

English**Writing**

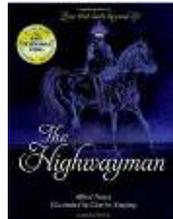
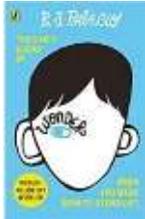
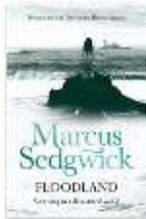
Narrative – a suspenseful retelling of the opening chapter of Floodland (Year 5)

Character description – describing the main character of Wonder

Discussion text – based on The Highwayman

Non-chronological report – based on a fictional creature living in a particular biome (linked to Geography)

Narrative – a retelling of the Jabberwocky

**Reading**

Throughout the term, we will be looking at a range of genres including: narratives, non-fiction texts linked to our big question, poems, song lyrics and picture books.

We will focus on the following skills:

- Draw on contextual evidence to make sense of what is read
- Comment on and compare the language choices the author has made to convey information over a range of non-fiction texts
- Identify and discuss the viewpoint in the text
- Declare and justify personal preferences for writers and types of text
- Justify inferences with evidence
- Make predictions based on details stated and implied.

<b><u>Maths</u></b>	
<b><u>Year 5</u></b>	<b><u>Year 6</u></b>
<p><u>Place Value</u></p> <ul style="list-style-type: none"> <li>interpret negative numbers in context,</li> </ul> <p><u>Four operations</u></p> <ul style="list-style-type: none"> <li>solve problems involving addition, subtraction, multiplication and division.</li> </ul> <p><u>Measurement</u></p> <ul style="list-style-type: none"> <li>calculate and compare the area of rectangles and estimate the area of irregular shapes</li> <li>estimate volume and capacity</li> <li>solve problems involving converting between units of time</li> </ul> <p><u>Geometry</u></p> <ul style="list-style-type: none"> <li>identify 3-D shapes</li> <li>know angles are measured in degrees and measure them in degrees (°)</li> <li>use the properties of rectangles to deduce related facts and find missing lengths and angles</li> <li>distinguish between regular and irregular polygons.</li> </ul> <p>identify, describe and represent the position of a shape following a reflection or translation</p>	<p><u>Ratio and Proportion</u></p> <ul style="list-style-type: none"> <li>solve problems involving the relative sizes of two quantities where missing values can be found</li> <li>solve problems involving the calculation of percentages and the use of percentages for comparison</li> </ul> <p><u>Algebra</u></p> <ul style="list-style-type: none"> <li>use simple formulae</li> <li>express missing number problems algebraically</li> <li>find pairs of numbers that satisfy an equation with two unknowns</li> </ul> <p><u>Measurement</u></p> <ul style="list-style-type: none"> <li>calculate the area of parallelograms and triangles</li> <li>calculate, estimate and compare volume of cubes and cuboids</li> </ul> <p><u>Geometry</u></p> <ul style="list-style-type: none"> <li>draw 2-D shapes using given dimensions and angles</li> <li>recognise, describe and build simple 3-D shapes, including making nets</li> <li>compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</li> <li>illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</li> <li>recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</li> </ul> <p><u>Statistics</u></p> <ul style="list-style-type: none"> <li>interpret and construct pie charts and line graphs and use these to solve problems</li> </ul> <p>calculate and interpret the mean as an average</p>

## Key Knowledge

## Science

Evolution

**Natural selection** is when organisms that are best suited to their **environment** survive and pass on their **genetic traits**. At the same time, **organisms** that are less likely to survive tend to be eliminated from the **ecosystem**. The fittest, most adapted organisms survive and multiply whilst the least adapted die out.

This was shown with the peppered moths. The light coloured moths were no longer adapted to their environment so started to die out. Whilst dark coloured moths were adapted to the environment so multiplied.

**Natural selection** is key to explaining **evolution**. Evolution is a theory that states that all species that exist today developed from previous species. For example, some scientists believe that humans evolved from apes!

Inheritance

When parents have **offspring**, they pass on their **physical traits**.

The offspring inherit their parents' **qualities**. This means that most **offspring look like their parents** but they are not identical. The offspring may take characteristics from the father, the mother or a mixture of both.

