**Curriculum Overview for Year 5/6 –Autumn TERM**

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| colouredNCbackground.png  **READING** : Apply knowledge of morphology & etymology when reading new words. Reading & discuss a broad range of genres & texts; Identifying & discussing themes. Make recommendations to others. Learn poetry by heart. Draw inference & make predictions .Discuss authors’ use of language. Retrieve & present information from non-fiction texts. Formal presentations & debates  **WRITING**: Secure spelling including homophones, prefixes, silent letters etc. Use a thesaurus legible, fluent handwriting. Plan writing to suit audience & purpose . Develop character, setting & atmosphere in narrative .Use organisational & presentational features .Use consistent appropriate tense .Proof reading Perform own compositions.  **GRAMMAR**   |  | | --- | | Use prefixes and suffixes. Use modal & passive verbs. Use relative clauses. Use commas for clauses .Use brackets, dashes & commas for parenthesis.  **SPEAKING AND L ISTENING**  Give well-structured explanations .Have an appropriate command of Standard English,  Consider & evaluate different viewpoints. Use appropriate vocabulary.  Year 6 to follow the old curriculum for academic year 2014/15 | | **English** | |  | **Art & Design**   * Use sketchbooks to collect, record, review, revisit & evaluate ideas * Improve mastery of techniques such as drawing, painting * Learn about great artists, architects & designers * To study Lowry and use to produce own sketches and paintings. * Blitz skylines using a variety of media including computing software. | **Computing**   * E- safety * Detect & correct errors in programs * Understand uses of networks for collaboration & communication * Be discerning in evaluating digital content * Applying digital literacy skills (cross-curricular) * Use a variety of apps and introduce to G drive for storage and sharing of work. |
| **Design & Technology**   * Use research& criteria to develop products which are fit for purpose and aimed at specific groups * Use annotated sketches & cross-section diagrams * Analyse & evaluate existing products and improve own work   Design air raid shelter and construct. | **Geography**   * To understand features and location of countries involved in the conflict (WW2) * Use maps, grid references * To understand key aspects of human geography. * Investigate a chosen European country. |
| **STATISTICS:** Solve comparison, sum and difference problems using information presented in a line graph. Complete read and interpret information in tables including timetables.  **NUMBER:** Consolidate and extend understanding of the place value system. Work with numbers up to 1,000,000 (Y5) and beyond (Y6). Use estimation and rounding to simplify and improve accuracy of checking. Add and subtract numbers with more than 4 digits, mentally and written (Y5). Consolidate and expand understanding of efficient mental and written methods of calculation and justify their use. Use formal written methods of long multiplication and division (Y6). Understand the order of operations. Add, subtract and order decimal numbers. | **Mathematics** | |  |
| **Modern Languages**   * Listen & engage in conversations, expressing opinions * Speak in simple language & be understood * Develop appropriate pronunciation * Present ideas & information orally * Show understanding in simple reading * Adapt known language to create new ideas * Describe people, places & things * Understand basic grammar, e.g. gender | **Music**   * Perform with control & expression solo & in ensembles * Improvise & compose using dimensions of music using technology * Listen to detail and recall aurally * Use & understand basics of staff notation * Learn a brass instrument 4 times a week with specialist teacher. |
| **Science**   |  | | --- | | Materials  Describe and investigate the properties of materials.  Plan an investigation.  Make predictions.  Represent data in different ways.  Explain reversible and irreversible changes.  Investigate dissolving. |   NB Year 6 to follow old curriculum for Academic year 2014/15 | | **History**  **Broader History Study**  **Children of World War 2**  What was the second world war when and where did it take place? What did people eat during the war?  In what other ways might the war have affected people?  What was the blitz?  What was Dig for victory and Make do and mend? Which countries were involved in the war?  Why were children evacuated? Listen to accounts from evacuees discuss evacuee letters  What was it like to be an evacuee?  What were children’s experiences of the war? | |
| **Physical Education**   * Use running, jumping, catching and throwing in isolation and in combination * Play competitive games, applying basic principles and tactics. * Develop flexibility & control in gymnastics * Compare performances to achieve personal bests | **Religious Education**   * Buddhism study * 8 fold path * Story of Siddhartha   Christmas celebrations |