Shellingford CE (A) Primary School

"Inspiring hearts and minds"

	Class Four	Year Group: Y5/6		Year 2023-24
TOPIC TITLE:	**Ancient Greece**	**Ramble in the Rainforest**	**Shakespeare**	**Invasion! Anglo-Saxon and Vikings**
	Autumn Term One & Two	**Spring Term Three and Four**		**Summer Term Five and Six**
Understanding English, communication and languages	Text types: • Contemporary fiction • Recount • Research skills/explanatory • Myths/legends (linked to Ancient Greece) • Poetry (light theme – Science link)	Text types: • Adventure stories • Discussion/debate • Persuasion • Dialogue/playscript		Text types: • Newspaper article • Poetry (kennings) • Biography • Research/explanatory • Film narrative • Time-altered narrative • Non-chronological report • Instructional/procedural
Mathematical Understanding	Number – place value Read, write, order and partition numbers up to 1,000,0000, including placing them on a number line. Count on in intervals between 10 – 100,000. Round numbers to the nearest 10, 100 and 1,000. Additionally, Y6: numbers to 10,000,000; negative numbers. Number- addition and subtraction Add and subtract numbers up to 5-digits, round to check, use the inverse operation and use addition and subtraction in the context of real-life word problems. Number – multiplication and division Multiples, factors, prime, square and cube numbers, multiply and divide by 10, 100, 1,000 and beyond. Additionally, Y6: multiply a 4-digit number by a 2-digit number; short division and an introduction to long division. ~~Number- fractions~~ ~~Find fractions equivalent to unit and non-unit fractions, convert fractions to mixed numbers and vice versa, add and subtract fractions (initially with the same denominator), order fractions. Additionally, Y6: add and subtract fractions and mixed numbers; solve multi-step problems.~~ ~~Shape~~ ~~Kg and Km. mm and ml, converting units of length, converting metric to imperial as well as units of time. Metric measures (converting and calculating), miles and kilometres, imperial measures.~~	Number- fractions **(T3)** Find fractions equivalent to unit and non-unit fractions, convert fractions to mixed numbers and vice versa, add and subtract fractions (initially with the same denominator), order fractions. Additionally, Y6: add and subtract fractions and mixed numbers; solve multi-step problems. **Y5:** 19 small steps (including pre-/post-assessment) **Y6:** 20 small steps (including pre-/post-assessment) Y5: Decimals and percentages **(T4)** • Decimals up to 2 decimal places • Equivalent fractions and decimals (tenths / hundredths) • Thousandths as fractions and as decimals • Thousandths on a place value chart • Order and compare decimals (with the same number of decimal places and then to three decimal places) • Round to the nearest whole number • Round to one decimal place • Understand % • % as fractions and as decimals • Equivalent fractions, decimals and % 17 small steps (including pre-/post-assessment) + join Y6 for their final 3 steps which continue their learning. Y6: Decimals, fractions and percentages **(T4)** • Place value (integers and decimals) • round decimals, add/subtract decimals • multiply and divide by 10, 100 and 1000 • multiply and divide decimals by integers • multiply and divide decimals in context • decimal and % equivalents • fractions as division • understand % • fractions to % • equivalent fractions, decimal and % • Order fractions, decimals and % • % of an amount – one step and then multi-step • % - missing values 20 small steps (including pre-/post-assessment) 4 weeks/4 days 5 weeks/4 days		
Religious Education	Christianity, Islam and Sikhism **Oxford Diocese Scheme of Work & Big Questions:** 1. Does the community of the Gudwara help Sikhs lead better lives? 2. Was Jesus the Messiah? (UCP2b.4)	1. How can following God bring freedom and justice? UCP2b.3 2. What did Jesus do to save human beings? UCP2b.6		1. What does it mean if God is holy and loving? UCP2b.1 2. Creation and Science: conflicting or complementary? UCP2b.2
Scientific and Technological understanding *(SC / DT / Computing)*	**Science:** **Light** – Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. **DT:** • Christmas-themed cooking **Computing:** Teach Computing KS2, Year 5/Unit 5, creating media – Introduction to vector graphics.	**Science:** **Earth and Space** – Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. **DT:** • Not taught this term **Computing:** Teach Computing KS2, Year 5/Unit 4, Data and information – Flat-file databases. Teach Computing KS2, Year 6/Unit 2, creating media – Web page creation (cross-curricular links with Science and/or Geography)		**Science:** **Electricity** - Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. 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. **DT:** • Battery-operated lights (Science link: Electricity) • Hand-held labyrinth **Computing:** Teach Computing KS2, Year 6/Unit 1, computing systems and networks – collaboration and communication.

Historical, geographical and social understanding *(Hist / Geog)*	**Geography:** Place study of a European region (Modern Greece). **History:** Ancient Greece – a study of Greek life and achievements and their influence on the western world.	**Geography:** A comparison of the UK and a region in South America (Brazil). • To know the location of Brazil • To explore the physical geography of Brazil • To understand the importance of the Amazon rainforest (several lessons/English link) • To find out about the urbanisation of Brazil • To explore Rio de Janeiro as a tourist destination • To explore the culture of Brazil **History:** Not taught this term.	**Geography:** Not taught this term. **History:** **Britain's settlement by the Anglo-Saxons and Scots**. To include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**. To include: Viking raids and invasion. Resistance by Alfred the Great and Athelstan, first king of England. Further Viking invasions and Danegeld. Anglo-Saxon laws and justice. Edward the Confessor and his death in 1066.
Understanding the arts *(Art / Mu)*	**Art:** • Take One Picture (National Gallery Art project) • Design, create and make comedy and tragedy masks. **Music:** • Exploring musical notation (using the recorder) • Pop Ballads, including Christmas ballads.	**Art:** Art/self-portraits inspired by the work of Frida Kahlo (To include an artist study) • To learn about Frida Kahlo and analyse some of her work • To study the self-portraits of FK • To explore how FK drew on her cultural background for her artwork. • To understand what surrealism is in artwork. • To explore how FK painted moments in her life and expressed emotion through her work. **Music:** • Emotions and musical styles. • Jazz and improvisation.	**Art:** • Identify the characteristic features of Viking art. • Draw Viking patterns (knots) • Use pencils to create a piece of Viking animal artwork, to sketch a dragon head and to draw a portrait of a Viking warrior. **Music:** • Happy Motown. • Songs for the Summer Production.
Understanding physical development, health and wellbeing *(PE / PSHE)*	**PE:** • Swimming (x10 weekly lessons) • OAA (Yenworthy residential) • Rounders • Football	**PE:** • Dance (Dance through the decades – 1960s-2010s and some Brazilian dance) • Tag Rugby (TA sports stars – football x 4 sessions; rugby x5 sessions)	**PE:** • Gymnastics • Tennis • Athletics
	PSHE (SCARF): • Me and My Relationships • Valuing Difference	**PSHE (SCARF):** <u>Keeping Safe:</u> • To share or not to share • Exploring habits and addiction • What sort of drug is…? • Alcohol – what is normal? • Pre-/post-unit assessment <u>Rights and Respect:</u> • Two sides to every story • Fakebook friends • What's it worth? • Happy shoppers – caring for the environment (link to Geography_ • Pre-/post-assessment	**PSHE (SCARF):** • Being My Best • Growing And Changing