







# Year 5/6 - A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Mighty Mayans</b> 	<b>South America</b> 	<b>Ancient Greeks</b> 	<b>From Greenland to Panama</b> 	<b>Keep calm and carry on</b> 	<b>Rising Tides</b> 
Secrets for Success	<b>Behaviours for learning:</b> Trying new things, working hard, concentrating, pushing yourself, imagining, improving, understanding others and not giving up.					
School Values	<b>Behaviours for Life:</b> <b>Respect, kindness, Responsibility and Honesty</b>					
British Values	<p><b>Tolerance, politeness and mutual respect</b> are at the heart of our aims, ethos and R.E curriculum.</p> <p><b>The importance of rules and laws</b>, - Our pupils are taught to respect the rules in place through different religions.</p> <p><b>Individual liberty</b> - Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to utilise these safely.</p> <p><b>Democracy</b> - Pupils are listened and are taught to actively to each other, respecting the right of every individual to have their opinions and voices heard.</p> <p><b>Mutual respect</b> for and tolerance of those with different faiths and beliefs, and for those without faith.</p> <p><b>Tolerance, politeness and mutual respect</b> are at the heart of our aims, ethos and R.E curriculum.</p>					
Memorable Experience	Day of the Dead celebration Mayan mask making workshop	Trip to Paignton Zoo	Ancient Greek workshop	We the curios visit.	VE day performance to parents	Teignmouth Beach Trip
Literacy	<b>Watch Day of the Dead</b> an animation - use it to inspire a narrative.	<b>Read Darwin's dragons</b> and write Non Chronological Report  Explore the life of Charles Darwin and write a biography.	<b>Use The Orchard Book of Greek Myths</b> to read, explore and inspire the writing of their own Ancient Greek-style myths. Use animations to explore Ancient Athens and write letters home describing a visit there.	<b>Read: Nightfall in New York by Katherine Woodfine</b>  Rewrite a narrative of chapter 15 of Nightfall in New York. Write letters home from the RMS Thalassa using formal language	<b>Read My secret war diary by Marcia Williams.</b>  Write diaries, letters or a historical narrative from the point of view of a child during WW2	<b>Read: Do Humans Damage the Atmosphere or Floodlands</b>  Write a report and a piece of persuasive writing based on protecting the environment.

<p style="text-align: center;"><b>Maths</b></p>	<p>Y5 Unit 1 decimal fractions Y5 Unit 2 money</p> <p>Y6 Unit 1 calculating using knowledge of structures (1) Y6 Unit 2 multiples of 1,000</p>	<p>Y5 Unit 3 negative numbers Y5 Unit 4 short multiplication and short division</p> <p>Y6 Unit 3 numbers up to 10,000,000 Y6 Unit 4 draw, compose and decompose shapes</p>	<p>Y5 Unit 5 area and scaling</p> <p>Y6 Unit 5 multiplication &amp; division Y6 Unit 6 area, perimeter, position &amp; scaling</p>	<p>Y5 Unit 6 calculating with decimal fractions Y5 Unit 7 factors, multiples &amp; primes</p> <p>Y6 Unit 7 fractions &amp; percentages</p>	<p>Y5 Unit 8 fractions Y6 Unit 8 statistics Y6 KS2 tests</p>	<p>Y5 Unit 9 converting units Y5 Unit 10 angles and transformations</p> <p>Y6 Unit9 ratio &amp; proportion Y6 Unit 10 calculating using knowledge of structure (2) Y6 Unit 11 solving problems with 2 unknowns Y6 Unit 12 order of operations Y6 Unit 13 mean average</p>
<p style="text-align: center;"><b>Science</b></p>	<p style="text-align: center;"><b>Light</b> Year 6</p> <p>Learn about light, how it travels and how it enables us to see. Find out about shadows.</p> <p><b><u>AT1 - Pattern Seeking</u></b> They might investigate the relationship between light sources, objects and shadows by using shadow puppets.</p> <p>Comparative and fair testing</p>	<p style="text-align: center;"><b>Evolution &amp; inheritance</b> Year 6</p> <p>Learn about how living things have changed over time and how inheritance and adaptation lead to evolution.</p> <p><b><u>AT1 - Research</u></b> Pupils might find out about the work of palaeontologists such as Mary Anning and about how Alfred Wallace and Charles Darwin developed their ideas on evolution.</p>		<p style="text-align: center;"><b>States of matter/properties and changes of materials.</b> <b>Key Text: States of matter</b> Year 5</p> <p>Investigate reversible and irreversible changes. Investigate dissolving, mixing, filtering. Investigate chemical changes.</p> <p><b><u>AT1 - Observing over time</u></b> Observe and compare the changes that take place, e.g. when burning different materials or baking bread or cakes.</p> <p>Use candles to burn materials, paper, card, sugar etc. Vinegar and sodium bicarb, mentos and fizzy drink (diet coke)</p>	<p style="text-align: center;"><b>Living things and their habitats</b> Y6 classification <b>Key Text: Animalium, Jenny Broom</b></p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals give reasons for classifying plants and animals based on specific characteristics.</p> <p><b><u>AT1 - Identifying, classifying and grouping</u></b> Introduce the idea of broad groupings and how these subdivide: using the classification system. Through direct observations where possible, they should classify animals into vertebrates (reptiles, fish, amphibians, birds and mammals) and commonly found invertebrates (e.g. insects, spiders, snails, worms). They should devise classification systems and keys to identify some animals and plants in the immediate environment.</p>	<p style="text-align: center;"><b>Animals including humans</b> Y5</p> <p>Describe the changes as humans develop to an old age.</p> <p><b>Key Text: Pig heart boy, Malorie Blackman</b> <b><u>AT1 - Observing over time.</u></b> Find out and record the length and mass of a baby as it grows.</p> <p>Chn could collect information about baby brothers and sisters from a red health book.</p>

