Year 5/6
Term: Autumn 1

Subject	Prior Skills/Knowledge/language	New skills	Planning
English Exploration narrative Formal mission log	**LKS2** -extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although -using the present perfect form of verbs in contrast to the past tense -choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition -using conjunctions, adverbs and prepositions to express time and cause -using fronted adverbials	-recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms -using the perfect form of verbs to mark relationships of time and cause - using expanded noun phrases to convey complicated information concisely -using modal verbs or adverbs to indicate degrees of possibility -using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun -using commas to clarify meaning or avoid ambiguity in writing -using hyphens to avoid ambiguity	**Exploration narrative** • Make predictions about and explore a new text • Analyse an exploration narrative looking at structure, language features and writer's choice of vocabulary • Descriptive poetry and setting descriptions • Plan, write and edit an exploration narrative **Formal mission log** • Explore new technical vocabulary • Research and gather ideas • Write in formal sentences

		-using brackets, dashes or commas to indicate parenthesis -using semi-colons, colons or dashes to mark boundaries between independent clauses -using a colon to introduce a list -punctuating bullet points consistently	• Plan, write and edit a formal mission log about different events
Maths Place Value Four Operations	**Year 4** Count in multiples of 6, 7, 9, 25 and 1,000 Find 1,000 more or less than a given number. Count backwards through 0 to include negative numbers. Recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s and 1s). Order and compare numbers beyond 1,000 Identify, represent and estimate numbers using different representations. Round any number to the nearest 10, 100 or 1,000. Solve number and practical problems that involve all of the above and with increasingly large positive numbers. Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0. **Year 5** Read, write, order and compare numbers to at least 1000000 and determine the value of each digit. Count forwards or backwards in steps of powers of 10 for any given number up to 1000000. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers	**Year 5** -Read, write, order and compare numbers to at least 1000000 and determine the value of each digit. -Count forwards or backwards in steps of powers of 10 for any given number up to 1000000. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero. -Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000 Solve number problems and practical problems that involve all of the above. **Year 6** -Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit -Round any whole number to a required degree of accuracy Use negative numbers in context, and calculate intervals across zero. Solve	**Year 5** • Place value of increasingly large numbers to 1 million • Rounding numbers to 10, 100 and 1000, negative numbers, counting in 10s, 100s, 1000s, 10,000s • Roman Numerals, add and subtract 2 4 digit numbers • Subtract whole numbers with more than four digits, inverse operations • Multiply 4 digits by 1 digit, multiply 2 digits by 2 digits, multiply 3 digits by 2 digits • – Divide 2 digits by 1 digit, divide 3 digits by 1 digit, divide 4 digits by 1 digit • Multiply by 10, 100 and 1000, divide by 10, 100, 1000 • Multiples, prime numbers, square numbers, cube numbers **Year 6**

	including through zero. Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000 Solve number problems and practical problems that involve all of the above. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	number and practical problems that involve all of the above. -Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication -Divide numbers up to 4 digits by a twodigit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context -Divide numbers up to 4 digits by a two digit number using the formal written methods of short and long division.	• Increasingly large numbers to 10 million • Rounding numbers to 10, 100 and 1000, negative numbers • Roman Numerals, add and subtract 2 4 digit numbers • Subtract whole numbers with more than four digits, inverse operations, add and subtract integers • Multiply up to 4 digits by 2 digits • Short and long division • Common factors, multiples, primes numbers to 100, square and cube numbers
Science **Animals including humans**	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Y2 - Animals, including humans) Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. (Y3 - Animals, including humans) Describe the simple functions of the basic parts of the digestive system in humans. (Y4 - Animals, including humans) Identify the different types of teeth in humans and their simple functions. (Y4 - Animals, including humans)	The heart pumps blood in the blood vessels around to the lungs. Oxygen goes into the blood and carbon dioxide is removed. The blood goes back to the heart and is then pumped around the body. Nutrients, water and oxygen are transported in the blood to the muscles and other parts of the body where they are needed. As they are used, they produce carbon dioxide and other waste products. Carbon dioxide is carried by the blood back to the heart and then the cycle starts again as it is transported back to the lungs to be removed from the body. This is the human circulatory system.	• To understand the main parts of the circulatory system • To understand the main functions of the heart • To investigate resting heart rate and heart rate after exercise • To understand the main components that make up blood • To understand the benefits of exercise. • To understand the negative effects of alcohol, drugs

