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| **Maths Year 6****Year 6 Unit 8 Algebra**Find a rule – one stepFind a rule – two stepsForm expressionsSubstitution Formulae Form and solve equations Solve one/two step equationsFind pair of valuesSolve problems with two unknowns**Year 6 Unit 10 Percentages**Understand PercentagesFractions to percentEquivalent fractions decimals and percentages Order fractions decimals and percentagesPercentages of amounts 10%Percentages of amount 1%Percentages using missing vales**Year 6 Unit 10 Measure – Perimeter, area and volume**Shapes – same areaArea and PerimeterArea and Perimeter missing lengthsArea of a triangles counting squaresArea of right angle trianglesArea of any triangleArea of a parallelogramProblem solving areaProblem solving perimeterVolume counting cubesVolume of a cuboid | **Maths Year 5****Year 5 Unit 9 Decimals and percentages** Write decimals up to 2 P.V.Write decimals up to 2 decimals greater than 1Equivalent fractions and decimals - tenths Equivalent fractions and decimals – hundredthsEquivalent fractions and decimalsThousandths as fractionsThousandths as decimalsThousandths on a P.V. gridCompare and order decimalsRound to the nearest wholeRound to 1 decimal placeUnderstand percentPercentages as fractions and decimals.**Year 5 Unit 10 Measure – perimeter and area**Perimeter of rectanglesPerimeter of rectilinear shapes Perimeter of polygonsArea of rectanglesArea of compound shapesEstimate area**Year 5 Unit 11 Graphs and Tables**Draw lines graphsRead and interpret line graphsRead and interpret tablesTwo way tables Timetables | **Literacy.****The lost thing by Shaun Tan**Using the film and text of Shaun Tan’s The Lost Thing, children initially engage with the themes of the story and make predictions about its content. They then engage with the story in order to retell the main events to one another. This then leads to a series of innovations upon the story structure and children create their own ‘lost things’, creating a story plan. In the final part, children write their own lost thing narratives, based upon their story plan.**Narrative** This is a four-week Writing Root based around the book The Lizzie and Bell Mysteries: Drama and Danger by J.T. Williams. It begins with children entering the classroom which has been turned into a mini theatre. There is a poster (taken from the text) of the play Othello on the classroom door. Before children can watch the play, a mysterious and tragic incident occurs to the star of the show - Ignatius Sancho - and a mysterious note is discovered. Children are launched into the world of Georgian London and follow the burgeoning friendship and investigation of Lizzie and Belle who are determined to solve this mystery. Children are given opportunities to help Lizzie and Belle collect case notes as they go and write diary entries in role. Children also write for Stage Door magazine; make persuasive speeches at a meeting of the Sons and Daughters of Africa; and write a fact file about the significance of the Somerset ruling. As the narrative progresses, they are asked to write a biography of Ignatius Sancho for Stage Door magazine. Children research facts known about his life, then plan, draft and publish their final biographies as a celebration of Sancho’s extraordinary life.  | **Religious Education****Why is the Torah so important?**  |
| **Physical Education**  **Orienteering**   |
| **Personal, Social and Emotional Development**CitizenshipRecognising the role that pressure groups play in society; learning about the value of a diverse community; considering how our food choices affect the environment; understanding how to show care and concern to others; considering how rights and responsibilities are linked; learning about how parliament works. |
| Year 5/6 | Spring Term 2 | |
|  **Science****Materials. Children will learn:*** Compare and group together everyday materials based on their properties, including hardness, solubility, transparency, conductivity and response to magnets.
* Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.
* Use knowledge of solid, liquid and gas to decide how mixtures might be separated including through filtering, sieving and evaporation.
* Give reasons based on evidence from comparative tests for the particular uses of everyday materials including metals, wood and plastic.
* Demonstrate that dissolving, mixing and changes of state are reversible changes.
* Explain that some changes result in the formation of new materials and this kind of change is not usually reversible including changes associated with burning and the action of acid on bicarbonate of soda.
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| **Geography** **Where does our energy come from.**Children will investigate and learn:* To know why energy sources are important.
* To understand the benefits and drawbacks of different energy sources.
* To understand how energy is generated in the United States.
* To know how energy sources are distributed in an area.
* To explain reasons for choosing an energy source.
* To collect and present data on where to position a solar panel on the school grounds.

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| **Art****Sculpture and 3D – making memories**This unit teaches pupils to create expressive sculptures and reflect on artistic decisions. Children learn to represent memories through art, using various materials and techniques, and develop skills in planning, creating, and evaluating 3D sculptures. Use this unit hub to inform your medium-term plan and to navigate to related resources. |
| **Spanish**Clothes (I)I can repeat most of the clothes vocabulary presented to me in class with good pronunciation and attempt to spell some of these words from memory, but I work better with the vocabulary written down in front of me, with some pictures to prompt me. I can use un/una/unos/unas with improving accuracy.  I can say what I am wearing in Spanish if I have time to prepare and can attempt to tell you what my friend is wearing if I have the full verb conjugation of LLEVAR in front of me.  I can tell you what I wear in different weather/scenarios but find it harder to tell you what my friend is wearing.  I can describe clothing by colour and am beginning to understand the concept of adjectival agreement.  I am becoming increasingly more confident using MI and MIS.  |