History	<p><b>How is the Mayan Culture different from our own?</b></p> <p>Why do we study the Ancient Maya in history? How did the Ancient Maya manage to become so important? What was life like at the height of Mayan civilization? Why did they have human sacrifice?</p>		<p><b>How do we know so much about the Greeks?</b> Explore a range of sources for clues to everyday life and beliefs. Look at the legacy of some of ancient Greek "Big Ideas" and achievements and their influence on the western world.</p>		<p><b>What was life like in Britain during WW2?</b> <i>Key Texts: My secret war diary, Marcia Williams Everything World War II, National Geographic.</i> Use different sources to find out what life was like in Britain during WW2.</p>	<p><b>How have humans changed the coastline?</b> Local study – coasts – Teignmouth beach trip OS map work. Coastal features, groynes, flood defences.</p>
Geography		<p><b>How does South America compare to the UK?</b> Look at the human/ physical geography of South America using maps, satellite images, books and travel brochures and compare it to the UK. Locate and find out about the Machu Picchu and climate zones.</p>	<p><b>Where in the world is Greece?</b> Locate Greece on a world map and globes. Describe its features. Use this knowledge to create sketch maps showing the humans and physical features of Greece.</p>	<p><b>What are North America's most important human features?</b> <i>Key Text: North America, Rob Colson, North America: Cities of the world, Rob Hunt</i>  Explore North America's human features and decide why these are important to the county's exports, business and everyday use.</p>		<p><b>Why are coasts so important to the UK?</b> <i>Key Text: Izzi Howell, Rivers and Coasts</i>  Investigate the purpose of flood prevention and environmental issues.</p>
PSHE	Me and my relationships	Valuing difference	Keeping myself safe	Rights and Responsibilities	Being my best	Growing and changing
RE	What does it mean to be a Muslim in Britain today?	<p>INCARNATION Was Jesus the Messiah?</p> <p><b>Christmas</b></p>	GOD: What does it mean if God is Holy and Loving?	<p>Why is the Torah so important to Jewish people?</p> <p><b>Easter</b></p>	GOSPEL: What would Jesus do?	Why do some people believe in God and some people not?
Computing	<b>Computing systems and networks</b>		<b>Creating Media</b>		<b>Data and information</b>	
	<p><b>Sharing information</b> 5.1 Identifying and exploring how information is shared between digital systems.</p>	<p><b>Internet communication</b> 6.2 Recognising how the WWW can be used to communicate and be searched to find information.</p>	<p><b>Video editing</b> 5.2 Planning, capturing, and editing video to produce a short film</p>	<p><b>Webpage creation</b> 6.2 Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation.</p>	<p><b>Flat-file databases</b> 5.4 Using a database to order data and create charts to answer questions.</p>	<p><b>Introduction to spreadsheets</b> 6.4 Answering questions by using spreadsheets to organise and calculate data.</p>
Music	Charanga Developing melodic phrases	Charanga How does music connect us with our past?	Ten pieces Grazyna Bacewicz Trailblazer	Ten pieces Trailblazers - link with visit to We the Curious -Doctor Who Theme by Delia Derbyshire	Wider Opps Ukeleles Introducing chords Exploring key and time signatures.	<b>Whole school performance</b> Opportunity to learn sound tech from a professional.

	How does music bring us together? <b>Harvest performance</b>	<b>Christmas performance</b>	Female composer in WW2 who wrote music while the war was on. <b>Young voices concert</b>	<b>Easter performance</b>	<b>Ukelele performance</b>	
DT		Design and sew a South American animal bean bag.		<b><u>Mechanisms</u></b> Making a pop-up book	<b><u>Structures</u></b> Bridges	<b><u>Digital world</u></b> Monitoring devices
Art	<b><u>Typography &amp; Maps</u></b> Exploring how we can create typography through drawing and design and use our skills to create personal and highly visual maps.		<b><u>Making Monotypes</u></b> Explore how to make monotypes.		<b><u>Brave Colour</u></b> Exploring how artists use light, form and colour to create immersive environments.	
MFL French	Phonics Lesson The weather	Family	Pets	Olympics	At school	At the weekend
Physical Education	Tag rugby	Netball	Gymnastics/swimming	HANDBALL	Dance	Athletics
	Dance	Gymnastics	Dance	Gymnastics	Cricket	Swimming