

# Year 5 and 6

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	Autumn 1 + 2 2018	Spring 1 + 2 2019	Summer 1 + 2 2019
Whole school theme	HOME SWEET HOME	POTIONS, EXPLOSIONS AND DREAMS	A MOMENT IN TIME
English	<p><u>Non-fiction:</u></p> <ul style="list-style-type: none"> <li>Persuasion (Letter writing and Debating) - <i>Should Uley have a Zoo?</i></li> <li>Non-chronological report - <i>The History of Uley Mills</i></li> </ul> <p><u>Fiction:</u></p> <ul style="list-style-type: none"> <li>Historical Story Writing - <i>Trouble at the Mill</i></li> <li>Diary Writing: <i>Through the eyes of John Daniel</i></li> </ul> <p><u>Poetry:</u></p> <ul style="list-style-type: none"> <li>Exploring Figurative Language - <i>A Day in the Mill</i></li> </ul> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>Fiction: <i>The Eye of the Wolf</i></li> <li>Non-fiction: <i>You wouldn't want to work in a Victorian Mill</i></li> <li>Fiction: <i>The Secret Lake</i></li> </ul>	<p><u>Non-fiction:</u></p> <ul style="list-style-type: none"> <li>Instructions - <i>Casting a spell</i></li> <li>Recount - <i>Eye witness account of King Duncan's murder.</i></li> <li>Newspaper - <i>The King is dead!</i></li> <li>Non-chronological Report - <i>Informative writing on the Shakespearean play</i></li> </ul> <p><u>Fiction:</u></p> <ul style="list-style-type: none"> <li>Descriptive writing - <i>Describing a character and using description to build suspense.</i></li> <li>Letter writing - <i>Writing in the character of Macbeth and Lady Macbeth</i></li> <li>Script writing - <i>Continuing a playscript</i></li> <li>Diary Writing - <i>Macbeth's innermost thoughts</i></li> </ul> <p><u>Poetry:</u></p> <ul style="list-style-type: none"> <li>Figurative Language - <i>Double, double toil and trouble - Use of literary effects to build suspense.</i></li> </ul>	<p><u>Non-fiction:</u></p> <ul style="list-style-type: none"> <li>Newspaper - create an article in response to an animation: <i>Road's End.</i></li> <li>Non-chronological Report - <i>Mayans</i></li> <li>Persuasive writing - <i>designing and selling chocolate</i></li> </ul> <p><u>Fiction:</u></p> <ul style="list-style-type: none"> <li>Opening to a creepy story - inspired by animation <i>Alma</i></li> <li>Retell a short story about the Mayan Gods.</li> </ul> <p><u>Poetry:</u></p> <ul style="list-style-type: none"> <li>Suspense-filled poetry - inspired by Alma</li> </ul> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>Year 5: <i>Clockwork</i> by Phillip Pullman</li> <li>Year 6: Range of texts and extracts (fiction, non-fiction and poetry).</li> </ul>
Maths	<p><u>Mondays-Thursdays</u></p> <ul style="list-style-type: none"> <li>Place Value</li> <li>Addition and Subtraction</li> <li>Multiplication and Division</li> <li>Fractions</li> <li>Decimals</li> <li>Converting units</li> <li>Percentages</li> </ul>	<p><u>Review of All Areas</u></p> <ul style="list-style-type: none"> <li>Number and Place Value</li> <li>Addition, Subtraction, Multiplication and Division</li> <li>Fractions, Decimals &amp; Percentages</li> <li>Ratio and Proportion</li> <li>Algebra</li> <li>Statistics</li> <li>Measurement</li> <li>Geometry</li> </ul>	<ul style="list-style-type: none"> <li>Ratio</li> <li>Statistics</li> <li>3D shape</li> <li>Perimeter and area</li> <li>Position and direction</li> <li>Time</li> </ul>

