

The Industrial Age

Texts

English:

Pride – The Story of Harvey Milk and the Rainbow Flag by Rob Sanders

Class Reader: The Vanishing Trick by Jenni Spangle

SPaG and Writing Focus

Grammar and Writing Focus:

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. direct address in instructions and persuasive writing)
- Show a growing awareness of making writing succinct by using all grammar and punctuation taught so far precisely to engage the reader (e.g., direct address in instructions and persuasive writing)

Spelling rules:

Revision of all Y5 and 6 spelling words

Maths

Chapter 10: Position and Movement

- Identify, describe and represent the position of a shape following a reflection or translation, using appropriate language, and know that the shape has not changed.

Chapter 12: Area and Perimeter

- Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres and square meters.
- Estimate the area of irregular shapes.

Chapter 13: Volume

- Estimate the volume and capacity.
- Identify 3D shapes, including cubes and other cuboids, from 2D representations.
- Use all four operations to solve problems involving measure.
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Chapter 14: Roman Numerals

- Read Roman numerals to 1000 (M)
- Recognise years written in Roman numerals.

Religious Education

Topic: Christianity - Beliefs and Practices

Progression in Skills:

- Show an understanding of why people show commitment in different ways.
- Describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others.
- Explain why I think some ways of showing commitment to God would be better than others for Christians.

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

DT

Artist Study: Combining Textiles with Art

N/C pupils should be taught to: When designing and making, pupils should be taught to: Investigate and analyse a range of existing products Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Understand how key events and individuals in design and technology have helped shape the world Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design and Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Progression in skills:

- Generate ideas through brainstorming and identify a purpose for their product
- Draw up a specification for their design
- Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail
- Select appropriate materials, tools and techniques
- Use skills in using different tools and equipment safely and accurately
- Cut and join with accuracy to ensure a good-quality finish to the product
- Use results of investigations, information sources, including ICT when developing design ideas
- Evaluate a product against the original design specification
- Evaluate it personally and seek evaluation from others

Science

Topic: Living things and their habitats

N/C and Progression in skills:

- Describe the differences in the life cycles of a mammal, an amphibian, an insect, and a bird.
- Describe the life process of reproduction in some plants and animals.

Computing

Topic: Media

N/C Pupils should be taught to: Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs and 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:

- Plan, create and deliver a multimedia presentation to an audience that it has been written for.
- Independently create an animation or film on a topic of their choice.
- Create and amend a range of 2D graphic representations using appropriate applications.

Physical Education

Topic: Athletics

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. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Progression in skills:

- Identify how they can change an activity by using the STEP principle
- Distinguish between good and poor performances and suggest ways to improve self and others
- Sustain pace over shorter and longer distances such as running 100m and for 2 minutes
- Explore a range of baton handling activities and attempt to receive in a restricted area
- Combine jumping sequences e.g. hop, step, jump
- Perform a range of jumps in different activities
- Demonstrate a range of throwing actions using different equipment with some consistency and control

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 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.

Progression in skills:

- Can understand and say nouns for items taken to the beach
- Can use persuasive sentences to create a spoke advert about the seaside
- Can write persuasive sentences about visiting the seaside for a leaflet
- Can construct and say extended sentences about the seaside using conjunctions to join ideas

PSHE

My Happy Mind: Engage

- Sometimes we need to think about what we are engaging in, and sometimes we do it on autopilot.
- When they engage in something and feel good, Team H-A-P love it because Dopamine is released in the brain, making it easier for us to succeed.
- Why their engagement levels may drop if their Amygdala takes over.
- How their feelings affect their ability to do well in an activity and how Cortisol or Dopamine is released.
- About the difference between a team and individual goal and how it is just as important to work as a team to set goals.
- Why the skill of perseverance is critical when working as part of a group.
- Why might our engagement levels drop when our amygdala takes over?
- What is the difference between a team and an individual goal?
- How can understanding others' character strengths help us with team goals?
- How understanding other people's character strengths can also help in team goals

The Story Project: Ritu Weds Chandni by Ameya Narvankar

- I can tell you why people choose to get married and some of the factors that go into that decision.
- I can tell you about the laws related to marriage and how these may differ in other countries.
- I can tell you about the different values and customs related to marriage in different countries.
- I can tell you how I show respect for different types of marriage.
- I can tell you about traditions that are important to my family.
- I can tell you about a range of national, regional, religious and ethnic identities in the United Kingdom.

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 have an awareness of improvisation with the voice