

HT1

HT2

HT3

HT4

HT5

HT6

Literacy

The Day I Fell into a Fairytale.

To use action as if sentences.
To write a recount of the supermarket visit using action as if sentences.
To use prepositional phrases.
To write the opening of a fairytale using prepositional phrases
To use fronted adverbials To use fronted adverbials to retell chapter 5.
To explore commas for clarity
To use commas for clarity To write an inner monologue.

To write an inner monologue. To write a newspaper article for the Fairytale Times.
To write a newspaper article for the Fairytale Times.
To write an alternative ending to a fairytale. To write a short fairytale -
To write a twisted fairytale.

Journey by Aaron Becker/Lion the Witch and the Wardrobe by C.S.Lewis.

To use ing ed sentences.
To write a story opener using ing ed sentences.
To add subordinate clauses using conjunctions.
To describe a scene using complex sentences.
To use fronted adverbials.
To construct a setting descriptions incorporating fronted adverbials. To develop vocabulary.
To use similes.
To write a poem about the magic carpet. To construct a paragraph.
To construct a paragraph using my own topic sentence.
To write a diary entry.
To write a setting description.

Spellings – Year 5/6 spelling words.

The Boy at the Back of the Class by Onjali Rauf.

To use outside (inside) sentences. To write a recount of Ahmet’s first day using outside (inside) sentences. To punctuate speech correctly.
To write a scene with dialogue.
To use parenthesis.
To write a narrative using parenthesis. To use relative clauses.
To use relative clauses in a diary entry. To write a story opener.
To write a story opener in first person.
To describe an exotic fruit.
To plan a persuasive letter in support of refugees.
To write a persuasive letter in support of refugees.

The Highwayman by Alfred Noyes.

To use noun which/where/who sentences.
The use name adjective pair sentences. To use as -ly sentences.
To be able to identify figurative language.
To look at example narratives.
To write a character description using powerful adjectives.
To write a diary entry.
To write part of the story from a character’s perspective.

No Ballet Shoes in Syria – Catherine Bruton.

To use if, if, if then sentences.
To identify subject, verb, object in sentences. To write a description of Manchester compared to Syria.
To identify phrases and clauses.
To use expanded noun phrases.
To write a diary entry.
To write a flashback.
To write an explanation text.

Holes by Louis Sachar.

To use determiners
To revise the difference between a phrase and a clause.
To move clauses within sentences.
To use imperative verbs.
To use casual conjunctions and adverbials. To write a setting description.
To write a letter of complaint.
To write a balanced argument.

Skellig by David Almond.

To use apostrophes for omission. To use apostrophes for permission.
To use modal verbs.
To use modal verbs in a narrative. To use a variety of sentence openers (DADWAVERS)
To use a variety of sentence openers in a setting description. To use past progressive tense. To create suspense in a scene using past progressive tense. To look at setting description examples.
To write a persuasive advert.
To create suspense in my writing. To plan a setting description. To draft a setting description. To write a setting description.

Wonder by R J Palacio

To use present progressive tense. To write a section of the narrative exemplifying past and present progressive tense.
To use similes and metaphors.
To write a description of August using similes and metaphors.
To use direct speech.
To write a conversation between mum and dad.
To use personification.
To write a description using personification.
To write a diary entry about Daisy. To write a diary entry from Via’s perspective.
To write a letter to Eddie from August. To review poetry examples and magpie key features.
To plan a poem.
To draft a poem.
To write a poem.

War Horse by Michael Murpurgo.

Semi colons
To write about how Albert feels in 1st person.
To use colons
To write a set of instructions.
Past perfect tense
Present perfect tense
To write letters.
To review story endings.
To write an alternative ending.

