# Year 5 and Year 6 Overview of learning

| Date | Learning Beyond the Classroom / Cultural Capital | Love to Read | English | Spag<br>Sentence structure – simple/compound/ complex sentences ongoing | Guided reading texts | Maths | Science | Computing | Art & Design | Design & Technology | Geography | History | Religion and World Views | Music | PSHE (Jigsaw) | Spanish |
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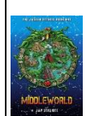
| Week 1 | Connecting with nature in RWV | | Features of a Non-Fiction Text<br><br>I can ask questions to improve my understanding. | relative clauses<br><br>parenthesis ( ) | I can clarify the meanings of ambitious words and/or phrase in context<br><br>.. | Year 5 – graphs and tables<br>Year 6 - Statistics | What is a lifecycle and what does it show us? | Data and Information | LO: To understand what a set design consists of by looking at Set Designer Rae Smith. | LO: To research and gather ideas to inform their own designs | How did the weather affect the Mayans? | Who were the ancient Mayans and when did they live? | What are the world views of Hindus? Bra hman, Samsara and the Trimurti | Year 5 – Dancing in the Street<br><br>Year 6 – Music and me (digital composition) | Year 5/6 Relationships | Year 5 – time<br><br>Year 6 – revision of year 3 Spanish units |
| Week 2 | | | To retrieve, collate key ideas and information. | commas to avoid ambiguity<br><br>To use a range of sentence structures to provide cohesion within and across paragraphs. | To distinguish between fact and opinion | Year 5 – measuring and calculating angles<br>Geometry and shape | What are the differences in life cycles between a mammal and an amphibian? | Data and Information | LO: To compare the set designer Fausto Melotti and Rae Smith. | LO: To understand how to make electrical circuits suitable for product (torch) | Why was predicting the weather important to Mayans? | Why do we study the Ancient Maya in school? | What are the world views of Hindus? At man, Karma, Dharma and Moksha | Year 5 – Dancing in the Street<br><br>Year 6 – Music and me (digital composition) | Year 5/6 Relationships | Year 5 – time<br><br>Year 6 – revision of year 3 Spanish units |
| Week 3 | | | To analyse the features of an explanation text. To plan, write and edit an explanation text | expanded noun phrases to convey complicated information concisely | I can use text marking to support retrieval of information from text (E.g. highlighting, notes, in margins)<br>I can retrieve and collate, key ideas and information | Year 5 – 2d and 3d shapes<br>Year 6- Geometry – position and direction<br>Consolidatio n | What are the differences in life cycles between an insect and a bird? | Data and Information | LO: To use charcoal to create expressive, energetic drawings whilst looking at sets to see what effects lighting and probs can have on the sets. | LO: To produce a design for product (torch) thinking about users' needs. | Did climate change affect Mayan civilisation? | What were the major achievemen ts of the Mayans and how do they compare to those of the Vikings? | Blank Knowledge Organiser assessment on Hinduism | Year 5 – Dancing in the Street<br><br>Year 6 – Music and me (digital composition) | Year 5/6 Relationships | Year 5 – time<br><br>Year 6 – revision of year 3 Spanish units |
| Week 4 | Year 6 SATs week | | To plan and write a diary entry A Day in the life of a Mayan | relative clause | To distinguish between fact and opinion | Year 5 – co-ordinates<br>Year 6 consolidatio n and problem solving | What is the process of reproduction in animals? | Data and Information | LO: to analyse our inspiration for our sets. | LO: To understand and use electrical components when making product (torch). | Blank knowledge organiser assessment session | How were the Mayans able to become such a powerful empire, when their land was mainly jungle? | A Jewish Worldview: God, Covenant and Mitzvot | Year 5 – Dancing in the Street<br><br>Year 6 – Music and me (digital composition) | Year 5/6 Relationships | Year 5 – musical instruments<br><br>Year 6 – revision of year 4 Spanish units |
| Week 5 | |  | To write a setting description. | Inverted commas for speech | I am beginning to discuss messages, moods, feelings and attitudes using the clues from the text, using inference and deduction skills<br>I can predict what might happen from details stated and implied | Year 5 – translation and reflection<br>Year 6 consolidatio n and problem solving | What is the reproduction process in plants? | Data and Information | LO: To write an argument as to why their pick of set is the most prominent within the production. | LO: To make quality products finish to a high standard. | What were the pros and cons of living near the equator for Mayans? | How can we learn what life was like 1000 years ago? | A Jewish Worldview: Shabbat, Torah and the Synagogue | Year 5 – Dancing in the Street<br><br>Year 6 – Music and me (digital composition) | Year 5/6 Relationships | Year 5 – musical instruments<br><br>Year 6 – revision of year 4 Spanish units |

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| Week 6 | | | To write a character description. | relative clause<br><br>Inverted commas for speech<br><br>expanded noun phrases | To ask and answer questions to improve understanding. | Year 5 – adding and subtracting decimals<br>Year 6 consolidation and problem solving | What is a naturalist? | Data and Information | LO: To sketch out their set ideas with charcoal. | LO: To evaluate a finished product based on appearance, purpose, quality and user's needs. | How did the weather impact Ancient Mayan society – final assessment | How similar were Mayan houses to Viking ones? | How do Hindus and Jews show that they belong? Summative assessment. | Year 5 – Dancing in the Street<br><br>Year 6 – Music and me (digital composition) | Year 5/6 Relationships | Year 5 – musical instruments<br><br>Year 6 – revision of year 4 Spanish units |