



Year A/B: B	Year Group: 5&6	Unit/Topic: Wartime WW2 (History Focus)
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Key Texts	Reading Key Focus	Writing	Maths
Goodnight Mister Tom – Michelle Magorian	<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 - Adventure</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 (Welcome to Force-Land)	Computing	History	Geography
<p>Working scientifically (ongoing)</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>-Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p>	<p>We are Cryptographers (Computational Thinking)</p> <p>Encrypt and decrypt messages in simple ciphers using Scratch</p> <p>-be discerning in evaluating digital content</p> <p>-use iterative development techniques (making and testing a series of small changes) to improve their program</p>	<p>When did the WW take place? (link onto a time line); What started the World Wars?; What was the impact of the World War? (loss of homes, rationing, evacuees); Who was Winston Churchill/Anne Frank?</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>	<p>Not covered in this topic</p>

<p>-Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Cornerstones investigation: Why are zip wires so fast?</p>	<p>-use logical reasoning to explain how simple algorithms work and detect and correct errors in algorithms and programs</p> <p>-select and use and combine a variety of software</p>		
Art & Design	Design & Technology (DT)	Physical Education (PE)	Music
<p>Sketching from images – perspective & proportion, portrait (pencil, pen & ink)</p> <p>Link to Literacy - illustrating poetry / narrative</p>	<p>Vegetable wartime soup</p> <ul style="list-style-type: none"> • Weigh and measure accurately • Apply rules for basic food hygiene and other safe practices 	<p>Gymnastics</p> <p>Striking and Fielding</p>	<p>Year 5:</p> <ul style="list-style-type: none"> -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>Year 6:</p> <ul style="list-style-type: none"> -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>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)
Keeping Safe	Naming extended family members Saying how many siblings they have Talking about the household tasks they do and have done Forming sentences using "on"	Key Question: How do Buddhists explain suffering in the world? (Buddhism)