

Year 5/6 Yearly Learning Opportunities

	Autumn		Spring		Summer	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Theme	Fields, familiar, foreign and far away		Time zones	Designers	What is Art?	WW1
Lead Subject/s	History	History	Geography	Science	Art / DT	English / drama
Wow starts could include...	Heritage Lottery Project introduced by Gordon Philips and team.	Heritage Lottery Project introduced by Gordon Philips and team.	Human Sat Nav's	Visit to an Observatory	Art trail / gallery visit	Singing workshop
Visits/visitors/experiences	Norwich Castle	Pantomime		Leicester Space Agency Norwich observatory	Residential	Catch up swimming
Outcomes	WW1 inspired poetry. Remembrance gate designs.	Performance in Village Hall	Displays showing Longitudes and Latitudes, different time zones and reasons they are in place. Children to become the teachers.	Design a mechanism using pulleys levers and gears. Parachute competition.	Great Dunham gallery – an exhibition of work by pupils	Performance at Dereham Memorial Hall Leavers assembly
Family/ community involvement	Display of work – open afternoon	Parents to watch performance		Open afternoon	Exhibition viewing	Parents to watch performance
Challenge/ enquiry/ problem solving/ Child initiated learning	WW1 – Why did WW1 take place? How did it affect local people? What is your opinion?		What are Longitudes and Latitudes, Northern and Southern Hemisphere, etc and why are these significant?	What is gravity? What is the effect of air / water resistance / friction?	Art – what is it – what makes something art? What is the purpose of art? How do different pieces of art make you feel and why?	Time to reflect: What have you learnt since Sept about WW1? How did you feel then, how do you feel now? What is your message for yours and future generations?
Texts	Private Peaceful Arrival World War One poetry	Private Peaceful Arrival World War One poetry	Clockwork		Wolf Brother	
GPS	Word classes Paragraphing Punctuation range and	Sentence types Punctuation range and accuracy	Clause and phrases Active / Passive Informal / formal	Articles Conjunctions Subject object	Re-cap of learning so far – gaps	Re-cap of learning so far – gaps

	accuracy	Synonyms and Antonyms	Punctuation	Punctuation		

English	Short stories - structure Journalistic writing Poetry	Biography Poetry Setting	Persuasion Character	Instruction Suspense	Explanation Action	Discussion Description
Maths See WRM units for small steps	Number: place value wk 1-3 Number: addition & subtraction wk 4-5 Number: multiplication & division wk 6	Number: multiplication & division wk 1-2 Statistics wk 3-4 measurement: perimeter, area & volume wk 5-6	Number: fractions wk 1- 5 Number: Decimals & percentages wk 6	Number: Decimals & percentages wk 1-3 Number: Y5 multiplication & division Y6 Algebra & ratio wk 4-7	Measurement: Converting units wk 1-2 Geometry: position & direction wk 3 Geometry: Properties of shape wk 4-6	Investigations Wk 1-5 Consolidation wk 6
Science	Working scientifically Properties & changes of materials <ul style="list-style-type: none"> Compare & group according to properties e.g. hardness, solubility, transparency, conductivity, magnetism Know which materials dissolve and how to get them back Separation of solids, liquids & gases through sieving, filtering & evaporation 	Electricity <ul style="list-style-type: none"> Brightness/volume associated with voltage of cells Compare and reason about variation in component function Use recognised symbols for circuit diagrams 	Forces <ul style="list-style-type: none"> Gravity causes unsupported objects to fall to Earth Air resistance, water resistance, friction and their effect acting between different surfaces Recognise mechanisms (levers, pulleys, gears) allow a smaller force to produce a greater effect 	Living things & their habitats <ul style="list-style-type: none"> Classification according to observable characteristics, similarities and differences including micro-organisms, plant & animals Give reasons for classifying based on specific characteristics 	Evolution & inheritance <ul style="list-style-type: none"> Living things change over time, fossils provide information of creatures living in the past Living things produce offspring of the same kind but not identical to their parents Identify how plants and animals are adapted to their environment and this may lead to 	

