| **Class:**  Medjugorje  **Year group:** 5/6 | **Term:** 1  **Class books:**  **The Lost Thing**  **The Island** | **Main context and interesting hook:** Who am I?  Children will be answering the curriculum question ‘who am I?’ through exploring what makes them unique and the similarities and differences between themselves, their friends and their family. The children will also be developing a greater understanding of the world they live in through exploring animals and oceans and the beautiful world that God has created. | | | |
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| **Subject** | **National Curriculum** | | **Sticky Knowledge** | **Skills** | **Evidence** |
| **English** | Reading - word reading  Reading - comprehension  Writing – composition  Writing – spelling  Writing – handwriting | | Word Reading  • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words  that they meet.    Writing Transcription (Spelling and Handwriting)  • Identify an increasing range of homophones and other words that are often confused  • Spell words containing the ‘ough’ grapheme and identify alternative pronunciations  • To recognise and spell the suffix cian/tion/ssion/sion    Reading Comprehension  Maintain positive attitudes to reading and understanding of what they read by:  • Reading books that are structured in different ways and reading for a range of purposes  Understand what they read by:  • Asking questions to improve their understanding  • Identifying how language, structure and presentation contribute to meaning  • Discussing and evaluate how authors use language, including figurative language,  considering the impact on the reader  • Providing reasoned justifications for their views    Writing (Composition)  Plan their writing by:  • Identifying the audience for and purpose of the writing, selecting the appropriate form and  using other similar writing as models for their own  • Noting and developing initial ideas, drawing on reading and research where necessary  • In writing narratives, considering how authors have developed characters and settings in  what they have read, listened to or seen performed  Draft and write by:  • In narratives, describing settings, characters and atmosphere and integrating dialogue to  convey character and advance the action  • Using a wide range of devices to build cohesion within and across paragraphs  • Using further organisational and presentational devices to structure text  Evaluate and edit by:  • Assessing the effectiveness of their own and others’ writing    Vocabulary, Grammar & Punctuation  • Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)  • The difference between vocabulary typical of informal speech and vocabulary appropriate for  formal speech and writing (e.g. find out – discover; ask for – request; go in – enter)  • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for  example, might, should, will, must]  • The use of subjunctive forms such as If I were or Were they to come in some very formal writing  and speech]  • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative  pronoun  • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or  phrase, grammatical connections, e.g. adverbials  • Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after  the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted,  “Sit down!”  • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure  text] | Diary entries, formal letters, adverts, character and setting descriptions, non-  chronological reports  Main outcome: Own version fantasy narrative | Daily literacy lessons  Literacy work  Weekly spelling test  Daily handwriting lessons Handwriting workbooks  Literacy books  Published work books  Spelling books |
| **Maths** | **Number: Place Value**  -Roman numerals to 1,000  -Numbers to 100,000  -Numbers to 1,000,000  -Read and write numbers to 1,000,000  -Numbers to 10,000,000  -Read and write numbers to 10,000,000  -powers of 10  -partition numbers to 10,000,000  -compare and order any integers  -round within 100,000  -round any integer  -count through zero  -compare and order negative numbers  -negative numbers  **Number: Addition and Subtraction**  -Mental strategies  -Add integers  -Subtract integers  -Inverse operations and missing numbers  **Number: Multiplication and Division**  -Multiples  -Common multiples  -Factors  -Common Factors  -Rules of divisibility  -Prime numbers  -Square and cube numbers  -multiply by 10, 100 and 1,000  -Divide by 10, 100 and 1,000 | | -Roman Numerals  -Number and place value from negative numbers through to 10,000,000  -Rounding  -Partitioning  -Powers of 10  How to use and apply their knowledge of numbers in following ways:  -Addition  -Subtraction  -multiples  -factors  -Prime numbers  -square and cube numbers | -Develop mental and written strategies for addition and subtraction, multiplication and division operations | Lesson participation  Book work  Whiteboard work in lessons  Group work  Times Tables scores |