## Useful links

[Video to explain Evolution and Charles Darwin link](#)

Traits you can inherit	Traits you can't inherit
<ul style="list-style-type: none"> <li>• eye/hair/skin colour</li> <li>• shape of nose</li> <li>• size of feet</li> <li>• height</li> </ul>	<ul style="list-style-type: none"> <li>• a good singing voice</li> <li>• ability to play football</li> <li>• drawing skills</li> </ul>

Adapting to Environments	
Polar bears have adapted to the arctic as they have thick fur to keep them warm. This helps them to retain heat. 	Camels have adapted to the desert as they have slit-like nostrils and two rows of thick eyelashes to protect them from the sand, 
Spider monkeys have adapted to the rainforest as they have long, stringy limbs to help them climb through the trees. 	Cacti have adapted to the desert as they can store water in their stems and spines that protect them from animals that might eat them. 

**Fun fact!** The five-fingered bone structure that humans have in their hands are shared by many other animals, such as lemurs, bats and frogs.

## Fossils

Fossils are the preserved remains of animals and plants from millions of years ago. Scientists use fossils to see what living things looked like in the past and they are proof that living things have evolved over time.



## Vocabulary

**Adaptation** -The process of changing.

**Evolution** -A theory that states that all species that exist today developed from previous species.

**Genetics** - Inherited characteristics.

**Inheritance** - Something that has been passed on.

**Natural Selection** - When organisms that are best suited to their environment survive and pass on their genetic traits.

**Organism** - Living things.

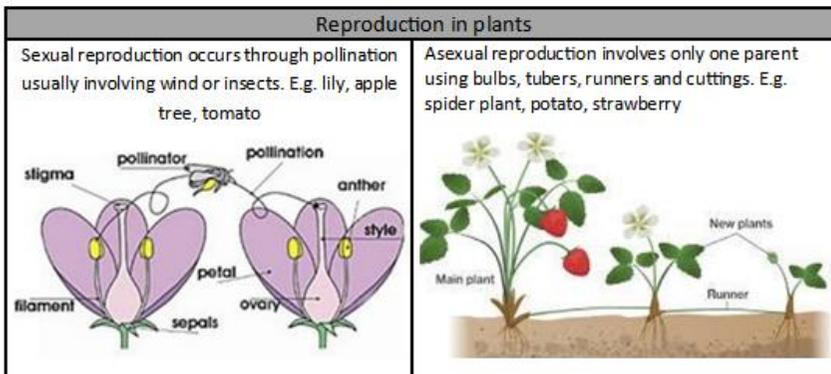
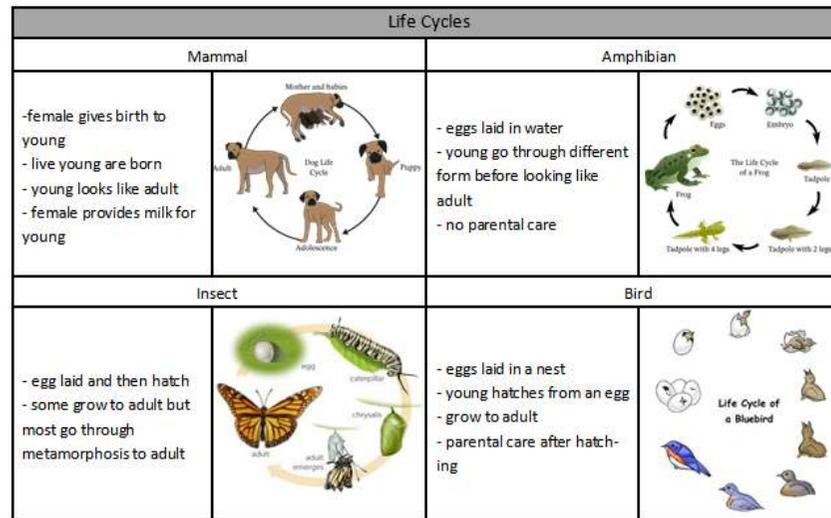
**Trait** - A feature or quality belonging typically to a person, place, or thing and serving to identify them.

Living Things and their habitats

A focus exploring the similarities and differences between the life cycle of different animals. A life cycle is the series of changes in the life of an organism including reproduction.

