



Cycle A Bitterley CE Primary School




OAKS Class- Year 5 and 6

Term	Autumn	Spring	Summer
Project			
Equality/Diversity/Inclusion/Responsibility Project starter question. This thread should run through your project			
English	<p>Core text: Cogheart, Peter Bunzl.</p> <p>Where The River Runs Gold, Sita Brahmachari</p> <p>Guided reading: Vocabulary, reading, question and summary focus for each chapter.</p> <p>Fiction: Fantasy writing Description, characters and settings. Using different tools to manipulate time within the text.</p> <p>Non-fiction: Biography Autobiography</p> <p>Poetry: Narrative poetry</p> <p>Spellings - Spelling Shed Spelling rules 1 – 12</p>	<p>Core text: The Last Zoo, Sam Gayton</p> <p>Winter Of The Wolves, Tom Bradman.</p> <p>Guided reading: Vocabulary, reading, question and summary focus for each chapter.</p> <p>Fiction: Stories that build suspense.</p> <p>Non-fiction: News paper report (Recount) Persuasive writing</p> <p>Poetry: Protest poems.</p> <p>Spellings - Spelling Shed Spelling rules 13 – 24</p> <p>Grammar - Spelling Shed Bullet points for items in a list</p>	<p>Core text: Harry's House Of Inventions, Rachel Anderson</p> <p>Extraordinary Women In History,</p> <p>Guided reading: Vocabulary, reading, question and summary focus for each chapter.</p> <p>Fiction: Adventure stories.</p> <p>Non-fiction: Biased Argument Non-chronological report</p> <p>Poetry: Using metaphor in poetry</p> <p>Spellings - Spelling Shed Spelling rules 13 – 24</p> <p>Grammar - Spelling Shed Bullet points for items in a list</p>

	<p>Grammar - Spelling Shed Formal and informal writing Recognising punctuation marks Recognising Independent clauses Dashes, colons and semi colons to link independent clauses Cohesive devices Passive and Active voice Synonyms and antonyms Adding colons at the start of a list The subjunctive form</p>	<p>Hyphens to avoid ambiguity Use of question tags Incorporating a variety of layout devices to structure text Recap of KS2 grammar curriculum Determiners, relative clauses, prepositions, fronted adverbials, modal verbs, parenthesis :</p>	<p>Hyphens to avoid ambiguity Use of question tags Incorporating a variety of layout devices to structure text Recap of KS2 grammar curriculum Determiners, relative clauses, prepositions, fronted adverbials, modal verbs, parenthesis</p>
<p>Mathematics</p>	<p>Year 5 1.25 Addition and subtraction: money Year 6 1.28 Common structures and the part-part-whole relationship 1.29 Using equivalence and the compensation category to calculate 6AS/MD-1 Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number). 6AS/MD-2 Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding. Year 5 1.27 Negative numbers: counting, comparing and calculating Year 6 1.26 Multiples of 1,000 up to 1,000,000 1.30 Numbers up to 10,000,000 6NPV-1 Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size (multiply and divide by 10, 100 and 1,000). 6NPV-2 Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and non-standard partitioning. 6NPV-3 Reason about the location of any number up to 10 million, including decimal fractions, in the linear number system, and round numbers, as appropriate, including in contexts. 6NPV-4 Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts.</p>	<p>Year 5 and 6: 3.10 Linking fractions, decimals and percentages 6F-2 Express fractions in a common denomination and use this to compare fractions that are similar in value. 6G-1 Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems. Year 5 2.16 Multiplicative contexts: area and perimeter 1 Year 6 2.30 Multiplicative contexts: area and perimeter 2 Year 5 3.7 Finding equivalent fractions and simplifying fractions Year 6 3.8 Common denomination: more adding and subtracting 6F-2 Express fractions in a common denomination and use this to compare fractions that are similar in value. 5NPV-5 Convert between units of measure, including using common decimals and fractions Year 5 2.17 Structures: using measures and comparison to understand scaling</p>	<p>Year 6: 2.27 Scale factors, ratio and proportional reasoning 6AS/MD-3 Solve problems involving ratio relationships. 1.31 Problems with two unknowns 6AS/MD-4 Solve problems with 2 unknowns. Year 5 2.29 Decimal place-value knowledge, multiplication and division 2.22 Combining multiplication with addition and subtraction 2.28 Combining division with addition and subtraction 2.26 Mean average and equal shares 5G-1 Compare angles, estimate and measure angles in degrees (°) and draw angles of a given size.</p>

