

**Year 5 & 6 (Cycle A) September 2021 - 2022**

**KEY SKILLS DEVELOPMENT**

<b>COMMUNICATION</b>		<b>COLLABORATION</b>	<b>OUTLOOK</b>		<b>CULTURAL</b>
<b>Term 1</b>		<b>Term 2</b>		<b>Term 3</b>	
<b>Focus Subjects – HISTORY and SCIENCE</b>		<b>Focus Subject - HISTORY</b>		<b>Focus Subject – SCIENCE</b>	
<b>Title – TITANIC AMAZING HUMAN BODIES</b>		<b>Title – WORLD WAR ONE</b>		<b>Title – EARTH AND SPACE TO INFINITY AND BEYOND</b>	
<p><b><u>Mathematics</u></b></p> <p><b>Number Sense</b></p> <ul style="list-style-type: none"> <li>• Number and place value</li> <li>• Measurement</li> <li>• Fractions – decimals and percentages</li> </ul> <p><b>Additive Reasoning</b></p> <ul style="list-style-type: none"> <li>• Addition and subtraction</li> <li>• Measurement</li> <li>• Algebra</li> </ul>		<p><b><u>Mathematics</u></b></p> <p><b>Number Sense</b></p> <ul style="list-style-type: none"> <li>• Number and place value</li> <li>• Measurement</li> <li>• Statistics</li> </ul> <p><b>Multiplicative Reasoning</b></p> <ul style="list-style-type: none"> <li>• Multiplication and division</li> <li>• Measurement</li> <li>• Statistics</li> <li>• Addition and subtraction</li> <li>• Fractions – decimals and percentages</li> </ul> <p><b>Geometric Reasoning</b></p> <ul style="list-style-type: none"> <li>• Geometry – properties of shapes</li> <li>• Ratio and proportion</li> <li>• Measurement</li> </ul>		<p><b><u>Mathematics</u></b></p> <p><b>Number Sense</b></p> <ul style="list-style-type: none"> <li>• Measurement</li> <li>• Fractions – including decimals and percentages</li> <li>• Algebra</li> </ul> <p><b>Additive Reasoning</b></p> <ul style="list-style-type: none"> <li>• Addition and subtraction</li> <li>• Measurement</li> <li>• Statistics</li> <li>• Multiplication and division</li> <li>• Algebra</li> </ul>	
<p><b><u>English</u></b></p> <p><b><u>Key Texts:</u></b> <b>My story – Titanic</b> by Ellen Emerson White</p>		<p><b><u>English</u></b></p> <p><b><u>Key Texts:</u></b> <b>Stay where you are and then leave</b> by John Boyne</p>		<p><b><u>English</u></b></p> <p><b><u>Key Texts:</u></b> TBC</p>	

<p><b>Welcome to Nowhere</b> – Elizabeth Laird</p> <p><b><u>Writing Genres:</u></b></p> <ul style="list-style-type: none"> <li>• Newspaper Reports</li> <li>• Diary/Recounts</li> <li>• Debate/Argument</li> <li>• Letters</li> <li>• Information Writing</li> <li>• Explanation Writing</li> <li>• Poetry</li> </ul>	<p><b>Archie’s War</b> by Marcia Williams  <b>The Christmas Truce</b> by Carol Ann Duffy</p> <p><b><u>Writing Genres:</u></b></p> <ul style="list-style-type: none"> <li>• Letters</li> <li>• Diary/recounts</li> <li>• Poetry</li> <li>• Journalistic Writing</li> <li>• Explanation/Information Writing</li> <li>• Film Narratives</li> </ul>	<p><b><u>Writing Genres:</u></b></p> <ul style="list-style-type: none"> <li>• Science Fiction/Fantasy</li> <li>• Imaginary Worlds</li> <li>• Poetry</li> <li>• Journalistic Writing</li> </ul>
<p><b><u>Science - Amazing Human Bodies</u></b></p> <p><b><u>Animals, including humans (Yr 6)</u></b></p> <ul style="list-style-type: none"> <li>• Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>• Recognize the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>• Describe ways in which nutrients and water are transported within animals, including humans</li> </ul> <p><b><u>Forces (Yr 5) - Sink or Float?</u></b></p> <ul style="list-style-type: none"> <li>• Identify the effects of water resistance and friction, that act between moving surfaces</li> </ul>	<p><b><u>Science – Weird and Wonderful Life on Earth</u></b></p> <p><b><u>Living Things and their habitats (Yr 6)</u></b></p> <ul style="list-style-type: none"> <li>• Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>• Give reasons for classifying plants and animals based on specific characteristics</li> </ul>	<p><b><u>Science – To Infinity and Beyond</u></b></p> <p><b><u>Earth and Space – (Yr 5)</u></b></p> <ul style="list-style-type: none"> <li>• Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>• Describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>• Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul> <p><b><u>Forces (Yr 5) - Parachutes</u></b></p> <ul style="list-style-type: none"> <li>• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> </ul>

