

English

Boudicca's Rebellion— writing in role, writing to persuade and take part in debate

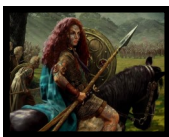
To write a recount.

Rose Blanche – Roberto Innocenti

Writing in role as a character—letter, diary, recount

Writing to persuade

Character and setting development



D&T/Art

To manipulate paper to create an object

To replicate Anglo-Saxon designs using quilling.

To design and make some Anglo Saxon jewellery using quilling.

To investigate design and product for a particular use.



Science

Forces

Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.

Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater



Maths

Times tables— rapid recall up to 12 x 12

Written methods for all four operations, including long multiplication and long division

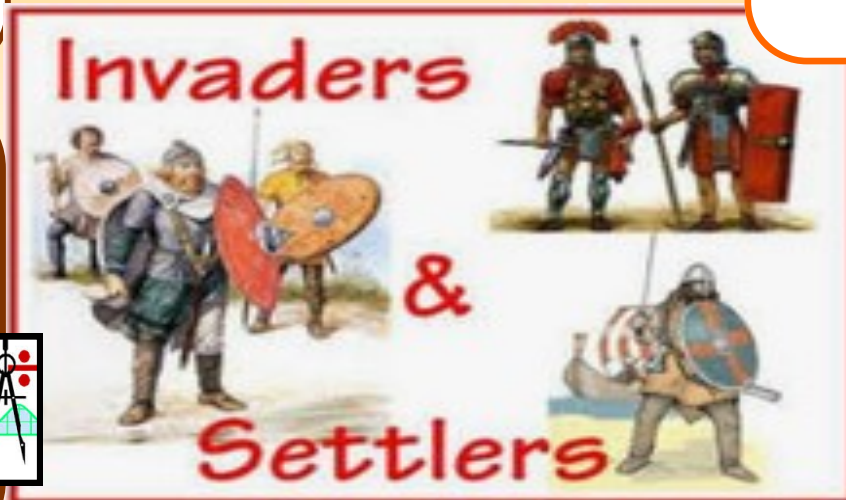
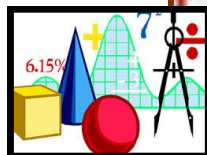
Problem solving and investigations

Interpret and use tables, line graphs and charts.

Analyse data and problems solving/ using and applying.

Use of efficient written methods for calculations.

Calculate area and perimeter of



History

To find out why the Romans invaded Britain.

To describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall.

To understand how Roman ideas still impact our lives today and modern society.

To identify who the Anglo-Saxons were and where they came from

To understand how the Anglo-Saxons have influenced Britain by explaining some of the place names they established and their meanings.

Computing

To understand hand placement for touch typing.

To use the correct fingers for each key when touch typing.

To design and program a character game.

To design an original character or backdrop for a game.

To add features or effects to enhance a game.

To create an original animated game with a specific goal.

To program costume changes for a

Ancestry—family tree.

Research your family tree.

Bring in your findings to share.

Did your ancestors come from other parts of the world?

Do you have family living in oth-

UKS2—Year 5 and 6
Autumn 2 2020

RE.

To know that Jesus is seen as the founder of Christianity.

To begin to identify the impact that believing in Jesus has on a Christian life.

To write a detailed biography about Mother Teresa.

To recognise that there are different branches in the Christian Faith

To retell the story of the Magi

To make a Christmas card for your family and write a suitable pray-

French

To learn about modes of transport & rehearse the vocabulary

To rehearse vocabulary for travelling to school and conduct a survey.

To listen to the Nativity told in French

To pick out key words from the French text that are similar to those in English.

To explore the differences and similarities of the

PE

Daily Walking / Skipping

Developing Stamina and Fitness

Awareness of how to keep our

bodies fit and healthy

Music

Charanga -Classroom Jazz 1 and

composing

Learning about music notation

Learn a selection of Christmas songs

P.S.H.E.

To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these To learn about change, including transitions loss, separation, divorce and bereavement To differentiate between the terms, 'risk', 'danger' and 'hazard' To recognise, predict and assess risks in different situations and decide how to manage them responsibly To learn about people who are

Please note... this information is intended as a guide only and may be subject to change so that we can address the interests of the children as the term progresses. Through a blended curriculum we will build upon prior knowledge , revisit and teach parts of the curriculum that the children need.