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| KS2 | LC1 | LC2 | LC3 | LC4 | LC5 | LC6 |
| Literacy | Advert – Lost land  Note – 2 bank holidays  1 Monday teacher absent (standalone lesson) | | | GPS REVISION  Y5 research based non-chronological report based on topic | KS2 SATS – Y6  2016 SATS Y5 | Non- chronological reports  Research |
| Numeracy Y6 | Geometry | Geometry | Cracking Fluency | SATS REVISION | POSITION AND MOVEMENT | POSITION AND MOVEMENT |
| Numeracy  Y5 | MEASUREMENT | MEASUREMENT | AREA AND PERIMETER | AREA AND PERIMETER | AREA AND PERIMETER | VOLUME |
| Topic  Geography  describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | As an introduction to topic children will watch the ‘Volcano’ episode from the Planet Earth DVD – approx 1 hour  What Questions do they have?  I can state what I already know about volcanoes  I can ask interesting questions about volcanoes  I can explain the origins of the name ‘volcano’ – named after the Roman god of fire and smithing  Independent write  Diary entry the day the volcano erupted | What is the Earth made of?  I can recall the names of the earths structure  I can describe key facts about the structure of the earth  I can create a model of the earth’s structure with clear facts.  Challenge  How has the earth’s surface changed over time? | -Where can we find volcanoes?  -What is a volcano and how is it formed?  I can map the location of volcanos.  I can make links between the structure of the earth’s plates and the position of volcanoes  I can show how tectonic plates move.  Challenge  What is the ring of fire? Where is it located?  Which plate tectonic results in the most volcanoes? | -Where can we find volcanoes?  I can identify which continents volcanoes are located on.  I can use 4 fig grid references to map volcanoes.  I can use 6 fig grid references to map volcanoes.  Challenge  Use google map to locate these areas. Download images. Are these areas inhabited? | 1 lesson = Gymnastics |  |
| SIAMS | To make hypotheses and pose questions, such as, what if…? | By making links with history when exploring the environment and speculating on why the landscape is as it is | By using google maps and imagine what it might be like to live in different parts of the world | By considering how people treat the environment; posing questions “how are we changing our surroundings – are some things for the better and others for the worse?” |  |  |
| Science  Y5 marvellous mixtures  State of matter / Properties and changes in matter  Predictions – science invest | How can we separate mixtures? | What happens when we mix liquids and solids? | What makes a difference to how fast sugar or salt dissolves? | How can we get drinkable water from seawater? | 1 lesson = Gymnastics |  |
| SIAMS | By asking questions about the ways in which scientific discoveries from around the world have affected our lives | By encouraging pupils to speculate about how science can be used both for good and evil | By creating opportunities for pupils to ask questions | By using opportunities during science lessons to explain how to keep other people safe |  |  |
| R.E  Hopes and visions  What is life about? | Questions about questions  I can explain why people ask questions.  I can generate my own questions about hope and visions  I can explain why some questions can’t be answered | Respond to the question Who am I?  I can write simple statements about myself.  I can create a poem about what I am  I can relate what I am to the influences in my life (colon poem) | How do people of faith describe who they are? (Christians and Jews Genesis 1:26-28)  I can explain how Christians describe themselves  I can explain how Jews describe themselves  I can make comparison between the two | Investigate key teachings from two or more faiths:   NOW PRESS PLAY  • Muhammad (pbuh): Five Pillars | 1 lesson = Gymnastics |  |
| SIAMS | Asking questions about the social impact of religion | By asking and responding to questions of meaning and purpose | By exploring the qualities which are valued by a civilised society |  |  |  |
| ICT  Use the Reporter operators to perform calculations. | Number operation | Ordering and presenting data | Add, Edit and calculate data | Solving Problems | 1 lesson = Gymnastics |  |
| Music  appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; | Bank holiday | Music teacher | Look at different types of live music.  Order them in appreciation.  What type of music do we all like? Why?  Where do we get our music tastes?  (Influences – RE) | Music teacher | 1 lesson = Gymnastics |  |
| DT  (Mrs Davis) | Moving vehicles | | | |  |  |