Key Individuals in this area of science

Significant Scientists	
<p><b>David Attenborough</b> (born 1926)</p> <p>Sir David is an English broadcaster and naturalist. He has made many famous wildlife programmes. He was knighted in 1985.</p> 	<p><b>Lucy Evelyn Cheesman</b> (1881-1969)</p> <p>Lucy Cheesman was a British entomologist (someone who studies insects) and traveller. She collected over 70,000 specimens of insects, plants and other animals.</p> 



**Germinate** -When a seed begins to grow and put out shoots.

**Pollinate** -When pollen is deposited to allow fertilisation.

**Disperse** -To distribute over a wide area.

**Reproduce** -To produce offspring through sexual or asexual reproduction.

**Fertilise** -To cause an egg, female or plant to grow a new individual.

**Bird** -A warm-blooded, egg-laying vertebrate with feathers, wings and a beak.

**Reptile** -A vertebrate animal including snakes, lizards, crocodiles, turtles and tortoises.

**Amphibian** -A cold-blooded vertebrate animal that lives on the ground and in water.

**Offspring** -The young animals or plants that are produced through reproduction.

**Mammal** -A warm-blooded vertebrate that typically gives birth to live young.

**Insect** - A small animal that has 6 legs and generally one or two pairs of wings.

## History

Our focus this term is a study of the local area, with an exploration of Roman Lincoln

In AD43 the Roman Emperor Claudius and an army of 40,000 soldiers arrived on the south coast of Britain. Between AD50-60 the Ninth Legion Hispana had arrived in Lincoln.

The Romans built a legionary fortress at the top of the hill. The fortress was defended by a deep ditch with an earth bank held in place with timber revetments and with wooden towers at intervals along the wall. Four gateways were built; North, South, East and West.

Remains of the Roman settlement can still be found in the Bailgate area of Lincoln.



[Roman Heritage Trail of Lincoln](#)

[Roman sites in Lincoln](#)

**Invaded** - Entering an area by force in order to take over.

**Chariot** - A two-wheeled vehicle drawn by horses and used in racing and warfare.

**Gladiator** - A man trained to fight against other men or animals in an arena.

**Legionary** - A soldier in a Roman legion.

**Emperor** - A ruler of an empire.

**Centurion** - The commander of a century in the ancient Roman army.

**Religion** - A set of beliefs held by a group of people, usually involving worship or prayer.

**Amphitheatre** - An open circular building with a central space surrounded by tiers of seats.

**Temple** - A building devoted to the worship of a god or gods.

**Mosaic** - A picture or pattern made by arranging small pieces of stone, tile or glass.

**Senate** - The state council of the ancient Roman empire.

## Geography

A biome is way to describe a large group of similar ecosystems.

Biomes have similar weather, rainfall, animals, and plants.

Animals have adapted to live with specific biomes.

There are 7 different land biomes on Earth: Desert, Grasslands, Savanna, Tundra, Tropical Rainforest, Temperate Forest, Taiga Forest.

The UK exists within the Temperate Forest biome.

<https://www.bbc.co.uk/bitesize/topics/z849q6f/article/zvsp92p>

<https://kids.britannica.com/kids/article/biome/403913>

<https://www.softschools.com/facts/biomes/>



**Tropical rainforest-** near the Equator (equatorial), hot and wet all year, rich in plants and animals, poor soils.

**Temperate forest-** cool summers and mild winters, rain throughout the year and rich deciduous woodland.

**Taiga-** north of the equator, on mountains, long cold winters, short mild summer, limited rainfall, coniferous trees.

**Grassland-** warmer summers and very cold winters, low rainfall and mainly grassland vegetation.

**Savannah (tropical grassland)-** within the tropics, hot with a wet and dry season, mainly grass and scrub and a few specially adapted trees. (Kenya, Zambia and Tanzania. Northern Australia, Venezuela and Brazil)

**Desert-** very hot and dry and limited plants and water. Arid- receive less than 250mm of rain per year. Deserts can be hot or cold. (Antarctica can be called a desert because of its low levels of precipitation). The Sahara Desert is the largest desert in the world.

