

Beautiful Britain

SPaG and Writing Focus

Grammar and Writing Focus:

- Use coordinating and subordinating conjunctions
- Maintain standard English form
- Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g., using modal verbs to suggest degrees of possibility)

Spelling rules:

Year 5 and 6 words a – av

Year 5 and 6 words aw – cont

Year 5 and 6 words conv – en

Year 5 and 6 words eq – f

Year 5 and 6 words g – le

Texts

English:

The Lost Words by Robert Macfarlane and Jackie Morris – discussion text (balanced argument)

Careers week - specific book which changes yearly - Poetry

Guided Reading:

Sustainable Development Goals

Class Reader:

The Last Wild by Piers Torday

Maths

Chapter 12: Area and Perimeter

- Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres and square meters.
- Estimate the area of irregular shapes.

Chapter 5: Graphs

- Complete, read and interpret information in tables, including timetables.
- Solve comparison, sum and difference problems using information presented in a line graph.

Chapter 7: Decimals

- Read and write decimal numbers as fractions.
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- Read, write, order and compare numbers with up to three decimal places.
- Solve problems involving numbers up to three decimal places.
- Round decimals with two decimal places to the nearest whole number and to one decimal place.

Religious Education

Topic: Easter

I can statements:

- Give an example of someone with a strong sense of purpose for their life and give my opinions on this.
- Start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.
- Start to express my opinion about Jesus' crucifixion being his destiny/purpose.

Science

Topic: Animals Including Humans

N/C and Progression in skills:

- Describe the changes as humans develop to old age.

Geography

Topic: UK Geography

N/C pupils should continue to: Develop an understanding of human and physical geography to describe and understand key aspects of the physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Look at human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Progression in skills:

- Collect and record evidence unaided.
- Begin to draw a variety of thematic maps based on their own data.
- Draw a sketch map using symbols and a key.
- Begin to use 4 figure coordinates to locate features on a map.
- Use 8 compass points.
- Draw a sketch map using symbols and key.
- Use and recognise OS map symbols
- Find/recognise places on maps of different scales
- Use index and contents page within atlases
- Use medium scale land ranger OS maps
- Measure straight line distance on a plan

Art

Artist Study: Stephen Wiltshire

N/C pupils should be taught to: develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design, create sketch books to record their observations and use them to review and revisit ideas, improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay], about great artists, architects and designers in history.

Progression in skills:

- Question and make thoughtful observations about starting points and select ideas and processes to use in their work.
- Explore the potential properties of the visual elements, line, tone, pattern, texture, colour, and shape.
- Create imaginative work from a variety of sources.
- Demonstrate a secure knowledge about warm and cold and complementary and contrasting colours.
- Work on preliminary studies to test media and materials. Use a variety of source material for their work.
- Adapt their work according to their views and describe how they might develop it further.
- Use ICT.
- Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.
- Work on preliminary studies to test media and materials.

Computing

Topic: Data Handling

N/C Pupils should be taught to: Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Progression in skills:

- Use the SUM formula to add rows and columns in a spreadsheet.
- Enter formula accurately into a spreadsheet. Build a spreadsheet to model different calculations

Spanish

National Curriculum:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

Progression in skills:

- Can say nouns for items of clothing
- Can read descriptive sentences with nouns and colour adjectives
- Can use adjectives and nouns to write descriptive sentences

Physical Education

Topic: Outdoor Adventurous Activity

N/C Pupils should be taught to: apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Progression in skills:

- Recall and remember symbols, items and objects during the task as an individual and a team
- Play a role in problem solving
- Communicate using code Work at a high intensity for a sustained period of time whilst completing a task
- Evidence results and keep score
- Compete against others and perform under pressure
- Explore and refine ways of communicating to best complete a set task
- Put trust in others and demonstrate trustworthy behaviour

Topic: Swimming

N/C Pupils should be taught to: swim competently, confidently, and proficiently over a distance of at least 25 metres, use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]. Perform safe self-rescue in different water-based situation and compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Progression in skills:

- Swims competently, confidently and proficiently over a distance of at least 25 metres.
- Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.
- Performs safe self-rescue in different water-based situations



PSHE

My Happy Mind: Appreciate

The Story Project: Pizza Face by Rex Ogle and Dave Valeza

- I can tell you the basic changes that happen during puberty.
- I can tell you how my emotions will change during puberty.
- I can explain that all people will experience puberty differently.
- I can tell you how to get advice if I am unsure about anything relating to puberty.
- I can tell you all the positive things about growing up.

Music

N/C Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, use and understand staff and other musical notations, appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians and develop an understanding of the history of music.

Progression in skills:

- Identify and control different ways percussion instruments make sounds.
- Play accompaniments with control and accuracy.
- Create different effects using combinations of pitched sounds. Identify different starting points or composing music.
- Explore, select combine and exploit a range of different sounds to compose a soundscape.
- Write lyrics to a known song. Compose a short song to own lyrics based on everyday phrases.
- Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.
- Sing with expression and rehearse with others.
- Sing a round in two parts and identify the melodic phrases and how they fit together.
- Sing confidently in class, in small groups and alone, and begin to have an awareness of improvisation with the voice.