	<p>6G-1 Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems.</p> <p>Year 5 3.6 Multiplying whole numbers and fractions</p> <p>Year 6 Year 6 3.9 Multiplying fractions and dividing fractions by a whole number</p> <p>6F-1 Recognise when fractions can be simplified, and use common factors to simplify fractions.</p> <p>Year 5 2.14 Multiplication: partitioning leading to short multiplication</p> <p>Year 6 2.23 Multiplication strategies for larger numbers and long multiplication</p> <p>Year 5 2.15 Division: partitioning leading to short division</p> <p>Year 6 2.24 Division: dividing by two- digit divisor</p> <p>6AS/MD-1 Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number).</p>		
<p>Science</p>	<p>Properties and changes of materials and electricity</p> <ul style="list-style-type: none"> • Materials have different properties. • Some materials dissolve when added to a liquid. The result is called a solution. • You can reverse a solution to get the solid back by evaporating the liquid. • Some materials can be separated by filtering, sieving or evaporating. • Not all changes in state are reversible but some are. • A fair test ensures that you keep all parts of the test the same and only change one factor of the test. <ul style="list-style-type: none"> • A circuit must form a loop. We draw circuits using symbols and straight lines. • You can make a buzzer louder or a bulb brighter by increasing the number of cells or the voltage of the cells. • A series circuit is forms a single loop. A parallel circuit is made up of different loops. • Circuits can have more than one component. • A switch works by opening and closing a circuit. • Bulbs will blow if they have too many volts. 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> • Placental mammals are born and continue to grow. Monotremes hatch from eggs and them continue to grow outside their mothers. Marsupials continue to grow in their mothers' pouches after they are born. • The anatomy of an egg gives the unborn hatchling everything it needs to form and hatch. • Metamorphosis is the way some insects and amphibians change in their lives. • Amphibians, mammals and birds have different life cycles. • Plants reproduce through germination, pollination, fertilisation and seed dispersal. • Plants need nutrients, warmth and light to grow, flower and reproduce. <ul style="list-style-type: none"> • Living things can be sorted in to groups by identifying similarities and differences. • Classification relies on accurate questions that enable the 	<p>Study of a scientist</p> <ul style="list-style-type: none"> • Katherine Johnson was a mathematician who put an astronaut in orbit around Earth then on to the moon. • Space

		<p>observer to sort accurately.</p> <ul style="list-style-type: none"> • We can classify animals into groups such as mammals, reptiles, birds, amphibians and fish using their characteristics. • We can classify trees using features such as their leaves, their shape, their colour. • You can classify plants in to groups: With seeds or without seeds, flowering plants, conifers, ferns and mosses. • A microorganism or microbe is an organism that is microscopic. Examples include bacteria, protozoa, algae, and fungi. • Plants are living organisms that usually have roots, a stem and leaves that use photosynthesis to make their own food. • Animals are living organisms that usually eat organic matter, have senses and can react to things around them rapidly. 	
RE	<p>God, what does it mean if God is holy and loving?</p> <p>Why do some people believe in God and some people not?</p> <p>Why is the Torah so important to Jewish people?</p>	<p>What matters most to Humanists and Christians?</p> <p>Salvation: how does faith help people when life gets hard?</p>	<p>Why do Hindus try to be good?</p> <p>Gospel: What would Jesus do?</p>
History	<p>Industrial Revolution</p> <ul style="list-style-type: none"> • The Industrial Revolution was a time of rapid change where people moved from the countryside into towns and cities. It started in the 18th Century in Colebrookdale, Shropshire. • Jobs changed during the industrial revolution and there was a big difference between the lives of the rich and the poor. • The invention of steam engines was essential for the factories and mines during the industrial revolution. • Transport improved because of railways, canals and steamships. • The spinning Jenny and Power Loom transformed the way fabric was produced. Many Mills were built but working conditions were not very safe. • Agriculture changed because machinery was invented that helped farmers and replaced workers. 	<p>Anglo Saxons and Scots</p> <ul style="list-style-type: none"> • The Scots and the Saxons invaded what is now called Scotland, over running the Picts, who already lived there, and split Scotland into 4 separate places. • The Scots and Anglo Saxons attacked Britain who found it difficult to defend because the Romans had gone. • Anglo Saxons and Scots lived in villages. They built ditches and walls and chose the locations of their villages so that they could defend them and get all the materials they needed to live. • Anglo Saxons grew cereal, vegetables, fruit and kept animals on farms. They also fished and hunted animals for 	<p>The impact of Inventors and inventions</p> <ul style="list-style-type: none"> • Orville and Wilbur Wright, the Wright brothers, invented the first motorised plane and flew it in America in 1903. • Before the Wright brothers invented planes, they manufactured their own bikes at a time when technology was rapidly changing. • At the same time that the Wright Brothers were working on their inventions, Henry Ford began producing the Model A Ford. • On July 25th 1909, Louis Bleriot made the first power flight across the English Channel. • Amelia Earheart was the first woman to fly non-stop solo over the Atlantic in 1932 and she disappeared somewhere over the