| PSHCE  Friendship | What makes a good friend?  Are you a good friend? | Look at a class photo agree we are all friends. Make a list why.  Question that how are we all friends when we are all different. | Look at stereotypes.  Look at photos of different social groups and rate them on who would be the best friend.  What stereotypes do we have? | Bullying. What is bullying? Why does it happen? Who is the bully, Who is bullied? Why? |  |  |
| French | SATS | | SATS | Following verbal directions | Giving verbal instructions |  |
| Art | To study a famous artist.  I can research given questions regarding a famous Artist.  I can research the work of a famous artist  I can research the life and work of a famous artist  Giuseppe Arcimboldo | To recreate a famous artist piece of work. ICT  I can insert pictures onto a document  I can edit pictures to change size and wrap  I can use ICT skills to recreate a famous piece of art. | To analyses a famous artist piece of work  I can say what I like and don’t like about a piece of work.  I can compare pieces of work by the same artist.  I can explain why the artist has use the media they have. | To produce a piece of art based on that of a famous artist  I can design a scene  I can create a collage using equipment given  I can carefully choice materials to represent the theme | 1 lesson = Gymnastics |  | |

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| KS2 | LC1 | LC2 | | LC3 | LC4 | LC5 | | LC6 |
| Literacy | Non – chronological reports | | Anti-bullying  Story – The bully | News report script | | Poetry – school life  (advice to a year 5) | | |
| Numeracy Y6 |  |  | |  |  |  |  | |
| Numeracy  Y5 |  |  | |  |  |  |  | |
| Topic  Geography | -To know about the structure and the inside of a volcano  I can illustrate how a volcano is formed  I can name some parts of a volcano  I can explain what happens when a volcano erupts  Challenge  Make an erupting volcano | -To find out what happened to the lost city of Pompeii  Listen to the eye witness account from the point of view of eyewitness: Pliny the Younger. Read the letters in full to the children discussing key events.  I can find out facts about Pompeii from website.  I can explain what the Pompeian’s mistake was.  I can make suggestions about what they should have done? | | -To know that volcanoes can be found on other planets  Watch blue planet about volcanoes on other planets. Why do the children think volcanoes occur on other planets too? Link to how the Earth was formed. Children to research and find out about the occurrence of volcanoes on other planets. | To research own question and present to rest of class.  ICT – PowerPoint presentation | Gymnastics | |  |
| SIAMS |  | By making links with history when exploring the environment and speculating on why the landscape is as it is | |  |  |  | |  |
| Science | Are the changes that happen around us reversible or non-reversible? | How much gas can be produced by non-reversible change?  Challenge  What would make the best rocket fuel? | | Creating models and explanation videos of solids, liquids and gas explaining how some thing can be all 3 states of matter, discuss how thy change and what effects it.  Explanation text | | Gymnastics | |  |
| SIAMS | By offering pupils the chance to consider the wonder of the natural world and the inventions which have made the world a better place | By considering that not all developments have been good because they have caused harm to the environment and to people | |  |  |  | |  |
| R.E | Investigate key teachings from two or more faiths:   • Jesus: Golden Rules – love God, love your neighbour, parables, the Sermon on the Mount  • The Buddha: Four Noble Truths & Eightfold Path  • Muhammad (pbuh): Five Pillars | Is there something beyond this life?  Children to look at and study a range of different artist’s impressions of life after death, including a blank page. Discuss why people have different beliefs. Ask children which most reflects their believe. Children to create a piece of Art. | | PSHCE FRIENDSHIP | PSHCE FRIENDSHIP | Gymnastics | |  |
| SIAMS | By exploring similarities and differences between faiths and cultures | By considering questions about God and evaluating truth claims | |  |  |  | |  |
| ICT | Party plan Budget | Design your own spreadsheet | |  |  | Gymnastics | |  |
| Music | Learning song for production | Music teacher | | End of year production | End of year production |  | |  |
| DT | Photography |  | |  |  |  | |  |
| PSHCE  Forgiveness | Now Press Play  Bullying  (lit) | Recognise the importance of equal opportunities.  Be a buddy not a bully.  (lit) | | Stereo types  (RE) | Sex education |  | |  |
| French | Following written direction on a map | Creating their own directions on a map | |  |  |  | |  |
| ART | To produce a piece of art based on that of a famous artist  I can investigate different media to create art.  I can explain my choices.  I can produce a piece of art based on that of a famous artist.  (2 weeks) | To peer assess | | Scenery | | | |  |