

	AUTUMN (8wks&7wks)		SPRING (6wks&5wks)		SUMMER (7wks&7wks)	
English Writing focusing on audience, purpose and form (NC.p47/48)	Explanation; Recounts from different characters auto/biographical; Chronological Reports; Book Study - Narrative –characters and settings - Private Peaceful		Novels, stories by children’s writers; Discussion text; Poetry - Imagery; Play script - perform own compositions. Class novel – Boy in the Dress		Stories from a variety of cultures; Revise all text types; Non-chronological reports; shape poetry; Persuasive language - (holiday brochure)	
	Vocabulary, grammar, punctuation and spelling Handwriting Y5/Y6 (N.C Appendix 2) Y5/6 objectives					
Speak&List	Use questions to build knowledge. Articulate arguments and opinions. Use spoken language to speculate, hypothesise and explore. Use appropriate register and language. (N.C. p17)					
Maths	Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages), Ratio and Proportion, Algebra, Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics					
Science	Light (travel in straight lines How we see)	Earth and Space Tim Peake & Brian Cox	Living things and their habitats (classifying more formally) <b>Low Barns</b>	Electricity (symbols, changing loudness, brightness)	Animals, including humans (circulation, healthy living, transport of water / food in animals)	Animals including humans. Changes in humans as they develop.
	Working Scientifically – on going across the year					
I.C.T	Unit 6.2 - Online Safety Unit 6.6 - Networks	Unit 6.7 Quizzing	Unit 6.1 Coding	Unit 6.5 Text Adventures	Unit 6.3 Spreadsheets	Unit 6.4 Blogging
Geography / History	H - What’s in a name?	G - What shapes my world?	H - Can we choose the UK’s most important monarch?	G - Where could we go? Fantastic Journeys.	H - Has life got better for children in Britain?	G - Where has my food come from?
D.T	Textiles - Design and make a phone case		Automated animals (Cams)		Cooking and nutrition	
Art and Design	Concept of perspective – fore, back and middle ground. Use a range of mediums on a range of backgrounds. Show total qualities using cross hatching, pointillism ( <b>Seurat</b> ), sidestrokes, use of rubber (highlight). Hue, tint, tone. Colours to express feelings. Develop fine brush strokes. Explore using limited colour palettes <b>Van Gogh</b>		Develops experience in embellishing. Link to Monarchy Applies knowledge of different techniques to express feelings Work collaboratively on a larger scale		Shape, form, model and join on large scale <b>working in groups</b> Use wire and Modroc to create sculptures	Explore printing techniques used by various artists and use these as a stimulus such as Intaglio such as <b>Albrecht Durer</b> Create pattern for purposes
	Use sketch books to record observations					
Music	Exploring rounds	Christmas play	Composing and transcribing		Cyclic patterns; exploring rhythm& pulse; pentatonic scale	
P.E	Games – tag rugby (SG), dance/gymnastics, swimming, football league, Sports hall athletics (S.G)		Games – Netball (S.G), cross country (s), gymnastics (Key Steps) (S.G), Dance Intra, OAA, Girls football (SG)		Basketball (S.G) Games- Cricket (S.G) / Tennis (intra) Athletics (quad kids), swimming,	
R.E.	Why is Moses important to Jewish people? Why do Jewish people go to the synagogue?	What are the themes of Christmas?	What do Christian’s believe about God?	Why is the Last Supper so important to Christians?	How are Jewish beliefs expressed in the home? Why do people use rituals today?	
PSHE/Cit	Health & Well-Being – Aiming High (Y5)	Relationships – TEAM (Y5)	Living in the Wider World – Respecting Rights (Y6)	Health & Well-Being – Safety First (Y6)	Living in the Wider World – Money Matters (Y5)	Relationships – Growing Up (Y6)
	Relationships project with Kay (10wks)					
MFL	Unit 5 – Travel and weather	Unit 10 – On the way to school	Unit 8 – Stories and animals	Unit 9 – Animals and their habitats	Unit 7 – Healthy food and drinks	Unit 6 – Pocket money