Numeracy					
<p><u>Number and place value</u></p> <p>Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit</p> <p>Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</p> <p>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero</p> <p>Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</p> <p>Solve number problems and practical problems that involve all of the above</p> <p>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p> <p>Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit</p> <p><u>Addition and subtraction</u></p> <p>Add and subtract whole numbers with more than 4 digits, including using efficient written methods (columnar addition and subtraction)</p> <p>Add and subtract numbers mentally with increasingly large numbers</p> <p>Use rounding to check answers to calculations and determine, in the</p>	<p><u>Multiplication and division</u></p> <p>Identify multiples and factors, including finding all factor pairs</p> <p>Solve problems involving multiplication and division including using their</p> <p>knowledge of factors, multiples, squares and cubes</p> <p>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</p> <p>Establish whether a number up to 100 is prime and recall prime numbers up to 19</p> <p>Multiply numbers up to 4 digits by a one- or two-digit number using an efficient written method, including long multiplication for two-digit numbers</p> <p>Multiply and divide numbers mentally drawing upon known facts</p> <p>Divide numbers up to 4 digits by a one digit number using the efficient written method of short division and interpret remainders appropriately for the context</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</p> <p>Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)</p> <p>Solve problems involving addition, subtraction, multiplication and division and a combination of these,</p>	<p><u>Statistics</u></p> <p>Solve comparison, sum and difference problems using information presented in line graphs</p> <p>Complete, read and interpret information in tables, including timetables</p> <p><u>Fractions and decimals</u></p> <p>Compare and order fractions whose denominators are all multiples of the same number</p> <p>Recognise mixed numbers and improper fractions and convert from one form to the other</p> <p>Add and subtract fractions with the same denominator and related fractions; write mathematical statements >1 as a mixed number (e.g. $2/5 + 4/5 = 6/5 = 11/5$)</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</p> <p>Read and write decimal numbers as fractions (e.g. $0.71 = 71/100$)</p> <p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place</p> <p>Read, write, order and compare numbers with up to three decimal places</p> <p>Solve problems involving number up to three decimal places</p> <p>Recognise the per cent symbol (%) and understand that per cent relates to “number of parts per hundred”, and write</p>	<p>Recognise mixed numbers and improper fractions and convert from one form to the other</p> <p>Add and subtract fractions with the same denominator and related fractions; write mathematical statements >1 as a mixed number (e.g. $2/5 + 4/5 = 6/5 = 11/5$)</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</p> <p>Read and write decimal numbers as fractions (e.g. $0.71 = 71/100$)</p> <p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place</p> <p>Read, write, order and compare numbers with up to three decimal places</p> <p>Solve problems involving number up to three decimal places</p> <p>Recognise the per cent symbol (%) and understand that per cent relates to “number of parts per hundred”, and write percentages as a fraction with denominator hundred, and as a</p>	<p><u>Decimals and percentages.</u></p> <p>Decimals up to 2 d.p. Decimals as fractions (1) Decimals as fractions (2) Understand thousandths Thousandths as decimals Rounding decimals Order and compare decimals</p> <p>Understand percentages Percentages as fractions and decimals Equivalent F.D.P.</p> <p>Adding decimals within 1 Subtracting decimals within 1 Complements to 1 Adding decimals – crossing the whole Adding decimals with the same number of decimal places Subtracting decimals with the same number of decimal places Adding decimals with a different number of decimal places Subtracting decimals with a different number of decimal places Adding and subtracting wholes and decimals Decimal sequences Multiplying decimals by 10, 100 and 1,000 Dividing decimals by 10, 100 and 1,000</p>	<p><u>Geometry</u></p> <p>Identify 3-D shapes, including cubes and cuboids, from 2-D representations</p> <p>Know angles are measured in degrees; estimate and measure them and draw a given angle, writing its size in degrees (o)</p> <p>Identify: multiples of 90o, angles at a point on a straight line and 1/2 a turn (total 180o) , angles at a point and one whole turn (total 360o) reflex angles, and compare different angles</p> <p>Draw shapes using given dimensions and angles</p> <p>State and use the properties of a rectangle (including squares) to deduce related facts distinguish between regular and irregular polygons based on reasoning about equal sides and angles</p> <p>Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</p>