**Tundra-** the areas that surround the North and South Poles, below freezing for most of the year, ground permanently frozen, light snowfall

## Design Technology

A project to research, design, build and evaluate a bird house for a specific type of bird.

Bird houses are made with certain materials and features to attract specific birds. Birds have needs and their home must cater for their needs to ensure they survive. Some bird houses have a round stick to perch on and a hole to reach the baby birds inside.

The barn owl lives in the United Kingdom and needs a very large bird house. The bird house must be mounted four metres above the ground and the entry hole must be large so the owl can fit through.

The robin lives in the United Kingdom and prefers an open-fronted bird house. The bird house must have an overhanging roof to protect the chicks from the rain. The house should be placed in thick vegetation.

The sparrow lives in the United Kingdom and prefers a medium-sized bird house that is built in urban areas. The bird house can be mounted below the eaves of houses or buildings.

The starling lives in England and prefers a bird house that resembles a tree cavity or is like a large hole. Many starlings decorate their houses with twigs and leaves.



**Design** – plan, measure, sketch, brief.

**Make** – cut, split, screw, drill, nail, hole, support, tools, saw, hammer, glue, sand, sandpaper, clamp, planks, dowel.

**Evaluate** - review, improve, analyse, critic, constructive criticism.

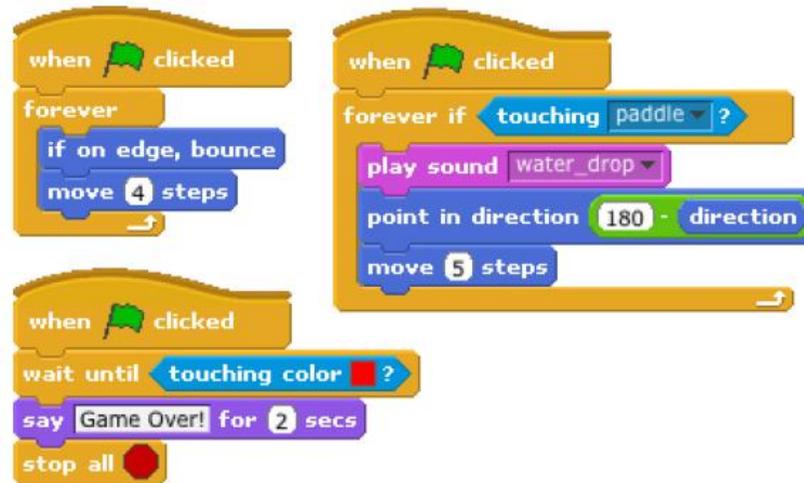
## Computing

- Computer Science
- An algorithm is a series of instructions used to control a device or a programme.
- To debug means to look for and repair errors in the code.

### Information Technology

- Animation is the process of combining still images to create a moving image.
  - It can also be used to include recorded audio to manipulate images to make them appear to be talking.
- ### Digital Literacy
- A healthy balance of screen time is important as we navigate this digital world.
  - It is also important to be aware that not all information and people online are reliable and reputable and to be discerning when using the Internet.
  - Anything posted online remains online forever, stored on a server somewhere. Nothing can be permanently deleted, and once it has been posted, control of the post is immediately lost.

Example of an algorithm used to control a game using Scratch.



<https://scratch.mit.edu/>

[www.code.org](http://www.code.org)

Repetition, loop, forever loop, count controlled loop, selection, condition, systematic, Data memory, variables, value, initialisation, control, simulate, physical system

Voiceover, playback, delete, pause, rewind, fast forward, teleprompter, pace, rate, effects, titles, greenscreen, layer, masking, dragm, sequence, trim, cut, transition, close up, action shot, timeline, import, subtitles, crop, split screen, cutaway, montage, fade,

Copied, modified, altered, choices, responsible, emojis, memes, social media, perceive, childlike, block, abusive, sceptical, trustworthy, adverts, validity, reliability, scams, disinformation, echo chamber

## Religious Education

### Hinduism – Life Journey

We will be looking at the different rites of passage in Hinduism, Islam and Judaism. For Hindus, Brahman is the Ultimate Reality, the supreme God. The term also refers to the 'divine consciousness.' Brahman can be shown in many forms including deities - presentations of the divine.

