



	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>FOCUS: 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. listen attentively, talk clearly and confidently about their thoughts, opinions and ideas, listening carefully to others so that they can refine their thinking and express themselves effectively</p> <p>2. read accurately and fluently to comprehend and critically respond to texts of all kinds, on paper and on screen, in order to access ideas and information</p> <p>3. write, present and broadcast 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. analyse, evaluate and criticise a range of uses of language in order to draw out meaning, purpose and effect.</p>				
	<p>Recount – my evacuee experience. Children write first hand recount of their experiences at the outbreak of war. Identifying features and sustaining varied and engaging language.</p> <p>Instructional texts – cross curricular links to History - how to build an Anderson Shelter and Science – how to make a secret agent pressure switch.</p> <p>Stories that raise dilemmas – 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>Research and report writing – the life and challenges of female WW2 pilots.</p> <p>Poetry – visual poems conveying the emotions and experiences of ordinary people and soldiers during WW2</p> <p>Narrative – descriptive writing conveying mood and atmosphere.</p>	<p>Essential knowledge</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>Place Value numbers to 1million, compare, order and round</p> <p>Counting in powers of 10, negative numbers</p> <p>Four operations</p> <p>Add and subtract to more than 4 digits</p> <p>Inverse operation</p> <p>Multiples and common multiples</p> <p>Multiply and divide by 10, 100, 1000.</p> <p>Multiply by up to 4 digits by 2 digits. Factors and common factors</p> <p>Divide by 1 digit, Long division and short division</p> <p>Dividing by 1 and 2 digits. Square numbers</p> <p>Cube numbers</p> <p>Primes to 100</p> <p>Order of operations</p> <p>Mental calculations</p> <p>Fractions 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</p> <p>Consolidation and assessment</p>	<p>Fractions Equivalent fractions, simplify fractions, fractions on a number line. Improper and mixed numbers. compare and order fractions. Add and subtract fractions. Divide fractions</p> <p>Fractions of amounts</p> <p>Measure - convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</p> <p>Area and Perimeter - measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p> <p>Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes</p> <p>Estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]</p> <p>Solve problems involving converting between units of time</p> <p>Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</p>	<p>Revision of key areas and concepts including:</p> <p>Four operations</p> <p>Add and subtract to more than 4 digits</p> <p>Inverse operation</p> <p>Multiples and common multiples</p> <p>Multiply and divide by 10, 100, 1000.</p> <p>Multiply by up to 4 digits by 2 digits. Factors and common factors</p> <p>Divide by 1 digit, Long division and short division dividing by 1 and 2 digits. Square numbers</p> <p>Measurements including converting units of measure and metric and non-metric</p> <p>Cube numbers</p> <p>Primes to 100</p> <p>Fractions Equivalent fractions, simplify fractions, fractions on a number line. Improper and mixed numbers. compare and order fractions. Add and subtract fractions. Divide fractions</p> <p>Fractions of amounts. Fractions sequences.</p> <p>Time</p> <p>Revise time, reading analogue and digital and solving problems involving time</p> <p>Read timetables</p> <p>Statistics</p> <p>Read, interpret and create line graphs</p> <p>Two way line graphs</p> <p>Position and Direction</p> <p>Reflection, translation and symmetry</p> <p>Fraction, decimal and percentages recap</p> <p>Problems involving percentages</p> <p>Nrich problems and challenges for more able pupils. Low threshold, high ceiling</p>		
Religious Education	<p>Christianity, Islam and Sikhism</p> <p>Oxford Diocese Scheme of Work & Big Questions:</p> <ol style="list-style-type: none"> Are you inspired? Is God made Man a good way to understand the Christmas Story? 	<p>Oxford Diocese Scheme of Work & Big Questions:</p> <ol style="list-style-type: none"> Does the community of the Gurdwara help Sikhs lead better lives? Was the death of Jesus a worthwhile sacrifice? 	<p>Oxford Diocese Scheme of Work & Big Questions:</p> <ol style="list-style-type: none"> Can we know what God is like? Does it matter what we believe about creation? 		
Scientific and Technological understanding (SC / DT / Computing)	<p>Science:</p> <p>Forces, including:</p> <ul style="list-style-type: none"> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect <p>Changing Circuits, including:</p> <ul style="list-style-type: none"> Associate the brightness of a lamp or 	<p>Science:</p> <p>Properties and changes of materials</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> 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 Know 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 mixtures might be separated, including through filtering, sieving and 	<p>Science:</p> <p>Animals including humans – nutrients/circulatory system/exercise.</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans 		

	<p>the volume of a buzzer with the number and voltage of cells used in the circuit</p> <ul style="list-style-type: none"> • 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 • Use recognised symbols when representing a simple circuit in a diagram. <p>DT:</p> <ul style="list-style-type: none"> • Use tools safely and accurately. • Assemble components to make working models. • Confidently select appropriate tools, materials, components and techniques and use them. • Know how to reinforce and strengthen a 3D framework. • Construct products using permanent joining techniques. • Evaluate their work both during and at the end of the assignment <p>Computing: Control (algorithms)</p> <ul style="list-style-type: none"> • Independently create sequences of commands to control devices in response to sensing (i.e. use inputs as well as outputs). • Design, build, test, evaluate and modify the system; ensuring that it is fit for purpose. 	<p>evaporating</p> <ul style="list-style-type: none"> • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • 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 <p>Computing: Control (algorithms)</p> <ul style="list-style-type: none"> • Independently create sequences of commands to control devices in response to sensing (i.e. use inputs as well as outputs). • Design, build, test, evaluate and modify the system; ensuring that it is fit for purpose. 	<p>Living things and habitats -</p> <ul style="list-style-type: none"> • 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 • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • Give reasons for classifying plants and animals based on specific characteristics <p>DT:</p> <ul style="list-style-type: none"> • Create a balanced nutritional meal. • Use tools safely and accurately. • Assemble components to make working models. • Confidently select appropriate tools, materials, components and techniques and use them. • Know how to reinforce and strengthen a 3D framework. • Construct products using permanent joining techniques. • Evaluate their work both during and at the end of the assignment
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical, geographical and social understanding (Hist / Geog)</p>	<p>Geography:</p> <ul style="list-style-type: none"> • Name and location of the world's countries, focusing on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • 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 • 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) <p>History:</p> <ul style="list-style-type: none"> • A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066, for example: WWII • To distinguish between fact and opinion and make choices about sources of online information to find out about communities, locations, environments and events • To explore the different ways we can find out about the past and how to understand the evidence • To link sources and work out how conclusions were arrived at; consider ways to check accuracy of interpretations • To begin to identify primary and secondary sources • To use evidence to build a picture of a past event • To record and communicate knowledge in different forms 	<p>History:</p> <ul style="list-style-type: none"> • A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Devise historically valid questions about change, cause, similarity and difference, and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources. 	<p>Geography:</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom,