<p>context of a problem, levels of accuracy</p> <p>Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why</p>	<p>including understanding the meaning of the equals sign</p> <p><u>Area and Perimeter</u></p> <p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes</p>	<p>percentages as a fraction with denominator hundred, and as a decimal fraction</p> <p>Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{5}$ $\frac{2}{5}$ $\frac{4}{5}$ and those with a denominator of a multiple of 10 or 25.</p>	<p>decimal fraction</p> <p>Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{5}$ $\frac{2}{5}$ $\frac{4}{5}$ and those with a denominator of a multiple of 10 or 25.</p>		
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Science					
<p><u>Living Things and their Habitats</u></p> <p>To develop scientific vocabulary To identify different groups of living things To understand what a life cycle is To compare the differences between life cycles of mammals and birds To be able to research to find the answer to a scientific question To observe changes</p>	<p><u>Properties & changes of material</u></p> <p>How can we compare and group together everyday materials? How can we separate a mixture? Are all changes irreversible? What is a solution? Plan a fair test. To investigate everyday materials.</p>		<p><u>Animals including humans.</u></p> <p>describe the changes as humans develop to old age</p>	<p><u>Forces</u></p> <p>To identify the effects of air resistance, water resistance and friction.</p> <p>To take measurements using a range of scientific equipment.</p> <p>To report and present findings.</p> <p>To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>To plan different types of scientific enquiries to answer questions.</p> <p>To recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</p>	<p><u>Earth, Sun and Moon</u></p> <p>Describe movement of Earth, & other planets, relative to Sun.</p> <p>Describe Sun, Earth & Moon as approximately spherical bodies.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Idea of Earth's rotation to explain day/ night & apparent movement of sun across sky.</p> <p>Planning different types of scientific enquiries to answer questions including recognising and controlling variables when necessary.</p> <p>Describe movement of Moon relative to Earth.</p> <p>To show what the children have learnt throughout the topic - mind map</p>

Non-core					
<p><u>Art – Drawing, David Hockney</u></p> <p>Who is David Hockney? What work did David Hockney produce? How did Hockney use colour? How do you draw with perspective? Draw the outline of a landscape, focusing on perspective. Add colour to your landscape. Evaluate how effectively we have reproduced Hockney's work.</p>	<p><u>Art – Drawing, David Hockney.</u></p> <p>Who is David Hockney? What work did David Hockney produce? How did Hockney use colour? How do you draw with perspective? Draw the outline of a landscape, focusing on perspective. Add colour to your landscape. Evaluate how effectively we have reproduced Hockney's work.</p> <p><u>Geography – China</u></p> <p>Where in the world is China? What and where are the two major rivers in China? Who lives in China? What impact did the Grand Canal have on China? How do Chinese people celebrate Chinese New Year? Which World Heritage Site has had the biggest impact on the world – Saltaire or the Grand Canal?</p>	<p><u>History – Ancient Egyptians</u></p> <p>What did the earliest civilisations have in common? How did the Ancient Egyptian Empire begin? Why is Ancient Egyptian history so famously difficult to understand? What were the most impressive achievements of Egyptian civilisation? What was society like in ancient Egyptian?</p> <p><u>Music - Don't Stop Believing by Journey.</u> Where did rock music originate from? Who are the band Journey? What is Bon Jovi's history as a rock star? Listening and appraising Performing Singing.</p>	<p><u>History - Victorians and Titus Salt.</u></p> <p>Who was Titus Salt and is he significant? Was Titus Salt a good employer? Why is Saltaire a World Heritage Site? What was Titus Salt's legacy?</p>	<p><u>Design technology.</u></p> <p><u>Lavender Bags.</u> Can I explore and evaluate existing products? Can I design my own lavender bag product? Can I use the sewing techniques shown? Can I create my own lavender bag? Can I evaluate my own lavender bags?</p> <p>Art - William Morris.</p>	<p><u>Geography - Australia</u></p> <p>Where in the world is Australia? What are the four main landform regions of Australia? Who lives in Australia? What is meant by the terms rural and urban? Comparison of Australia and China.</p> <p>Music – Ravi Shankar and South Asian Music.</p> <p><u>Design and technology.</u> <u>Fruit Cocktails:</u> Can I explain what is needed for a healthy diet? Can I explore and evaluate existing products? Can I design my own smoothie product? Can I peel, chop and grate ingredients? Can I design my own packaging? Can I evaluate my fruit cocktail?</p>

