





Yearly overview of skills

Year group: Year 5/6 Cycle A (2022-23)

	Autumn	Spring	Summer 1
Topic/Theme	WWI	WWII	Has life got better for children in Britain?
Resources needed			
English Literature – text(s)	<p>Private Peaceful – Michael Morpurgo</p>  <p>As an additional text – War game by Michael Foreman</p> 	<p>Suggested texts:</p> <p>Goodnight Mr Tom, Carries War</p> 	<p>Street Child (This book is about a child in Victorian times which links in with the history topic of children's past times through history and the key question – has life got better for children in Britain?)</p> 
Reading	<p>reads at a reasonable speaking pace</p> <p>reads most words effortlessly</p> <p>pronounces unfamiliar words with automaticity</p> <p>reads aloud with appropriate volume and expression to make meaning clear to the audience</p> <p>reads an increasingly wide range of books</p> <p>selects books based on reading experiences and knowledge of books</p> <p>distinguishes between fact and opinion in non-fiction reading</p> <p>explains the effect and impact of author viewpoint</p> <p>discusses author's use of language for impact and effect using technical terms (figurative language, similes, imagery, analogy, metaphor etc.)</p> <p>begins to make comparisons across and between books</p> <p>begins to show the influence of reading in writing</p>	<p>reads confidently, fluently and effortlessly a range of age-appropriate texts including novels, plays, poetry, non-fiction, reference and text books</p> <p>determines meaning of new words by applying knowledge of root words, suffixes and prefixes</p> <p>demonstrates appropriate intonation, tone and volume when reading aloud text, plays and poetry to make meaning clear to the audience</p> <p>recognises reoccurring themes and conventions across a range of texts</p> <p>participates actively in discussion about books</p> <p>discusses how authors use language, including figurative language and how this impacts on the reader</p> <p>summarises main idea from more than one paragraph</p> <p>uses elements taken from reading in own writing</p>	<p>demonstrates a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction.</p> <p>reads and demonstrates familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction and fiction from literary heritage, and books from other cultures and traditions).</p> <p>recommends books to others based on own reading preferences, giving reasons for choice.</p> <p>knows a wide range of poetry by heart.</p> <p>explains how language, structure, and presentation, can contribute to the meaning of a text.</p> <p>identifies themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a wide range of writing.</p> <p>draws on contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings.</p> <p>comments on how language, including figurative language, is used to contribute to meaning.</p> <p>makes comparisons within and across different texts.</p>

			<p>draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>makes predictions based on details stated and implied. identifies key details that support main ideas, and uses them to summarise content drawn from more than one paragraph.</p> <p>expresses views formed through independent reading and books that are read to them, explaining and justifying personal opinions, and courteously challenging those of others.</p> <p>explains and discusses understanding of what has been read, including through formal presentations and debates,</p>
Writing	<p>(Writing genres linked to the Private Peaceful and WWI topic)</p> <p>Character Description Diary account Non-chronological report WW1 poetry Narrative</p>	<p>(Writing genres linked to the class text and WWII topic)</p> <p>Balanced argument Explanation text Newspaper report Instructions Informal letter Persuasive writing</p>	<p>(Writing genres linked to the Street child and the lives of children throughout history)</p> <p>Short story Recount Book review Play script Biography</p>
Vocabulary, Grammar and Punctuation	<p>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</p>	<p>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</p>	<p>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</p>

	Use headings, sub-headings Link ideas across paragraphs with a wider range of cohesive devices		Link ideas across paragraphs with a wider range of cohesive devices		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	Grammasaurus Autumn 1	Grammasaurus Autumn 2	Grammasaurus Spring 1	Grammasaurus Spring 2	Grammasaurus Summer 1	Grammasaurus summer 2
Mathematics	Place value, addition and subtraction, multiplication and division.	Fractions, decimals and percentages, geometry.	Geometry cont., measurement, Algebra	Perimeter, area, volume, ratio	Statistics, position and direction	Consolidation, SATS
Science	Forces	Animals including humans (Y6)	Living things & their habitats (Y5)	Investigations	Properties and changes of materials	Evolution & Inheritance
RE	Domestic Church – Family : Loving Baptism/Confirmation - belonging vocation & commitment	Advent/Christmas - Loving : Expectations	Local Church – Community : sources Eucharist – relating : unity	Lent/Easter - giving : death & new life Pentecost –serving: witnesses	Reconciliation: healing Universal Church – World : Common good	Islam
History	What's in a name? NC Ref: Local History unit – WW1 war memorials Focus: Chronological security, key features of an era, use of primary sources, similarity and difference of experience at a point in the past		School Discretionary Unit There isn't any planning on the One Drive and for this topic as it was left to the school's discretion. As the year sixes will have already covered it, you could try to look at WWII from a particular angle as they will have covered a lot of it last year. Once this year is over then it will be fine to use previous WWII planning		Has life got better for children in Britain? NC ref: Aspect or theme since 1066 (Changing life for children). Focus: Chronological security – sequence and duration, key periods and their features, causation and consequences, use of primary sources to evaluate utility, producing own representations of the past.	
Geography		Fantastic Forests – Why are they so important? Vegetation, biomes, forest types. Focus: world maps of different types, biomes and different types of forests, rainforests with case study of		What are the key human and physical features of Seaham? Fieldwork study of Seaham Focus: pupils to develop their own questions, develop connection with the local environment and a better		Destination Sao Paulo! What do places have in common? Comparing a region in South America with a region in the UK. Focus: Human and physical features, village/cities/lifestyle. Comparative writing focus.

