

The Industrial Age

Texts

English: The Last Wild by Piers Torday

Class Reader: The Vanishing Trick by Jenni Spangler

SPaG and Writing Focus

Grammar and Writing Focus:

- Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms of dialogues in a narrative)
- Begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs.

Spelling rules:

Year 5 and 6 words li to pe

Year 5 and 6 words ph to res

Year 5 and 6 words rh to suf

Year 5 and 6 words sug to y

Maths

Chapter 7: Decimals (cont.)

- Read and write decimal numbers as fractions.
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- Read, write, order and compare numbers with up to three decimal places.
- Solve problems involving numbers up to three decimal places.
- Round decimals with two decimal places to the nearest whole number and to one decimal place.

Chapter 8: Percentages

- Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred'
- Write percentages as a fraction with denominator 100 and as a decimal.
- Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.

Chapter 11: Measurement

- Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).
- Use all 4 operations to solve problems involving measure (for example, length, mass, volume and money) using decimal notation, including scaling.
- Understand and use approximate equivalences between metric units and common imperial units, such as inches, pounds and pints.
- Solve problems involving converting between units of time.
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.

Religious Education

Topic: Sikhism – Prayer and Worship

Progression in Skills:

- Show an understanding of why people show commitment in different ways.
- Describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others.
- Start to express what I think about the best way a Sikh could show commitment to God.

Geography and History

Topic: The Industrial Age

Geography

N/C pupils should continue to: Extend their knowledge and understanding beyond the local area to include the United Kingdom. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

History

N/C pupils should continue to: Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. A local history study - a study over time tracing how several aspects of national history are reflected in the locality (Victorian Britain).

Progression in skills (Geography):

- Begin to use primary and secondary sources of evidence in their investigations.
- Analyse evidence and draw conclusions.
- Select a map for a specific purpose.
- Use index and contents page within atlases.
- Draw a plan view map with some accuracy

Progression in skills (History):

- Use evidence to build up a picture of a past event
- Select relevant sections of information
- Use the library and internet for research with increasing confidence
- Know and sequence key events of time studied.
- Use relevant and period labels
- Make comparisons between different times in the past
- Study aspects of different people – differences between men and women.
- Compare life in early and late 'times' studied
- Compare an aspect of life with the same aspect in another period.
- Recall, select and organise historical information
- Communicate their knowledge and understanding
- Examine causes and results of great events and the impact on people

Art

Artist Study: L. S. Lowry

N/C pupils should be taught to: To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history and to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Progression in skills:

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Work in a sustained and independent way from observation, experience and imagination.
- Explore the potential properties of the visual elements, line, tone, pattern, texture, colour, and shape.
- Create imaginative work from a variety of sources.

Science

Topic: Properties and changes of materials

N/C and Progression in skills:

- 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.
- Recognise 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 to group them.
- 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.

Computing

Topic: Computer Science

N/C Pupils should be taught to: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Progression in skills:

- Understand and use conditional repetition in algorithms and programs
- Use two-way selection in algorithms and programs
- Use a broad range of input and output devices in their programs
- Understand that a computer system comprises input, process, memory and output
- Understand how search engines work and use them effectively

Physical Education

Topic: Rounders

N/C Pupils should be taught to: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Progression in skills:

