



	Spring I (6 weeks)	Spring II (7 weeks)
RE	<p>6.3 Exploring the Mass</p> <ul style="list-style-type: none"> To know and think about the story of the Passover To know what happened at the Last Supper reflect on what it means for us To understand the Penitential Rite and the Liturgy of the Word in the Mass and reflect on our participation in them To understand the Offertory, Consecration and Holy Communion and reflect on our part in them To know that Jesus has chosen to stay with us in a special way in the Blessed Sacrament To consolidate understanding of the different parts of the Mass To know the symbols associated with the Mass 	<p>6.4 Jesus the Messiah</p> <ul style="list-style-type: none"> To understand about Jesus' miracles. To write about my opinion of the miracle To understand why Jesus washed the disciples' feet To understand the actions and symbols of Holy Thursday in Church To know about the Passion and Death of Jesus and consider its importance for us (Good Friday) To understand the actions and symbols of Good Friday in Church To retell the story of the Resurrection and think about what it means for us To understand what happens on Holy Saturday night in Church
Maths	<p>Decimals (2 weeks)</p> <ul style="list-style-type: none"> Place value to three decimal places Multiply by 10, 100 and 1,000 and by integers Divide by 10, 100 and 1,000 and by integers Division to solve problems Decimals as fractions and fractions to decimals <p>Percentages (2 weeks)</p> <ul style="list-style-type: none"> Fractions to percentages Equivalent FDP Percentage of an amount Percentages – missing values Percentage increase and decrease Order FDP <p>Algebra (2 weeks)</p> <ul style="list-style-type: none"> Find a rule – one step/two step Use an algebraic rule Substitution Formulae Word Problems Solve simple one step equations / two step equations Find pairs of values Enumerate possibilities 	<p>Measurement – Converting Units (1 week)</p> <ul style="list-style-type: none"> Metric measures Convert metric measures Calculate with metric measures Miles and kilometres Imperial measures <p>Measurement – Perimeter, Area and Volume (2 weeks)</p> <ul style="list-style-type: none"> Shapes – same area Area and perimeter Area of a triangle Area of a parallelogram Volume – counting cubes Volume of a cuboid <p>Number - Ratio (3 weeks)</p> <ul style="list-style-type: none"> Using ratio language Ratio and fractions Introducing the ratio symbol Calculating ratio Using scale factors Using scale factors Calculating scale factors Ratio and proportion problems

English

Class Novel: On the Origin of the Species by Sabina Radeva / Darwin: An Exceptional Voyage by Fabien Grolleau & Jeremie Royer



Writing Types: discovery narrative, explanation
Writing Purpose: to narrate & explain

Composition:

- Understand how words are related by meaning as synonyms and antonyms
- Understand the difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices
- Understand the difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech
- Link ideas within and across paragraphs using a wider range of cohesive devices – adverbials
- Linking ideas within and across paragraphs using a wider range of cohesive devices
- Use headings and sub-headings to structure information
- Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning
- Use range of punctuation taught at KS2 (Speech punctuation)

Class Novel: The Ways of the Wolf by Prasadam-Halls & The Wolves in the Walls by Neil Gaiman



Writing Types: first person narrative, balanced argument
Writing Purpose: to narrate & discuss

Composition:

- Understand how words are related by meaning as synonyms and antonyms
- The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – technical vocabulary and precise use of nouns, verbs and adjectives to add to formal tone
- Use of the passive to affect the presentation of information in a sentence
- The use of question tags in informal speech
- Linking ideas within and across paragraphs, using a wider range of cohesive devices e.g. the use of conjunctions, adverbials, pronouns and synonyms
- Use of headings, sub-headings and bullets to structure texts
- Colon to introduce a list and semi-colons for more elaborate lists
- Use commas to punctuate relative clauses
- Speech punctuation
- Use the semi-colon as the boundary between independent clauses
- Punctuation of bullet points
- Hyphens used to avoid ambiguity

