


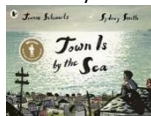

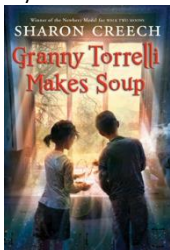




Yearly overview of skills

Year group: Year 5/6 Cycle B (2021-22)

	Autumn	Spring	Summer 1	Summer 2
Topic/Theme	The Vikings	The Ancient Maya	Mining	Food
English Literature – text(s)	<p>Viking Boy</p> 	<p>Rain Player</p>  <p>Additional Texts:</p>  <p>NB: Read a large text alongside</p>	<p>Town is by the sea</p>  <p>NB: Read a large text alongside</p> <p>Suggestion: Canary in The Coal Mine</p> 	<p>Granny Torrell Makes Soup</p> 
Reading	<p>Year 5/6</p> <p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</p> <p>maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<p>Year 5/6</p> <p>maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices 	<p>Year 5/6</p> <p>maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	

	<ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes <p>Understand what they read by:</p> <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p>	<ul style="list-style-type: none"> identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p>	<p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for their views</p>
Writing Genres	<p>Setting description</p> <p>Narrative (Viking Saga)</p> <p>Diary</p> <p>Letter (informal)</p> <p>Newspaper report</p>	<p>Stories from different cultures</p> <p>Persuasion</p> <p>Discussion and argument</p> <p>Poetry</p> <p>Autobiography/biography</p>	<p>Short story</p> <p>Formal letter</p> <p>Explanation</p> <p>Poetry</p>

Vocabulary, Grammar and Punctuation	Year 5 Use relative clauses with or without relative pronoun Use adverbs of possibility Use modal verbs Year 6 Punctuate bullet points consistently Use expanded noun phrases for complicated information Use headings, sub-headings Link ideas across paragraphs with a wider range of cohesive devices	Year 5 Use brackets, dashes and commas for parenthesis Use adverbials of time, place and number to link ideas across paragraphs Year 6 Use a colon and semicolons in a list Use hyphens Use passive voice Link ideas across paragraphs with a wider range of cohesive devices	Year 5 Use commas to clarify meaning Use paragraphs (using devices to build cohesion within and across paragraphs) Year 6 Use colons, semicolons and dashes to mark boundaries between independent clauses Use appropriate vocabulary and grammar for formal and informal situations (and recognise the subjunctive mood) Link ideas across paragraphs with a wider range of cohesive devices
Spelling	Words with endings that sound like /shuhs/ spelt with -cious Words with endings that sound like /shuhs/ spelt with -tious or -ious Words with the short vowel sound /i/ spelt with y Words with the long vowel sound /i/ spelt with y Homophones & near homophones Ambitious synonyms/adjectives Homophones & Near Homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy Adjectives ending in -ant into nouns ending in -ance/ -ancy Adjectives ending in -ent into nouns ending in -ence/ -ency Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel Hyphens: To join compound adjectives to avoid ambiguity	Creating nouns using -ity suffix Creating nouns using -ness suffix Creating nouns using -ship suffix Homophones & Near Homophones Adding suffixes beginning with vowel letters to words ending in -fer Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) Words with the long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) Word families based on common words, showing how words are related in form and meaning	Words containing the letter string 'ough' Adverbials of time Adverbials of place Words with an /ear/ sound spelt 'ere' Word families based on common words Words that can be nouns and verbs Words with a long /o/ sound that can be spelt 'ow' or 'ou' Words ending in 'ible' Words ending in 'ibly'
Mathematics	Number: Place value Number: Addition and Subtraction Statistics Number: multiplication and division Number: multiplication and division	Measurement: Area and Perimeter Number: percentages and decimals Number: ratio Number: algebra Measurement: converting measures	Geometry: property of shapes Geometry: position and direction Consolidation