Computing.					
<p>Vector drawing</p> <p>To use different packages to create drawings.</p> <p><u>Video editing</u></p> <p>Film, edit and produce a video.</p>		<p><u>Sharing information</u></p> <p><u>Learning how different systems work and how to evaluate search results.</u></p> <p><u>Game creating.</u></p> <p>To plan, design, create and evaluate a game.</p>			

PSHE					
<p><u>Physical health and well-being in the media</u></p> <p>To know that food and drink adverts can use misleading marketing messages in order to make a product seem healthier for consumers We are able to compare the health benefits of a food or drink product in comparison with an advertising campaign To identify advertising as one influence on people's choices about food and drink</p> <p>We are able to analyse how the media portray celebrities To recognise that celebrities can be presented as role models and that they may be a good or not-so-good role model for young people We can explain why we need to be cautious about things we see, hear or read about in the media</p>	<p><u>Physical health and well-being in the media</u></p> <p>To understand that images can be changed or manipulated by the media and how this can differ from reality We can describe how the media portrayal might affect people's feelings about themselves To accept and respect that people have bodies that are different</p>	<p><u>Keeping safe and managing risk</u></p> <p>Pupils learn about keeping safe online Pupils learn how to stay safe when communicating with other people online. Pupils learn that violence within a relationship is not acceptable. Pupils learn about problems that can occur when someone goes missing from home.</p>	<p><u>Mental health and well-being – dealing with feelings</u></p> <p>To learn about a wide range of emotions and feelings and how these are experienced in the body To learn about times of change and how this can make people feel To learn about feelings associated with loss, grief and bereavement</p>	<p><u>Drug, alcohol and tobacco education: Different influences</u></p> <p>To learn about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis To learn about different influences on drug use – alcohol, tobacco and nicotine products To learn strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol</p>	<p><u>Mental health and well-being – dealing with feelings</u></p> <p>To learn about a wide range of emotions and feelings and how these are experienced in the body To learn about times of change and how this can make people feel To learn about feelings associated with loss, grief and bereavement</p>
RE					
<p><u>Special places.</u></p> <p>What is it like to visit the Western Wall if you are Jewish? What is it like to visit Makkah if you are Muslim? Which places or journeys are special to Christians, and why?</p> <p>What do Sikhs consider more important than pilgrimage? Why are some places special to more than one religion?</p>		<p><u>What values are shown in codes for living?</u> To think about the idea of a code for living. To understand that there are different religious beliefs. To think carefully about the Christian ideas of values. To begin to understand that the impact of our values can make people happy or unhappy. To describe aspects of the life and teachings of Prophet Mohammed and how he has influenced the lives of Muslims. To think carefully about the Jewish ideas of values. To understand the value of peace.</p>		<p><u>What do Christians believe about old and new covenants?</u></p> <p>What do we understand about the word 'covenant'? Why is Abraham important to Christians? What do we know about the prophets and leaders from the Old Testament? What do Jews and Muslims believe about these leaders from writings in the Torah and the Quran? What do these three faiths share and where do they differ? What do we know about Moses, the escape from slavery and the Ten Commandments? Why is Moses important to Christians and Jews? Why is King David important to Jews and Christians? What do the stories of Jesus' birth tell us about Christian beliefs about him? What does 'incarnation' mean to Christians.</p>	

Physical Education

Basketball

Football

Tchoukball

Rounders

Dance

Gymnastics

Badminton

To further develop backstop techniques and skills
To learn batting control (appropriate shot for ball received and game situation)

To run effectively between bases (communicating with batters on other bases)
Communicate with team mates and use all skills learned by playing in a mini tournament