Shellingford CE (A) Primary School

"Inspiring hearts and minds"

	Class Four Year Group: Y5/6		Year 2024-25
TOPIC TITLE:	**Churchill's Secret Army**	**Mayans**	**Oxford**
	Autumn Term One & Two	**Spring Term Three and Four**	**Summer Term Five and Six**
Understanding English, communication and languages	Text types: • Contemporary fiction, including stories that raise dilemmas • Recount • Research skills/explanatory • Poetry (structured)	Text types: • Legends (link to Mayan topic) • Discussion/debate (linked to PHSE) • Persuasion (linked to PHSE) • Poetry (visual 'concrete')	Text types: • Contemporary fiction (Lyra's Oxford and Northern Lights by Philip Pullman) • Adventure stories (Treasure – Pie Corbett Talk for Writing unit) • Instructional/procedural (linked to PHSE) • Poetry (free verse)
Mathematical Understanding	<u>Number – place value</u> 15 small steps <u>Number- addition and subtraction</u> 5 small steps <u>Number – multiplication and division A</u> 9 small steps <u>Number- fractions</u> 18 small steps <u>Multiplication and division B</u> 14 small steps .	• Fractions • Multiplication and division • Decimals • Area, perimeter and volume	<u>Area, perimeter and volume:</u> Cubic cm; volume of a cuboid; compare volume <u>Geometry:</u> Understand and use degrees; classify and measure angles; calculate angles around a point and on a straight line; vertically opposite angles; angles in triangles and quadrilaterals; regular and irregular polygons; circles; drawing shapes and 3D shapes <u>Fractions, decimals and percentages</u>: Tenths, hundredths, thousandths; Fractions as division; Understanding percentages; Percentages as fractions; Equivalent fractions, decimals and percentages; Ordering fractions, decimals and percentages <u>Position and direction</u>: The first quadrant; Four quadrants'; Solving problems with co-ordinates; Translations; Lines of symmetry; Reflections <u>Statistics</u>: Draw line graphs; read and interpret line graphs; bar charts; read and interpret tables; read and interpret timetables; read and interpret pie charts; pie charts with percentages; mean, mode and median.
Religious Education	Christianity, Islam and Sikhism → **Oxford Diocese Scheme of Work & Big Questions:** 1. How far does the mosque contribute to the Muslim concept of Ummah? 2. What kind of King is Jesus? (UC2b.8)	3. What difference does the resurrection make for Christians? (UC2b.7) 4. Creation and Science: conflicting or complimentary? (UC2b.2)	5. What would Jesus do? (UC2b.5) 6. How do Sikhs understand God? (OBDE Y4)
Scientific and Technological understanding *(SC / DT / Computing)*	**Science:** **Forces – Gravity. Friction, Mechanisms** • 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. **Rocks and Changes of matter** – • Compare and group together everyday materials based on 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 evaporating • Give reasons, based on evidence from comparative and fair tests, for the 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. **DT:** Design and make a miniature OB or Anderson Shelter (https://www.youtube.com/watch?v=rHyxP3epU-w) See NC Programme of Study (this unit covers all objectives with the exception of bullet point#4 of technical knowledge) **Computing:** <u>Year 5 Twinkl unit: Strategic searching online</u> (link to English research unit) <u>Year 5 Twinkl unit: Radio station</u> (link to the significance of the radio/wireless in WWII)	**Science:** **Living things and habitats –** • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals • Give reasons for classifying plants and animals based on specific characteristics. **Evolution and inheritance -** • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. **DT:** Fairtrade Food – prepare and cook a savoury dish using fairtrade ingredients and a range of cooking techniques. **Computing:** <u>Year 5 Twinkl unit: Coding with Scratch – developing games</u> <u>Year 5 Twinkl unit: Internet Safety</u>	**Science:** **Animals, including humans** - • 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. • Describe the changes as humans develop to old age. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows. **DT:** Research, plan, design and prepare a fairtrade snack (e.g., fruit kebabs); market and sell them as part of the Year 6 Enterprise project; create an accompanying information leaflet to inform buyers about the benefits of their product. **Computing:** <u>Year 5 Twinkl unit: Flowol</u> <u>Year 5 Twinkl unit: Using and applying skills</u>

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<tr>
<td rowspan="1">Historical, geographical and social understanding
(Hist / Geog / French)</td>
<td>Geography:
Not taught this term

History:
British History/local History - Spies and Saboteurs: Churchill's Secret Army (WWII).