	<ul style="list-style-type: none"> Reversible & irreversible changes of state 				evolution
Art	<p>Begin sketch books to record observations and revisit ideas. Design a remembrance gate for church Sketching techniques – pencil, charcoal. Clay poppies for the Remembrance service at Beeston</p>	<p>Control and use of materials - sculpture Trench Art – soldiers made practical and decorative items from old shell casings / bullets, etc. Replicate using scrap materials.</p>	Painting techniques		<p>Exploring great artists and art works past and present. Exploring a range of mediums, including photography.</p>
DT	<p>Electronics Create circuits using electronics kits that employ a range of components (such as LEDs, resistors, transistors & chips)</p>		<p>Mechanics Convert rotary motion to linear using cams. Use innovative combinations of electronics (or computing) and mechanics in product design</p>		<p>Food Understand importance of storage and handling of ingredients (micro-organisms) Measure accurately & calculate ratios to scale up/down Range of baking & cooking techniques Create & refine recipes using healthy seasonal ingredients, methods, temperatures & cooking times Understand growing, rearing, catching and processing of ingredients Apply principles of a healthy & varied diet</p>
Geography		<ul style="list-style-type: none"> Use maps, atlases & globes & digital mapping to locate countries & describe features studied, focus on Europe (inc Russia) Develop contextual 	<ul style="list-style-type: none"> Identify position & significance of latitude, longitude, equator, hemispheres, tropics & poles Time zones & Greenwich meridian (including day & night) 	<p>Name & locate countries of UK, geographical regions and their identifying human and physical characteristics (inc. hills, mountains, coasts, rivers)land - use patterns; changes over time</p>	

		<p>knowledge of location of globally significant places - terrestrial & marine – including physical and human characteristics</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through study of UK region and European region 				
History	<p>World War One Heritage Project</p> <ul style="list-style-type: none"> • Significant turning point in British history • Gain historical perspective locally, nationally, globally through cultural, economic, military, political, religious and social history • How people's lives have shaped and been shaped by the wider world 		<p>Why is GMT 0? When was it decided? Who?</p>		<ul style="list-style-type: none"> • A non-European society; early Islamic civilisation 	
Computing	Purple Mash unit 4.1 to 5.1 Coding	Purple Mash units 5.2/6.2 Online safety	Purple Mash unit Blogging 6.4	Purple Mash unit 6.5 Text adventures	Purple Mash units 5.5 Game creator	

		4.3 Spreadsheets			6.7 Quizzing	
Music	Charanga Unit Livin' on a Prayer World War One songs	Charanga unit Jazz	Charanga unit Make you Feel my Love Pop ballad	Charanga unit Fresh Prince of Bel Air Rap	Charanga unit Dancin' in the Street	Performance preparation Reflect, rewind, replay
PE	Athletics - endurance running Invasion games - skills	Invasion games - Skills Yoga	Dance	Gymnastics	Striking and fielding - skills	Net and Wall games - skills Athletics
PSHE SEAL	Who decides Remembrance	We are all different	Being involved in my community	Risks and Pressures	It's my body	Looking at the world
RE Norfolk Agreed Syllabus	Islam	Christianity	Christianity	Christianity	Islam	Islam

Some subjects will be taught discretely but, where appropriate, links will be made to the context of the theme
English planning should include opportunities for speaking and listening, drama and debate
Computing to include use of, blogging and school website

National Curriculum Overview

Core subjects (English, Maths & Science) are presented in a year-by-year format, based on the outlines given in the National Curriculum. History is also presented in this format, based on a suggested programme.

All other subjects are presented in two-year sections, dividing KS2 into Lower and Upper Key Stages.

English	Mathematics
<p>Reading</p> <ul style="list-style-type: none"> Match graphemes for all phonemes Read accurately by blending sounds Read words with very common suffixes Read contractions & understand purpose Read phonics books aloud Link reading to own experiences Join in with predictable phrases Discuss significance of title & events Make simple predictions <p>Writing</p> <ul style="list-style-type: none"> Name letters of the alphabet Spell very common 'exception' words Spell days of the week Use very common prefixes & suffixes Form lower case letters correctly Form capital letters & digits Compose sentences orally before writing Read own writing to peers or teachers <p>Grammar</p> <ul style="list-style-type: none"> Leave spaces between words Begin to use basic punctuation: . ? ! Use capital letters for proper nouns. Use common plural & verb suffixes <p>Speaking & Listening</p> <ul style="list-style-type: none"> Listen & respond appropriately Ask relevant questions Maintain attention & participate 	<p>Number/Calculation</p> <ul style="list-style-type: none"> Count to / across 100 Count in 1s, 2s, 5s and 10s Identify 'one more' and 'one less' Read & write numbers to 20 Use language, e.g. 'more than', 'most' Use +, - and = symbols Know number bonds to 20 add and subtract one-digit and two-digit numbers to 20, including zero Solve one-step problems, including simple arrays <p>Geometry & Measures</p> <ul style="list-style-type: none"> Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest Begin to measure length, capacity, weight Recognise coins & notes Use time & ordering vocabulary Tell the time to hour/half-hour Use language of days, weeks, months & years Recognise & name common 2-d and 3-d shapes Order & arrange objects Describe position & movement, including half and quarter turns <p>Fractions</p> <ul style="list-style-type: none"> Recognise & use $\frac{1}{2}$ & $\frac{1}{4}$

