

## 2020 – 2021 Year 5 / 6 curriculum planning Term B

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<b><u>Through the door</u></b>	<b><u>Volcanoes</u></b> <b><u>Earthquakes</u></b> <b><u>Mountains</u></b> <b><u>Extreme earth</u></b>	<b><u>Space</u></b>		<b><u>What a wonderful world!</u></b>	
WOW	Visit to London - unable due to COVID		National Space Centre		Residential Y6 Forest schools Yorkshire Wildlife Park	
Literacy	<p>reading and writing narrative the power of imagery through poetry instructions Persuasive writing- Downing street letters</p> <p>The London Eye Mystery Novels and stories by significant authors Descriptions and characterisation Story writing (Historical settings) Persuasive writing Poetry Historical reports Recounts Fables, myths and legends</p>	<p>Escape from Pompeii <a href="http://www.keystage2literacy.co.uk/escape-from-pompeii.html">http://www.keystage2literacy.co.uk/escape-from-pompeii.html</a></p> <p>Descriptive writing Newspaper report Letters Short story Chronological report Diary entries</p>	<p>argument revision explanations</p> <p>biographies and autobiographies classics and narrative poems revision</p> <p>Holes- Novels and stories by significant authors Non - fiction texts Poetry Debates Myths and legends Narrative Explanation texts Instructions- hover bike Science Fiction</p>		<p>the power of imagery through poetry explanations revision- explanations</p> <p>dramatic conventions scary stories spooky tales teacher choice</p> <p>While the Whales Came- Novels and stories by significant authors Film narrative Poetry Non-Chronological Narrative Playscripts Information texts</p>	
Speaking and Listening	<p>Perform my own compositions, poems and plays. Develop speaking skills by thinking of the audience and varying expression and vocabulary. Develop listening skills to show you understand the main points of a discussion. Talk confidently and fluently in a range of situations. Use the formal language of persuasion.</p>		<p>Perform my own compositions, poems and plays. Express my point of view. Understand the need for Standard English. Ask questions to develop ideas and take account of others' views. Explain ideas and opinion giving reasons and evidence. Take an active part in discussions.</p>		<p>Perform my own compositions, poems and plays. Listen carefully in discussions and contribute my ideas. Begin to use hypothetical language to consider different outcomes. begin to select the appropriate register according to context.</p>	

	Engage listeners.	Sustain and argue a point of view in a debate.	Make deliberate choices about how to convey ideas about characters, contexts and atmosphere.			
drama	cultures customs traditions silent night	global warming disaster disaster	the rhythm of life funky machines			
Spelling	<p>Words ending in ious</p> <p>Words ending in cious</p> <p>Words ending in tial / cial</p> <p>Challenge words</p> <p>Challenge words</p>	<p>Words ending in ant / ance ent / ence</p> <p>words ending in ible and able</p> <p>words ending in ibly and ably</p> <p>Challenge words</p> <p>Challenge words</p> <p>Short vowel i spelled with y</p> <p>Long vowel i spelled with y</p> <p>Prefix - over</p>	<p>Words ending in able</p> <p>Adverbs of time</p> <p>Adding suffixes</p> <p>Silent letters at the start</p> <p>Silent letters</p> <p>Challenge words</p> <p>Suffix - full (converting nouns or verbs)</p> <p>Words with o spelled ou or ow</p> <p>Words with soft c spelled ce</p> <p>Prefix - dis, un, over, im</p>	<p>I before e except after c</p> <p>Ough</p> <p>Modal verbs</p> <p>Challenge words</p> <p>f spelled ph</p> <p>Word origins from other countries</p> <p>Unstressed vowels</p> <p>Words ending in shuhl after a vowel</p> <p>Words ending in shul after a consonant</p>	<p>Homophones or near homophones</p> <p>acc at the beginning of words</p> <p>Words ending in ably</p> <p>Words ending in ible</p> <p>Adding ibly to create an adverb</p> <p>Changing ent to ence</p> <p>Er / or / ar at the end of words</p>	<p>Revision of year 5 key words</p> <p>***do Y6 summer in preparation for year 6</p> <p>Adverbs and synonyms of determination</p> <p>Adjectives to describe settings</p> <p>Vocabulary to describe feelings</p> <p>Adjectives to describe character</p> <p>Grammar and mathematical vocabulary</p>
SPaG	<p>Dictionary skills, thesaurus skills</p> <p>Rainbow Grammar - adverb, adjective, nouns, subordinating clauses, linking adverbs, subordinating conjunction, speech, collective nouns, determiners, phrasal verbs, indefinite pronouns, adverbial phrase</p> <p>Year 5- relative clauses, modal verbs, build cohesion within a paragraph, brackets, dashes, commas to indicate parenthesis</p> <p>Year 6- synonyms and antonyms, informal speech, formal speech, active and passive, cohesive devices, repetition, adverbials, ellipsis, independent clauses, colon, semicolon, hyphens</p>					
Reading	<p>Apply knowledge of root words, prefixes and suffixes</p> <p>read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks .</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context.</p> <p>Ask questions to improve understanding.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predict what might happen from details stated and implied.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Explain and discuss understanding of what they have read,</p>	<p>Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning.</p> <p>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. Recommend books that</p>	<p>Make comparisons within and across books.</p> <p>Learn a wider range of poetry by heart</p> <p>Prepare 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> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Provide reasoned justifications for their views.</p>			