**Samsara** - Hindus believe in reincarnation, and they call this process samsara. This is the belief that there is a cycle of rebirth of the soul. This occurs repeatedly. However, the actions of a person in their mortal life determine their incarnation (ie how they will be reborn) in the next

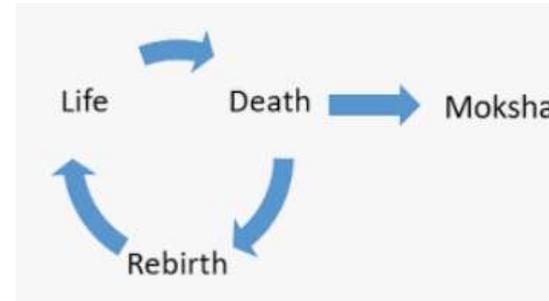
**Atman and moksha** (atman = the soul – the bit of **Brahman** in all living things; **moksha** is the ultimate goal – to break free of the life cycle, **samsara**)

**Dharma** (duty, every person has their own duty to fulfil; if they fulfil it, they move close to **moksha**)

**Karma** (actions – good actions, good **karma**, help you fulfil your **dharma** and get closer to **moksha**; bad actions, bad **karma**, prevent you from fulfilling your **dharma** and move you further away from **moksha**)

### Why Do We Celebrate?

- Different people, and different religions celebrate at different times of year
- Celebrations can often be linked with remembering people/events from the past.
- Some celebrations are national/global, some are much more personal.



[Video to explain the concept of Samsara and Moksha](#)

**Brahman, reincarnation, good karma, bad karma, samsara, moksha, atman, mortal, cycle, dharma.**

## Physical Education

Athletics including Running stamina and endurance

- When running, it is important to control your breathing.
- A consistent pace is useful for running long distances.
- Breathing out as your left foot hits the floor helps to prevent a 'stitch' forming.
- You should be able to maintain a conversation with a partner when jogging without getting out of breath.

Outdoor Adventurous Activities

- Orienteering is the skill of reading a map and plotting a route.
- There are a standard set of symbols used on maps to show locations.
- The Ordnance Survey maps are widely used to navigate the country.

Rounders

- Rounders is a bat and ball game played between two teams. It is a striking and fielding game.
- It involves batting and running around a circuit of bases.
- Opponents use fielding to prevent the batter running around the circuit. This involves throwing, catching and stopping the ball and throwing it to others
- When fielding it is important to work as a team, thinking about your own position and the position of others.

### Teamwork/Co-Operation

Without this it makes it very difficult to succeed. Listening to each other for ideas and supporting both verbally and physically will help when trying to **achieve the common goal** or solve the problem faced.

Within a team the **individuals will need to undertake certain roles**. By doing this it helps prevent arguments and provides a structure.

Roles can include: leader, planner, observer, analyst, performer etc.

### Orienteering

Orienteering can be done in many ways. It involves **reading a map** of an area (school) in order to find stampers with a specific pattern to correspond to a letter, number, image or symbol.

Map reading is a key part of orienteering so being able to orienteer a map so that you always **know which direction you are facing** and that the map is the same way can completely change the outcomes.

### Think Outside the Box

Be **creative** when solving a problem! It is not always as easy as it seems or is it?

Sometimes a very simple solution is the perfect answer but on other occasions using your imagination to do something slightly different is what is needed to succeed! **Listen to instructions very carefully** as you can plan your ideas from the details or lack of that are given!

### Communication

One of the most important aspects of OAA. It doesn't matter what activity you are doing, if there is more than one person you need to communicate to each other.

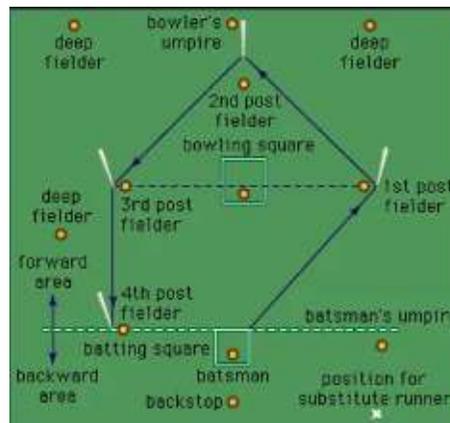
Communication can be done **verbally (most common)**, **silently through signs and signals**, **writing** etc. All forms of communication needs to be **very clear so that others can understand it**, especially if someone is blind, deaf (permanent or temporary) or struggles with certain types of communication.