<p style="text-align: center; color: red;">Science</p>	<ul style="list-style-type: none"> <li>• Properties and changes of materials: <ul style="list-style-type: none"> <li>○ Properties of Materials</li> <li>○ Keeping cool</li> <li>○ Brighter bulbs</li> <li>○ Disappearing or dissolving?</li> <li>○ Separating mixtures</li> <li>○ Irreversible changes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Properties and changes of materials: <ul style="list-style-type: none"> <li>○ Properties of Materials</li> <li>○ Keeping cool</li> <li>○ Brighter bulbs</li> <li>○ Disappearing or dissolving?</li> <li>○ Separating mixtures</li> <li>○ Irreversible changes</li> </ul> </li> </ul>	<p>Living creatures and their habitats</p> <ul style="list-style-type: none"> <li>• Classification of animals</li> <li>• Give reasons for classifying plants and animals based on specific characteristics.</li> <li>• Discover who Carl Linnaeus is and what he did for classification.</li> </ul>
<p style="text-align: center; color: red;">History</p>	<ul style="list-style-type: none"> <li>• What impact did the Industrial Revolution have on Uley's woollen trade? <ul style="list-style-type: none"> <li>○ How did the Industrial Revolution effect the woollen trade?</li> <li>○ What was the purpose of the broadcloth?</li> <li>○ What were the working conditions like?</li> <li>○ Why was a workhouse opened in Uley?</li> <li>○ What was life like for the inmates of the workhouse?</li> <li>○ What was life like for the workhouse keeper?</li> <li>○ How did the industrial Revolution effect Uley?</li> <li>○ Who were the workers in Uley?</li> <li>○ What evidence is there of the woollen trade at St Giles Church?</li> </ul> </li> </ul>	<p><u>History at the time of Shakespeare</u></p> <ul style="list-style-type: none"> <li>○ A brief context of the time to include: <ul style="list-style-type: none"> <li>○ Kings and Queens</li> <li>○ Tudor England</li> </ul> </li> </ul>	<p>The study of a non-European society that provides contrasts with British history: Mayan civilization c. AD 900. To include:</p> <ul style="list-style-type: none"> <li>○ Religion - What the Mayans believed, who they worshipped and their bizarre and rather gruesome rituals.</li> <li>○ Numbers - Learn to read and calculate with their number system.</li> <li>○ Exploration - The famous work of Stephens and Catherwood and the impressive discoveries that the Mayans made.</li> <li>○ Writing - Codices and logograms. The children learn to interpret the hieroglyphs and create their own secret messages.</li> <li>○ Food - Discover the significance of maize to the Mayans, as well as finding out what other foods they used to eat.</li> </ul> <p>Chocolate - Learn the process of making chocolate and find out why it's so significant to the Mayans.</p>
<p style="text-align: center; color: red;">Geography</p>	<ul style="list-style-type: none"> <li>○ Why was Uley such a successful location for the woollen industry?</li> <li>○ Where was the broadcloth exported to?</li> <li>○ Field trip to investigate the human and physical features that demonstrate Uley's once thriving woollen trade.</li> </ul>	<p>Not covered this term</p>	<ul style="list-style-type: none"> <li>• Use atlases to locate where the Mayan civilisation lived.</li> <li>• Draw comparisons between ancient and modern localities, and how boundaries and names have changed over time.</li> </ul> <p>Discover some of the human and physical features of the area where the Mayans lived e.g. the great drought that caused them to migrate.</p>

<b>Computing</b>	<b>E-safety:</b> <ul style="list-style-type: none"> <li>• Strong passwords</li> <li>• Privacy rules</li> <li>• Digital citizen pledge</li> <li>• Super digital citizen</li> <li>• What's cyber bullying?</li> </ul>	<b>E-safety:</b> <ul style="list-style-type: none"> <li>• Talking safely online</li> <li>• You've won a prize</li> </ul>	<b>E Safety:</b> <ul style="list-style-type: none"> <li>• Picture perfect</li> <li>• Selling a stereotype</li> <li>• How to cite a site</li> </ul>
<b>D+T</b>	<b>Water Mill</b> <ul style="list-style-type: none"> <li>○ Investigate the discovery of steam power.</li> <li>○ Explore alternative ways to produce kinetic energy.</li> <li>○ Design and test ideas to create prototype of a working water mill.</li> <li>○ Explore properties of different materials and select appropriate ones for their purpose.</li> <li>○ Explore ways to join different materials and make decisions based upon results.</li> <li>○ Create and test design; evaluating it's performance and making improvements.</li> </ul>	Not covered this term	<ul style="list-style-type: none"> <li>• Prop making for the production.</li> <li>• Cookery - preparing and tasting Mayan inspired food.</li> </ul>
<b>Art</b>	<b>Wet-felting</b> <ul style="list-style-type: none"> <li>○ An exploration into the traditional processes used by the wool industry.</li> <li>○ Explore dyeing wool to create different shades.</li> <li>○ Practice the technique of wet-felting to turn raw wool into felt.</li> <li>○ Practice sewing techniques to make a bookmark using homemade felt.</li> </ul>	<b>Theatre masks</b> <ul style="list-style-type: none"> <li>• Create masks which help to bring the description of key characters alive</li> </ul>	Design and print a Mayan death mask using lino, as a similar technique was used by one of the famous Mayan explorers to showcase his discoveries.

