

Topic Overview

Year 5/6 - Rotation B (2021 - 2022)



Topic	Who's Your Hero?
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Texts	English	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
<p>There's a boy in the girls' bathroom</p> <p>Louis Sachar</p>	<p>To infer characters' thoughts, feelings and motives from their actions. To provide reasoned justification for their views.</p> <p>To ask questions to improve understanding of a text.</p> <p>To understand the elements of a main clause. To identify and use coordinating conjunctions. To identify and use subordinating conjunctions. To identify and use semi colons, colons or dashes to mark boundaries between independent clauses. To assess the effectiveness of their own and other's' writing.</p>	<p><u>Science - Animals Including Humans</u></p> <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system and explain 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 way in which nutrients and water are transported within animals including humans. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. <p><u>Computing - Heroes and Villains (Graphics) - See computing scheme</u></p> <ul style="list-style-type: none"> Design write and debug programs that accomplish specific goals. Use sequence, selection and repetition in programs. Select, use and combine a variety of software. <p><u>RE - Sikhism</u></p> <ul style="list-style-type: none"> The gurus (Nadar/authority) Guru Nanak (guru/mukti/authority/wisdom) The Guru Granth Sahib (Sacred/authority/Guru) Baisakhi (identity/community/symbol/Amrit/joy/Khalsa) <p><u>DT - Textiles</u></p> <ul style="list-style-type: none"> To cut with precision and produce a good finish. To select appropriate tools to cut and shape a particular type of material. <p><u>PSHE</u></p> <ul style="list-style-type: none"> LO: To understand the importance of dreams and goals and how people overcome obstacles to achieve these. <p><u>ART</u></p> <ul style="list-style-type: none"> To recognise and understand different marks used to represent texture. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Textiles- superhero capes Sikhism - information page <p>English Outcomes</p> <p>Entertain</p> <p>Diary entries x3- Bradley's point of view Jeff's point of view One of the girls' points of view</p> <p>Persuade</p> <p>Formal persuasive letter- Parents letter to persuade the headteacher to fire Carla Informal letter- Bradley explaining to Carla why he tore-up his work</p>

Topic Overview

Year 5/6 - Rotation B (2021 - 2022)



Topic	Does the punishment fit the crime?
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Texts	English	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
<p>Street Child</p> <p>Berlie Doherty</p>	<p>To be able to retrieve and record information from a text. To check a text makes sense by discussing the meaning of words in context.</p> <p>To participate in discussions about books, building on their own and others' ideas and challenging views courteously.</p> <p>To identify and use a range of persuasive devices. To identify and use expanded noun phrases to convey complicated information concisely. To use a wide range of devices to build cohesion within and across paragraphs. To identify and use nouns and noun phrases as a cohesive device. To identify and use a range of nouns and pronouns to develop cohesion. To identify and use relative pronouns (who, which, where, when, whose, that or with an implied relative pronoun). To use relative clauses (and identify independent clauses): - Fronted adverbials - 'drop in' clauses - As conjunctions To identify and use adverbs (time, place, manner, degree). To identify and use adverbials for cohesion.</p>	<p>History - Victorians (an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066)</p> <ul style="list-style-type: none"> To relate current studies to previous learning and make comparisons between different times in history. To explore available evidence to form their own opinion of a historical event. To evaluate the usefulness and accuracy of different sources of evidence. <p>Computing Let's Learn a Language (computing scheme)</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. <p>RE- Christianity</p> <ul style="list-style-type: none"> Prophecy and the magi in the Christmas Story. To describe/explain key concepts that are common to many religions. To describe and explain how these concepts and contextualized within the beliefs and practices of the religion studied. To describe/explain their value to believers. <p>Science</p> <ul style="list-style-type: none"> 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 recognized symbols when representing a simple circuit diagram. Plan different types of scientific enquiries to answer questions, including recognising and controlling variables when necessary. <p>Art</p> <ul style="list-style-type: none"> Learn about great artists, architects and designers in history (William Morris) <p>Geography - Australia (link to crime and punishment)</p> <ul style="list-style-type: none"> Locate the main countries of Australasia To analyse statistics to gain insight into locational characteristics To describe and understand key aspects of distribution of natural resources focusing on energy, minerals etc. 	<ul style="list-style-type: none"> Victorian Day (portals to the past) 	<ul style="list-style-type: none"> William Morris inspired wallpaper design. Victorian Christmas information page <p>English Outcomes</p> <p>Inform Explanation text- About Victorian Education</p> <p>Persuade Advert- Promoting Rosie's Shrimps</p> <p>Inform Newspaper article- Victorian child labour</p>