[Map Symbols](#)

Run, jog, sprint, pace, breathing, stamina, cadence, distance.

Orienteering, map, orient, route, symbol, ordnance survey, contour lines, altitude, terrain.

Rounders, bat, ball, bowl, field, base.



## Personal and Social, Health Education (PSHE)

### Inclusion – British Values

There are a wide range of religions and beliefs in the UK

There are 5 'British Values'

Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those with different faiths and beliefs

It is important to know that all religions can live in cohesion.

### Puberty

When you go through puberty, you will experience physical and emotional changes

There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations

There is advice available and steps we can take to support menstrual wellbeing

Stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up

Others people's families, either in school or in the wider world, sometimes look different from your family, but you should respect those differences and know that other children's families are also characterised by love and care for them

Democracy	<i>We all have equal rights. Everyone has a voice and should be listened to.</i>
Rule of Law	<i>We should know what is right and wrong and behave within the boundaries of the law.</i>
Individual Liberty	<i>We are free to be ourselves.</i>
Mutual Respect	<i>We have a right to be respected for our choices. I know my actions affect others.</i>
Tolerance of those with different faiths and beliefs	<i>We should treat others as we want to be treated. All people are included, whatever their faith.</i>
Stereotype	<i>A set idea that people have about something or someone is like.</i>
British values	<i>A government initiative to teach students the values of democracy, the rule of law, individual liberty and mutual respect and tolerance.</i>
Cohesion	<i>Everyone fits together well and works as a whole.</i>
Equal rights	<i>The concept that every person is to be treated equally by the law.</i>

#### By the end of this topic, I should:

- explain what puberty means
- describe the changes that boys and girls may go through during puberty
- identify why our bodies go through puberty
- develop coping strategies to help with the different stages of puberty
- identify who and what can help us during puberty

#### By the end of this topic, I should:

- explain the terms 'conception' and 'reproduction'
- describe the function of the female and male reproductive systems
- identify the various ways adults can have a child
- explain various different stages of pregnancy
- identify the laws around consent

**Conception** - The process of conceiving a baby. **Reproduction** - The process by which living things create young or offspring.

**Consent** - To express willingness or approval.

**Conceived** - The fertilizing of an egg by a sperm; beginning of pregnancy. **Cervix** - The lower part of the uterus that opens into the vagina.

**Womb** (uterus) - Where a fetus, or baby, grows.

**Urethra** - The tube that carries urine from the bladder out of the body.

**Fertilised** - When a male's sperm enters a female's egg. **IVF** - Fertilising an egg outside the body, in a laboratory dish, and then implant

Year 5/6	Summer Term 2021-2022	How Important Is Our World?
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<p><b>Music</b></p> <p>We will be learning to sing and perform a classic rock song – Livin’ on a Prayer by Bon Jovi.</p> <p>Alongside this, we will be comparing and contrasting a range of songs of a similar genre, or from a similar time period.</p>	<p>We will be comparing and contrasting the following songs:</p> <ul style="list-style-type: none"> <li>• Livin’ On A Prayer by Bon Jovi</li> <li>• We Will Rock You By Queen</li> <li>• Smoke On The Water by Deep Purple</li> <li>• Rockin’ All Over The World by Status Quo</li> <li>• Johnny B. Goode by Chuck Berry</li> <li>• I Saw Her Standing There by The Beatles</li> </ul>	<p><b>RHYTHM, PHRASE, MELODY, HARMONY, OSTINATO, METRE, REPETITION, SCALE, ACCOMPANIMENT, STYLE, EXPRESSION, DURATION (beat, rhythm, metre), PITCH (melody, harmony), TEXTURE, TIMBRE, DYNAMICS, STRUCTURE, TEMPO.</b></p>
<p><b>Languages</b></p> <p>Children will be focussing on vocabulary linked to Spanish food and drink and how to order in a café/restaurant</p>	<p><a href="#">Food and Drink - KS2 Spanish - BBC Bitesize - BBC Bitesize</a></p>	<p>See vocabulary mats attached</p>