Reading



When Darwin Sailed the Sea by David Long
Darwin: A Life in Poems by Ruth Padel
When the Whales Walked by Dougal Dixon
The Explorer by Katherine Rundell
The Great Sea Dragon Discovery by Pippa Goodhart



Black Beauty by Anna Sewell
The Wolves of Willoughby Chase by Joan Aiken
The Call of the Wild by Jack London

	<p style="text-align: center;">Science: Evolution & Inheritance</p> <p>Word Reading:</p> <ul style="list-style-type: none"> Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words <p>Comprehension:</p> <ul style="list-style-type: none"> Make comparisons within and across books e.g. plot, genre and theme Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas Distinguishing between statements of fact and opinion Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Identify how language, structure and presentation contribute to meaning 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 <p>Skills & Strategies:</p> <ul style="list-style-type: none"> Recognise all Year 5&6 Word List words with automaticity Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity Use a range of strategies for finding and locating information e.g. skimming scanning for detail Summarising a text Secure responses and understanding through re-reading and cross-check information Read closely, annotating for specific purposes <p>Focus on Key Reading Skills:</p> <ul style="list-style-type: none"> 2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2c summarise main ideas from more than one paragraph 2h make comparisons within a text 2d make inferences from the text / explain and justify inferences with evidence from the text 	<p style="text-align: center;">Reading Breadth: Literary Heritage and Plays & Poetry – Wider Range</p> <p>Word Reading</p> <ul style="list-style-type: none"> Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words <p>Comprehension</p> <ul style="list-style-type: none"> Increase their familiarity with a wide range of books, including fiction from our literary heritage Identify and discuss themes and conventions in and across a wide range of writing Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Provide reasoned justifications for their views 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 Prepare plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>Skills & Strategies:</p> <ul style="list-style-type: none"> Recognise all Year 5&6 Word List words with automaticity Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity Secure responses through re-reading and cross-check information Read closely, annotating for specific purposes Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes <p>Focus on Key Reading Skills:</p> <ul style="list-style-type: none"> 2h make comparisons within the text 2d make inferences from the text / explain and justify inferences with evidence from the text
<p style="text-align: center;">Spelling</p>	<ul style="list-style-type: none"> Words with the /f/ sound spelt ph Words with origins in other countries Words with unstressed vowel sounds. Words with endings /shuhl/ after a vowel letter. Words with endings /shuhl/ after a consonant letter. Words with the common letter string 'acc' at the beginning of words. 	<ul style="list-style-type: none"> Words with the common letter string 'acc' at the beginning of words. Words ending in '-ably' Words ending in '-ible' Adding the suffix '-ibly' to create an adverb. Changing '-ent' to '-ence.' Words ending -er, -or, ar

