Reading Units

Goodnight Stories for Rebel Girls by Elena Favilli Genre – Biography

Hansel and Gretel by Neil Gaiman Genre – Fiction: traditional tale

French

Niveau Rouge 1 & 2 - My Town & Telling the Time

Town features, Time, More numbers

Y5 learn new vocabulary, mainly working at a phrase and short sentence level

Y6 show increasing **confidence and complexity** when learning/revisiting vocab

English

Rainplayer - Fiction: traditional tale

Charlie and the Chocolate Factory Outcome - Fiction Narrative Explanation text

Poetry
Jinnie Ghost Poetry linked to the themes of night, moon and shadows

Mathematics
- Number and Place Value
- Addition and Subtraction
- Multiplication and division
- Statistics

PSHE and Citizenship
Y5 My Happy Mind - Meet Your Brain, Celebrate
No Outsiders The Thing & Tango Makes 3
Awareness Events - Sep European Day of Languages
Oct World Mental Health Day
Nov Anti-Bullying week
Dec Human Rights Day

Design and Technology – Food
Aspect: Celebrating culture and seasonality
Product: Design, make and evaluate a bread for themselves for accompanying a Maya meal.

Designing
• Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification.
• Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.
• Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.
Making
• Write a step-by-step recipe, including a list of ingredients, equipment and utensils.
• Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.
• Make, decorate and present the food product appropriately for the intended user and purpose.
Evaluating
• Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams.
• Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.
• Understand how key chefs have influenced eating habits to promote varied and healthy diets.

Computing
Y5 Sharing information
• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
• Use sequence, selection, and repetition in programs ;work with variables and various forms of input and output
• Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
Y5 Video editing
• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Religious Education
• What can we learn through Christian religious buildings and music?
• How and why do Christians worship? What are the benefits for believers? Compare to worship covered in other religions.

Cycle B Autumn
Class 4
The Maya

Who were the Maya?

Reading for Pleasure Texts
Oh Maya Gods – Maz Evans
Skellig David Almond

Physical Education
Tag Rugby, Dance
• use running, jumping, throwing and catching in isolation and in combination
• play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
• develop flexibility, strength, technique, control and balance
• compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Visits/ outdoor learning
• Cadbury World Visit
• Outdoor - Make a Maya City
• **Roald Dahl Day**
• **Charlie and Choc at Liverpool Empire**

Art and Design

Mixed Media & Printing
Artist in Focus: Shepard Fairey
• to improve their mastery of art and design techniques, including drawing with a range of materials
• to improve their mastery of art and design techniques, including painting with a range of materials
• about great artists in history

Geography
• locate the world's countries, using maps - South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
• Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains.
• Present human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies.

History

• Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study
• Undertake an in-depth study of a non-European society that provides contrasts with British history- The Maya civilization.
• Understand how our knowledge of the past is constructed from a range of sources.

Science
Y6 Electricity
• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
• Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
• Use recognised symbols when representing a simple circuit in a diagram

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.

Music

Happy Y6
Style: Pop/Motown
Topic and cross-curricular links:
What makes us happy?
Video/project with musical examples.

Classroom Jazz 1 Y5
Style: Jazz
Topic and cross-curricular links:
History of music - Jazz in its historical context.