

**Year 5 and 6**

**Year A2 / 2025**

**English**

**Grammar structures - speech punctuation, subordinate clauses, passive sentences, descriptive language (2A sentences, 3ed sentences**

**Writing genres**

Diary Writing, Newspaper reports, fantasy stories, Information leaflet.

**Key books**

Finish 'Who Let The Gods Out' - Film narrative - Titanium

**Maths**

**Key areas of learning**

Four Operations: addition, subtraction, multiplication and division; Fractions Y6 - Converting units

**Science**

**Scientific Knowledge**

**Light**

Recognise that light appears to travel in straight lines; use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye; explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes; use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

**Working Scientifically**

Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary; using test results to make predictions to set up further comparative and fair tests; reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

**Design & Tech.**

**Textiles- Greek Sandals** -Use creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts, considering needs, wants and values. generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design; select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ;apply their understanding of how to strengthen, stiffen and reinforce more complex structures

**Art & Design**

**Greek Art**-To improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials.To create sketch books to record their observations and use them to review and revisit ideas. Learn about great artists, architects and designers in history.

**Computing****E-Safety- Unit: Media influence: Who decides what I experience in the online world? Healthy Online Relationships.**

I can describe the motivations of online influencers and explain why this means I shouldn't always trust their content. I can describe how algorithms influence the content we see online. I can understand that my online actions can have powerful consequences and explain why I should not share private information online. I can describe how powerful shared data is in the online world. I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).

**Geography**

**The UK** - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time; interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs; describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

**Languages****Spanish: Family****Music(3)**

**Ukulele** - Have the opportunity to learn a musical instrument: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (National Curriculum). Hold the Ukulele confidently. Pluck each string (open pluck). Be able to play the C, F & G chords. Transition between chords. Follow a piece of music in time with my class to perform.

**PE**

Circuit training, core training, developing sportsmanship and levels of physical fitness. Preparation for any sporting fixtures

**PSHE**

MMR- Anti Bullying; HSL Managing Safety & Risk How to make informed choices about health and wellbeing and to recognise sources of help with this. How to respond to risky or negative relationships and ask for help. To identify different influences on health and wellbeing EW- The Boys

**Religious Ed.**

**UC God - What does it mean if God is holy and loving?** Identify some different types of biblical texts, using technical terms accurately, explain connections between biblical texts and Christian ideas of God, using theological terms, make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed; show how Christians put their beliefs into practice in worship; weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own

**Key Vocabulary**

light, source, dark, shadow, block, absorb, direct/direction, transparent, opaque, translucent, straight, colour, spectrum, rainbow, reflective materials, reflection, angle of incidence/reflection, light, beam, straight, scatter, distort, convex, concave, plane, reflection, ray, straight, bent, focal point, refraction  
United Kingdom, Great Britain, county, population, topography, human features, physical features, industrial revolution, tourism, diversity, multicultural, migration, pull factors