

# Year Five and Six

## Cycle 2

	Term 1 <b>Is there anyone out there?</b>	Term 2 <b>Celebrations</b>	Term 3 <b>Japan</b>	Term 4 <b>The Heart</b>	Term 5 <b>Britain since 1948</b>	Term 6 <b>Conflicts</b>
English	<p>Year 5 <b>Biography</b> <b>Narrative (adventure story)</b> <b>Mini saga</b> <b>Explanation</b></p> <ul style="list-style-type: none"> <li>-Relative clauses marked with commas</li> <li>-Fronted adverbials followed by a comma</li> <li>-Adverbial clauses with subordinating conjunctions</li> <li>-Punctuating direct speech</li> <li>-Linking adverbs</li> <li>-Brackets for parenthesis</li> <li>-Non-finite clauses</li> <li>-Use of standard English</li> <li>-Homophones</li> </ul> <p>Year 6 <b>Biography &amp; Autobiography</b> <b>Historical Fiction</b> <b>Explanation texts</b></p> <ul style="list-style-type: none"> <li>-To be able to use a range of conjunctions to create compound and complex sentences</li> <li>-To be able to use non-finite clauses to add detail and description to sentences and to vary openers</li> </ul>	<p>Year 5 <b>Biography</b> <b>Narrative (adventure story)</b> <b>Mini saga</b> <b>Explanation</b></p> <ul style="list-style-type: none"> <li>-Relative clauses marked with commas</li> <li>-Fronted adverbials followed by a comma</li> <li>-Adverbial clauses with subordinating conjunctions</li> <li>-Punctuating direct speech</li> <li>-Linking adverbs</li> <li>-Brackets for parenthesis</li> <li>-Non-finite clauses</li> <li>-Use of standard English</li> <li>-Homophones</li> </ul> <p>Year 6 <b>Biography &amp; Autobiography</b> <b>Historical Fiction</b> <b>Explanation texts</b></p> <ul style="list-style-type: none"> <li>-To be able to use a range of conjunctions to create compound and complex sentences</li> <li>-To be able to use non-finite clauses to add detail and description to sentences and to vary openers</li> </ul>	<p>Year 5 <b>Narrative setting and a character description</b> <b>Non-chronological report</b> <b>Newspaper report</b> <b>Performance poetry</b></p> <ul style="list-style-type: none"> <li>-Brackets, hyphen or commas for parenthesis</li> <li>-Use of commas to clarify meaning</li> <li>-Modal verbs to indicate degrees of possibility</li> <li>-Question tags</li> <li>-Revisit non-finite clauses</li> <li>-Use of standard English</li> <li>-Homophones</li> <li>-Using a colon to introduce a list</li> <li>-Expanded noun phrases</li> </ul> <p>Year 6 <b>Persuasion – letter writing</b> <b>Narrative – using figurative language</b> <b>Discussion</b></p> <ul style="list-style-type: none"> <li>-To be able to use apostrophes correctly</li> <li>-To be able to use a range of sentence starters to create specific effects</li> </ul>	<p>Year 5 <b>Narrative setting and a character description</b> <b>Non-chronological report</b> <b>Newspaper report</b> <b>Performance poetry</b></p> <ul style="list-style-type: none"> <li>-Brackets, hyphen or commas for parenthesis</li> <li>-Use of commas to clarify meaning</li> <li>-Modal verbs to indicate degrees of possibility</li> <li>-Question tags</li> <li>-Revisit non-finite clauses</li> <li>-Use of standard English</li> <li>-Homophones</li> <li>-Using a colon to introduce a list</li> <li>-Expanded noun phrases</li> </ul> <p>Year 6 <b>Persuasion – letter writing</b> <b>Narrative – using figurative language</b> <b>Discussion</b></p> <ul style="list-style-type: none"> <li>-To be able to use apostrophes correctly</li> <li>-To be able to use a range of sentence starters to create specific effects</li> </ul>	<p>Year 5 <b>Instructions</b> <b>Narrative (Mystery story)</b> <b>Autobiography</b> <b>Playscript</b></p> <ul style="list-style-type: none"> <li>-Use of standard English</li> <li>-Homophones</li> <li>-Using semi-colons, colons or dashes to mark clauses</li> <li>-Passive verbs</li> <li>-Perfect form of verbs</li> <li>-Revisit objectives</li> </ul> <p>Year 5 <b>Recount – Diary writing</b></p> <ul style="list-style-type: none"> <li>-To be able to use expanded noun phrases to convey complicated information concisely</li> </ul>	<p>Year 5 <b>Instructions</b> <b>Narrative (Mystery story)</b> <b>Autobiography</b> <b>Playscript</b></p> <ul style="list-style-type: none"> <li>-Use of standard English</li> <li>-Homophones</li> <li>-Using semi-colons, colons or dashes to mark clauses</li> <li>-Passive verbs</li> <li>-Perfect form of verbs</li> <li>-Revisit objectives</li> </ul> <p>Year 5 <b>Recount – Diary writing</b></p> <ul style="list-style-type: none"> <li>-To be able to use expanded noun phrases to convey complicated information concisely</li> </ul>

