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| Year A/B: A | Year Group: 5&6 | Unit/Topic: Where Have all the Polar Bears Gone? (Geography Focus) |
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| Key Texts | Reading Key Focus | Writing | Maths |
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| <p>The Last Polar Bears by Harry Horse; Wangari's trees of peace - A true story from Africa by Jeanette Winter; The Extraordinary colours of Auden Dare by Zillah Bethall; Tomorrow could be a very different day by Frankie Morland; Earth Heroes: Twenty Inspiring Stories of People Saving Our World by Lily Dyu.</p> | <p>Y5 - 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 Y6 - making comparisons within and across books; participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously; 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</p> | <p>NF – Persuasion (e.g. letters) NF - Explanatory Y5 - in narratives, describing settings, characters and atmosphere and integrating dialogue to advance the action; noting and developing initial ideas, drawing on reading and research where necessary 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; précising longer passages</p> | <p>Y5 - Fractions, Decimals & Percentages (consolidation) Y5 - Measure (consolidation) Y6 - Consolidation & Application</p> |
| Science (Medical Manoeuvres) | Computing | History | Geography |
| <p>Working scientifically (ongoing)</p> <p>-Recognise the impact of diet, exercise, drugs and lifestyle on the way bodies function. -Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Cornerstones investigation - What's in blood? What can your heart rate tell you?</p> | <p>We are Publishers (Communication) design and produce a high quality print document using Book Creator (Linked to Geography topic)</p> <p>-select and use and combine a variety of software -use iterative development techniques (making and testing a series of small changes) to improve their program</p> | <ul style="list-style-type: none"> Identify changes within and across different time periods Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world Describe how events and changes affect life today Look at different versions of same event and identify differences in accounts Know that people may represent events and ideas in ways that persuade others | <p>Know and compare different climate zones (tropical, arid, mediterranean, temperate, continental, polar); Compare different biomes (aquatic, desert, forest, grassland, tundra)& vegetation belts around the world.</p> <p>Computing Objectives to Include: -Understand some elements of how search engines select and rank results -Be discerning in evaluating digital content</p> |

| Art & Design | Design & Technology (DT) | Physical Education (PE) | Music |
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| <p>Bunting for afternoon tea:</p> <ul style="list-style-type: none"> Join fabrics in different ways, including stitching Use different techniques, colours and textures when designing and making pieces of work Adapt, extend and justify work | <p>Afternoon tea - scones and sausage rolls</p> <ul style="list-style-type: none"> Weigh and measure accurately Apply rules for basic food hygiene and other safe practices | <p>Athletics</p> | <p>Year 5:</p> <ul style="list-style-type: none"> -subdivide the pulse while keeping a steady beat -Perform using notation as support -listen to longer pieces of music and identify features -Improve their work through analysis, evaluation and comparison -Present performances effectively with awareness of audience, venue and occasion <p>Year 6:</p> <ul style="list-style-type: none"> -Identify moods textures -Identify how mood is created by music and lyrics -Write lyrics to accompany a known song -Explore, select and combine a range of different sounds to compose a soundscape -Compose/write lyrics in small groups using a range of stimuli -Improve their work through analysis, evaluation and comparison -Present performances effectively with awareness of audience, venue and occasion <p>Ongoing:</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) | |
| <p>Sex and Relationships</p> <p>Y5:</p> <ul style="list-style-type: none"> explore the emotional and physical changes occurring in puberty how to manage the changes that occur during puberty how puberty affects the reproductive | <p>Naming craft materials</p> <p>Following craft instructions</p> <p>Saying what the weather is like</p> <p>Naming garden creatures</p> <p>Talking about garden activities</p> <p>Talking about recycling</p> | <p>Key Question: How do Hindus make sense of the world?</p> <p>(Hinduism)</p> | |

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| <p>organs</p> <ul style="list-style-type: none">● ways to get support during puberty <p>Y6:</p> <ul style="list-style-type: none">● know how and why the body changes during puberty● different physical and emotional behaviour in relationships● negative and positive ways of communicating in a relationship● the process of conception and pregnancy | | |
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