



<b>Year A/B:</b> B	<b>Year Group:</b> 5&6	<b>Unit/Topic:</b> Wartime <i>WW1</i> & <i>WW2</i> (History Focus)
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<b>Key Texts</b>	<b>Reading Key Focus</b>	<b>Writing</b>	<b>Maths</b>
Goodnight Mister Tom – Michelle Magorian	<p>Y5 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; predicting what might happen from details stated and implied; provide reasoned justifications for their views.</p> <p>Y6 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; recommending books that they have read to their peers, giving reasons for their choices; work out the meaning of words from the context; use skimming and scanning to locate information selectively and precisely across a range of sources</p>	<p>Narrative - Adventure</p> <p>Y5 - ensuring the consistent and correct use of tense throughout a piece of writing; identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; using a wide range of devices to build cohesion within and across paragraphs; assessing the effectiveness of their own and others' writing</p> <p>Y6 - proof-read for spelling and punctuation errors; identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; ensuring the consistent and correct use of tense throughout a piece of writing; ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register; using a wide range of devices to build cohesion within and across paragraphs; integrate dialogue to convey character</p>	<p>Y5 - Number: Fractions</p> <p>Y6 - Number: Decimals</p> <p>Number: Decimals &amp; Percentages</p> <p>Y5 - Number: Decimals</p> <p>Y6 - Number: Algebra</p>
<b>Science (Welcome to Force-Land)</b>	<b>Computing</b>	<b>History</b>	<b>Geography</b>
<p><b>Working scientifically (ongoing)</b></p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>-Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p>	<p><b>We are Cryptographers (Computational Thinking)</b></p> <p>Encrypt and decrypt messages in simple ciphers using Scratch</p> <p>-be discerning in evaluating digital content</p> <p>-use iterative development techniques (making and testing a series of small changes) to improve their program</p>	<p>When did the WW take place? (link onto a time line); What started the World Wars?; What was the impact of the World Wars? (loss of homes, rationing, evacuees - local link WW1 bombing of Kings Lynn); Who was Winston Churchill/Anne Frank?</p> <p><b>Computing Objectives to Include:</b></p> <p>-Understand some elements of how search engines select and rank results</p>	Not covered in this topic

<p>-Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Cornerstones investigation: Why are zip wires so fast?</p>	<p>-use logical reasoning to explain how simple algorithms work and detect and correct errors in algorithms and programs</p> <p>-select and use and combine a variety of software</p>	<p>-Be discerning in evaluating digital content</p>	
Art & Design	Design & Technology (DT)	Physical Education (PE)	Music
<p>Sketching from images – perspective &amp; proportion, portrait (pencil, pen &amp; ink)</p>	<p>Vegetable wartime soup</p> <ul style="list-style-type: none"> <li>• Weigh and measure accurately</li> <li>• Apply rules for basic food hygiene and other safe practices</li> </ul>	<p>Gymnastics: 5/6B, 5/6H (JW)</p> <p>Fitness: 5/6S</p>	<p><b>Year 5:</b></p> <ul style="list-style-type: none"> <li>-Playing a range of instruments, including the recorder, with confidence and control</li> <li>-Improve their work through analysis, evaluation and comparison</li> <li>-Recognise and explore different combinations of pitch sounds</li> </ul> <p><b>Year 6:</b></p> <ul style="list-style-type: none"> <li>-subdivide the pulse while keeping a steady beat</li> <li>-Playing a range of instruments, including samba drum, with confidence and control</li> <li>-Create effects by using combinations of pitched sounds</li> <li>-Improve their work through analysis, evaluation and comparison</li> </ul> <p><b>Ongoing:</b></p> <p><i>Singing objectives to be covered during Singing Assembly and fed into music lessons where possible</i></p> <p><i>History of Music objectives to be fed into music lessons where possible</i></p>

<b>Learning to Thrive (PSHE)</b>	<b>French (MfL)</b>	<b>Religious Education (RE)</b>
Keeping Safe	Naming extended family members Saying how many siblings they have Talking about the household tasks they do and have done Forming sentences using "on"	Key Question: How do Buddhists explain suffering in the world? (Buddhism)