	including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.		they have read to their peers, Give reasons for their choices (World book day)			
Numeracy	Numbers to 1,000,000 - 10,000,000 Rounding Add / subtract beyond 4 digits Multiply and divide by 10, 100, 1000 Decimal fractions Convert measures Line graphs Co-ordinates	Negative numbers Roman numerals to 1000 Multiples and factors Long multiplication Long/Short division 3D shape Nets Angles Regular / irregular polygons	Fractions Percentages Reading tables and timetables Use formulae Number sequences. Area of 2D shapes Perimeter Volume Missing numbers Pie Charts	Prime numbers / prime factors Squared and cubed numbers Percentage and decimal equivalents Reflection and translation of shapes Ratio and proportion Averages	Scaling by simple fractions Ordering fractions Add and subtract fractions with different denominators. Metric / imperial units Perimeter Co-ordinates Translation/reflection	Equivalent fractions, decimals and percentages Multiply proper fractions and mixed numbers Multiply and divide pairs of proper fractions Area / volume and capacity
Science	Y5 - Material World (Spencer Silver and Ruth Benerito) Compare and group materials based on properties (magnets) Dissolving Separating materials Reversible and irreversible changes Materials for different purposes	Y6 - <i>Electrifying</i> Explain how the number and voltage of cells in a circuit links to the brightness of a bulb or the volume of a buzzer. Draw circuit diagrams with the correct symbols Circuit components	Year 5 - Out of this world (Ptolemy, Copernicus, Alhazen and Galileo Galilei) Y5 - Let's get moving Y6 - pioneering scientists Explain gravity and the impact on our lives Identify and explain air / water resistance / friction Explain how levers, pulleys and gears allow a smaller force to have a greater effect) <u>Earth and space</u> Movement of planets Night and day	Y6 - Classifying Critters (Carl Linnaeus and Jane Goodall) Y6 - We're evolving (Charles Darwin and Alfred Wallace) Stages of growth in humans Circulatory system Impact of diet, exercise, drugs and lifestyle on health Transportation of nutrients and water in animals and humans Describe the life cycle of different living things (mammal, amphibian, insect, bird) Differences between different life cycles Reproduction in plants Reproduction in animals Classify living things into groups Describe how earth and living things have changed over time Explain how fossils can be used to find out about the past Variation in offspring Adaptation linked to evolution		
History	<i>Extended chronological study</i> - a significant turning point in history (parliament) <i>Interpret historical evidence</i>					

