



Class Four		Year Group: Y5/6		Year 2022-23	
TOPIC TITLE:	Churchill's Secret Army [British History]	Pedal Power and Beyond [Science]	Fair Food [DT: food / fairtrade]	Oxford: City of Spires [local history and locality study]	
	Autumn Term One & Two	Spring Term Three and Four		Summer Term Five and Six	
Understanding English, communication and languages	<p><b>FOCUS:</b> Children use and apply their literacy skills confidently and competently in their learning and in everyday contexts. They convey ideas and opinions clearly and respond creatively and critically to a wide range of information and ideas.</p> <p>1. <b>listen attentively, talk clearly and confidently</b> about their thoughts, opinions and ideas, listening carefully to others so that they can refine their thinking and express themselves effectively</p> <p>2. <b>read accurately and fluently to comprehend and critically respond</b> to texts of all kinds, on paper and on screen, in order to access ideas and information</p> <p>3. <b>write, present and broadcast</b> a range of ideas, in a wide variety of forms and with awareness of different audiences and purposes; communicate these ideas with accuracy on paper, on screen and through multimodal texts</p> <p>4. <b>analyse, evaluate and criticise</b> a range of uses of language in order to draw out meaning, purpose and effect.</p>				
	<p><b>Recount</b> – my evacuee experience. Chn write first hand recount of their experiences at the outbreak of war. Identifying features and sustaining varied and engaging language.</p> <p><b>Instructional texts</b> – cross curricular links to History - how to build an Anderson Shelter and Science – how to make a secret agent pressure switch.</p> <p><b>Stories that raise dilemmas</b> – Reading Goodnight Mr Tom as class book. Life of evacuees – right or wrong to evacuate? Repercussions and long-term impact of war on ordinary families.</p> <p><b>Research and report writing</b> – the life and challenges of female WW2 pilots.</p> <p><b>Poetry</b> – visual poems conveying the emotions and experiences of ordinary people and soldiers during WW2</p> <p><b>Narrative</b> – descriptive writing conveying mood and atmosphere.</p>	<p><b>Essential knowledge</b></p> <p>a. how language is used to express, explore and share information, ideas, thoughts and feelings</p> <p>b. the power of language and communication to engage people and influence their ideas and actions</p> <p>c. how creativity and imagination are essential to making new meanings, exploring and experimenting with language and creating effects</p> <p>d. how languages work, their structures and conventions, variations in use and changes over time</p> <p>e. how languages, literature and the media enable different ways of thinking and give access to ideas and experiences from different cultures and times.</p>			
Mathematical Understanding	<p><b>Place Value</b> no.s to 1million, compare, order and round counting in powers of 10, negative numbers</p> <p><b>Four operations</b> Add and subtract to more than 4 digits Inverse operation Multiples and common multiples Multiply and divide by 10, 100, 1000. Multiply by up to 4 digits by 2 digits. Factors and common factors Divide by 1 digit, Long division and short division dividing by 1 and 2 digits. Square numbers</p> <p><b>Cube numbers</b> <b>Primes to 100</b> <b>Order of operations</b> <b>Mental calculations</b> <b>Fractions</b> Equivalent fractions, simplify fractions fractions on a number line. Improper and mixed numbers. compare and order fractions. Add and subtract fractions. Divide fractions Fractions of amounts <b>Consolidation and assessment</b></p>				
Religious Education	<p>Christianity, Islam and Sikhism</p> <p><b>Oxford Diocese Scheme of Work &amp; Big Questions:</b></p> <ol style="list-style-type: none"> <li>...Are you inspired?</li> <li>...Is God made Man a good way to understand the Christmas Story?</li> </ol>	<ol style="list-style-type: none"> <li></li> <li></li> </ol>	<ol style="list-style-type: none"> <li></li> <li></li> </ol>		
Scientific and Technological understanding (SC / DT / Computing)	<p><b>Science:</b> Forces, including:</p> <ul style="list-style-type: none"> <li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</li> </ul> <p>Changing Circuits, including:</p> <ul style="list-style-type: none"> <li>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>use recognised symbols when representing a simple circuit in a diagram.</li> </ul> <p><b>DT:</b></p> <ul style="list-style-type: none"> <li>Use tools safely and accurately.</li> <li>Assemble components to make working models.</li> <li>Confidently select appropriate tools, materials, components and techniques and use them.</li> <li>Know how to reinforce and strengthen a</li> </ul>	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li></li> </ul> <p><b>DT:</b></p> <ul style="list-style-type: none"> <li></li> </ul> <p><b>Computing:</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li></li> </ul> <p><b>DT:</b></p> <ul style="list-style-type: none"> <li></li> </ul> <p><b>Computing:</b></p> <ul style="list-style-type: none"> <li></li> </ul>		