French:
Pleased to meet you
All about ourselves</td>
<td>Geography:
Not taught this term

History:
Non-European society - Mayans

French:
That's tasty
Family and friends</td>
<td>Geography:
<u>Fairtrade food</u>:
Research and create a fact file on Fairtrade farming using the example of a banana; map the journey of a cocoa bean from tree to chocolate bar, focussing on the experiences of fairtrade farmers.

<u>Locality study - Oxford</u>
• 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 knowledge of Shellingford and Oxford;
• 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;
• Explore economic activity in Oxford and compare that to Shellingford;
• Explore how communities have settled in Oxford and compare this to Shellingford. How is the land used? Explore the similarities and differences in the communities that have settled in both places;
• Town and Gown – the differing faces of Oxford.
• Compare the lives of two citizens – a local and a student at the University.

French:
School life
Time travelling</td>
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<td rowspan="1">Understanding the arts
(Art / Mu)</td>
<td>Art:
<u>Drawing</u> – KS2 propaganda posters (research and create own)
Materials – use hard and soft pencils, charcoals and ink to create a textured grip. Outcome: still life drawings.
Focus artist: Eric Kennington

Painting: Rothko and Kandinsky
Investigate colour mixing and the colour wheel and create own colourful piece of art.

Music:
• Exploring musical notation (using the recorder)
• Pop Ballads, including Christmas ballads.

Female composer/musicians… see Y6 spring 2 'you've got a friend' or 'music and me' unit see Y 6 summer 1</td>
<td>Art:
<u>Sculpture</u>:
Mayan face mask
Mayan clay tile reflecting Mayan culture and history.

Music:
• Playing the recorder</td>
<td>Art:
Collage/mixed media – 6-step project:
• Poem portrait – explore how a drawing can be developed.
• Developing drawings – to combine materials for effect.
• Self-portraits – to identify the features of self-portraits.
• Changing faces - To develop ideas towards an outcome by experimenting with materials and techniques.
• Mixed media - To apply knowledge and skills to create a mixed media self-portrait.

Backdrops and props for the summer production.

Music:
• Songs for the Summer Production.</td>
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<td rowspan="2">Understanding physical development, health and wellbeing
(PE / PSHE)</td>
<td>PE:
• Swimming (x10 weekly lessons)
• OAA (Yenworthy residential)
• Netball / hockey</td>
<td>PE:
• TA Sports Stars – High5 Netball and Uni-Hock
• Gymnastics
• Dance</td>
<td>PE:
• Tennis
The ABCs of tennis; forehand; backhand; serve and volley
• Athletics
Athletic fundamentals; sprinting; middle and long-distance running; hurdles; javelin and sports day</td>
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<td>PSHE (SCARF):
<u>Me and My Relationships</u> (Y5 unit)
• Collaboration challenge
• Give and take
• Communication
• How good a friend are you?
• Relationship cake recipe
• Our emotional needs
• Being assertive
<u>Valuing Difference</u> (Y5 unit)
• Qualities of friendship
• Kind conversation
• Happy being me
• The land of Red People
• Is it true?
• Stop, start, stereotypes
• It could happen to anyone</td>
<td>PSHE (SCARF):
<u>Keeping Safe</u> (Y5 unit)
• Stop bullying
• Play, like, share
• Decision dilemmas
• Ella's diary dilemma
• Vaping: healthy or unhealthy? (balanced argument writing/persuasive writing opportunities)
• Would you risk it?
<u>Rights and Respect</u> (Y5 unit)
• What's the story?
• Mo makes a difference
• Rights, respects and duties
• Spending wisely
• Lend us a fiver!
• Local councils</td>
<td>PSHE (SCARF):
<u>Being My Best</u> (Y5 unit) – instructional writing opportunities
• It all adds up
• Different skills
• My school community
• Independence and responsibility
• Star qualities?
• Basic first aid, including sepsis
<u>Growing And Changing</u> (Y5 unit) – links to Science unit on animals, including humans.
• How are they feeling?
• Taking notice of our feelings
• Dear Ash
• Growing and changing bodies (to include making babies, linked to Science unit on animals, including humans)
• Help! I'm a teenager – get me out of here!</td>
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