	<p>Select and organise relevant historical information making appropriate use of dates and terms - Time line - key events / people (London)</p> <p>Place features of historical events and people from the past societies and periods in a chronological framework</p> <p>Use dates and vocabulary relating to the passing of time including century and decade BC, BCE, AD</p> <p>Changes / things which have stayed the same in historical periods</p> <p>Explain how parliament affects decision making in England</p> <p>Explain how London has changed over time</p> <p>I can devise my own questions about change, cause and difference and investigate to find possible answers ie How has London has changed over a period of time / How is London different to The Mayan civilisation?</p> <p>Summarise the main events from a period of history explaining the order of events and what happened (History of London).</p> <p>Summarise how Britain has had a major influence on the world with London as its capital city.</p> <p>Summarise main events from a period of history Similarities, differences, changes between periods of history (London / Mayans)</p> <p>Describe a key event in Britain's past using a range of evidence from different sources (Magna Carta)</p> <p>I can recognise the social, cultural and religious diversity in societies (London)</p> <p><a href="http://www.mayankids.com/">http://www.mayankids.com/</a></p>			
Geography	<p>Place knowledge - London</p> <p>Geographical skills and fieldwork</p> <p>Why is London situated close to a river (Thames)</p> <p>Why are people attracted to live by rivers (Thames)</p> <p>Explain the course of the River Thames.</p> <p>Name and locate many of the world's most famous rivers in an atlas</p>	<p>Human and Physical geography</p> <p>Mountains, volcanoes, earthquakes, biomes and climate zones</p> <p>Name and locate the world's most famous mountain regions in an atlas</p>		<p>Geographical Skills and Fieldwork</p> <p>Human and physical geography</p> <p>Vegetation belts</p> <p>Name the largest desert in the world and locate desert regions in an atlas Tropic of Identify and name the Cancer / Capricorn / Arctic and Antarctic Circles.</p> <p>Explain how time zones work and calculate time differences around the world.</p>

	<p>Explain how London fits into its wider geographical location with reference to human and economical features.</p> <p>Explain how a location fits into its wider geographical location with reference to human and economic features (London)</p> <p>Answer questions using a map (London activity)</p> <p>Describe how are some places similar and dissimilar in relation to their human and physical features (Belper - London - Mexico - Peak district)</p> <p>Use maps, aerial photographs, plans and e-resources to describe what London might be like</p>			
DT		<p><i>Design, Evaluate and Make - tea light jar for enterprise project</i></p>	<p><i>Cooking and Nutrition - making soup</i></p>	<p><i>Design, Evaluate and Make - a bug hotel</i></p> <p><u>Design and make a healthy snack</u></p> <p>Collect information and come up with ideas</p> <p>Produce a detailed step by step plan and suggest alternatives</p> <p>Explain how a product would appeal to a specific audience</p> <p>Evaluate appearance and function</p> <p>Use a range of tools and equipment competently</p> <p>Show I can be hygienic and safe in the kitchen</p> <p>Test and evaluate products</p> <p>Show how products can be stored and give reasons</p> <p>Work within a budget</p> <p>Evaluate product against a clear criteria</p>

Art	<b>Drawing of a person</b> <b>Printing / textiles</b> Create accurate print design following criteria Overprint to create different patterns	<b>Andy Warhol</b> <b>Digital art</b> Use image which I have created scanned and found; altering them where necessary to create art (Andy Warhol) Use a range of E-resources to create art Andy Warhol Christmas cards / calendars	<i>Painting of a person</i> <b>Sculpture</b> <b>Andy Gosldworthy</b> Identify and draw objects and use marks and lines to produce texture (environment) Use shading to create mood and feeling Explain style of work and how it has been influenced by famous artists  <b>Architect / designer</b> Frank Lloyd Wright's work	<b>Drawing of a person</b> <b>Painting</b> Use feedback to make amendments and improvements to my work  <b>Drawing and sketching</b> Link to plants / animals  <b>Artist study -Any Warhol</b> <b>Matisse</b> <b>Hunderwasser</b> Organise line, tone, shape and colour to represent figure and form in movement. Express emotion in my art Research the work of an artist and use their work to replicate style Explain why I have used different tools / techniques to create art I can explain why I have used specific techniques to create my art		
British Values	What can be learnt from the lives of others - Scientists, religious leaders, historians, composers, artists Fund raising / enterprise day Tolerance of faiths					
	Rights / responsibilities / class rules / making good choices / school behaviour system School council elections / voting / class ambassadors / peer tutors Government ( <i>link to police force</i> ) Values and punishments Y4/5 - what makes a leader worth following Anti-bullying Local MP visit / visit to houses of parliament		Acceptance of others opinions Meeting the mayor / town council Age of criminal responsibility (Y5 / 6)	Making informed choices Do all countries have individual liberty?		
RE	What can we learn from a Muslim way of life? Pilgrimage to the Hajj	What do different people believe about God?	What do religions teach about the natural world and why we should care about it? Religious practices and ways of living Questions of values and commitments		How and why do believers show their commitments during the journey of life	
PSHCE	Being Me	Growing Up	Being Safe	Drug Education	Money Matters	Changes
RSE	Y5 - friendships and relationships	Y6 - Gender based prejudice	Y5 / Y6- Safe internet / grooming / Alright Charlie		Y5 - understand how to deal with physical and emotional changes (Puberty)	

