Maths

Year 6 Unit 1 Number and Place value (Yr6) (Yr5)
Numbers to 1,000,000
Numbers to 10,000,000
Partition numbers to 10,000,000
Powers of 10
Number line to 10,000,000
Compare and order any number
Round any number
Negative numbers
Year 5 Unit 1 Number and Place value
Roman numerals
Numbers to 10,000
Numbers to 100,000
Numbers to 1,000,000
Read and write 5- and 6-digit numbers
Powers of 10
10/100/1,000/ 10,000/100,000 more or less
Partition numbers to 1,000,000

Year 6 Unit 2 Number – addition, subtraction, multiplication and division
Add integers
Subtract integers
Problem solving – addition and subtraction
Common factors
Common multiples
Rules of divisiabilty
Primes to 100
Square and cube numbers
Year 5 Unit 2 Number and place value
Number line to 1,000,000
Compare and order numbers to 100,000
Compare and order numbers to 1,000,000
Round numbers to the nearest 100,000
Round numbers to the nearest 10,000
Round numbers to the nearest 10, 100 and 1,000

Year 6 Unit 3 Number Addition and subtraction
Multiply by a 1-digit number
Multiply up to a 4-digit number by a 2-digit number
Short division
Division using factors
Divide a 3-digit number by 2-digit (long division)
Divide a 4-digit number by 2-digit (long division)
Long division with remainders
Order of operations
Brackets
Mental calculations
Reason from known facts
Year 5 Unit 3
Mental strategies
Add whole numbers with more than 4 digits
Subtract whole numbers with more than 4 digits
Round to check answers
Inverse operations (addition and subtraction)
Multi-step addition and subtraction problems
Solve missing number problems
Solve comparison problems

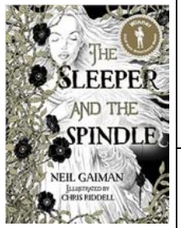
Art

Artist study

This unit focuses on understanding narratives and descriptive language in art, exploring meanings behind paintings, and developing personal interpretations and abstract art pieces based on selected artists. Lessons explore creative expression, analysis, and evaluation skills in art, catering to upper Key Stage 2 pupils.Use this unit hub to inform your medium-term plan and to navigate to related resources.

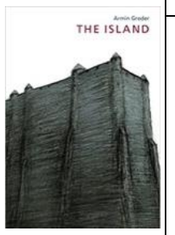
Literacy

The sleeper and the spindle



The Sleeper and the Spindle by Neil Gaiman and Chris Riddell in which children explore and discuss fairytales and how this fairytale subverts the genre. They go on to create a number of varied written outcomes using the text as a starting point including narratives, dialogue, character descriptions, setting descriptions (estate agents' adverts), and diary entries before using the ideas and authorial devices identified within the text to plan, draft, edit and publish their own subverted fairytale using the idea of The Queen and the Glass Coffin to write a sequel.

The Island



The children begin by being given a range of scenario cards that they are asked to rank from 'least' to 'most' welcoming. They will then explore the nuances in the language used by Armin Greder as they share the text, The Island. Themes of prejudice and hostility are explored as well as delving into the mindset of the island's inhabitants. Children will infer different character's feelings, exploring the character of the fisherman in particular through the technique of teacher in role, before receiving a letter asking for advice and writing a reply that uses the subjunctive mood. Children write a short news bulletin using the perfect tense before making an analysis of the text and comparing two groups of people. Finally, the children will be sent a letter from the man, outlining his experiences and explaining that although he has been mistreated, he is not bitter. He explains what happened once he was pushed away from the island on his raft. A section of unpublished text is discovered and, using this as a stimulus, the children write a narrative sequel from the man's perspective, focusing in particular on using dialogue to convey the character and advance the action as well as the device of question tags in order to include imagined conversations between the fisherman and the outsider

Year 5/6 | Autumn Term 1 | Use the force

Geography

Why does population change?

Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts.

Music

Hey, Mr Miller

Compose a syncopated melody using the notes of the C major scale.
Sing a syncopated melody accurately.
Sing and play their own arrangement of the song together in time.
Listen to historical recordings of big band swing and describe features of the music using music vocabulary.

Religious Education

What does it mean to be a Muslim in Britain

In this unit, pupils will extend their learning about Muslim beliefs about God, the Prophet and the Holy Qur'an. They will find out about Muslim sources of authority and how they guide daily living for believers. Pupils will learn about ibadah and links to the Five Pillars, festivals, and places of worship.

Physical Education

Netball

Computing:

Online safety

To gain a greater understanding of the impact that sharing digital content can have.
To review sources of support when using technology and children's responsibility to one a[illegible]line behaviour.
To know how to maintain secure passwords.
To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this.
To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.
To learn about how to reference sources in their work.
To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.
To ensure reliability through using different methods of communication

Personal, Social and Emotional Development

Families and relationships

Learning that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships; exploring: the roles of bully, victim and bystander; how behaviour affects others; manners in different situations and learning about bereavement

Science

Forces and magnets

In science, children are learning about forces and how they appear in everyday life, such as pushing or pulling objects. They explore how objects move differently on various surfaces, like a ball rolling faster on smooth ground than on rough. Students also study magnets, identifying different types and learning how magnetic poles attract or repel each other, using diagrams with arrows to illustrate these interactions. Through experiments, they observe how objects behave on different surfaces and use their findings to make predictions. Additionally, they learn that not all metals are magnetic and use test data to rank the strength of magnets