	<ul style="list-style-type: none"> <li>3D framework.</li> <li>Construct products using permanent joining techniques.</li> <li>Evaluate their work both during and at the end of the assignment</li> </ul> <p><b>Computing:</b></p> <p>Control (algorithms)</p> <ul style="list-style-type: none"> <li>Independently create sequences of commands to control devices in response to sensing (i.e. use inputs as well as outputs).</li> <li>Design, build, test, evaluate and modify the system; ensuring that it is fit for purpose.</li> </ul>				
<b>Historical, geographical and social understanding</b> <i>(Hist / Geog)</i>	<p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>Name and location of the world's countries, focussing on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>Name and location of counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>The position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>a study of an aspect in British history that extends pupils' chronological knowledge beyond 1066, for example: WWII</li> <li>To distinguish between fact and opinion and make choices about sources of online information to find out about communities, locations, environments and events</li> <li>To explore the different ways we can find out about the past and how to understand the evidence</li> <li>To link sources and work out how conclusions were arrived at; consider ways to check accuracy of interpretations</li> <li>To begin to identify primary and secondary sources</li> <li>To use evidence to build a picture of a past event</li> <li>To record and communicate knowledge in different forms</li> </ul>	<p><b>Geography:</b></p> <ul style="list-style-type: none"> <li></li> </ul> <p><b>History:</b></p> <ul style="list-style-type: none"> <li></li> </ul>		<p><b>Geography:</b></p> <ul style="list-style-type: none"> <li></li> </ul> <p><b>History:</b></p> <ul style="list-style-type: none"> <li></li> </ul>	
	<p><b>Art:</b></p> <ul style="list-style-type: none"> <li>To design and create images and artefacts by selecting, developing and refining techniques and using a range of materials and media ideas</li> <li>To create sketch books to record their observations and use them to review and revisit ideas with increasing sophistication</li> <li>To analyse and evaluate the work of great artists, architects and designers in history and relate it to their own work</li> </ul> <p><b>Music:</b></p> <ul style="list-style-type: none"> <li>Appreciate a wider range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>To describe and compare different kinds of music using appropriate musical vocabulary</li> <li>To listen carefully, developing and demonstrating musical understanding and increasing aural memory</li> </ul>	<p><b>Art:</b></p> <ul style="list-style-type: none"> <li></li> </ul> <p><b>Music:</b></p> <ul style="list-style-type: none"> <li></li> </ul>		<p><b>Art:</b></p> <ul style="list-style-type: none"> <li></li> </ul> <p><b>Music:</b></p> <ul style="list-style-type: none"> <li></li> </ul>	
<b>Understanding physical development, health and wellbeing</b> <i>(PE / PSHE)</i>	<p>Netball/ Swimming</p>	<p>Hockey / Swimming /</p>			
	<p><b>Swimming:</b></p> <ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>Use a range of strokes effectively such as front crawl, backstroke and breaststroke</li> <li>Perform safe self-rescue in different water-based situations.</li> <li>Perform dances using a range of movement patterns</li> <li>Develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement.</li> </ul> <ul style="list-style-type: none"> <li>Netball</li> </ul> <p>Chest, shoulder bounce pass  Receiving the ball  Creating space  Defending  Shooting</p> <ul style="list-style-type: none"> <li>Hockey</li> </ul> <p>Dribbling and moving with the ball</p>	<p><b>PE:</b></p> <ul style="list-style-type: none"> <li></li> </ul>		<p><b>PE:</b></p> <ul style="list-style-type: none"> <li></li> </ul>	

	Short push passing Long distance push passing Receiving and controlling the ball Goal scoring and defending		
	<p><b>PSHE (SCARF):</b>          Me and My Relationships</p> <ul style="list-style-type: none"> <li>• How to manage changing emotions and relationships and how new relationships may develop</li> <li>• To use strategies that manage and control strong feelings and emotions, and deal with negative pressures</li> <li>• Demonstrate how to respond to a wide range of feelings in others;</li> <li>• Reflect on their own friendship qualities.</li> <li>• Recognise basic emotional needs, understand that they change according to circumstance;</li> <li>• Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</li> </ul> <p>Valuing difference</p> <ul style="list-style-type: none"> <li>• Explain why friendships sometimes end</li> <li>• Develop an understanding of discrimination and its injustice,</li> <li>• Empathise with people who have been, and currently are, subjected to injustice, including through racism;</li> <li>• Consider how discriminatory behaviour can be challenged</li> <li>• Give examples of how bullying behaviours can be stopped</li> </ul>	<p><b>PSHE (SCARF):</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>PSHE (SCARF):</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>