

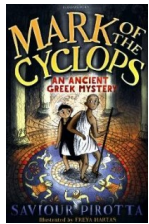
# Curriculum & Learning Journey

Autumn 1 - Year 5/6



## Reading

A variety of questions based on extracts from



Mark of the Cyclops  
by Saviour Pirotta



Tales of Greek Heroes  
by Roger Lancelyn Green



Newspaper Reports

**We will be focusing on skills including:**

- Retrieve, record and present information from non-fiction.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.
- Distinguish between fact and opinion.
- Summarise the main ideas drawn from more than one paragraph

## Writing

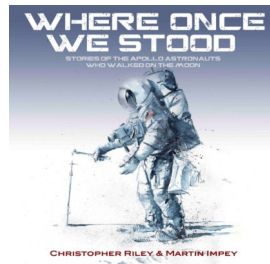
**Text Drivers:**

Where Once We Stood

Outcome 1: Newspaper

**Key skills taught**

- Formal tone
- Dialogue that shows character
- Technical vocabulary
- Brackets
- Relative clauses
- Setting description
- Connective devices to show sequence

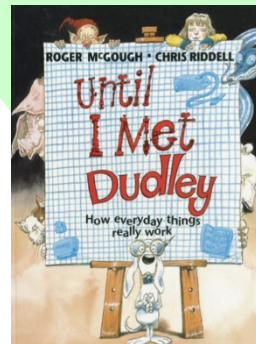


Until I Met Dudley

Outcome 2: Explanation

**Key skills taught**

- Writing to a child audience
- Devices to build cohesion within and across paragraphs
- Commas for clarity
- Dashes and brackets for parenthesis



## Maths

**Year 5**

**Multiplication and Division**

- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000

**Fractions**

- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths • recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $> 1$  as a mixed number [for example,  $2/5 + 4/5 = 6/5 = 1 1/5$ ]
- compare and order fractions whose denominators are all multiples of the same number
- add and subtract fractions with the same denominator and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- Consolidation of previous learning this term.

**Year 6**

**Fractions**

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions  $> 1$
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- multiply simple pairs of proper fractions, writing the answer in its simplest form [for example,  $1/4 \times 1/2 = 1/8$ ]
- divide proper fractions by whole numbers [for example  $1/3 \div 2 = 1/6$ ]
- use, read, write and convert between standard units, converting measurements of time from a smaller unit of measure to a larger unit, and vice versa

**Converting Units**

- solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 d.p. where appropriate
- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to 3 d.p.
- convert between miles and kilometres
- use, read, write and convert between standard units, converting measurements of time from a smaller unit of measure to a larger unit, and vice versa

# Curriculum & Learning Journey

Autumn 1 - Year 5/6



## DT

### Unit: Frame Structures

#### Children will learn:

- To formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used.
- To select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks.
- To use finishing and decorative techniques suitable for the product they are designing and making.
- To understand how to strengthen, stiffen and reinforce 3-D frameworks.
- To use technical vocabulary relevant to frame structures.

## History

### Unit: Ancient Greece

#### Children will learn:

- To name similarities and differences between the Ancient Greeks and other civilisations.
- To use sources to draw conclusions about the Ancient Greeks.
- To know where and when the Ancient Greeks lived.
- To know the main achievements of the Ancient Greeks.
- To know a range of information about the life of the Ancient Greeks.

## Computing

### Unit: Internet Communication

#### Children will learn:

- To know that data is transferred in packets across networks using agreed protocols.
- To understand that communicating and collaborating via the internet can be public or private.
- To know that different types of media can be shared through the internet.
- To recognise that connections between computers enable access to shared files and allow people to work together from different locations.
- To evaluate different methods of online communication and collaboration.
- To evaluate what should and should not be shared online.

## Music

### Unit: Advanced Rhythms

#### Children will learn:

- To perform complex rhythm patterns using percussion and body percussion.
- To maintain pulse while others play contrasting rhythms.
- To create rhythmic compositions with repetition and variation.
- To use notation (traditional or graphic) to represent rhythmic ideas.
- To understand ostinato, syncopation, and polyrhythm.
- To know how rhythms can be layered to create texture.
- To recognise rhythm patterns in different musical styles (Latin, African, pop).

## PSHE

### Unit: Drugs, Diet and First Aid

#### Children will learn:

- To know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
- To know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
- To know how to make a clear and efficient call to emergency services if necessary.
- To know concepts of basic first-aid, for example dealing with common injuries, including head injuries.

## PE 1

### Unit: Badminton

#### Children will learn:

- To hold a badminton racket correctly and hit a shuttlecock accurately.
- To perform a range of badminton shots in a rally. (overhead smash, clears, drops)
- To perform a serve accurately.
- To describe how to score a point in badminton.
- To describe gameplay tactics for singles and doubles.

# Curriculum & Learning Journey

Autumn 1 - Year 5/6



## PE 2

### Unit: Samba Dance

#### Children will learn:

- To move in time with the Samba music and keep to the rhythm.
- To show the fun and energy of Samba in the way they move and use their body.
- To create their own short Samba dance with changes in direction, level and speed.
- To work well with others to perform a Samba dance and stay in time with the group.
- To explain where Samba originates and where it is used.
- To describe how Samba uses rhythm, repeated patterns, and changes in level, direction, and speed to show energy and excitement.

## RE

### Unit: Interpretation

#### Children will learn:

- To explain in why there may be differences between the two main birth narratives in the Bible.
- To know many key details of the nativity story.
- To list some of the main differences between the two main birth narratives in the Bible.

## Enrichment

- Carol Service
- Dance Live
- Police Visit (PSHE)
- Remembrance Week
- Road Safety Week
- Greek Art Workshop
- Inclusion Festival
- Boys' and girls' football leagues