



<b>Year A/B:</b> A	<b>Year Group:</b> 5&6	<b>Unit/Topic:</b> Degas (Art & Design Focus)
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<b>Key Texts</b>	<b>Reading Key Focus</b>	<b>Writing</b>	<b>Maths</b>
<p>The Fastest Boy in the World by Elizabeth Laird (<i>Link to movement – speed</i>)</p>	<p>Y5 - retrieve, record and present information from non-fiction; distinguish between statements of fact and opinion; asking questions to improve their understanding; uses skimming and scanning to locate information efficiently across a range of sources</p> <p>Y6 - retrieve, record and present information from non-fiction; discuss and evaluate how authors use language, considering the impact on the reader; distinguish between statements of fact and opinion; 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>NF - Recounts NF - Instructional</p> <p>Y5 - 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; using a wide range of devices to build cohesion within and across paragraphs; selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (drafting); integrate dialogue to advance the action</p> <p>Y6 - proof-read for spelling and punctuation errors; in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character; noting and developing initial ideas, drawing on reading and research where necessary</p>	<p>Number: Four operations Number: Fractions</p>
<b>Science (Materials Consultants)</b>	<b>Computing</b>	<b>History</b>	<b>Geography</b>
<p>Working Scientifically (Ongoing)</p> <p>Compare and group together everyday materials on the basis of their properties including solubility, hardness, conductivity and response to magnets.</p> <p>-Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>-Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible (including</p>	<p><b>We are Artists (Creativity)</b></p> <p>Become familiar with the tools and techniques of a vector graphics package (Inkscape)</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"> <li>Use timelines to demonstrate changes/developments in culture, religion technology, religion and society and be able to describe these changes</li> </ul>	<p>Not covered in this topic</p>

<p>changes associated with burning and the action of acid on bicarbonate of soda).          Cornerstones investigation - Why do rockets lift off?</p>			
Art & Design	Design & Technology (DT)	Physical Education (PE)	Music
<ul style="list-style-type: none"> <li>● Explore the roles and purposes of artists, craftspeople and designers across different times and cultures</li> <li>● Demonstrate secure knowledge about primary / secondary, warm / cold, complementary / contrasting colours</li> <li>● Show an awareness of how paintings are created (composition)</li> <li>● Test media and materials and mix colours appropriately for the task</li> <li>● Compare ideas, methods and approaches in their work, considering what they and others think and feel about them</li> <li>● Annotate work in sketchbooks and adapt according to feedback from themselves and peers</li> <li>● Describe in detail how they might develop their work further</li> <li>● Observational drawings – movement, shade, texture &amp; tone (pencil, charcoal)</li> </ul>	<p>Christmas shortbread</p> <ul style="list-style-type: none"> <li>● Weigh and measure accurately</li> <li>● Apply rules for basic food hygiene and other safe practices</li> </ul>	<p>Dance          Invasion Games</p>	<p><b>Year 5:</b>          -perform independent parts keeping to a steady beat          -Improve their work through analysis, evaluation and comparison          -Perform using notation as support          -Present performances effectively with awareness of audience, venue and occasion</p> <p><b>Year 6:</b>          -perform independent parts keeping to a steady beat          -Improve their work through analysis, evaluation and comparison          -Present performances effectively with awareness of audience, venue and occasion</p> <p><b>Ongoing:</b>  <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)
<p>How to keep safe online</p> <p><b>Computing Objectives to Include:</b></p> <ul style="list-style-type: none"> <li>-Appreciate the need to use complex passwords and keep them secure.</li> <li>-Understand the safe use of mobile technology and GPS</li> <li>-Have some understanding of how encryption works on the web.</li> </ul> <p>Respect</p>	<p>Asking for items in a shop or restaurant</p> <p>Asking how much things cost</p> <p>Some basic weights</p> <p>How to order for others in a restaurant</p>	<p>Not covered in this topic</p>