Science	Electricity		Earth and Space		Living things and their habitats (Y6)		Investigations		light	Animals including humans (Y5)	
RE	Ourselfes Judaism	Life Choices	Hope		Mission	Memorial sacrifice	Sacrifice		Transformation	Freedom and responsibility	Stewardship
History	Were the Vikings really vicious? NC Ref: The Viking and Anglo saxon struggle for England to 1066 Focus: Chronology and key features, making a supported judgement, use of primary sources to test an interpretation.				Who was making history in faraway places in the year 1000? NC ref: non-European society that provides contrast to British history Focus: Chronology – developing terminology of periods, contemporaneous developments, key features of a contrasting society and its development, similarity and difference to Britain in c.1000, use of primary sources, identification of key points in historical interpretations. Suggestion: Mayans.				School designed unit – e.g. historic environment enquiry NC ref: local history study Focus: Use of the historic local environment to further enquiry skills, develop chronological range and use of primary sources such as maps, census, buildings and photographs Suggestion: History of mining in Sacriston		
Geography			What shapes my world? Processes and key features shaping places and human experiences Focus: weather, water, tectonics, biomes and climate zones				Where could we go? Fantastic Journeys. Focus: key countries and features of the world. Regions, tropics, hemispheres, tropics, time zones Longitude/Latitude.				Where has my food come from? Origins of key foods. Focus: trade links, natural resources, fieldwork, thematic maps, industry, farming, employment. Possible link to local fieldwork to conduct survey/ questionnaire and impact evaluation.
Computing	Online safety and digital literacy- Reporting and staying safe- Play like share Information Technology- Microsoft Office		Online safety and digital literacy- Anti bullying Common sense media Information Technology Publisher		Online safety and digital literacy- Safer Internet Day Feb 9 th 2022 Information Technology Excel		Online safety and digital literacy- Mental health and online. Common sense Media Computer Science Scratch		Online safety and digital literacy- sharing images and law Internet legends Information Technology Movie Maker		Online safety and digital literacy- Fake news Trust me Computer Science Microbis

Art	Vikings Focus: To further develop drawing, sketching and colouring skills using a variety of media. Include shadows and shading in work to show expression. Develop sketching to scale. Use knowledge of different media to blend colours for purpose. Create 3D effects in work through shading and tones. Manipulate textiles for a purpose.		Egyptians Focus: To further develop painting and drawing/ sketching and collage/textile skills, looking at art from another culture and past. Develop knowledge of colour, shape and pattern in work.			Ancient Greece Focus: To further develop sculpture skills. Manipulating, kneading and shaping to a design criterion. To engrave pattern to an object and complete with art & design
Design and Technology		Vikings Focus: To improve textile and sewing techniques. Designing and making a product. Creating a template for the design. Accurately cut and assemble product to design criteria for a given purpose.		Mayans Focus: To improve cooking skills by creating a product with healthy ingredients which were available in Mayan times. To create a recipe using some of the Mayans most popular foods. Improve preparation skills and working safely and hygienically.	Mining Focus: To further develop and improve designing, planning, making, evaluating and adapting skills to create a sturdy structure with a moving part, pulley system and an electrical circuit.	
Music	Space Study of Gustav Holst's 'Planets'		Where could we go? Fantastic Journeys Comparison of music from different cultures (eg. China, India, Indonesia)		21st Century Composers Study of a famous, significant Classical Composer (John Williams, Hans Zimmer) and their music. Study of the orchestra	
PE	Health Related Exercise Orienteering	The Circus Tennis	Throwing and jumping Counter balance and counter tension	Problem solving Tag rugby	Swimming Cricket	Swimming Competitions
PSHE	Created and loved by God Diverse Britain	Diverse Britain	Me, my body and my health	Emotional well-being	Money matters Life Cycles	Created to live in the community
MFL	Last year recap- 3 weeks In my French House	Space Exploration	Recall/ target language x2 French monsters	French Speaking World	Planning a French holiday	French Football