		<ul style="list-style-type: none"> <li>Identify the effects of air resistance and friction, that act between moving surfaces</li> </ul>
<p><b><u>History - Titanic</u></b></p> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>establishing chronology of events in history</li> </ul>	<p><b><u>History - World War One</u></b></p> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>a study tracing how several aspects of national history are reflected in the locality</li> </ul>	<p><b><u>History – Amazing Mayan Civilization</u></b></p> <ul style="list-style-type: none"> <li>A non-European society that provides a contrast with British History</li> </ul>
<p><b><u>Geography</u></b></p> <p><b><u>Place knowledge</u></b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, Europe and N &amp; S America</li> </ul> <p><b><u>Location knowledge</u></b></p> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including Russia) and N &amp; S America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li> </ul> <p>Name and locate cities in the UK, geographical regions and identifying human and physical characteristics, key topographical features - coasts and rivers, and land-use patterns; and understand how</p>	<p><b><u>Geography – WW1 Local Land Use</u></b></p> <p><b><u>Skills and Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>Use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies (OS maps/Google Earth)</li> <li>Identify human and physical characteristics, key topographical features – rivers and land-use patterns; and understand how some of these aspects have changed over time</li> </ul>	<p><b><u>Geographical skills and fieldwork</u></b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Use the eight points of a compass, four and six-figure grid references, symbols and key (inc OS maps) to build their knowledge of the UK and the wider world</li> </ul>

<p>some of these aspects have changed over time</p>		
<p><b><u>Art, Design, Technology and Computing</u></b></p> <p><b><u>Art</u></b></p> <ul style="list-style-type: none"> <li>• Create Sketchbooks to record their observations and use them to review and revisit ideas</li> <li>• To improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials e.g. pencils, charcoal, paint and clay.</li> </ul> <p><b><u>Design and Technology (Titanic Linked)</u></b></p> <ul style="list-style-type: none"> <li>• understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> </ul> <p><b><u>Computing</u></b></p> <p><b><u>Online Safety – PSHE and Police Visits</u></b></p> <ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly; recognising acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>	<p><b><u>Art, Design, Technology and Computing</u></b></p> <p><b><u>Art and Design</u></b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>	<p><b><u>Art, Design, Technology and Computing</u></b></p> <p><b><u>Art</u></b></p> <ul style="list-style-type: none"> <li>• Create Sketchbooks to record their observations and use them to review and revisit ideas</li> <li>• About great artists, architects and designers in history.</li> <li>• <b>Andy Warhol – Pop Art</b></li> </ul> <p><b><u>Cooking and Nutrition</u></b></p> <ul style="list-style-type: none"> <li>• Understand and apply to principle of a healthy and varied diet</li> <li>• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul>

<ul style="list-style-type: none"> <li>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.</li> </ul> <p><b><u>Programming:</u></b></p> <ul style="list-style-type: none"> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul> <p><b><u>Computing</u></b></p> <ul style="list-style-type: none"> <li>select, use and combine a variety of software (including internet services) on a range of digital devices to create content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>	<ul style="list-style-type: none"> <li>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> </ul> <p><b><u>Computing</u></b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b><u>Online Safety:</u></b></p> <ul style="list-style-type: none"> <li>Exploring healthy and unhealthy online relationships</li> </ul>	<p><b><u>Computing</u></b></p> <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> </ul>
<p>Enrichment – Canal Walk (Y5) South Cerney (Y6)</p>	<p><b>Enrichment</b> – Slimbridge War Memorial, Local Historian Talk about WW1 Soldiers</p>	<p>Enrichment –</p>
<p>Term 4</p>	<p>Term 5</p>	<p>Term 6</p>
<p><b>Focus Subject – SCIENCE</b></p>	<p><b>Focus Area – HISTORY</b></p>	<p><b>Focus Area – Art and Design</b></p>
<p><b>Title – EVOLUTION EXISTING, ENDANGERED, EXTINCT</b></p>	<p><b>Title - ANCIENT GREEKS</b></p>	<p><b>Title – FASHION THROUGH TIME</b></p>
<p><u>Mathematics</u></p>	<p><u>Mathematics</u></p>	<p><u>Mathematics</u></p>