Topic Overview

Year 5/6 - Rotation B (2021 - 2022)



Topic	Around the World
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Texts	English	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
<p>Into the Jungle</p> <p>Katherine Rundell</p>	<p>To retrieve, record and present information from non-fiction. To read books that are structured in different ways and read for a range of purposes, increasing their familiarity with a wide range of books. To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. To retrieve, record and present information from non-fiction. To distinguish between statements of fact and opinion. To learn a wider range of poetry by heart.</p> <p>To identify and use prepositions. To punctuate bullet points consistently. To use organisational and presentational devices to structure a text in order to guide the reader. To identify and use parenthesis (brackets, commas, dashes). To understand the difference between facts and opinions. To note and develop initial ideas, drawing on reading and research. To precis longer passages.</p>	<p>DT - Clay and Food Technology</p> <ul style="list-style-type: none"> To apply knowledge of clay to create thumbs pots, rolling and pulling out clay. To use knowledge of pattern and texture to impress design into a figure. To learn and use technique of cross hatch and slip for joining clay. To revise knowledge of dragging clay to join To understand how to store and handle food. Invent and modify recipes. <p>Art - Charcoal and Chalks</p> <ul style="list-style-type: none"> To show texture, light and dark. Understand how to use a range of techniques to mix dry materials and match colour. <p>Science - Living things and their habitats</p> <ul style="list-style-type: none"> 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. <p>Geography - Map Skills</p> <ul style="list-style-type: none"> To locate the main countries in Asia. To identify the main environmental regions. To identify key physical and human characteristics and major cities. To expand map skills to include non-UK counties. To extend to six figure grid references with teaching of latitude and longitude. <p>Computing - Excel and PowerPoint</p> <ul style="list-style-type: none"> To use technology safely, respectfully and responsibly. To select use and combined a variety of software. <p>PSHE - Valuing Difference</p> <ul style="list-style-type: none"> To understand and value differences and diversity. 		<p>Clay animal key feature and a pizza.</p> <p>Textured Charcoal animal image and a book cover for The Jungle Book.</p> <p>Leaflet about India.</p> <p>Poster about classification of living things.</p> <p>English Outcomes</p> <p>Non - chronological report - Animal information page.</p> <p>Story retells and narratives - continuing story from Bagheeras and Gihilari perspectives.</p>

Topic Overview

Year 5/6 - Rotation B (2021 - 2022)



Topic	Behind Enemy Lines
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Texts	English	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
<p>War Horse</p> <p>Michael Morpurgo</p>	<p>To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>To predict what might happen from details stated and implied.</p> <p>To understand how authors can use language to convey emotion.</p> <p>To discuss and evaluate how authors use language, including figurative language, considering the impact of the reader.</p> <p>To use evidence from the text to make comparisons.</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>To consider how the author has developed characters and settings.</p> <p>To understand how to identify and apply the perfect tense.</p> <p>To use a consistent and correct use of tense throughout a piece of writing.</p> <p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>To identify and use a range of verbs.</p> <p>To use the subjunctive mood and verb form.</p> <p>To understand how to use and punctuate direct speech.</p> <p>To understand how to use direct speech to advance action.</p> <p>To describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>	<p>Science - Light</p> <ul style="list-style-type: none"> • To recognise that light appears to travel in a straight line. • To use the idea that light travels in a straight line to explain that objects are seen because they give our or reflect light into our 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. <p>DT - Anderson Shelter</p> <ul style="list-style-type: none"> • To use CAD to develop design processes • To select appropriate tools and cut with precision • To evaluate their own and others' ideas against their design criteria <p>History - Evacuee Suitcase</p> <ul style="list-style-type: none"> • To compare evidence and develop understanding of WW2 life. • To generate meaningful questions used to guide research. • To gather information and deepen understanding from historical documents. • To identify and apply the key features when writing a historical report. <p>Art - Water Colours and Horse picture.</p> <ul style="list-style-type: none"> • Understand how to use a range of techniques to mix dry materials and match colour eg blending, layering • To record accurately from first-hand observation • Understand how to use a range of techniques to mix dry materials and match colour eg blending, layering 	<p>Tangmere Open - Air Museum</p>	<p>Anderson shelter model.</p> <p>Historical report about the owner of the evacuee suitcase.</p> <p>English Outcomes.</p> <p>Create three different diary entries from the perspective of Albert, Mother , Father.</p> <p>Narrative (retelling chapter 16 - the two soldiers meeting in no man lands)</p>

