

| Enrichments |
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| Planting trees/ litter picking project within the local community. Recycling visit to Merseyside Recycle centre and community project. Fiver challenge |

| Key texts |
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| Holes – Louis Sachar Natural Disasters – Non – fiction text. |



| | Word of the week Summer 1 Summer 2 | | | | | |
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| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| tolerate diverse | reiterate luminous | simultaneously recommend | temperament isolated | vacancy turbulent | proportion compromise | rowdy tranquil |

| | What will I know? | How will I learn it? | Vocabulary |
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| History | <p>Confident use of library, e-learning</p> <p>Compare accounts of natural disasters that have occurred from different sources.</p> <p>Offer some reasons for different versions of events.</p> <p>Select relevant sections of information.</p> | <p>What can we do to help the Earth?</p> <p>Children to use their research project on climate change to research and evaluate ways that they can make a difference to their local environment.</p> <p>How do natural disasters affect people?</p> <p>Using secondary and primary sources, children to research accounts of natural disasters and write a newspaper article.</p> <p>What have been the worst natural disasters?</p> | <p>Environment, cause and effect, physical and human features, disaster, earthquakes, hurricanes, tsunami, volcanic eruptions, cause, effects, reform, consequences, primary evidence, secondary evidence.</p> |

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| | | <p>Children to create a timeline of natural disasters from around the world in the last 100 years.</p> <p>Can we learn from natural disasters in any way? Children to present findings from the topic to younger children.</p> <p>Key Question: How has our planet changed?</p> | |
| Geography | <p>Understand and use a widening range of geographical terms e.g. specific vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Recognise the different shapes of countries.</p> <p>Identify the physical characteristics and key topographical features of the countries within North America.</p> <p>Understand how humans affect the environment over time.</p> <p>Know about changes to the world environments over time.</p> <p>Compare the physical and human features of a region of the UK and a region of North America, identifying similarities and differences.</p> | <p>What are the world's biomes? - Look at the world map and label the different biomes/climate zones and famous rivers and mountains using a key.</p> <p>Where is North America? - Look at the map of North America; label the different biomes in North America. Each learning partner to research a specific biome and present as a two page spread/information booklet.</p> <p>What is climate change? - Research project on climate change and how it affects our world. Children to think how they can make a difference to the world's climate.</p> <p>How have humans affected the environment? - Children to look at a timeline of major climate change events such as tsunamis, volcano eruptions,</p> | <p>Climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, water cycle. North America, countries, shapes, environment, cause and effect, physical and human features, region, differences, similarities, Savannah, grasslands, salt water, freshwater, boreal, tundra, rainforest.</p> |

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| | | <p>polar ice caps melting. Children to research how humans have affected the environment which has caused big climate events.</p> <p>What are the similarities and differences between the North of America and the UK? -</p> <p>Children to look at a state in America and a region of the UK. Children to label the maps with the human features and research the population size, buildings and the physical features: rivers, biomes, time zones and climate.</p> | |
| Art / DT | <p>Focus: Design Technology- structures / 3D art</p> <p>Focus: Printing / digital media/painting</p> <p>Focus: Artist John Dyer</p> | <p>Recycled material animals using wire sculpture.</p> <p>Climate change abstract art – mixed media using their imagination depicting the effect of climate change on the world today</p> <p>(tree of extinction) / David Ambarzumjan</p> | <p>sculpture, structure, assemble, construct, model, cut, stick, fold, bend, attach, assemble, statue, stone, shell, wood, metal, curve, form, clay, impress, texture, viewpoint, detail, decoration, natural, two dimensional, three dimensional, tiles, brick, slate, bronze, iron, composition, profile, stylised, proportion, ornate, symbolic, perspective, realistic, surface texture, balance, transform, relationship, movement, rhythm, flexible, pliable, hollow, solid, plane, angle, slip, attachment, relief cut, paste, ipad, programme, move, tool, enlarge, scale, stamp, magic wand, clone, layer, layer palette, overlay, transparent, green screen, hue, saturation, enhance, opacity, translucence,</p> |

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| | | | merge, architecture, structure, detail, text box, style |
| Computing | <p>CS5/6.10 To use simulation software to create realistic or fantasy representations of the real world</p> <p>CS5/6.10 To use modelling and simulation software to create realistic or fantasy representations of the real world</p> <ul style="list-style-type: none"> • DL5/6.6 To be able to use graphs to provide supporting evidence for their conclusions • DL5/6.7 To be able to check for accuracy by checking data and looking at graphs • DL5/6.23 Add formula to spreadsheets , enter data and use filters to sort information <p>DL5/6.24 Add data validation e.g drop down lists and conditional formatting to spreadsheets</p> <ul style="list-style-type: none"> • Chn should understand that computer data is stored in binary form (1s and 0s) and that there are 8 bits in a byte • Chn to understand that devices must agree on security, speed and style of connection before they can transmit data. THis is called the handshake signal • Data is sent in packets to help with cyber security and error correction <p>DL5/6.17 To be able to initiate and take part in collaborative learning using a variety of methods e.g. survey</p> <p>Coding:</p> | <p>To create a simulation- Hurricane tracking</p> <p>Research the amount of hurricanes in different states, sort information into regions, use formulas like sum and average, export as graph to illustrate where the most affected areas are.</p> <p>Children learn about networks and the internet and website design.</p> <p>At the end of each unit, children create a Google Forms quiz for their friends to complete. Data from this could be used in other projects.</p> <p>Events in bounce.</p> | <p>Simulation, software. Representations, graphs, conclusions, accuracy, data, formula, spreadsheet, filters, information, region, sum and average, excel, binary form, byte, networks, internet, website, design, connection, speed, devices, survey,</p> |
| Music | <p>Performing</p> <p>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation (note range C–C /do–do)</p> <p>Understand how triads are formed, and play them on tuned percussion / melodic instruments.</p> <p>Perform simple, chordal accompaniments to familiar songs (e.g. Yellow Submarine by The Beatles). G major / D major.</p> <p>Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p> | <p>Use percussion instruments and knowledge from previous units and composing unit in last term to perform melodies.</p> <p>Learn and rehearse a song of choice to perform for other year groups in school and parents.</p> | <p>Pitch, tone, rhythm, beat, tempo, melody, percussion, keys, notation, triad, melody, accompaniment, phrases.</p> |
| Science | <p>Living things and their habitats:</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals.</p> | <p>Weekly 1hr 30 lessons for Science</p> | <p>Life cycle, mammals, amphibians, insects, bird, reproduction, plants, animals,</p> |

