

Year 5 and 6

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	Autumn 1 + 2 2018	Spring 1 + 2 2019	Summer 1 + 2 2019
Whole school theme	HOME SWEET HOME	POTIONS, EXPLOSIONS AND DREAMS	A MOMENT IN TIME
English	<p><u>Non-fiction:</u></p> <ul style="list-style-type: none"> Persuasion (Letter writing and Debating) - <i>Should Uley have a Zoo?</i> Non-chronological report - <i>The History of Uley Mills</i> <p><u>Fiction:</u></p> <ul style="list-style-type: none"> Historical Story Writing - <i>Trouble at the Mill</i> Diary Writing: <i>Through the eyes of John Daniel</i> <p><u>Poetry:</u></p> <ul style="list-style-type: none"> Exploring Figurative Language - <i>A Day in the Mill</i> <p><u>Reading:</u></p> <ul style="list-style-type: none"> Fiction: <i>The Eye of the Wolf</i> Non-fiction: <i>You wouldn't want to work in a Victorian Mill</i> Fiction: <i>The Secret Lake</i> 	<p><u>Non-fiction:</u></p> <ul style="list-style-type: none"> Instructions - <i>Casting a spell</i> Recount - <i>Eye witness account of King Duncan's murder.</i> Newspaper - <i>The King is dead!</i> Non-chronological Report - <i>Informative writing on the Shakespearean play</i> <p><u>Fiction:</u></p> <ul style="list-style-type: none"> Descriptive writing - <i>Describing a character and using description to build suspense.</i> Letter writing - <i>Writing in the character of Macbeth and Lady Macbeth</i> Script writing - <i>Continuing a playscript</i> Diary Writing - <i>Macbeth's innermost thoughts</i> <p><u>Poetry:</u></p> <ul style="list-style-type: none"> Figurative Language - <i>Double, double toil and trouble - Use of literary effects to build suspense.</i> 	<p><u>Non-fiction:</u></p> <ul style="list-style-type: none"> Newspaper - create an article in response to an animation: <i>Road's End.</i> Non-chronological Report - <i>Mayans</i> Persuasive writing - <i>designing and selling chocolate</i> <p><u>Fiction:</u></p> <ul style="list-style-type: none"> Opening to a creepy story - inspired by animation <i>Alma</i> Retell a short story about the Mayan Gods. <p><u>Poetry:</u></p> <ul style="list-style-type: none"> Suspense-filled poetry - inspired by Alma <p><u>Reading:</u></p> <ul style="list-style-type: none"> Year 5: <i>Clockwork</i> by Phillip Pullman Year 6: Range of texts and extracts (fiction, non-fiction and poetry).
Maths	<p><u>Mondays-Thursdays</u></p> <ul style="list-style-type: none"> Place Value Addition and Subtraction Multiplication and Division Fractions Decimals Converting units Percentages 	<p><u>Review of All Areas</u></p> <ul style="list-style-type: none"> Number and Place Value Addition, Subtraction, Multiplication and Division Fractions, Decimals & Percentages Ratio and Proportion Algebra Statistics Measurement Geometry 	<ul style="list-style-type: none"> Ratio Statistics 3D shape Perimeter and area Position and direction Time

<p style="text-align: center; color: red;">Science</p>	<ul style="list-style-type: none"> • Properties and changes of materials: <ul style="list-style-type: none"> ○ Properties of Materials ○ Keeping cool ○ Brighter bulbs ○ Disappearing or dissolving? ○ Separating mixtures ○ Irreversible changes 	<ul style="list-style-type: none"> • Properties and changes of materials: <ul style="list-style-type: none"> ○ Properties of Materials ○ Keeping cool ○ Brighter bulbs ○ Disappearing or dissolving? ○ Separating mixtures ○ Irreversible changes 	<p>Living creatures and their habitats</p> <ul style="list-style-type: none"> • Classification of animals • Give reasons for classifying plants and animals based on specific characteristics. • Discover who Carl Linnaeus is and what he did for classification.
<p style="text-align: center; color: red;">History</p>	<ul style="list-style-type: none"> • What impact did the Industrial Revolution have on Uley's woollen trade? <ul style="list-style-type: none"> ○ How did the Industrial Revolution effect the woollen trade? ○ What was the purpose of the broadcloth? ○ What were the working conditions like? ○ Why was a workhouse opened in Uley? ○ What was life like for the inmates of the workhouse? ○ What was life like for the workhouse keeper? ○ How did the industrial Revolution effect Uley? ○ Who were the workers in Uley? ○ What evidence is there of the woollen trade at St Giles Church? 	<p><u>History at the time of Shakespeare</u></p> <ul style="list-style-type: none"> ○ A brief context of the time to include: <ul style="list-style-type: none"> ○ Kings and Queens ○ Tudor England 	<p>The study of a non-European society that provides contrasts with British history: Mayan civilization c. AD 900. To include:</p> <ul style="list-style-type: none"> ○ Religion - What the Mayans believed, who they worshipped and their bizarre and rather gruesome rituals. ○ Numbers - Learn to read and calculate with their number system. ○ Exploration - The famous work of Stephens and Catherwood and the impressive discoveries that the Mayans made. ○ Writing - Codices and logograms. The children learn to interpret the hieroglyphs and create their own secret messages. ○ Food - Discover the significance of maize to the Mayans, as well as finding out what other foods they used to eat. <p>Chocolate - Learn the process of making chocolate and find out why it's so significant to the Mayans.</p>
<p style="text-align: center; color: red;">Geography</p>	<ul style="list-style-type: none"> ○ Why was Uley such a successful location for the woollen industry? ○ Where was the broadcloth exported to? ○ Field trip to investigate the human and physical features that demonstrate Uley's once thriving woollen trade. 	<p>Not covered this term</p>	<ul style="list-style-type: none"> • Use atlases to locate where the Mayan civilisation lived. • Draw comparisons between ancient and modern localities, and how boundaries and names have changed over time. <p>Discover some of the human and physical features of the area where the Mayans lived e.g. the great drought that caused them to migrate.</p>

