
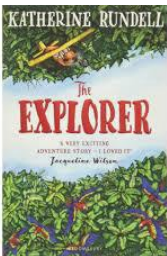
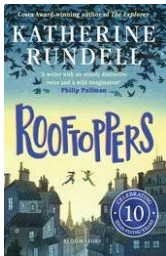
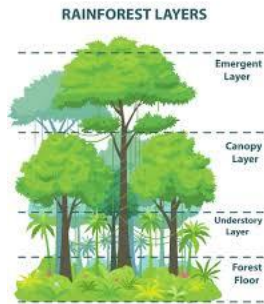







Writing	Reading	Maths	Humanities History and Geography
<p>This term we are focusing on writing:</p> <p>Summer 1:</p> <ol style="list-style-type: none"> Figurative writing Descriptions Diary entry <p>Summer 2:</p> <ol style="list-style-type: none"> Diaries Poems following a specific structure Letters Information leaflet Instructions <p>Our key texts this term are:</p> <p>The Wind in the Wall by Sally Gardner</p> <p>Romeo and Juliet by William Shakespeare</p> <p>Night Mail by W.H Auden</p> <p>Some places more than others by Renee Watson</p>	<p>Fluency Development of reading accuracy and fluency across a range of age- appropriate and challengin</p>  <p>Vocabulary- Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context. Inference- Draw inferences such as inferring character' feelings thoughts and motives from their actions, and justifying inferences with evidence. Prediction- Predict what might happen from details stated and implied. Explain- Identify how language, structure and presentation contribute to meaning. Retrieve- Retrieve, record and present information from fiction and non-fiction Summarise- Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.</p> <p>Reading spine:</p> <ul style="list-style-type: none"> The Explorer by Katherine Rundell Rooftoppers by Katherine Rundell  	<p>Y5</p> <ul style="list-style-type: none"> Shape Position and direction Decimals Negative numbers Converting units Volume <p>Y6</p> <ul style="list-style-type: none"> Shape Position and direction Themed project, consolidation and problem solving 	<p>History Children will explore the following questions: Empire of the Golden Age</p> <ol style="list-style-type: none"> Who ruled the Islamic Empire and when was it? What was significant about Baghdad's location and design? What was the Silk Road? What significant achievements were made during this time? What is the legacy of the Empire of the Golden Age?  <p>Geography Children will explore the following questions: Using the Amazon - Brazil</p> <ol style="list-style-type: none"> What creatures can we find in the layers of the Rainforest? How have plants adapted to survive in the Amazon rainforest? How do natural resources from the Amazon Rainforest get to the UK? What Natural resources can we find in the UK? How can we use natural resources to create energy? How can Brazil use natural resources to create energy? 

Science	PSHE/RSE	PE
<p>Animals, including Humans</p> <ol style="list-style-type: none">1. What are the functions of a blood vessel and blood?2. What are the functions of our heart?3. How are nutrients and water transferred around the body?4. What body parts make up the circulatory system?5. What effects does exercise have on the heart?6. Why is it important to live a healthy lifestyle? <p>Forces</p> <ol style="list-style-type: none">1. What can you remember about magnetic forces?2. The history of gravity: Who were the Ancient Greek’s, Galilei and Newton and what did they discover?3. How can we measure forces? 4. If dropped at the same height would a hammer and a feather fall at the same speed?5. Why am I told to rub my hand together when I am cold?6. If ships are so heavy, why do they not sink?7. How is a seesaw, well and bike different? How are they the same?	<p>Economic Well-being</p> <p>What is a loan?</p> <p>What is income and expenditure?</p> <p>How do I set a weekly budget?</p> <p>What are the risks associated with money?</p> <p>What jobs are there available?</p> <p>Transition</p> <p><u>Y6- Identity</u></p> <p>What is identity?</p> <p>What is media manipulation?</p> <p>What are my strengths?</p> <p>What knowledge have I learnt this year?</p> <p>What skills have I developed this year?</p> <p>What are my dreams and hopes for next year?</p>	<p>Striking and Fielding</p> <p>Can I hit the ball to the leg side?</p> <p>Can I keep the ball along the floor?</p> <p>Can I bowl overarm with some constituency?</p> <p>Can I understand fielding positions?</p> <p>Can I pick up a moving ball one handed?</p> <p>Can I throw a ball powerfully?</p> <p>Outdoor Education</p> <p>Can I keep a map orientated the right way round?</p> <p>Can I start in the right place on the map?</p> <p>Can I follow a simple map of cones correctly?</p> <p>Can I work and communicate with a partner?</p> 
<p>Art</p> <p>Sculpture – Take a Seat!</p> <ol style="list-style-type: none">1. Can I explore and assess visual information in different genres, styles and traditions?2. Can I understand about the roles and purposes of artists, craftspeople and designers through history?3. Can I use collage techniques to generate ideas?4. Can I develop my own ideas through design work for a 3D outcome?5. Can I use my creativity to design and make a stable 3-D sculpture?		<p>Design and Technology</p> <p>Mechanical Systems: Pulleys and Gears</p> <ol style="list-style-type: none">1. How are gears and pulleys used in product?2. What type of fairground will you make?3. Can you develop a successful fairground ride?4. Can you make your design work?5. Does your fairground fulfil the design brief and criteria?6. Can you control your fairground using a computer? 

Music	Computing	RE	French
<p>Year 5– ukuleles</p> <p>Weekly lessons to develop musical skills to be able to make a good sound on a ukulele.</p>  <p>Children will enjoy ‘showcasing’ their talents in a concert this term- more information coming soon!</p> <p>Year 5 and Year 6</p> <p>Rhythm and Texture -Brazil Samba</p> <ol style="list-style-type: none"> 1. What does a samba band sound like, and can I name the instruments used? 2. Can I listen to samba and use more complex rhythmic patterns, matching them to conventional notation, keeping in time with a pulse? 3. What is a main groove, and can I maintain my own part? 4. Can I work with others using crotchets, quavers, and rests to create a multi-layered class samba composition? 5. What does a samba band do in a break and how can we use this to improve our class samba composition? 	<p>Web page creation</p> <ol style="list-style-type: none"> 1. What makes a good website? 2. How would you lay out your web page? 3. What is copyright? 4. How can I preview my pages? 5. What is a navigation path? 	<p><u>1 Religious Attitudes towards God</u></p> <ol style="list-style-type: none"> 1. Who is God? (Christian, Sikh and Muslim perspective) 2. Plan questions to ask believers about their relationship with God. 3. Can I ask questions to find out more about beliefs. (Visit from Christian/ Sikh/ Muslim). 4. What do humanists, atheists and agnostic people believe about God? 5. How do non-religious beliefs about God differ to those with religion? <p><u>2: Shared Values, Different Beliefs</u></p> <ol style="list-style-type: none"> 1. What are your core values? 2. What values do Christian, Muslims and Sikhs try to foster? 3. What is a spiritualist and what do they believe? 4. What there any similarities and differences between the values of religious and non-religious people? 5. Why is it important to respect others regardless of their religious beliefs? (FBV) 	<p>La Francophonie: The French-Speaking World</p> <ol style="list-style-type: none"> 1. Where is French spoken across the world? 2. Exploring Québec. What’s the weather like in Québec? 3. Exploring Québec. What sports do they play in Québec? 4. Exploring Morocco. What’s life like in Morocco? 5. Exploring Morocco. What food do people eat in Morocco? 6. Can I use the structures introduced this term to describe life in another French speaking country?

6. Can I play my own part in a class performance, in time, following the samba structure?			
---	--	--	--