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| | <p>Animals Including humans: Describe the changes as humans develop to old age</p> | <p>Assessment on prior learning in Autumn 1 Vocabulary check list Using science snapshots to recap/explain what the children have learned weekly at the beginning of a science lesson.</p> <p>Comparing life cycles of different animals w.s – Develop an understanding about reproduction in different animals. Describe the differences between the life cycles of mammals and amphibians, insect and a bird. Describe reproduction in flowering and non-flowering plants Develop an understanding about reproduction in flowering and non-flowering plants. Naturalist Research – Develop an understanding of what is a naturalist and recognise influential naturalist and the important work they do. Present research as an information poster.</p> <p>Life Cycle of a human – Develop an understanding of the life cycle of a human and the changes. Recognise and describe the stages we go through as a human.</p> <p>Gestation periods of animals:</p> | <p>naturalist, human, stages. Gestation, record, conclusion, baby, toddler, child, teenager, adults, adolescent, puberty, offspring, reproduce, sexual, sperm, fertilises, egg, live young, asexual, metamorphosis, plantlets, runners, bulbs, cuttings.</p> |
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| | | Recall the gestation periods of different animals and make comparisons. Record and conclude findings. | |
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| | What will I know? | How will I learn it? |
| <div> <div>Maths</div> <div>sequences</div> </div> | | MNP lessons – 5 lessons per week. Chapters 10-14 Daily fluency practise – mornings. Mental maths/Year 6 ready lesson – once a week. Times tables testing – half-termly and teaching. Times tables practise daily/weekly. |

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| | <p><u>Arithmetic/Mental / Fluency Arithmetic/Mental / Fluency</u></p> <p>calculate and compare the area of squares and rectangles including using standard units and estimate the area of irregular shapes</p> <hr/> <p>estimate volume (e.g. using 1 cm blocks to build cubes and cuboids) and capacity (e.g. using water)</p> <hr/> <p>use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling.</p> <hr/> <p>measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p> <hr/> <p>calculate and compare the area of squares and rectangles including using standard units</p> <hr/> <p>solve problems involving converting between units of time</p> <hr/> <p>convert between different units of metric measure</p> <hr/> <p>solve problems involving converting between units of time</p> <hr/> <p>understand and use equivalences between metric units and common imperial units such as inches, pounds and pints</p> <hr/> <p>identify 3-D shapes, including cubes and other cuboids, from 2-D representations</p> <hr/> <p>draw given angles, and measure them in degrees</p> <hr/> <p>use the properties of rectangles to deduce related facts and find missing lengths and angles</p> <hr/> <p>distinguish between regular and irregular polygons based on reasoning about equal sides and angles</p> <hr/> <p>know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</p> <hr/> <p>Identify angles at a point and on a straight line</p> <hr/> <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> <hr/> <p>complete, read and interpret information in tables, including timetables</p> <hr/> <p>solve comparison, sum and difference problems using information presented in a line graph</p> | <p>Mental methods taught from Year 5 progression document –then practise through daily fluency sessions.</p> |
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| English sequences | <u>GPAS</u> | <p>Commas to clarify meaning and avoid ambiguity</p> <p>Cohesion – adverbials of time Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> <p>Prefixes – dis – de- mis- over – and re –</p> <p>Suffixes – converting nounr or adjectives into verbs using - ate, - ise, - ify</p> | Weekly discrete lesson for grammar. |
| | <u>Reading</u> | <p>VIPER questions once a week.</p> <p>Reading for pleasure</p> <p>1:1 Reading</p> <p>Whole class read for English</p> | <p>Once a week</p> <p>Daily timetabled reading sessions</p> <p>Once a week</p> <p>Daily reading session</p> |
| | <u>Writing</u> | <p>I can write a prediction -</p> <p>I can write a setting description</p> <p>I can write a persuasive leaflet</p> <p>I can write a non-chronological report</p> <p>I can write a Newspaper</p> <p>I can write a play script</p> <p>Poetry – Climate change reversible poem</p> | <p>Using image prompts (cactus, map of Texas, lizard, holes, shovel, orange jumpsuit, wanted poster, letter), children to predict what is going to happen in Holes.</p> <p>Write a description of Camp Green Lake using evidence from the text.</p> <p>Plan, draft, edit, and create final persuasive leaflet, persuading parents to send their children to Camp Green Lake.</p> <p>Write a non-chronological report on Yellow-Spotted Lizards using evidence from text and research.</p> <p>Write a newspaper article on Kissing' Kate Barlow's history.</p> <p>Rewrite a chapter of Holes as a script for a film company.</p> <p>Create a palindrome poem about climate change and the effect on the environment.</p> |
| | Vocab/Spelling | Teaching of scode spelling scheme, baseline test and follow up test. | Using the ppt and worksheets - 20 minute lesson, 4 times a week. |