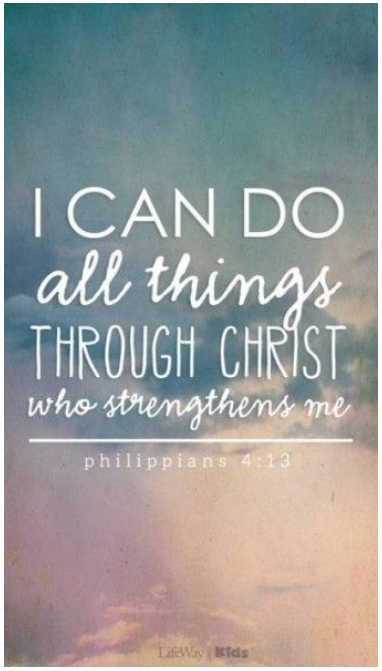


Topic Map: Year 5 and Year 6

Term: Autumn 2

Computing

Blogging

- To understand blogs and their features.
- To plan the theme, content and structure for a blog post.
- To write and style a blog post.
- To review and comment on blog posts with an understanding of online safety.

PSHE – Celebrating Difference

In this unit, children explore what "normal" can mean and develop empathy for people who are different. They examine prejudice, discrimination and protected characteristics, reflecting on their own attitudes and the importance of equality and respect. Across the six lessons, children learn about power imbalances, why bullying might happen, and how to manage feelings and solve problems safely. They explore inspirational individuals, including disabled athletes, and reflect on perseverance and achievement.

History

The Maya Civilization

In this unit Children will study a non-European society that provides contrasts with British history –A D 900; Mayan civilization.

Use timelines to place and sequence events.

Use correct historical vocabulary dates and terms accurately.

Identify some social, cultural, religious and ethnic diversities of societies.

Identify changes and links within and across the time periods studied.

R.E.

How do Christians Prepare for Christmas?

The aim of this unit is to:

- Delve deeper into the themes of the season of Advent.
- Introduce pupils to the Christian belief that Jesus will return.

PE

Gymnastics

Basketball

Class Novel/Book



Text: FArTHER

Music

Classroom Jazz

The aim of this unit is to:

- Listen
- Appraise
- Play
- Perform
- Improvise

DT

Designing

Exploded Diagrams and Cross-Sectional Diagrams

Mechanisms

Design and make a pop-up Christmas card

Spanish

- Do You Have a Pet?
- Christmas

English

Writing

Writing Narrative Outcome: A Letter

Narrative Purpose: To Persuade

Grammar: Word

Use verb prefixes (un-, de-, re-, over-, dis-, mis-)

- Understand how words are related by meaning as synonyms and antonyms
- Converting nouns into verbs using suffixes
- The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing
- informality of direct quote contrasting with formality of vocabulary choices

Grammar: Sentence

- **Indicate degrees of possibility using modal verbs.**
- **Use fronted adverbials**
- The difference between structures typical of informal speech and structures appropriate to formal
- Using expanded noun phrases to convey complicated information concisely.

Grammar: Punctuation

Commas, brackets and dashes for parenthesis

Use commas after fronted adverbials

- Use hyphens to join words and avoid ambiguity
- Use range of punctuation taught at KS2 (Speech punctuation)
- Use the semi-colon as the boundary between independent clauses

Mathematics

Y5

Multiplication and Division

Fractions

Y6

Addition, Subtraction, Multiplication and Division

Fractions

Converting Units

Reading

- Give / explain the meaning of words in context
- Retrieve and record information / identify key details from fiction and non-fiction
- Summarise main ideas from more than one paragraph
- Make inferences from the text / explain and justify inferences with evidence from the text
- Predict what might happen from details stated and implied
- Identify / explain how information / narrative content is related and contributes to meaning as a whole
- Identify / explain how meaning is enhanced through choice of words and phrases
- Make comparisons within the text

Science

Electricity

- Use recognised symbols when representing a simple circuit in a diagram.
-
- 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.
- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.

Working scientifically

- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Working scientifically – Using test results to make predictions to set up further comparative and fair tests.