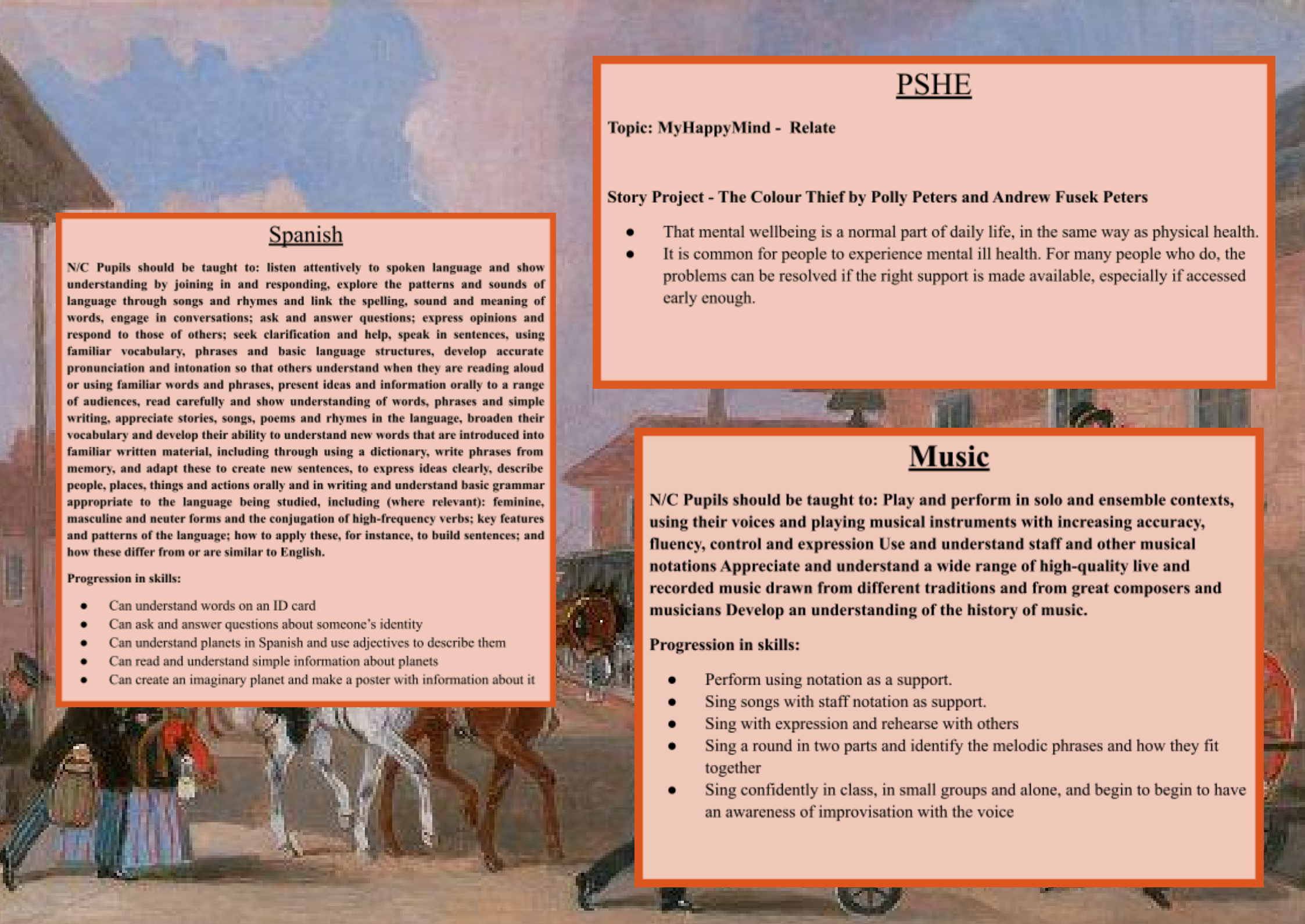
- Vary skills, actions and ideas and link these in ways that suit the games activity.
- Shows confidence in using ball skills in various ways, and can link these together.
- Uses skills with coordination, control and fluency.
- Takes part in competitive games with a strong understanding of tactics and composition.
- Can create their own games using knowledge and skills.
- Can make suggestions as to what resources can be used to differentiate a game.
- Apply basic skills for attacking and defending.
- Uses running, jumping, throwing and catching in isolation and combination.

Topic: Swimming

N/C Pupils should be taught to: swim competently, confidently, and proficiently over a distance of at least 25 metres, use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]. Perform safe self-rescue in different water-based situation and compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Progression in skills:

- Swims competently, confidently and proficiently over a distance of at least 25 metres.
- Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.
- Performs safe self-rescue in different water-based situations



Spanish

N/C Pupils should be taught to: listen attentively to spoken language and show understanding by joining in and responding, explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words, engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help, speak in sentences, using familiar vocabulary, phrases and basic language structures, develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases, present ideas and information orally to a range of audiences, read carefully and show understanding of words, phrases and simple writing, appreciate stories, songs, poems and rhymes in the language, broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary, write phrases from memory, and adapt these to create new sentences, to express ideas clearly, describe people, places, things and actions orally and in writing and understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Progression in skills:

- Can understand words on an ID card
- Can ask and answer questions about someone's identity
- Can understand planets in Spanish and use adjectives to describe them
- Can read and understand simple information about planets
- Can create an imaginary planet and make a poster with information about it

PSHE

Topic: MyHappyMind - Relate

Story Project - The Colour Thief by Polly Peters and Andrew Fusek Peters

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Music

N/C Pupils should be taught to: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.

Progression in skills:

- Perform using notation as a support.
- Sing songs with staff notation as support.
- Sing with expression and rehearse with others
- Sing a round in two parts and identify the melodic phrases and how they fit together
- Sing confidently in class, in small groups and alone, and begin to begin to have an awareness of improvisation with the voice