<b>Music</b>	<ul style="list-style-type: none"> <li>• <i>Music Wow Day: An exploration into the Industrial Revolution through music and the growing popularity of union songs.</i> <ul style="list-style-type: none"> <li>○ Develop appreciation for a significant genre of music associated with the Industrial Revolution</li> <li>○ Write song lyrics</li> <li>○ Develop understanding of music notation</li> <li>○ Improvise and compose with different instruments</li> <li>○ Play and perform within a group</li> </ul> </li> <li>• iSingPOP</li> </ul>	<p><i>Music Wow Afternoon: Using music to enhance the retelling a story.</i></p> <ul style="list-style-type: none"> <li>• Adapt the story of Macbeth into a short, dramatic synopsis which will then become the lyrics of the composition.</li> <li>• Develop use of voice to ensure retelling is atmospheric and engaging.</li> <li>• Create a supporting accompaniment involving multiple instruments and sound effects, recording this in a coherent and useful way.</li> <li>• Improvise and compose with different instruments.</li> <li>• Play and perform within a group.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning and singing songs for the production.</li> <li>• Compose and perform a soundtrack to accompany one of the Mayan stories about their Gods.</li> </ul>
<b>RE</b>	<p><b>The Christian Calendar: advent,</b></p> <p><b>The Gospels:</b></p> <p><b>Salvation:</b></p> <p><b>Christian Value:</b></p> <p><b>Reflective Question</b></p>	<p><b>The Christian Calendar: lent, mothering Sunday</b></p> <p><b>The Gospels</b></p> <p><b>Salvation</b></p> <p><b>Christian Value: Forgiveness</b></p> <p><b>Reflective Question: What kind of world did Jesus Want?</b></p>	<p><b>The Christian Calendar:</b></p> <p><b>The Gospels:</b></p> <p><b>Salvation:</b></p> <p><b>Christian Value:</b></p> <p><b>Reflective Question:</b></p>

<p style="text-align: center; color: red; font-weight: bold;">PHSE</p>	<p><b>Be the Best you can be...</b></p> <ul style="list-style-type: none"> <li>• My Hopes, Dreams and Goals <ul style="list-style-type: none"> <li>○ Kid President</li> <li>○ A Map of my goals and the obstacles to overcome along the way</li> <li>○ Display of Dreams - <i>When I'm older, I want to be...</i></li> </ul> </li> </ul> <p><b>British Value:</b></p> <ul style="list-style-type: none"> <li>• Mutual Respect</li> </ul>	<p><b>Be the Best you can be...</b></p> <p>Paralympic values and Olympic values.</p> <p><b>British Value:</b></p> <ul style="list-style-type: none"> <li>• Individual Liberty</li> </ul> <p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>• Me in my Community</li> <li>• Rules and Rights</li> <li>• Understanding and Practising Democracy</li> </ul>	<p><b>Be the Best you can be...</b></p> <p><b>British Value:</b></p> <p><b>SRE (Sex &amp; Relationships Education):</b></p> <ul style="list-style-type: none"> <li>• Body changes</li> <li>• Emotional changes</li> <li>• Personal hygiene</li> <li>• Life Cycle: Sexual Intercourse</li> <li>• Relationships</li> <li>• Birth of a baby</li> </ul>
<p style="text-align: center; color: red; font-weight: bold;">PE</p>	<ul style="list-style-type: none"> <li>• Invasion games: Netball <ul style="list-style-type: none"> <li>○ Learning different throwing techniques</li> <li>○ Improving accuracy of throwing and catching</li> <li>○ Practising shooting</li> <li>○ Learning and applying the rules of the game</li> <li>○ Learning tactical play and how to play effectively as a team</li> </ul> </li> <li>• Swimming</li> </ul>	<p>Tag rugby with Gloucester Rugby club</p> <p>Dance/gymnastics</p>	
<p style="color: red; font-weight: bold;">Enhancing the curriculum Visitors Trips</p>	<ul style="list-style-type: none"> <li>• School trip: Visit to two local mills.</li> <li>• Wow Day: Wool/felt-making experience.</li> </ul>	<ul style="list-style-type: none"> <li>• School Trip: SkillZONE</li> <li>• Wow Day: An introduction to Macbeth</li> </ul>	<ul style="list-style-type: none"> <li>• Mayan Wow Day - This will be after half term.</li> <li>• School Trip: Cadbury World</li> <li>• Residential Trip to Morfa Bay</li> <li>• Key Stage 2 Production</li> </ul>