

History : Making a Difference

Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Note connections, contrasts and trends over time and develop the appropriate use of historical terms.

Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Use, select and understand how our knowledge of the past is constructed from a range of sources and analyse the evidence.

Describe the social, ethnic, cultural or religious diversity of past society.

Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.

Use dates and terms accurately in describing events.



Art: Portraits of Significant History Hero's

Talk about the materials, techniques and processes they have used, using an appropriate vocabulary.

Describe processes used and how they hope to achieve high quality outcomes.

(line, tone, shape, texture, pattern, colour, form).

Drawings show an understanding of the effect of light on objects and people.

Confidently, experiments with different ways of using a tool or material that is new to them.

Develop use of different drawing techniques (hatching, crosshatching, stippling, blending, shading, erasing, side strokes, circularism) within their work and make sensible choices about what to do next.

Use of scale, proportion and perspective more accurate.

Produce increasingly accurate drawings of people.



PSHE (Relationships)

People have different kinds of relationships in their lives, including romantic or intimate relationships

People who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another

Adults can choose to be part of a committed relationship or not, including marriage or civil partnership

Marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime

Puberty relates to growing from childhood to adulthood

The reproductive organs and process - how babies are conceived and born and how they need to be cared for

Ways to prevent a baby being made

How growing up and becoming more independent comes with increased opportunities and responsibilities

How friendships may change as they grow and how to manage this

How to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing

RE: Islam

Identify some beliefs about God in Islam, expressed in Surah 1

Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)

Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.

Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God) and give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve

Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims

Autumn Term 1: Plan B

Jupiter Class: Mrs Lewis/Mrs Wirdnam

Making a Difference



Core Texts



Computing Systems and Network:

Learners develop their understanding of computer systems and how information is transferred between systems and devices.

How larger computer systems work.

Introduced to a range of search engines.

Gain an understanding of why search engines are necessary to help them find things on the World Wide Web.

Take part in an unplugged activity to find out about how a webpage's content can influence where it is ranked in search results.

Explore how someone performing a web search can influence the results that are returned, and how content creators can optimise their sites for searching.

Science

Properties of materials

Materials will dissolve in liquid to form a solution.

Dissolving, mixing and changing of state are reversible changes.

Changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with the action of acid on bicarbonate of soda

Compare and group together everyday materials on the basis of their solubility properties

Use our knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating

Maths Year 5/6

Number and place value, Four operations; add and sub, add and sub; written methods, multiplication; written method, division and geometry; angles.

Reading

Analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.

Consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).

Discuss how characters change and develop through texts by drawing inferences based on indirect clues.

Confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.

Retrieve, record and present information from non-fiction texts.

Use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).

Core texts: Freedom, Queen of Freedom, Who was Harriet Tubman, Unheard

Writing: Plan, edit and present a range of independent piece of writing

Use the subjunctive form in formal writing.

Use the perfect form of verbs to mark relationships of time and cause.

Within independent writing **use a wide range** of devices to build cohesion within and across paragraphs.

Link ideas across paragraphs using a wider range of cohesive devices (for example, repetition, adverbials, ellipsis) .

Mostly correctly, use the semi-colon, colon and dash to mark the boundary between independent clauses (for example, it's raining; I'm fed up) .

Use the colon to introduce a list and use semi-colons within lists .

Punctuate bullet points consistently .

Use a full range of Year 5 and 6 punctuation to enhance independent writing.

Use hyphens to avoid ambiguity (for example, man eating shark versus man-eating shark, or recover versus re-cover).

Include a full range of correctly spelt words including prefixes, suffixes, words containing silent letters, spelling to distinguish between homophones, and at times, when appropriate, correctly using a dictionary.

Write legibly, fluently and consistently joined.

Writing Genre's to cover: Instructional, story writing, cross curriculum report, narrative, non-narrative, poetry

Music Livin' on a prayer

Know five songs from memory, who sang or wrote them, when they were written and why?

Explore the style of the songs and to name other songs from the Units in those styles.

Choose three or four other songs and be able to talk about

Identify and move to the pulse with ease.

Decipher the message of songs.

Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.

Listen carefully and respectfully to other people's thoughts about the music.

Use musical vocabulary when talking about the songs.

Talk about the music and how it makes you feel, using musical language to describe the music.

PE— Tag Rugby:

Different areas of fitness and how this helps me in different activities.

Know what position they are playing in and how to contribute when attacking and defending.

Pass and receive the ball with increasing control under pressure.

Select the appropriate action for the situation and make this decision quickly.

Tag opponents individually and when working within a unit.

Work in collaboration with others so that games run smoothly.

Fitness:

Different areas of fitness and how this helps me in different activities.

Different components of fitness and how to test them.

Understand the different components of fitness and ways to test and develop them.

Analyse their fitness data to identify areas of improvement.

Encourage and motivate others to work to their personal best.

Work with others to organise, manage and record information at a station.

Trips, visits and Special Days

- Moreton Hall Drama Experience
- Slavery Museum/Tate Gallery
- Tag Rugby Festival
- Roald Dahl Day