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding the arts (Art / Mu)</p>	<p>Art:</p> <ul style="list-style-type: none"> To design and create images and artefacts by selecting, developing and refining techniques and using a range of materials and media ideas To create sketch books to record their observations and use them to review and revisit ideas with increasing sophistication To analyse and evaluate the work of great artists, architects and designers in history and relate it to their own work <p>Music:</p> <ul style="list-style-type: none"> Appreciate a wider range of high-quality live and recorded music drawn from different traditions and from great composers and musicians To describe and compare different kinds of music using appropriate musical vocabulary To listen carefully, developing and demonstrating musical understanding and increasing aural memory 		<p>Art:</p> <ul style="list-style-type: none"> To design and create a Mayan mask, selecting, developing and refining techniques and using a range of materials and media ideas Use clay to create a Mayan artefact. To create sketch books to record their observations and use them to review and revisit ideas with increasing sophistication To analyse and evaluate the work of Mayan artists and designers and relate it to their own work. <p>Music:</p> <ul style="list-style-type: none"> To understand how to hold and blow into the recorder To know how to place the fingers and blow correctly to make notes B, A, and G. To play simple tunes with the notes of short and long duration. To read standard notation for a crotchet rest. To play simple tunes that include crotchet rests. 		<p>Art: Mixed media and collage Study well known artists collage and mixed media works of art. Use to inspire own work. Use a range of sources and materials natural and man-made.</p> <p>Music:</p> <ul style="list-style-type: none"> To understand how to hold and blow into the recorder To know how to place the fingers and blow correctly to make notes B, A, G, E, F sharp and C To play simple tunes with the notes of short and long duration. To read standard notation for a crotchet rest. To play simple tunes that include crotchet rests. <p>Summer Production: To rehearse and perform Summer Production.</p>	
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding physical development, health and wellbeing (PE / PSHE)</p>	<p>Netball/ Swimming</p>	<p>Hockey / Swimming</p>	<p>Gymnastics Balance agility and strength</p>	<p>Dance Interpreting Latin American music</p>	<p>Tennis / Athletics Develop running, pace and technique. Practise throwing.</p>
<p>PE: Swimming:</p> <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively such as front crawl, backstroke and breaststroke Perform safe self-rescue in different water-based situations. Perform dances using a range of movement patterns Develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement. <p>Netball</p> <ul style="list-style-type: none"> Chest, shoulder bounce pass Receiving the ball Creating space Defending Shooting <p>Hockey</p> <ul style="list-style-type: none"> Dribbling and moving with the ball Short push passing Long distance push passing Receiving and controlling the ball Goal scoring and defending 		<p>PE: Gymnastics - balance, agility and strength Pupils will</p> <ul style="list-style-type: none"> Replicate basic balance, rotation and flight based movements. Demonstrate correct take off and landing technique, as well as a clear body shape whilst airborne. Apply movements, agilities and balances individually and as part of a fluent sequence. select, combine and perform skills; actions and balances demonstrating varied levels of creativity. Perform individual balances demonstrating control and body extension. Understand the need for good body tension when replicating movements. Be able to perform the partner balances showing an understanding about counter balance and tension. Be able to perform skills in a small sequence showing creativity. 		<p>PE: Tennis:</p> <ul style="list-style-type: none"> develop specific shots. gain understanding of match play and scoring <p>Athletics:</p> <ul style="list-style-type: none"> To develop flexibility, strength, technique, control and balance. To use running, jumping, throwing and catching in isolation and in combination in the context of athletics. To use running, jumping, throwing and catching in isolation and in combination in the context of running for distance in athletics <p>Rounders</p> <ul style="list-style-type: none"> Develop hitting technique Develop fielding skills including bowling, throwing, catching and team playing 		
<p>PSHE (SCARF): Me and My Relationships</p> <ul style="list-style-type: none"> How to manage changing emotions and relationships and how new relationships may develop To use strategies that manage and control strong feelings and emotions, and deal with negative pressures Demonstrate how to respond to a wide range of feelings in others; Reflect on their own friendship qualities. Recognise basic emotional needs, understand that they change according to circumstance; Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks. <p>Valuing difference</p> <ul style="list-style-type: none"> Explain why friendships sometimes end Develop an understanding of discrimination and its injustice, Empathise with people who have been, and currently are, subjected to injustice, including through racism; Consider how discriminatory behaviour can be challenged Give examples of how bullying behaviours can be stopped. 		<p>PSHE (SCARF):</p> <ul style="list-style-type: none"> Keeping myself safe Rights and respect 		<p>PSHE (SCARF):</p> <ul style="list-style-type: none"> Being My best Growing and Changing 		