

Year Groups: 5/6 Dragonfly Class

Term: Autumn

Subject	1	2	3	4	5	6	7		8	9	10	11	12	13	14
Whole School															
English	Daily Guided Reading Daily SPaG Daily Writing for Accuracy Class Reading book – Letter from the Lighthouse (Emma Carroll) Writing – setting descriptions, narrative and poetry – The Promise Writing – dialogue and narrative – The Lost Happy Endings								Daily Guided Reading Daily SPaG Daily Writing for Accuracy Class Reading book – Letters from the Lighthouse and When we were Warriors (Emma Carroll) Writing – narrative and non-chronological – Leila and the Blue Fox						
Maths	Maths Blast 4 x week Daily Natty Numbers Arithmetic / written method fluency 1 x week Number facts Problem solving Place value (including decimals)								Maths Blast 4 x week Daily Natty Numbers Arithmetic / written method fluency 1 x week Measures Four operations Problem solving with four operations						

Science	<u>Properties and changes of materials</u> • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda <u>Skills</u> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments.	<u>Animals including humans</u> • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans <u>Skills</u> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments.
ICT (creative use of technology)	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.

Art	Drawing: Leonardo Da Vinci. • Show confidence in using first hand observations using different viewpoints, developing more abstract representations • Introduce perspective, fore/back and middle ground Investigate proportions • Find out about the work of artists, craft makers and designers making links to their own work. • Improve mastery of art and design techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • Develop artistic/visual vocabulary to discuss work • Share own creations explaining the process used. • Create own artwork in the studied style	
DT		<u>Mechanical Systems</u> <u>Designing</u> • Analyse existing fairground rides. • Produce annotated sketches. • Create exploded diagrams. • Develop prototypes. <u>Making</u> • Select appropriate materials and tools. • Measure and cut accurately. • Construct and finish a moving model. <u>Evaluating</u> • Test effectiveness of movement. • Modify designs after testing. • Evaluate against design criteria. <u>Technical Knowledge</u> • Gears. • Cams. • Pulleys. • Strengthening and reinforcing structures.
Geography	• Locate some of the major countries and cities of the world using continents, the Equator, latitude and longitude. • Explain what a biome is and identify different biomes around the world.	• Explain how biomes change across the world and understand why they are different. • Identify the human and physical characteristics of Europe, North America and South America.
History	<u>Ancient Greeks</u> • Find out who the Ancient Greeks were and explore important events from Ancient Greek history. • Explain how Alexander the Great built his empire and understand the impact it had. • Find out what daily life was like in Ancient Greece.	<u>Ancient Greeks</u> • Compare Athens and Sparta and describe how life was different in each city-state. • Explore the Ancient Greek Olympics using historical evidence and sources. • Compare the Ancient Greek Olympics with the modern Olympic Games, identifying what has changed and what has stayed the same.

Music	<u>Performing</u> • To perform parts in solo and ensemble contexts with increasing accuracy. • Read and use rhythm notation for crotchets, quavers, minims and semi-breves including crotchet and minim rest. • Use 4 and 3 time; perform and compose using them. 4 4 • Perform simple grids / bars to organise rhythms. <u>Singing</u> • Sing songs in tune with confidence and with increasing control of breathing, posture and sound projection. • Begin to internalise sounds by singing part of it in their heads.	<u>Singing</u> • Sing songs in tune with confidence and with increasing control of breathing, posture and sound projection. • Begin to internalise sounds by singing part of it in their heads. <u>Listening, reviewing and appraising</u> • Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects. • When listening to pieces of music, identify from the following orchestral instruments and the sections of an orchestra to which they belong and describe how they vary from each other in pitch and timbre: viola, violin, double bass, cello, harp, flute, clarinet, bassoon, double bassoon, saxophone, oboe, piccolo, trumpet, horn, cornet, trombone, tuba, drums/timpani, cymbals, xylophone. <u>History of Music</u> • Describe different purposes of music in history/ other cultures. • Identify the key features of music of different periods in history and the names of some key composers within that period. • Baroque period (1600 – 1750 and composers: Bach, Handel, Vivaldi) • Contemporary music: (1960 onwards, Jazz, Big Band / Swing, Rock and Roll)
PE	<u>Swimming</u> • Develop confidence in the water. • Develop at least one swimming stroke. • Swim for increasing distances. • Develop water safety.	<u>Invasion games</u> • Choose, combine and perform skills more fluently and effectively. • Understand different ways to attack and defend. • Choose appropriate tactics for attacking and defending. • Know how to support other players in attack and defence. • Use all team members effectively. • Control movement with a ball whilst opposed.
RE	Christianity: What does it mean if Christians believe God is holy and loving? • What do I think God is like? • What do Christians believe God is like? • What does the Bible say God is like? • How can ideas about God be expressed in art? • How do some Christians respond to a holy and loving God? • How do churches and cathedrals reflect Christian ideas about God? • What does it mean if Christians believe that God is holy and loving?	World Views : Islam: What does it mean to be a Muslim in Britain today? • How many Muslims and how many mosques are there in Britain? • What are the key beliefs of Islam? • How might the five pillars affect the lives of Muslims in Britain today? • Why is Zakah / charity important to Muslims? How is charity important to you? • Why do Muslims go on pilgrimage? • Why do Muslims go on pilgrimage? • What does it mean to be a Muslim in Britain today?
PSHCE	<u>It's my body</u> • I understand that I can choose what happens to my own body • I know where and how to get help if I am worried • I understand the importance of sleep, exercise and healthy eating; • I can identify ways in which certain drugs, including tobacco and alcohol, can harm my body • I can identify positive aspects about themselves • I can discuss the choices related to health that they make each day; • I can identify choices that will benefit their health and provide a 'balanced lifestyle'	<u>Aiming High</u> • I can discuss my personal achievements and skills • I can discuss different learning styles • I can identify what a helpful learning attitude is • I can talk about the range of jobs that people do • I can understand what a stereotype is • I can talk about skills employers look for in employees

MFL	<u>Numbers</u> • Revisit 1-50 • 50-100 • Numbers beyond 100 <u>Greetings</u> • Revisit simple greetings for different times of day • Revisit ask how someone is feeling and respond with good / bad / so-so and extend possible responses. • Extend conversation by asking 'et toi' / 'et vous'? • Revisit explaining age of other family members (link to numbers covered) • Ask when someone's birthday is and respond (link to numbers and months)	<u>Greetings</u> • Revisit simple greetings for different times of day • Revisit ask how someone is feeling and respond with good / bad / so-so and extend possible responses. • Extend conversation by asking 'et toi' / 'et vous'? • Revisit explaining age of other family members (link to numbers covered) • Ask when someone's birthday is and respond (link to numbers and months) <u>Reading</u> • Begin to repeat back longer sentences within a story / poem. • Begin to join in singing longer phrases in a song. • Begin to predict meaning of words / phrases using known vocabulary. • Begin to answer simple comprehension questions from a short text in French.