Text - The Journey            Power of Reading Text - Macbeth            POR - Treason (Henry VIII) 5 weeks            1001 nights - Arabian nights</p>
English Objectives	<p><u>Year 5</u>            Develop initial ideas</p>	<p><u>Year 5</u>            Develop initial ideas</p>	<p><u>Year 5</u>            Develop initial ideas</p>

	<p>Describe setting, characters and atmosphere  Drawing on reading and research where necessary.  Use devices to build cohesion within paragraphs  Using organisational and presentational devices (bullet points, headings etc.)  Use writing models  Consistent and correct use of tense  Assess effectiveness of own writing</p> <p>Expanded noun phrases  Relative clauses  Using commas to clarify meaning  Subordinate clauses  Language choices-figurative  Using a colon to introduce a list  Bullet points used consistently</p> <p><u>Year 6</u>  Developing initial ideas  Considering how authors develop setting  Describing settings, characters and atmosphere  Consistent and correct use of tense  Drawing on reading and research  Using similar writing models</p>	<p>Consider how authors develop characters  Using further organisational and presentational devices to guide the reader  Build cohesion within and across paragraphs</p> <p>Vocabulary and structures appropriate for formal speech</p> <p>Modal verbs  Relative clauses  Brackets, dashes or commas  Adverbial phrases  Begin with a verb</p> <p><u>Year 6</u>  Presentational devices to structure text  Cohesion across paragraphs  Drawing on reading and research  Using similar writing models</p> <p>Levels of formality  Paragraphs (R)  Modal verbs  Inverted commas  Variety of sentence structures  Subject/verb agreement  DRAMA</p>	<p>Perform compositions  Build cohesion within and across paragraphs  Evaluating and editing  Features of an argument</p> <p>Use semi colons  Expanded noun phrases  Relative clauses  Using commas to clarify meaning  Brackets, dashes or commas</p> <p><u>Year 6</u>  Developing initial ideas  Considering how authors develop setting  Describing settings, characters and atmosphere  Presentational devices to structure text</p> <p>Inverted commas (R)  Dashes (R)  Brackets (R)  Semicolons (R)  Colons (R)  Paragraphs (R)  Creating atmosphere ®  DRAMA</p>
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	<p>Expanded noun phrases  Prepositional phrases  Creating atmosphere  Colons  Semicolons  Dashes  Brackets  Bullet points  Paragraphs  Adverbials  Subject/verb agreement  DRAMA</p>		
Maths	<p>Year 5  Number Place Value  Number Addition and Subtraction  Statistics  Number Multiplication and Division  Measurement Area and Perimeter  Consolidation</p> <p>Year 6  Number Place Value  Number Addition, Subtraction, Multiplication and Division  Fractions  Geometry Position and Direction  Consolidation</p>	<p>Year 5  Number Multiplication and Division  Number Fractions  Number Decimals and Percentages  Consolidation</p> <p>Year 6  Number Decimals  Number Percentages  Number Algebra  Measurement Converting Units  Measurement Area, Perimeter and Volume  Number Ratio  Consolidation</p>	<p>Year 5  Number Decimals  Geometry Properties of Shape  Geometry Position and Direction  Measurement Converting Units  Measurement Volume  Consolidation</p> <p>Year 6  Geometry Properties of Shape  Problem Solving  Statistics  Investigations  Consolidation</p>

Science	Living things and their habitats Y5 Evolution and inheritance	Electricity	Animals including humans Y6 Light
Geography	<p><b>What is a river?</b> The enquiry begins with the pupils being introduced to and understanding the features of a typical river channel as it progresses along its course from source to mouth. Having established these general characteristics, the pupils are encouraged and supported to study a local river to ascertain how and why it changes and to what degree it fits the typical model they looked at originally. This provides an opportunity to develop a range of fieldwork skills in the locality of the school and also to apply mapwork and graphical techniques to aid understanding. From this local context the pupils are then introduced to rivers at other scales, firstly within the United Kingdom and then in Europe. Throughout the investigation there is an emphasis on pupils' understanding of physical processes and also how rivers impact the landscape. They also look at the way in which humans interact with rivers for a range of purposes, such as trade and energy generation.</p> <p><b>How is climate change affecting the world?</b> Locational knowledge: North America United Kingdom Latitude and longitude Northern and Southern Hemisphere Human and physical: Climate zones Biomes and vegetation belts Types of settlement and land use Natural resources Skills and fieldwork: Maps, atlases,</p>		

	globes and digital/computer mapping Map symbols and key		
History		Why was winning the Battle of Britain in 1940 so important?  <b>Why did Britain once rule the largest empire the world has ever seen?</b>	<b>How did a pile of dragon bones help to solve an Ancient Chinese mystery?</b>  <b>Mayan/Incas/Aztec</b>
Art	Collage: Using Google Earth, zoom into river delta and create an abstract collage. Artist study - Monet	Drawing Evaluating existing work (Grafitti, Banksy, 2nd World War Propaganda,	Paint Jackson Pollock Reading pictures - links to PSHE/discussion Painting characters
Links with Power of Reading: see Shackleton's Journey and A boy and a bear in a boat POR art and design links and Journey to the river sea.			
DT	Celebrating culture and seasonality (food) Harvest Diwali	More complex switches and circuits Steady hand challenges (how to get a key through a lock etc) Alarms.	Combining different fabric shapes - Chinese dragons?
Music	Pupils will gain further Understanding of (staff notation), tab and chords by following a Ukulele Course. Keyboards/recorders glockenspiels Charanga - sea shanties	World War 2 Music	Focus will be on Performance Skills in Singing, Acting, Dance and Technical Theatre for the Year 6 Production.
Computing	Use technology safely,	Select, use and combine a	Design, write and debug programs

	<p>respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. (Internet research and webpage design.)</p>	<p>variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>*Make a powerpoint linked with Banksy. Use animation and sound.</p>	<p>that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. (Scratch animated stories)</p>
RE (Discovery RE)	<p>Yr6) Humanism: What matters most to Humanists and to Christians? This is a couple of lessons on a PowerPoint. Extra.</p> <p>Yr5) Sikhism: Are Sikh stories important today?</p>	<p>Yr6) Christianity: Is anything ever eternal?</p>	<p>Yr6) Islam: Does belief in Akhirah (life after death) help Muslims lead good lives?</p>
PE	<p>Bollywood dancing</p> <p>Contemporary dance inspired by Alvin Ailey (water)</p> <p>Yoga</p> <p>Games</p>		

<p>PSHE</p>	<p><u>Citizenship</u>  Class rules  The global community  What is global citizenship?  Fair trade/aid  Anti- bullying week activities  Media biased  Can the media be biased?  Y6 CRUCIAL CREW</p>	<p>First Aid training. St John's Ambulance  First responder to visit and train.</p> <p><u>Meditation</u> and well being/healthy living/  looking after yourself. Link with mental  well being SATS</p>	<p><u>Charity</u>  Supporting charity. Raising money for a  charity/planning an event.</p> <p><u>Sex and Relationship Education -puberty - Year  6</u></p> <p><u>Year 5- changes</u></p>