		Diet, exercise, drugs and lifestyle have an impact on the way our bodies function. They can affect how well out heart and lungs work, how likely we are to suffer from conditions such as diabetes, how clearly we think, and generally how fit and well we feel. Some conditions are caused by deficiencies in our diet e.g. lack of vitamins.	
RE People of Faith	Children will have previously considered a variety of faiths and compared them with that of their own. Children will have experience of understanding how important faith can be in a persons life and how this might shape their beliefs, values and conduct. Children will have examined a range of bible stories and made connections between these and different faiths.	Explore what it means for a person to have faith and how having faith affects people's lives, values and decisions. Discuss that Christian people are called to build God's kingdom here on earth.	• Pre-assessment: What is faith? What does it mean to be a person of faith? • What did Jesus say about having faith? • Research people who have shown incredible examples of being a person of faith, how have they led their lives to demonstrate this? • Look at deforestation, how would people of faith react to this issue? • Hinduism – What does it mean to be a Hindu? • post assessment – Children present everything they have learnt over the unit.
Geography United Kingdom	-countries that make up the UK -capital cities -seas surrounding the UK -what a coastline and mountain range is	Great Britain, North Sea, UK – the main cities, counties and regions, coastline development, economy, energy source, industry, landmark, sustainable	• Compare and contrast the different countries of the UK • Identify where I live in the UK and locate the UK's major cities

		development, offshore, onshore, national park, land use, causeway, wind turbine, renewable energy.	• Identify physical characteristics of the UK • Understand how people have affected the UK's landscape • Describe and explain the sorts of industries in which the people in the UK work • Understand the different types of energy sources used in the UK and evaluate the advantages and disadvantages of wind energy •
Art **Frida Kahlo**	Analyse artwork and note likes and dislikes Analyse colour and mood Create portraits and self-portraits	Describe who Frieda Kahlo is and give a brief summary of her work. Analyse aspects of a painting including mood and colour. Describe the differences between a portrait and a self-portrait. Describe the general proportions of a face. Describe aspects of Mexican folk art. Identify their own cultural background and use artwork to express this. Describe and apply the aspects of the surrealist movement. Explain what an autobiographical artist does. Express emotions though their own artwork	• To learn about Frida Kahlo and analyse some of her work. • To study the self portraits of Frida Kahlo. • To explore how Kahlo drew on her cultural background for her artwork. • To understand what surrealism is in artwork. • To explore how Kahlo painted moments in her life and expressed emotion through her work. •
PSHE Being me	Have knowledge of different conflicts around the world and how they can be caused. Understand the term racism and the effects of ict on people/society. Explore how rumour spreading can be detrimental and identify	-Identify a range of emotions and understand how we can del with these and how we can also embrace them. -Analyse our inner selves, identifying our strengths and weaknesses. -	• pre assessment • What makes us unique? • Expressing emotions • Uncomfortable feelings • Confidence

	what bullying is. Children can compare their lives with that of others from other cultures through PSHE and RE	Understand how we can repair broken relationships and amend conflicts.	• Doing the right thing • Making amends
Computing **Microsoft Word**	Y4 - Children have prior knowledge of: - Create an animation. -Import film and add titles, credits and transitions. -Add voice-overs and music to an animation - Demonstrate an understanding of how Stop/Go animation	To use a range of software appropriate to the task and to combine these in a multimodal presentation. To plan their presentations effectively adding hyperlinks and action buttons. To evaluate and amend their work Understand how different media can be combined.	• To know what a word processing tool is and what it is used for • To add and edit images to a word document • To know how to use word wrap with images and text • To change the look of text within a document • To add features to a document to enhance its look and usability