		<p>food.</p> <ul style="list-style-type: none"> • Anglo Saxons and Scots made their own clothes out of natural materials and loved jewellery. • The Anglo Saxons ruled England until 11th century AD when William The Conqueror beat King Harold II at the battle of Hastings. 	<p>pacific in 1937 whilst trying to circumnavigate the world.</p> <ul style="list-style-type: none"> • Flight changed rapidly after the Wright Brothers had invented their plane. Just 66 years later, Neil Armstrong walked on the Moon.
Geography	<p>Globalisation</p> <ul style="list-style-type: none"> • Globalisation is the increasing connections between places and people across the planet. • The internet has drastically changed the way we communicate but not everyone has equal access to the web. • Trade is the buying and selling of goods and services. Making connections has made it easier to trade across the world. • You can easily buy foods from all over the world in our local shops. The distance between where the food was grown and where it is eaten is described as food miles. • Globalisation is not always fair. Some groups in society enjoy advantages of globalisation, but not everyone can access those advantages. • Globalisation affects almost all areas of our lives from food to clothes. 	<p>Climate zones and Biomes</p> <ul style="list-style-type: none"> • A biome is a large area of land with a particular climate, types of plants (fauna) and types of animals (fauna). • The six major biomes are rainforest, deciduous forests, coniferous forests (taiga), tundra, grasslands (savannah) and deserts. • Climatic factors, human activity, elevation (height) and ocean currents affect a biome. • Human activity and climate change are the main factors that are damaging biomes. • Conservation projects are working to protect and preserve biomes. • Fragility can be described by looking at how easy something is to break Humans are doing damage to all biomes. . 	<p>Geog skills and fieldwork (mapping etc)</p> <ul style="list-style-type: none"> • A compass can be split into eight sections: North; North North West; West; North North East; East; South; South South West; South South East. • You can use 4 and 6 figure grid references to locate different places. • You can use 4 and 6 figure grid references to locate different places. • Maps use symbols to represent geographical features. A key tells you what the symbols mean. • Maps use symbols to represent geographical features. A key tells you what the symbols mean. • Graphs and tables represent information.
Art	<p>Philip James de Loutherbourg. Coalbrookdale by Night (1801)</p> <p>Drawing Printing</p>  <p>Genre: Paint, drawing and printing</p> <p>Philip James de Loutherbourg. Coalbrookdale by Night (1801)</p> <p>Suggested final piece: Create a repeating pattern by creating a printing surface. As well as</p>	<p>Anglo Saxons</p> <p>Anglo Saxons Drawing Painting</p>  <p>Y5 Anglo Saxon art was often heavily reliant on pattern and colour. A lot of the work was religious and was produced by monks.</p>	<p>Boccioni Inventions And Inventors Drawing 3D form</p> <p>Futurist Sculpture Umberto Boccioni</p> 