	Y6 - media / peer pressure. Healthy / unhealthy relationships	Y5 / 6 - Aspirations for the future		Y6 - Revise puberty FGM How babies are conceived / how babies are born		
Computing E-safety embedded throughout Dedicated e-safety sessions: Term 1- include creating AUP's Term 3 - Safer internet day with a theme of 'Be the change: Unite for a better internet'	Creating year group folders to organise work  Creating/discussing AUP's & e-safety  Researching the Internet for presenting the information in own words ( <i>plagiarism</i> ), using the spellchecker, Checking validity of information on the Internet (facts checked on 3 websites),y 6 to link to & reference www's, Y5 to link to websites. Hyperlink using text, images, buttons  e safety	The environment. Recording, analysing and presenting of data. including spreadsheets with formulas  Spreadsheets, data, tables and graphs- Comparisons between civilisations -Mexico/today Mayans - civilisations  multimedia computer science/multimedia	Movie maker, voices, sounds, manipulating images, transitions  PowerPoint writing an adventure story - using hyperlinks to different slides depending on the 'decisions made/where the decisions take you'. Using sounds, voice recordings and animations.  USING photographs / images relating to Earth & Space Input / output - microphones, headphones, printers, data loggers, mouse, cameras, thermometers  data handling information tech/multimedia	5. Coco -3, programming & fault finding on screen  6.Serial boxes - creating circuits, fault finding in circuits & programmes (scratch)  Using apps e.g. Scratch.  computer science	Year 6 SATs revision  Coding  Project based, consolidation of skills  Keyboard skills practise each week  multimedia	
Computing resources	PowerPoint / clicker	Purplemash/Textease/excel	PowerPoint / moviemaker	Textease turtle/purple mash, coco 3, scratch		
Use my music diary to record aspects of the composition process	<u>Y5 throughout year</u> Breathe in the correct place when singing Maintain my part whilst others are performing their part Improvise within a group using melodic and rhythmic phrases Compose music which meets specific criteria Use notation to record groups of pitches (chords) Change sounds or organise them differently to change the effect Choose the most appropriate tempo for a piece of music Describe, compare and evaluate music using musical vocabulary Explain why music (I think) music is successful or unsuccessful Identify the style of work of Beethoven, Mozart and Britten		<u>Year 6 throughout year</u> (As above) + use musical vocabulary to describe passages from their work Sing in harmony confidently and accurately Perform parts from memory Take the lead in a performance Use a variety of different musical devices in own composition (including melody rhythms, chords) Evaluate how the venue occasion and purpose fits the way piece of music is created. Analyse features within different pieces of music			
Music	Who knows? (music express y6)	Stars, hide your fires (music express Y6)	Journey into space (music express y6)	Cyclic patterns (Music express y6)	Song writer (music express y6)	Roundabout (music express y6)

Recorders through the year	Creative / improvisation - A journey down the Thames		Creative music based around a poem			Y6 play
PE	Indoor - Athletics Outdoors - Rugby / football  (RESTRICTIONS DUE TO COVID)	Indoor - Dance Outdoor - hockey  (RESTRICTIONS DUE TO COVID)	Indoor - Gymnastics Outdoor - Basketball	Indoor - Dance Outdoor - netball	Outdoor - Tennis Outdoor - Cricket / rounders	Outdoor - outdoor / adventure Outdoor - athletics