PSHCE	Dreams & Goals <ul style="list-style-type: none"> • Personal learning goals • Steps to Success • My Dream for the World • Helping to Make a Difference • Recognising our Achievements 	Healthy Me <ul style="list-style-type: none"> • Taking Responsibility for my Health and Well-Being • Drugs • Exploitation • Gangs • Emotional and Mental Health • Managing Stress and Pressure
Geography/ History	Titanic <ul style="list-style-type: none"> • Discuss and explore the timeline of the Titanic and her maiden voyage. • Investigate sources of information which tell us about the Titanic and the people on board. • Investigate what life was like aboard the Titanic for each of the classes. • Introduce the people who were on board the ship and find out who they were. • Gather evidence to back up opinions during a debate about why so many people lost their lives in the Titanic disaster. • Reflect on what has changed since the Titanic disaster and how the incident influenced these changes. 	Extreme Earth <ul style="list-style-type: none"> • Explore the Earth's extreme climates by investigating what climates there are on our planet and finding out about the hottest, wettest, coldest and driest places on Earth. • Find out about the water cycle and how it works to result in different levels of rainfall in different parts of the world. • Investigate a variety of extreme weather phenomena, such as tropical storms, floods, lightning, hurricanes and tornadoes, and the effects these can have on people and the landscape. • Explore how the Earth's surface is split up into tectonic plates and the resulting earthquakes that occur when they move. • Find out how tsunamis are caused by earthquakes under the sea floor, focusing on the effects that tsunamis can have on an environment. • Identify the differences between a volcano and a mountain. Discover how volcanoes are formed and what happens when one erupts.
Design Technology/ Art	Sense of Place (Art) <ul style="list-style-type: none"> • Collect visual information to help develop ideas about the environment. • Compare ideas, approaches and methods in the work of a variety of artists. • Look at how artists use perspective and investigate ways of recreating images accurately. • Be able to use ideas gathered to inform a piece of artwork. • Be able to create a piece of landscape art based on a previous design. • Be able to evaluate a finished piece of artwork and describe what you think and feel about it. 	Bread (DT) <ul style="list-style-type: none"> • investigate and evaluate bread products according to their characteristics. • learn how bread products are an important part of a balanced diet and can be eaten in different ways • find out which different ingredients are needed to make bread and how ingredients can be altered and mixed to create different effects • be able to design a new bread product for a particular person or event • be able to make bread based on a plan and design • be able to evaluate a finished product
Computing	Inside your Insides Children will: <ul style="list-style-type: none"> • Select appropriate programming software and explore how to get screen elements to interact with mouse movements and clicks. • Plan and prepare an interactive model of a system in the human body and give explanations of the system. • Explore the online programming community. 	

	<ul style="list-style-type: none"> • Debate the use of online video sharing (link to e-Safety). • Analyse the data and present findings. • Use data loggers to conduct an investigation into materials that are the best at blocking light. • Present the findings of the investigation. 	
<p style="text-align: center;">Science</p> <p style="text-align: center;">Main scientific enquiry strand</p>	<p>Evolution & Inheritance</p> <ul style="list-style-type: none"> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. • Describe variation between individuals of different species • Explain how variation leads to competition • Understand that changes in the environment that leave some species less well adapted to compete successfully and reproduce. • Research and write a biography on a famous scientist. <p>Pattern Seeking</p> <p>Comparative & Fair Testing</p> <ul style="list-style-type: none"> • Plan different kinds of fair experiments • Tell you how I control variables in my experiments • Tell you why it's important to take repeated measurements • Record data using tables <p>Present my findings in a written report with an introduction, results and conclusion</p>	<p>Electricity</p> <ul style="list-style-type: none"> • To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • To identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • To recognise some common conductors and insulators, and associate metals with being good conductors. • To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. • To use recognised symbols when representing a simple circuit in a diagram. • To describe how voltage changes in a series and parallel circuit. <p>Comparative & Fair Testing</p> <ul style="list-style-type: none"> • Plan different kinds of fair experiments • Tell you how I control variables in my experiments • Tell you why it's important to take repeated measurements • Record data using tables • Present my findings in a written report with an introduction, results and conclusion
<p style="text-align: center;">Music</p>	<p style="text-align: center;">Choir</p>	
<p style="text-align: center;">MFL</p>	<p>Children will recap: Numbers (1-100), greetings and colours Children will learn: the names of buildings in a city, directions and geographical phrases</p>	
<p style="text-align: center;">PE</p>	<p>Dance</p> <ul style="list-style-type: none"> • Learn and perform sequences associated with different styles of dance, music and culture, including Samba, Jive and Charleston. • Learn structured movement patterns and to create and perform short dance sequences • Develop knowledge and technique around different dance styles • Appreciate and participate in different dance styles 	<p>Gymnastics</p> <ul style="list-style-type: none"> • Perform a range of jumps and leaps • To perform a straddle forward roll and a backward roll to straddle correctly • Perform a straddle on vault correctly • Perform a lunge into cartwheel correctly • To link movements together by performing a straight jump full turn, a cat leap half turn and a pivot



- Work in a small group to create and perform a gymnastics sequence with a theme