



Year A/B: A	Year Group: 5&6	Unit/Topic: Our Wonderful World (Geography Focus)
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Key Texts	Reading Key Focus	Writing	Maths
<p>Journey to the River Sea by Eva Ibbotson; The Land of Neverbelieve by Norman Messenger; The Explorer by Katherine Rundell; Around the World in 80 poems by James Berry; Window by Jeannie Baker.</p>	<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 - Contemporary</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 & Percentages</p> <p>Y5 - Number: Decimals</p> <p>Y6 - Number: Algebra</p>
Science (The Human Species)	Computing	History	Geography
<p>Working scientifically (ongoing)</p> <p>-Describe the changes as humans develop to old age.</p> <p>-Identify and name the main parts the main parts of the human circulatory system.</p> <p>-Describe the functions of the heart, blood vessels and blood.</p> <p>Cornerstone investigation - How does Blood flow?</p>	<p>We are Travel Writers (Productivity)</p> <p>capture images, audio and video while on location using Google Maps, Pixlr and Google Slides</p> <p>-select and use and combine a variety of software</p> <p>-use iterative development techniques (making and testing a series of small changes) to improve their program</p>	<ul style="list-style-type: none"> • Use timeline to place and sequence local, national and international events • Identify changes and links within and across time periods studied. • Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world 	<p>Understand different types of settlements and locate examples in the UK; Explore & investigate land use in the UK; Understand what trade, export and import is; Understand what economic activity is.</p> <p>Computing Objectives to Include:</p> <p>-Understand some elements of how search engines select and rank results</p> <p>-Be discerning in evaluating digital content</p>

Art & Design	Design & Technology (DT)	Physical Education (PE)	Music
Not covered in this topic	Not covered in this topic	Gymnastics Fitness	<p>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</p> <p>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</p> <p>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></p>
Learning to Thrive (PSHE)	French (MfL)	Religious Education (RE)	
Keeping safe	Naming hobbies Talking about types of music and giving a variety of opinions Saying what musical instruments they play Talking about different types of film	Key Question: How has the belief of Christianity/Islam impacted on music and art throughout history. (Christianity/Islam)	