		South America. Local fieldwork opportunity in local woodlands, data collection and presentation tasks.		understanding of locations, collection of real data and provides a genuine geographical context for enquiry.		
Computing	<u>Online safety and digital literacy-</u> Reporting and staying safe- GAME ON <u>Information Technology</u> <i>Microsoft Office</i>	<u>Online safety and digital literacy-</u> Anti bullying Think U Know <u>Information Technology</u> <i>Publisher</i>	<u>Online safety and digital literacy-</u> Safer Internet Day <u>Information Technology</u> Excel	<u>Online safety and digital literacy-</u> Mental health and online. Common sense Media <u>Computer Science</u> <i>Scratch</i>	<u>Online safety and digital literacy-</u> sharing images and law THINK U KNOW <u>Information Technology</u> Movie Maker	<u>Online safety and digital literacy-</u> Fake news <u>Computer Science</u> Microbis
Art	WW1 Focus: To further develop drawing, painting and sculpture skills. Include shadows and shading in work. Develop drawing and painting with perspective. Use knowledge of colour mixing to create new shades and tones to create 3D effects in work. Use sculpture to create a piece of artwork, manipulating and engraving clay for a chosen purpose.		WW11 Focus: To further develop printing techniques and textile work to create collage artwork. Look at using a variety of materials to use to create printing effects, layering colours, blending and creating textures in the finish. Develop collaborative skills to create a group collage. Use a variety of relevant and suitable materials to create a collage piece of work.		Has life got better for children in Britain? Focus: To further develop sketching, drawing and painting skills of humans. To use shading to add definition to features. To improve the use of lines in drawing. To use learned techniques of colour mixing to add definition to work. To compare the work of artists since Victorian times to present day expressing similarities and differences and using pieces of work as a stimulus for their own work.	
Design and Technology		WW1 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.		WW11 Focus: To improve cooking skills by creating a product with limited ingredients. To create/adapt a recipe. Improve preparation and working safely and hygienically.		Has life got better for children in Britain? Focus: To look at transport over the years, from Victorian times till the present day. To further develop and improve planning, designing, making and adapting skills to create a moving vehicle including a sturdy structure and an electrical circuit.
Music	Songs of WWI		Post WWII Swing and Jazz		Composers over the centuries	

	It's a Long Way to Tipperary, We'll Meet Again, I Vow to Thee My Country		A study of WWII Swing and Jazz Music (eg. Duke Wellington)		Evolution of Classical Music	
PE	<u>Athletics</u> Running unit <u>Health and Wellbeing</u> Health related exercise unit	<u>Games</u> Invasion games-dodgeball unit <u>Dance</u> Titanic unit	<u>Gymnastics</u> Matching and mirroring unit <u>Athletics</u> Throwing and jumping unit	<u>Games</u> <u>Invasion games-Hockey unit</u> <u>Games</u> Net and Wall games-Badminton unit	<u>Games</u> Striking and Fielding games-Rounders unit <u>Swimming</u>	<u>OAA</u> Leadership unit <u>Swimming</u>
PSHE	Relationships – Respecting self and others	Living in the wider world – Shared responsibility.	Health and wellbeing – Physical well being	Relationships – Families and close personal relationships	Health and wellbeing – drugs alcohol and tobacco	Relationships – safe relationships.
MFL	Recap French speaking World	Recap French Football Champions	Life at home. Shopping		Recall/target Planning a holiday in France	Visiting a town in France