



<b>Year A/B:</b> B	<b>Year Group:</b> 5&6	<b>Unit/Topic:</b> Leonardo Da Vinci (Art Focus)
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<b>Key Texts</b>	<b>Reading Key Focus</b>	<b>Writing</b>	<b>Maths</b>
<p>The Graveyard Book by Neil Gaiman (<i>Link to The Skull Artwork</i>)</p>	<p>Y5 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas; identifying how language, structure and presentation contribute to meaning</p> <p>Y6 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; asking questions to improve their understanding; identifying how language, structure and presentation contribute to meaning</p>	<p>Narrative - Fantasy Poetry (free verse)</p> <p>Y5 - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]; assessing the effectiveness of their own and others' writing</p> <p>Y6 - 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</p>	<p>Geometry: Properties of Shape Geometry: Position &amp; Direction Y5 - Number: Four Operations (consolidation) Y5 - Fractions, Decimals &amp; Percentages (consolidation) Y6 - Consolidation &amp; Revision</p>
<b>Science (Survival of the Fittest)</b>	<b>Computing</b>	<b>History</b>	<b>Geography</b>
<p>Working scientifically (ongoing)</p> <p>-Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. -Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. -Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Cornerstones Investigation: How do animals stay warm?</p>	<p>No topic for this half term - review/recap e-safety?</p> <p>-Appreciate the need to use complex passwords and keep them secure. -Understand the safe use of mobile technology and GPS</p>	<ul style="list-style-type: none"> <li>• Fit main events/people/periods studied into a chronological framework.</li> <li>• Identify changes and links within and across time periods studied.</li> </ul>	

Art & Design	Design & Technology (DT)	Physical Education (PE)	Music
<ul style="list-style-type: none"> <li>• Sketching from images – perspective &amp; proportion, portrait (pencil, pen &amp; ink)</li> <li>• Create shades and tints using black and white</li> <li>• Explain choices of paint, paper and implements and its effect on the work</li> <li>• Work from a variety of sources, including those researched independently</li> </ul>		Striking and Fielding: 5/6B & 5/6H (JW), 5/6S	<p><b>Year 5:</b></p> <ul style="list-style-type: none"> <li>-subdivide the pulse while keeping a steady beat</li> <li>-Perform using notation as support</li> <li>-listen to longer pieces of music and identify features</li> <li>-Improve their work through analysis, evaluation and comparison</li> </ul> <p><b>Year 6:</b></p> <ul style="list-style-type: none"> <li>-Identify moods textures</li> <li>-Identify how mood is created by music and lyrics</li> <li>-Write lyrics to accompany a known song</li> <li>-Explore, select and combine a range of different sounds to compose a soundscape</li> <li>-Compose/write lyrics in small groups using a range of stimuli</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>
Learning to Thrive (PSHE)	French (MfL)	Religious Education (RE)	
Healthy Lifestyles	The future tense in the first, second and third person singular and first person plural Using adjectives to compare people More ways to describe how they are feeling	Key Question: Creation and Science - Conflicting or Complementary?	