Topic Overview

Year 5/6 - Rotation B (2021 - 2022)



Topic	Graphic illustrators
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Texts	English	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
<p>The Savage</p> <p>David Almond</p>	<p>To predict what might happen from details stated and implied.</p> <p>To check a text makes sense by discussing the meaning of words in context.</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To recommend books that they have read to their peers, giving reasons for their choices.</p> <p>To understand and use the passive and active voice. To understand and use passive and active verbs to affect the presentation of information in a sentence.</p> <p>To use colons (list, link clauses, extended quotes).</p> <p>To describe settings and atmosphere.</p>	<p>Art - Watercolours</p> <ul style="list-style-type: none"> • To understand how to use light pencil/pen marks, then a wash, before adding layers and detail. • To be able to use a range of brush strokes to achieve different effects. <p>Science - Evolution and inheritance</p> <ul style="list-style-type: none"> • To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <p>PSHE - Keeping safe</p> <ul style="list-style-type: none"> • To identify risk factors in a given situation. • Recognise the impact of drugs and understand basic laws in relation to drugs • Identify strategies for keeping safe online <p>Computing - Young authors</p> <ul style="list-style-type: none"> • Use search technologies effectively • Select, use and combine a variety of software • Use technology safely, respectfully and responsibly. <p>Geography - Coastal erosion</p> <ul style="list-style-type: none"> • Name and locate key topographical features including coasts and features of erosion. • Understand how these features have changed over time. • Analyse statistics to gain insight into locational characteristics. 	<ul style="list-style-type: none"> • Residential trips • Pallant House trip 	<ul style="list-style-type: none"> • Graphic novel retelling (English and art) <p><u>English Outcomes</u></p> <p>Setting description</p> <p>Narrative (predicting next events)</p> <p>Narrative (retelling)</p> <p>Speech - bullying</p> <p>Book review</p>

Topic Overview

Year 5/6 - Rotation B (2021 - 2022)



Topic	Supercalifragilisticexpialidocious!
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Texts	English	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
<p>Mary Poppins</p> <p>PL Travers</p>	<p>To check a text makes sense by discussing the meaning of words in context.</p> <p>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>To use and identify ellipsis.</p> <p>To use hyphens to avoid ambiguity.</p> <p>To use modal verbs to avoid ambiguity</p> <p>To use modal verbs or adverbs to indicate degrees of possibility.</p> <p>To use commas to clarify meaning or avoid ambiguity.</p> <p>To assess the effectiveness of their own and other's' writing.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>	<p>DT - Costumes and props</p> <ul style="list-style-type: none"> To produce a good quality finish to products using art techniques. To cut with precision <p>Music - Production</p> <ul style="list-style-type: none"> To be able to maintain a part when singing as a group with an awareness of how different parts fit together. To perform significant parts from memory and from notations. <p>Science - self directed experiment?</p> <ul style="list-style-type: none"> plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs use test results to make predictions to set up further comparative and fair tests report and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identify scientific evidence that has been used to support or refute ideas or arguments. <p>History - Mayans?</p>	<p>End of year production</p>	<p>Props and costumes for production</p> <p>Self - designed science experiment (in missed ability groups) - mini science fair?</p> <p><u>English Outcomes</u></p> <p>Explanation text x2: How to pack and use a magic bag. How to be a successful chimney sweep.</p> <p>Book Reviews Comparison and review of books covered over the year.</p>