

Curriculum and Learning Journey

Year 5/6 Summer 2

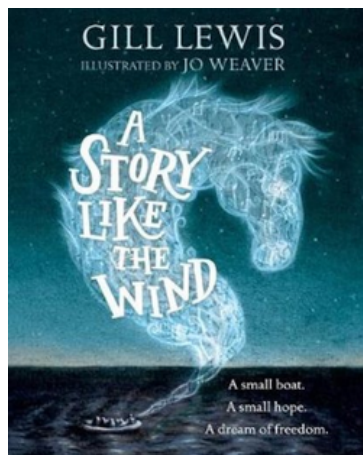


Maths



Reading

A variety of questions based on extracts from



Matilda by Hilaire Belloc

Focus areas will include

- Identify and discuss themes and conventions in and across a wide range of writing
- Identify how language, structure and presentation contribute to meaning



Writing

The Savage
by David Almond



Story

Key skills taught

- Dialogue to show character and advance the action
- Character, setting and atmosphere description
- Punctuation for effect
- Cohesion within and between paragraphs

The Highwayman by Alfred Noyes

Balanced Argument

Key skills taught

- Effective openers
- Persuasive language
- Cohesion within and between paragraphs
- Introducing and concluding

Year 5

Position and Direction

- Position in the first quadrant
- Translation
- Reflection

Converting Units

- Kilometres and kilograms
- Millimetres and millilitres
- Imperial units
- Time

Volume

- Comparing and estimating volume and capacity



Games 1

Rounders

- Can I throw a ball to a stationary target across a distance of 1, 2 and 3 metres?
- Can I strike a tennis ball using a rounders bat?
- Can I catch a ball within a variety of situations?
- Can I collect a ball and throw it to a set target?
- Can I explain 3 rules when playing rounders?
- Can I evaluate technique for throwing and catching, giving feedback to a partner?



DT

Electrical Systems – More complex Switches and Circuits

- Can I produce detailed lists of tools, equipment and materials, formulate step-by-step plans and, if appropriate, allocate tasks within a team?
- Can I select from and use a range of tools and equipment to make products that are accurately assembled and well finished, working within the constraints of time, resources and cost?
- Do I understand that mechanical and electrical systems have an input, process and an output, and can I explain what this means, giving examples?
- Do I understand how gears and pulleys can be used to speed up, slow down or change the direction of movement?
- Can I use technical vocabulary relevant to switches and circuits?



RE

Pilgrimage

- Can I discern possible value in the concept of pilgrimage for my own life and community?
- Can I explain the value of the Hajj to a Muslim?
- Can I explain why the idea of a pilgrimage is or is not important to me and why?
- Can I explain what issues the idea of pilgrimages might have for people of faith?
- Can I explain the significance of a pilgrimage and what makes it different to any other journey?
- Can I explain some of the things that happen during the Hajj?



Computing

Micro:bits

- Can I identify and experiment with changing the values of an existing variable?
- Can I decide the location and name of a variable within a program?
- Can I use an event in a program to update a variable?
- Can I use variables in conditional statements and more than one part of a program to control the flow of the program?
- Can I define and identify examples of a variable?
- Can I explain that a variable's name can be used as a placeholder in a program and that variables have a value?
- Can I explain that variables can be updated and contain letter OR number strings?
- Can I explain that updating a variable cannot be undone?



Geography

Fieldwork

- Can I analyse data?
- Can I collect my own data?
- Can I present data accurately?
- Can I make an evaluation based of my data?
- Can I explain what makes a geographical enquiry reliable and why?
- Can I explain what might be used by a geographer during an enquiry and why?



PSHE

Puberty

- Do I know key facts about puberty and the changing adolescent body, including physical and emotional changes?
- Do I know about menstrual wellbeing including the key facts about the menstrual cycle?



Games 2

Fun-damentals

- Can I move into a space?
- Can I run at speed and change direction?
- Can I travel in a variety of ways?
- Can I win and lose respectfully?
- Can I explain basic tactics to capture the flag?
- Can I evaluate and explain tactics?



Music

Songwriting

- Can I write and perform original songs with clear structure and purpose?
- Can I combine melody, rhythm, and lyrics to express an idea or story?
- Can I perform confidently using appropriate technique, pitch, and tone?
- Can I work collaboratively to rehearse, refine, and present a final performance?
- Do I know the structure of a song, including the terms verse, chorus, bridge, introduction, outro.
- Do I understand the relationship between lyrics, melody, and accompaniment.

Enrichment

- Year 6 Transition workshop
- Year 5 Gregg School Enrichment morning
- Cricket festival
- Year 6 Robot project
- City Athletics
- RNLI workshop
- Year 6 Go For Gold production
- Year 6 Leavers' Service at church
- Police visit
- Spring concert
- School Games Festival
- Year 6 Winchester Cathedral trip
- Sports Day
- Wimbledon Day
- Maya Art workshop
- Year 6 BBQ and water fight
- Year 5 Cantell Music trip