



Yearly overview of skills

Year group: Year 5/6 Cycle A (2020-21)

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

			<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	<ul style="list-style-type: none"> -Uses expressive or figurative language. -Uses relative clauses with relative pronouns -Selects words for purpose - begins to develop characters and settings through selection of effective vocabulary summarises a paragraph. -considers the impact and effect of vocabulary and grammar choices when re-reading own, and others' writing -Uses a thesaurus -brackets dashes and commas for parenthesis 	<ul style="list-style-type: none"> - links ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before) - uses commas to clarify meaning or avoid ambiguity - uses modal verbs and adverbs to indicate degrees of possibility - spells some words from the National Curriculum word list for Years 5 and 6 uses the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. - identifies the subject and object within a sentence uses colons to introduce a list and semi colons within lists. 	<ul style="list-style-type: none"> - identifies the audience for, and purpose of, the writing, selecting the appropriate form and uses other similar writing as models for their own - shows a growing awareness of how authors develop character and setting, including through the use of dialogue - describes settings, character and atmosphere to good effect selecting appropriate vocabulary and grammar suggests changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - integrates dialogue to convey character and advance action

	<ul style="list-style-type: none"> - uses own reading, what is listened to and what is seen as models to support the development of character, setting and atmosphere - proof reads own work for spelling and punctuation errors -edits work - uses expanded noun phrases to convey complicated information concisely 		<ul style="list-style-type: none"> - understands how words are related by meaning as synonyms and antonyms - knows the difference between the active and passive voice - punctuates bullet points consistently - ensures the consistent and correct use of tense throughout a piece of writing 		<ul style="list-style-type: none"> - uses a full range of punctuation appropriately and effectively to vary pace/create atmosphere including ellipsis demonstrates appropriate use of vocabulary and grammar to suit both formal and informal situations and recognises the subjunctive form. 	
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	<p>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</p>		<p>School Discretionary Unit</p> <p>There isn't any planning on the One Drive and for this topic as it was left to the school's discretion.</p> <p>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</p>		<p>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.</p>	
Geography		<p>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 South America. Local</p>		<p>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</p>		<p>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.</p>

		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	<p><u>Online safety and digital literacy</u>- Reporting and staying safe- GAME ON</p> <p><u>Information Technology</u> <i>Microsoft Office</i></p>	<p><u>Online safety and digital literacy</u>- Anti bullying Think U Know</p> <p><u>Information Technology</u> <i>Publisher</i></p>	<p><u>Online safety and digital literacy</u>- Safer Internet Day Feb 9th, 2021</p> <p><u>Information Technology</u> Excel</p>	<p><u>Online safety and digital literacy</u>- Mental health and online. Common sense Media</p> <p><u>Computer Science</u> <i>Scratch</i></p>	<p><u>Online safety and digital literacy</u>- sharing images and law. THINK U KNOW</p> <p><u>Information Technology</u> Movie Maker</p>	<p><u>Online safety and digital literacy</u>- Fake news</p> <p><u>Computer Science</u> Microbis</p>
Art	<p>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.</p>		<p>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.</p>		<p>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.</p>	
Design and Technology		<p>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.</p>		<p>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.</p>		<p>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.</p>
Music	Songs of WW1		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 (e.g., Duke Ellington)		Evolution of Classical Music	
PE	<u>Athletics</u> Three Jump Challenge <u>Health and Fitness</u> Health Related exercise Y5/6	<u>Dance</u> Making the Grade <u>Multi-Skills</u> Multi-skills Y5/6	<u>Invasion Games</u> Calling the Shots <u>Gymnastics</u> Group Dynamics	<u>Striking and Fielding Games</u> Zone Rounders/Cricket <u>Invasion Games</u> Tag Rugby	<u>Net and Wall Games</u> What a Racket <u>Swimming</u>	<u>OAA</u> Electric Fence <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	Salut Unit J On Holiday	Salut Unit k Eating out	Salut Unit L Hobbies	Salut Unit M A school trip	Salut Unit N Seasons	Salut Unit O The Environment