| **RE** | -Unit A: **The Story of the People of God**  Children will learn that the Bible is a library of books that can be placed into different categories. They will be able to identify some styles of literature found in the Bible. They will know some stories of significant people from the Old Testament and will be able to discuss the relationship these people had with God. They will know and be able to reflect on the Commandments.  -Unit B: **Followers of Christ**  Children will know that Jesus called many people to follow him. They will be able to identify reasons why these people responded to his call. The children will understand that following Christ sometimes demands sacrifices and they will be able to identify some vocations that exist in the life of the church.  -Unit G: **Prayers in the lives of the followers of Christ.**  Children will know a range of traditional prayers used by the church and be able to discuss the meaning of the words contained in them. They will be able to write their own Psalm prayer and be able to identify important actions and gestures associated with prayer. They will know that the Mass is the central prayer of the Catholic faith. They will also know about some customs of prayer in other world religions. | | Know that the Bible has lots of books contained in it.  Identify some of the different styles of writing contained in the bible.  Know about some of the stories of significant people in the Old Testament.  Know the Ten Commandments.  Know that Jesus calls people to follow him.  Identify reasons why people responded to Jesus’ call.  The demands of following Christ -Sacrifices  Identify some of the vocations within the church  Know a range of traditional prayers used by the church.  Be able to write their own Psalm prayer.  Identify important actions and gestures associated with prayer.  Know that the Mass is central to the Catholic faith.  Know some customs of prayer in other world religions. | Know some of the books of the Bible and that they are organised into Old and New Testament.  Know and write in some of the different styles of writing in the Bible.  Know the stories of Abraham, Isaac, Jacob and Moses and be able to discuss their relationship with God.  Know and be able to reflect on the Ten Commandments.  Know that Jesus calls people to follow him, be able to discuss how and why people responded to his call in different ways.  Be able to discuss the demands of following Christ and identify sacrifices that could be made in their lives.  Discuss some vocations within the church and why some people might feel called to serve in this way.  Know and understand the meaning of the words contained in a range of traditional prayers.  Reflect and write their own Psalm prayers.  Know and join in with the Mass.  Know and witness some of the prayers of other world religions. | RE lessons  Participation in discussions  Workbooks  Display  Floor book |
| **Science** | **Evolution and Inheritance**  -Changes over time  -fossils  -offspring  -adaptations | |  |  |  |
| **History** | **Battle of Britain**  Extended Chronology | | Know how to sequence events and create a timeline  Understand the wider timeline of History  Know the key events of the Battle of Britain  Sequence and create a timeline for the Battle of Britain  Understand the place of the Battle of Britain in the wider timeline of history. | Know and create their own timeline of their lives  Sequence events to create a timeline  Understand and identify key events in history on a wider timeline  Identify key events in the Battle of Britain, it’s timeline and place in wider history | History books  Display, -Personal timelines  working wall |
| **Geography** |  | | · Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  · Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.  · Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.  · Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.  · Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.  Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). | *Take part in a series of activities to improve knowledge and understanding of map symbols, keys, compass direction and grid references.*  *Learn how to use a compass and how to read the typography of the land.*  *Create a treasure map and use their understanding of compass directions and contours to set clues that unlock a password and the location of the treasure?*  *Present arguments for saving your school and its surroundings by highlighting the importance of its current land use.*  *Prepare a presentation for the Department for Planning on planet Epra, in order to save your school and local area from over development. Annotate a satellite image of your area and find out more about current land use before creating a PowerPoint (PPT) that brings all of your arguments together.*  *Expand and apply mapping skills by taking part in a UK-based treasure hunt. To succeed you will need to use maps, atlases, and digital maps to describe the features you find to help locate four mystery UK counties.* | Geography books  Display |
| **French** |  | |  |  |  |
| **Music** |  | |  | Listen to music, share opinions, explore rhythm and pitch. Learn lyrics to a new song and explore a range of instruments | Weekly music lessons |
| **PE** |  | |  |  | Weekly PE lesson participation |
| **Computing** |  | |  |  |  |
| **Art and design** | Use a range of materials to creatively design and make products | |  |  | Art books  Independent artwork  Displays |
| **RSE** |  | |  |  |  |