



Year A/B: B	Year Group: 5&6	Unit/Topic: Out & About (Geography Focus)
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Key Texts	Reading Key Focus	Writing	Maths
<p>The Girl of Ink and Stars by Kiran Millwood; The Boy who biked the world by Alistair Humphreys; Explorers: Amazing Tales of world's greatest adventures by Nellie Huang; 1953 East Coast Floods Schools Activity Park by the Environment Agency (2 copies in school); Ordnance Survey Maps (many in school).</p>	<p>Y5 - learning a wider range of poetry by heart; discuss and evaluate how authors use language, including figurative language, considering the impact on the reader; uses skimming and scanning to locate information efficiently across a range of sources</p> <p>Y6 - learning a wider range of poetry by heart; preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience; discuss and evaluate how authors use language, including figurative language, considering the impact on the reader; use skimming and scanning to locate information selectively and precisely across a range of sources</p>	<p>NF - Non- Chronological Reports</p> <p>Y5 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Y6 - proof-read for spelling and punctuation errors; 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; noting and developing initial ideas, drawing on reading and research where necessary; proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (editing); integrate dialogue to convey character and advance the action</p>	<p>Y5 - Number: Decimals</p> <p>Y6 - Number: Algebra</p> <p>Measurement: Converting Units</p> <p>Measurement: Perimeter, Area & Volume</p> <p>Statistics</p>
Science (The Classification Code)	Computing	History	Geography
<p>Working scientifically (ongoing)</p> <p>-Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p>-Give reasons for classifying plants and animals based on specific characteristics.</p> <p>Cornerstones investigation- How many worms are underground?</p>	<p>We are Advertisers (creativity)</p> <p>Shoot suitable original footage and source additional content using WeVideo</p> <p>-Select and use and combine a variety of software</p> <p>-Be discerning in evaluating digital content</p>	<ul style="list-style-type: none"> Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world. 	<p>Identify human (inc South Gate, Kings Lynn Minster), and physical features in the local area (inc River Great Ouse, the Wash, the Fens) , use graphs and digital technology to support. Identify areas affected by the 1953 North Sea Floods; Use 4 & 6 figure grid references, symbols & keys using Ordnance Survey Maps</p>

Art & Design	Design & Technology (DT)	Physical Education (PE)	Music
Not covered in this topic		Dance: 5/6H (JW) Fitness: 5/6B Gymnastics: 5/6S (JW)	Year 5: -Playing a range of instruments, including the recorder, with confidence and control -Improve their work through analysis, evaluation and comparison -Recognise and explore different combinations of pitch sounds -Present performances effectively with awareness of audience, venue and occasion Year 6: -subdivide the pulse while keeping a steady beat -Playing a range of instruments, including samba drum, with confidence and control -Create effects by using combinations of pitched sounds -Improve their work through analysis, evaluation and comparison -Present performances effectively with awareness of audience, venue and occasion Ongoing: <i>Singing objectives to be covered during Singing Assembly and fed into music lessons where possible</i> <i>History of Music objectives to be fed into music lessons where possible</i>
Learning to Thrive (PSHE)	French (MfL)	Religious Education (RE)	
Healthy Relationships	Vocabulary associated with birthday parties Talking about activities that they might do at the weekend Expressing what they would and wouldn't like to do Asking others if they would like to do something Naming foods associated with midnight feasts Giving a reason for accepting or declining an invitation	Key Question: What does it mean to be human?	