Computing	E-safety: <ul style="list-style-type: none"> • Strong passwords • Privacy rules • Digital citizen pledge • Super digital citizen • What's cyber bullying? 	E-safety: <ul style="list-style-type: none"> • Talking safely online • You've won a prize 	E Safety: <ul style="list-style-type: none"> • Picture perfect • Selling a stereotype • How to cite a site
D+T	Water Mill <ul style="list-style-type: none"> ○ Investigate the discovery of steam power. ○ Explore alternative ways to produce kinetic energy. ○ Design and test ideas to create prototype of a working water mill. ○ Explore properties of different materials and select appropriate ones for their purpose. ○ Explore ways to join different materials and make decisions based upon results. ○ Create and test design; evaluating it's performance and making improvements. 	Not covered this term	<ul style="list-style-type: none"> • Prop making for the production. • Cookery - preparing and tasting Mayan inspired food.
Art	Wet-felting <ul style="list-style-type: none"> ○ An exploration into the traditional processes used by the wool industry. ○ Explore dyeing wool to create different shades. ○ Practice the technique of wet-felting to turn raw wool into felt. ○ Practice sewing techniques to make a bookmark using homemade felt. 	Theatre masks <ul style="list-style-type: none"> • Create masks which help to bring the description of key characters alive 	Design and print a Mayan death mask using lino, as a similar technique was used by one of the famous Mayan explorers to showcase his discoveries.

<p style="text-align: center; color: red;">Music</p>	<ul style="list-style-type: none"> • <i>Music Wow Day: An exploration into the Industrial Revolution through music and the growing popularity of union songs.</i> <ul style="list-style-type: none"> ○ Develop appreciation for a significant genre of music associated with the Industrial Revolution ○ Write song lyrics ○ Develop understanding of music notation ○ Improvise and compose with different instruments ○ Play and perform within a group • iSingPOP 	<p><i>Music Wow Afternoon: Using music to enhance the retelling a story.</i></p> <ul style="list-style-type: none"> • Adapt the story of Macbeth into a short, dramatic synopsis which will then become the lyrics of the composition. • Develop use of voice to ensure retelling is atmospheric and engaging. • Create a supporting accompaniment involving multiple instruments and sound effects, recording this in a coherent and useful way. • Improvise and compose with different instruments. • Play and perform within a group. 	<ul style="list-style-type: none"> • Learning and singing songs for the production. • Compose and perform a soundtrack to accompany one of the Mayan stories about their Gods.
<p style="text-align: center; color: red;">RE</p>	<p>The Christian Calendar: advent,</p> <p>The Gospels:</p> <p>Salvation:</p> <p>Christian Value:</p> <p>Reflective Question</p>	<p>The Christian Calendar: lent, mothering Sunday</p> <p>The Gospels</p> <p>Salvation</p> <p>Christian Value: Forgiveness</p> <p>Reflective Question: What kind of world did Jesus Want?</p>	<p>The Christian Calendar:</p> <p>The Gospels:</p> <p>Salvation:</p> <p>Christian Value:</p> <p>Reflective Question:</p>

<p style="text-align: center; color: red; font-weight: bold;">PHSE</p>	<p>Be the Best you can be...</p> <ul style="list-style-type: none"> • My Hopes, Dreams and Goals <ul style="list-style-type: none"> ○ Kid President ○ A Map of my goals and the obstacles to overcome along the way ○ Display of Dreams - <i>When I'm older, I want to be...</i> <p>British Value:</p> <ul style="list-style-type: none"> • Mutual Respect 	<p>Be the Best you can be...</p> <p>Paralympic values and Olympic values.</p> <p>British Value:</p> <ul style="list-style-type: none"> • Individual Liberty <p>PSHE</p> <ul style="list-style-type: none"> • Me in my Community • Rules and Rights • Understanding and Practising Democracy 	<p>Be the Best you can be...</p> <p>British Value:</p> <p>SRE (Sex & Relationships Education):</p> <ul style="list-style-type: none"> • Body changes • Emotional changes • Personal hygiene • Life Cycle: Sexual Intercourse • Relationships • Birth of a baby
<p style="text-align: center; color: red; font-weight: bold;">PE</p>	<ul style="list-style-type: none"> • Invasion games: Netball <ul style="list-style-type: none"> ○ Learning different throwing techniques ○ Improving accuracy of throwing and catching ○ Practising shooting ○ Learning and applying the rules of the game ○ Learning tactical play and how to play effectively as a team • Swimming 	<p>Tag rugby with Gloucester Rugby club</p> <p>Dance/gymnastics</p>	
<p style="color: red; font-weight: bold;">Enhancing the curriculum Visitors Trips</p>	<ul style="list-style-type: none"> • School trip: Visit to two local mills. • Wow Day: Wool/felt-making experience. 	<ul style="list-style-type: none"> • School Trip: SkillZONE • Wow Day: An introduction to Macbeth 	<ul style="list-style-type: none"> • Mayan Wow Day - This will be after half term. • School Trip: Cadbury World • Residential Trip to Morfa Bay • Key Stage 2 Production