	-To be able to use the passive form to present information		-To be able to use the passive form to present information									
<b>Maths</b>	Y5 •Place Value •Addition and subtraction	Y6 •Number - Place Value; •Number - addition, Subtraction, Multiplication and Division;	Y5 •Statistics •Number: Multiplication and division •Perimeter and area	Y6 •Number – Fractions •Geometry – Position & Direction. •Consolidation	Y5 •Multiplication and division •Number: fractions	Y6 •Number – Decimals; •Number – Percentages; •Number – Algebra; •Number – Ratio; •Geometry & Statistics	Y5 •Number: fractions, decimals and percentages	Y6 •Measurement; converting units •Measurement: Perimeter, Area and Volume •Number: Ratio •Consolidation	Y5 •Number: Decimals •Geometry – Properties of Shape	Y6 •Geometry – Properties of Shape; •Problem Solving •Statistics	Y5 •Geometry – Position & Direction. •Measurement: converting units •Measures: volume	Y6 •Investigation •Consolidation
<b>Science</b>	Space/communication Sun, Moon and Earth.		Electricity		Forces and motion		Heart dissection How to keep the heart healthy. Life cycles – humans. Circulatory system.		Life cycles – plants and animals.		Materials.	
<b>Computing</b>	Skype		Coding		Animation		Data Handling Heart monitor Fitness tracking		Sound and music – creating digital music			
<b>Art</b>	Light and dark Tone Shadow Photography.		Photography/Painting Recording celebrations eg VE day, Christmas, Hannukah.		Origami Brush Painting		Sculpture		Pop Art		Conflicts through different media – painting photography,sketching.	
<b>Design</b>	A Space Station – construction.		A Festival Costume		Tsunami proof bridge building.		Healthy Heart – food.		Clothing/trends		Survival Food – essential nutrients.	
<b>Geography</b>	Link up with another school in a different country. Tropics, times zones,hemispheres.				Natural phenomena eg earthquakes, tsunami, volcanoes.				Grid refs, countries, cities of UK How our food production and sourcing has changed.		American –British relationship. Britain and Europe.	

History	The Space Race		Japanese Dynasty The Chrysanthemum Throne Martial Arts Architecture.		Interview parents and grandparents about the different decades. Timeline of historical events.	American-British Relationship.
R.E Study Christianity, Islam, Sikh	How do people express their faith through the arts? What is the purpose and value of a sacred space?	What can we learn from religions about deciding what is right and wrong?	What are the deeper meanings of festivals?  Why is pilgrimage important to some religious believers?	How and why do believers show their commitments during the journey of life?	What can be learned from the Muslim way of life?  How can we make our village/town/county a more respectful place?	Can religions help to build a fair world?  What does the Christian/Sikh/Muslim religion teach about the natural world and why should we care about
PSHCE	Internet Safety Health and Wellbeing.	Relationships	The Global Community	Anti-Smoking talk Health and Well Being	Fairtrade – Global issues as citizens of the World.	Conflict Resolution – relationships.
Music	The Planet Suite – Gustav Holst – personification in music.	Celebration Music	Japanese Drumming – Taiko	Music and Mood – happy, calming, uplifting.	Music through the decades.	Battle Music.
P.E	Real PE	Real PE	Real PE	Real PE	Real PE	Real PE
P4C	Safety- what makes us safe? What is feeling safe?	Celebrations	Multiculturalism	What do we mean by having a heart? What is compassion?	Britain as a democracy – what is the future?	Is Britain part of Europe?
British Values	School Council Elections  Junior Leaders  Martin Luther King's I have a dream speech	Junior Leaders	Junior Leaders	Junior Leaders	Junior Leaders	Story of Luz Long and Jesse Owens at 1936 Berlin Olympics
Safeguarding	 Q4_The_Lost_Thing_170211.doc   Being New.docx	 Q3_Message_in_a_bottle_170211.doc	 Q3_Virtual_communities_170211.doc  Jigsaw	 Q3_The_places_in_us_170211.doc	 Q4_We_are_all_born_free_170211.doc   Q2_We_are_Britain_170211.doc	 Q4_Working_together_170211.doc   Q3_Local_headlines_170211.doc  Real Love Rocks.

	 When-Is-An-Apple-Not-An-Apple.doc					
Visits & visitors	Space Centre or planetarium in school	Whole school pantomime visits Class Enterprise – make and sell	Japanese dress/culture workshop.	British Heart Foundation – skip for heart.	Visit a farm.	Visit from a councillor.
Class Assembly			Japan.			
Hook Day	<a href="https://sharpshotsphotoclub.co.uk/school-photography-workshops/">https://sharpshotsphotoclub.co.uk/school-photography-workshops/</a>	Celebration Day.	Immersion in Japanese for a day.	Heart dissection	The Time Machine/Time Capsule – What is in the capsule – what does it mean?	Holocaust Centre
Parental involvement opportunities	Art Gallery Display Harvest festival	Christmas performance	Japanese art workshop organised by the children.	Get fit together – is our heart getting fitter>	Talks from parents, interviews with parents, grandparents.	End of year performance