






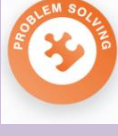

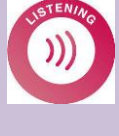

















Year 5 and Year 6 Overview of learning																
Date	Learning Beyond the Classroom / Cultural Capital 	Love to Read	English 	Spag Sentence structure - simple/compound/complex sentences ongoing	Guided reading texts	Maths 	Science 	Computing 	Art & Design 	Design & Technology 	Geography 	History	Religion and World Views 	Music 	PSHE (Jigsaw) 	Spanish 
Week 1	Connecting with nature in RWV		Features of a Non-Fiction Text I can ask questions to improve my understanding.	relative clauses parenthesis ()	I can clarify the meanings of ambitious words and/or phrase in context ..	Year 5 - graphs and tables Year 6 - Statistics	What is a lifecycle and what does it show us?	Data and Information	Year 6 LO: To understand what a set design consists of by looking at Set Designer Rae Smith. Year 5 LO: To explore Mayan masks	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? Brahma, Samsara and the Trimurti	Year 5 - Dancing in the Street Year 6 - Music and me (digital composition)	Year 5/6 Relationships	Year 5 - time Year 6 - revision of year 3 Spanish units
Week 2			To retrieve, collate key ideas and information.	commas to avoid ambiguity 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 Geometry and shape	What are the differences in life cycles between a mammal and an amphibian?	Data and Information	Year 6 LO: To compare the set designer Fausto Melotti and Rae Smith. Year 5 LO: To sketch Mayan masks using observational techniques	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? Atman, Karma, Dharma and Moksha	Year 5 - Dancing in the Street Year 6 - Music and me (digital composition)	Year 5/6 Relationships	Year 5 - time 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) I can retrieve and collate, key ideas and information	Year 5 - 2d and 3d shapes Year 6 - Geometry - position and direction Consolidation	What are the differences in life cycles between an insect and a bird?	Data and Information	Year 6 LO: To use charcoal to create expressive, energetic drawings whilst looking at sets to see what effects lighting and props can have on the sets. Year 5 LO: To design our own Mayan mask incorporating symbolism	LO: To produce a design for product (torch) thinking about users' needs.	Did climate change affect Mayan civilisation?	What were the major achievements 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 Year 6 - Music and me (digital composition)	Year 5/6 Relationships	Year 5 - time 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 Year 6 consolidation and problem solving	What is the process of reproduction in animals?	Data and Information	Year 6 LO: to analyse our inspiration for our sets. Year 5 LO: To create Mayan Masks using chosen materials	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 Year 6 - Music and me (digital composition)	Year 5/6 Relationships	Year 5 - musical instruments Year 6 - revision of year 4 Spanish units

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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 I can predict what might happen from details stated and implied	Year 5 - translation and reflection Year 6 consolidation and problem solving	What is the reproduction process in plants?	Data and Information	Year 6 LO: To write an argument as to why their pick of set is the most prominent within the production. Year 5 LO: To evaluate their masks	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 Year 6 - Music and me (digital composition)	Year 5/6 Relationships	Year 5 - musical instruments Year 6 - revision of year 4 Spanish units
Week 6			To write a character description.	relative clause Inverted commas for speech expanded noun phrases	To ask and answer questions to improve understanding.	Year 5 - adding and subtracting decimals Year 6 consolidation and problem solving	What is a naturalist?	Data and Information	Year 6 LO: To sketch out their set ideas with charcoal. Year 5 LO: To evaluate their masks	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 Year 6 - Music and me (digital composition)	Year 5/6 Relationships	Year 5 - musical instruments Year 6 - revision of year 4 Spanish units