<p>Science</p> <p>Biology Identify basic plants Identify basic plant parts (roots, leaves, flowers, etc.) Identify & compare common animals Identify & name basic body parts</p> <p>Chemistry Distinguish between objects & materials Identify & name common materials Describe simple properties of some materials Compare & classify materials</p> <p>Physics Observe weather associated with changes of season</p>	<p>History (KS1)</p> <p>Key Concepts Changes in living memory (linked to aspects of national life where appropriate)</p> <p>Key Individuals Lives of significant historical figures, including comparison of those from different periods Significant local people</p> <p>Key Events e.g. Bonfire night Events of local importance</p>
<p>Art & Design (KS1) Use a range of materials Use drawing, painting and sculpture Develop techniques of colour, pattern, texture, line, shape, form and space Learn about range of artists, craftsmen and designers</p>	<p>Design & Technology (KS1) Design purposeful, functional & appealing products Generate, model & communicate ideas Use range of tools & materials to complete practical tasks Evaluate existing products & own ideas Build and improve structure & mechanisms Understand where food comes from</p>
<p>Physical Education (KS1) Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination Participate in team games Perform dances using simple movement Swimming proficiency at 25m (KS1 or KS2)</p>	<p>Computing (KS1) Understand use of algorithms Write & test simple programs Use logical reasoning to make predictions Organise, store, retrieve & manipulate data Communicate online safely and respectfully Recognise uses of IT outside of school</p>
<p>Geography (Y1) Name & locate the four countries and capital cities of the United Kingdom using atlases & globes Identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world Use basic geographical vocabulary to refer to local & familiar features Use four compass directions & simple vocab</p>	<p>Music (KS1) Sing songs Play tuned & untuned instruments musically Listen & understand live and recorded music Make and combine sounds musically</p>

Year 1 expected skills progression in art

Pupils begin to explore and participate in creative art-making processes and learn to use a step by step process to create artwork. They begin to develop observational skills, fine motor skills and sensory connections. Using basic art-making techniques, pupils begin to experience and use the elements of art and principles of design. They learn how to share their ideas and explain their artwork to others. Through their experiences with the visual arts, they develop an awareness of their own community.

Drawing: Using different media, make a variety of patterned lines, wavy, straight, zig-zag, thick, thin, wide and narrow. Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.

Use a sketchbook to gather and collect artwork.

Begin to explore the use of line, shape and colour.

Painting: mix paint, including powder paint, using primary colours. Apply a variety of paints and explore brush marks. Use a variety of tools and techniques including the use of different brush sizes and types.

Mix and match colours to artefacts and objects.

Work on different scales.

Mix secondary colours and shades using different types of paint.

Create different textures e.g. use of sawdust.

Printing: Print with found objects and experiment with colour. Make marks in print with a variety of objects, including natural and made objects.

Carry out different printing techniques e.g. monoprint, block, relief and resist printing.

Make rubbings.

Build a repeating pattern and recognise pattern in the environment.

Collage: Sort materials by texture, etc. Draw and cut shapes from a variety of materials to create either abstract or representational images.

Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons and sewing.

How to thread a needle, cut, glue and trim material.

Create images from imagination, experience or observation.

Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.

Tone: Talk about light and dark colours.

Shape, form and space: Handle, manipulate and explore materials, card, paper and clay. Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.

Explore sculpture with a range of malleable media, especially clay.

Experiment with, construct and join recycled, natural and man-made materials.

Explore shape and form.