



Year A/B: A	Year Group: 5&6	Unit/Topic: Conservation (DT Focus Woodwork - Bird Boxes)
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Key Texts	Reading Key Focus	Writing	Maths
Sky Dancer by Gill Lewis	<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 & Direction Y5 - Number: Four Operations (consolidation) Y5 - Fractions, Decimals & Percentages (consolidation) Y6 - Consolidation & Revision</p>
Science (Electricity Art)	Computing	History	Geography
<p>Working scientifically (ongoing)</p> <ul style="list-style-type: none"> -Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit. -Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. -Use recognised symbols when representing a simple circuit in a diagram <p>Cornerstones investigation - Can fruit light a bulb?</p>	<p>We are Game Developers (Programming) create original artwork and sound for a game made on Scratch</p> <ul style="list-style-type: none"> -be discerning in evaluating digital content -use iterative development techniques (making and testing a series of small changes) to improve their program -use logical reasoning to explain how simple algorithms work and detect and correct errors in algorithms and programs -select and use and combine a variety of software 	Not covered in this topic	Not covered in this topic

Art & Design	Design & Technology (DT)	Physical Education (PE)	Music
<ul style="list-style-type: none"> • Observational drawings – movement, shade, texture & tone • Select, record and explore ideas for different purposes • Select ideas and processes to use in their work <p>Link to Literacy - illustrating poetry</p>	<ul style="list-style-type: none"> • Identify a purpose for the product • Communicate ideas through detailed labelled drawings • Draw up a specification for design • Select appropriate materials, tools and techniques • Measure and mark out accurately • Use tools safely and accurately • Evaluate product against original design, identifying strengths and areas for development 	<p>Striking and Fielding</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 <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 <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>Healthy Lifestyles</p>	<p>The names of seasons Talking about seasonal activities Saying the date and when their birthday is</p>	<p>Key Question: What difference does the resurrection make to Christians? (Christianity)</p>	