<p>Number Sense</p> <ul style="list-style-type: none"> <li>• Number and Place Value</li> <li>• Fractions</li> <li>• Measurement</li> <li>• Decimals and percentages</li> <li>• Statistics</li> <li>• Algebra</li> </ul> <p>Multiplicative Reasoning</p> <ul style="list-style-type: none"> <li>• Multiplication and Division</li> <li>• Measurement</li> <li>• Statistics</li> <li>• Addition and subtraction</li> <li>• Ratio and proportion</li> </ul> <p>Geometric Reasoning</p> <ul style="list-style-type: none"> <li>• Geometry – properties of shapes</li> </ul>	<p>Number Sense</p> <ul style="list-style-type: none"> <li>• Measurement</li> <li>• Fractions – including decimals and percentages</li> <li>• Statistics</li> <li>• Algebra</li> </ul> <p>Additive Reasoning</p> <ul style="list-style-type: none"> <li>• Addition and subtraction</li> <li>• Measurement</li> <li>• Statistics</li> <li>• Multiplication and division</li> </ul>	<p>Number Sense</p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Fractions</li> <li>• Measurement</li> </ul> <p>Multiplicative Reasoning</p> <ul style="list-style-type: none"> <li>• Multiplication and Division</li> <li>• Measurement</li> <li>• Addition and subtraction</li> <li>• Statistics</li> </ul> <p>Geometric Reasoning</p> <ul style="list-style-type: none"> <li>• Geometry – properties of shapes</li> <li>• Geometry – position, direction and motion</li> </ul>
<p><b><u>Science - Existing, Endangered, Extinct</u></b></p> <p><b><u>Evolution, Adaptation and Inheritance (Yr 6)</u></b></p> <ul style="list-style-type: none"> <li>• Recognise that living things have changed over time and that fossils provide information about living things that inhabit the Earth millions of years ago</li> <li>• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> </ul>	<p><b><u>Science – Powering the World</u></b></p> <p><b><u>Electricity Yr 6</u></b></p> <ul style="list-style-type: none"> <li>• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of the cells used in a circuit</li> <li>• Compare and give reasons for the variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off positions of switches</li> <li>• Use recognized symbols when representing a simple circuit in a diagram</li> </ul>	<p><b><u>Science</u></b></p> <p><b><u>Light (Yr 6)</u></b></p> <ul style="list-style-type: none"> <li>• Recognise that light appears to travel in straight lines</li> <li>• Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>• Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> </ul>

<ul style="list-style-type: none"> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul>		<ul style="list-style-type: none"> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>
<p><b><u>History</u></b></p>	<p><b><u>History</u></b></p> <p><b><u>The Ancient Greeks</u></b></p> <ul style="list-style-type: none"> <li>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared</li> <li>a study of Greek life and achievements and their influence on the western world</li> </ul>	<p><b><u>History:</u></b></p> <p><b>The History of Clothing 1066 – present day (Art and Design)</b></p>
<p><b><u>Geography</u></b></p> <p><b><u>BIOMES</u></b></p> <p><b>Location Knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate countries and cities in the UK, geographical regions and identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul> <p><b>Place Knowledge</b></p>		<p><b><u>Geography</u></b></p> <p><b>Location knowledge</b></p> <ul style="list-style-type: none"> <li>Locate the world’s countries, using maps to focus on Europe (including Russia) and N &amp; S America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li> </ul>

<ul style="list-style-type: none"> <li>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul>		
<p><b>Art, Design, Technology and Computing</b></p> <p><b><u>Art</u></b></p> <ul style="list-style-type: none"> <li>• Create Sketchbooks to record their observations and use them to review and revisit ideas</li> <li>• To improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials e.g. pencils, charcoal, paint and clay.</li> <li>• About great artists, architects and designers in history.</li> </ul> <p><b><u>Design</u></b></p> <ul style="list-style-type: none"> <li>• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded</li> </ul>	<p><b>Art, Design, Technology and Computing</b></p> <p><b><u>Art</u></b></p> <ul style="list-style-type: none"> <li>• Create Sketchbooks to record their observations and use them to review and revisit ideas</li> <li>• To improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials e.g. pencils, charcoal, paint and clay.</li> <li>• About great artists, architects and designers in history.</li> </ul> <p><b><u>Computing</u></b></p> <ul style="list-style-type: none"> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ul>	<p><b>Art, Design, Technology and Computing</b></p> <p><b><u>The History of Clothing and Modern Day Fashion</u></b></p> <p><b><u>Design</u></b></p> <ul style="list-style-type: none"> <li>• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design</li> </ul> <p><b><u>Make</u></b></p> <ul style="list-style-type: none"> <li>• Select from and use a wider range of tools and equipment to perform practical tasks accurately</li> <li>• Select from and use a wider range of materials and components, including construction materials and textiles according</li> </ul>



<p>diagrams, prototypes, pattern pieces and computer aided design</p> <p><b><u>Make</u></b></p> <ul style="list-style-type: none"> <li>• Select from and use a wider range of tools and equipment to perform practical tasks accurately</li> <li>• Select from and use a wider range of materials and components, including construction materials, textiles, according to their functional properties and aesthetic qualities</li> </ul> <p><b><u>Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• Investigate and analyse a range of existing products</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul> <p>Technical Knowledge Apply their understanding of how to strengthen, stiffen, and reinforce more complex structures</p>		<p>to their functional properties and aesthetic qualities</p> <p><b><u>Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• Investigate and analyse a range of existing products</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• <b>Understand how key events and individuals in design and technology have helped to shape the world</b></li> </ul> <p><b><u>Computing</u></b> Select, use and combine a variety of software (including internet services) on a range of digital devices to design &amp; create a range of programs, system and content that accomplish given goals, including collecting, analysing, evaluating and</p>
<p>Enrichment – TBC</p>	<p>Enrichment –TBC</p>	<p>Enrichment – TBC</p>