

Years 5 and 6- Mrs Little, Mr Kearney and Miss James
Curriculum Overview
First Half of the Spring Term 2024

<u>English</u>	<u>Maths</u>	<u>Topic</u>	<u>Science</u>
<p>Shackleton's Journey</p> <p>Key texts: Shackleton's Journey by William Grill</p> <ul style="list-style-type: none"> • Exploring the chronological structure of the text • Continuous diary entries of voyage • Backstories of key characters • Writing instructions for equipping the expedition • News report on the success of the expedition • Debate on what action to take to release the ship • Feelings poem about escaping the ice • Writing letters home in role <p>Poetic Style</p> <p>Key poets: Benjamin Zephaniah, Michael Rosen and Spike Milligan</p> <ul style="list-style-type: none"> • Researching poets • Discussing and comparing style of poets • Exploring free verse • Writing and performing free verse 	<p>Number and calculation</p> <ul style="list-style-type: none"> • Be able to round any number to a required degree of accuracy • Addition and subtraction -of amounts including beyond 4 digits and decimals • Solve + and – multistep problems using efficient methods • Checking with the inverse • Addition and subtraction -of amounts including beyond 4 digits and decimals • Use knowledge of the order of operations to carry out calculations involving all 4 operations. (BODMAS) <p>Statistics</p> <ul style="list-style-type: none"> • Interpret data shown on line graphs including calculating intermediate points. • Calculate portion size in pie charts. • Interpret pie charts and use to solve problems <p>Geometry and shape</p> <ul style="list-style-type: none"> • Estimate and compare acute, obtuse and reflex angles. • Measure and draw angles. • Draw shapes accurately using given dimensions and angles. • Find missing angles, also within shapes 	<p>Tudor Exploration of America</p> <ul style="list-style-type: none"> • To understand that exploration is to find out about the unknown based on the known. • To understand why the Tudors wanted to explore 'the New World'. • To understand how people would travel to 'the New World'. • To use maps, atlases, globes and digital/computer mapping to locate countries and describe features • Understand 8 point compass. 	<p>Electricity</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 recognised symbols when representing a simple circuit in a diagram

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<u>PE</u>	<u>Computing</u>	<u>French</u>	<u>RE</u>
<p>Hockey</p> <ul style="list-style-type: none"> • To develop dribbling to beat a defender. • To develop sending the ball using a push pass. • To develop receiving the ball with control. • To be able to move into space to support a teammate. • To develop using an open stick (block) tackle and jab tackle to gain possession of the ball. • To apply learned skills within a game context. <p>Other skills/Fitness (FUNS)</p> <ul style="list-style-type: none"> • Improve co-ordination and general fitness levels. • Work co-operatively to achieve a goal or complete a physical activity. • Understand that exercise can improve health, overall wellbeing and reduce stress. 	<p>Coding 2: Object Properties</p> <ul style="list-style-type: none"> • Learn more about how computers use property values and parameters to store information about objects. • How the speed and direction of a swipe on a tablet screen can affect the speed and direction of an object in a game or app. • Create a game using code commands <p style="text-align: center;"><u>RSHE</u></p> <p>Belonging to a community</p> <ul style="list-style-type: none"> • Understand what prejudice means • Recognise acts of discrimination • Strategies to safely respond to and challenge discrimination • Recognising and understanding how stereotypes can affect attitudes • Staying safe online • Rules and restrictions for using social media safely • Appropriate online behaviour 	<p>Ma Journée</p> <ul style="list-style-type: none"> • Ask and talk about daily routine • Talk about times of daily routine • Ask and talk about breakfast • Talk about details of a typical day 	<p>What does it mean to be Jewish?</p> <ul style="list-style-type: none"> • Know that God Chose Abraham as the founder of the Jewish faith and reflect on Abraham’s relationship with God and our relationship with God • Know that the Jewish faith believes in One God. • Understand the importance of the Shema and understand how religious practices can influence everyday life. • Know how the Seder meal teaches young Jews about their past and be able to consider what the Seder meal teaches Jews about their relationship with God. • Know the roots and significance of The 10 Commandments to Jewish people- apply this to their own rules for life by writing their own 10 commandments to live by. • Understand why events in the life of Moses are important to Jews.