<p>using the painting for inspiration, take patterns from structures like the Iron Bridge, furnaces etc etc</p> <ul style="list-style-type: none"> • Y5 Philip James de Loutherbourg was born in France but was a British Painter. He was born in 1740 and died in 1812. He was known as a naval painter and he painted sets for theatres. As well as this, he was interested in the industrial revolution and painted Caolbrookdale in 1801. • Y6 Philip James de Loutherbourg was born in Strasbourg, France but was a British Painter. He was born in October 1740 and died in March 1812. He was known as a naval painter and he painted sets for theatres. As well as this, he was interested in the industrial revolution and painted Caolbrookdale in 1801. His paintings were very atmospheric and used light and dark very effectively. • A sketchbook can be used to generate multiple ideas and present a clear process that leads to a finished piece of work. • You can use colour, shape and texture to provoke a response or feeling when painting. • You can create a range of printing blocks using different materials to use with roller and ink. • Monoprinting is when an image can only be made once. You might use the same block but move it around for example. • You can print on a range of surfaces, each of which can change the appearance of the work. 	<p>Anglo Saxons worked in metal, inks, did carvings in stone and wood and produced tapestries. Not many tapestries still exist. Anglos Saxons were also good at weaving and used wool. It took a long time to clean, colour and prepare.</p> <p>The paint and ink the artists used had to be made by the artists and there were some interesting recipes for creating colour.</p> <p>Many broaches and pieces of jewellery were produced with semi-precious stones</p> <p>Y6 Anglo Saxon art was often heavily reliant on pattern and colour. A lot of the work was religious and was produced by monks. Not only was this for decoration but was also to help people who couldn't read access the teachings.</p> <p>Anglo Saxons worked in metal, inks, did carvings in stone and wood and produced tapestries. Not many tapestries still exist. Anglos Saxons were also good at weaving and used wool. It took a long time to clean, colour and prepare.</p> <p>The paint and ink the artists used had to be made by the artists and there were some interesting recipes for creating colour.</p> <p>Many broaches and pieces of jewellery were produced with semi-precious stones. These were used to hold their clothing together as well as to decorate.</p> <ul style="list-style-type: none"> • You can improve the quality of sketchbook with mixed media work and annotations. • You can use a range of mediums on a range of backgrounds. • Build on previous work with colour, mixing colours, understanding complimentary colours and creating colour 	<p>Suggested final piece: Use clay or a frame with plaster of Paris to create sculpture showing a futuristic object with movement.</p> <p>Y5 Genre: Sculpture</p> <p>Umberto Boccioni was an Italian futurist painter and sculptor who died in 1916. Futurism was a movement that created images relating to technology and the industrial world. Boccioni played a key role in developing this artistic movement, Sculpture and shapes can create feelings and messages for the viewer.</p> <p>Y6 Genre: Sculpture</p> <p>Umberto Boccioni was an Italian futurist painter and sculptor who died in 1916. He died after being drafted into the army when he fell from a horse and got trampled when training. Futurism was a movement that created images relating to technology and the industrial world. Boccioni played a key role in developing this artistic movement. Sculpture and shapes can create feelings and messages for the viewer.</p> <ul style="list-style-type: none"> • You can begin to explore possibilities, using and combining different styles and techniques. • Sculptures can be any size. Artists often use little sculptures as 3d sketches to try ideas out. • Start by using wires to create malleable forms. Then build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc). • Create a variety of forms, including human forms, showing movement. • Make connections between the way works are created and impact the work has on the viewer and begin 	
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		<p>pallets.</p> <ul style="list-style-type: none"> • Introduce acrylic paint. • Artists use ideas of others, evaluate, change and improve their work to achieve the maximum impact • Critically evaluate your own work and the work of others. 	to draw comparisons and comment critically on the work of other artists, their own work and the work of their peers.
Music	<p>Y5 Unit 4 How does music teach us about our community?</p> <p>Y6 Unit 1 How does music bring us together?</p>	<p>Y5 Unit 5 How does music shape our way of life?</p> <p>Y6 Unit 3 How does music improve our world?</p>	<p>Y5 Unit 2 How does music connect us with our past?</p> <p>Y6 Unit 5 How does music shape our way of life?</p>
Computing	Computing systems and networks – Internet Communication 6:1	Programming A Variables in games 6:3	Programming B Sensing 6:6
Design Technology	<p>Computers</p> <ul style="list-style-type: none"> • Computers can be programmed to make a machine move. • Know that a computer needs a special language so that it can follow instructions. • Computers can be programmed to complete a sequence of instructions to control a product. • Know that a computer needs a special language so that it can follow instructions. • Computers can be programmed to complete a sequence of instructions to control a product. • Know that a computer needs a special language so that it can follow instructions. • Be able to spot mistakes in instructions and correct them, de bugging. • Be able to spot mistakes in instructions and correct them, de bugging. 	<p>Design a new healthy savoury dish using local products to be sold in a super market.</p> <ul style="list-style-type: none"> • Seasons may affect the availability of foods. • know that transport plays a crucial role in food distribution. • Food is processed into ingredients that can be eaten or used in cooking. • You can use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. • You can prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. • Recipes can be adapted and changed to alter the appearance, taste, texture and aroma of a dish. • There is a need for correct storage • Measure accurately • Work out ratios in recipes • A healthy savoury dish must contain all the food groups and should take in to account amounts of each part of the eat well plate. 	<p>Create a bridge to hold the maximum weight. The bridge must have a mechanism to allow larger boats to pass under it.</p> <ul style="list-style-type: none"> • Make more complex 3d shapes using nets. • Join different 3d shapes together. • Use a range of techniques to join different materials together. • 3d structures can be made stronger by reinforcing them. • 3d shapes can be used in different orientations. • You can create a structures using a range of different 2 and 3d shapes. • You can identify weakness in structures and reinforce. • Mechanical and electrical systems have an input and an output. • Gears and pulleys can be used to speed things up or slow them down or change the direction of movement. • You can connect gears using teeth or belts. • You can use gears and pulleys to help move heavy structures more easily.
PSHE/ RSE	<p>Y5 Being me in my world.</p> <p>Celebrating Difference.</p>	<p>Y5 Dreams and goals.</p> <p>Healthy Me.</p>	<p>Y5 Relationships</p> <p>Y5/6</p> <p>Changing Me. RSHE</p>

PE	Tag Rugby Y5/6	Hockey Y5/ Y6	Athletics Y5/Y6
	Netball Y5/6	Dance Unit 1 Y5/Y6	Rounders Y5/6
	Cross country practice.		
FRENCH	Y5 Getting to know you.	Y5 That's tasty.	Y5 School life.
	Y5 All about ourselves.	Y5 Family and friends.	Y5 Time travelling.