



Concepts: Identity, power, change, care, conflict, fairness.

ENGLISH

Writing

Genre:

- Balanced argument (linked to history topic)
- Myth Narrative
- Newspaper reports
- Performance poetry

Writing devices/grammar:

- Repetition, linking statements & Pronouns to create cohesion within and between paragraphs
- Point, Evidence, Explain (P.E.E) to structure paragraphs (balanced arguments)
- Dropped in 'ed' clauses
- Developed prepositional phrases
- Short sentences, onomatopoeia, repetition, zooming in & withholding information to build tension
- Similes, metaphors and personification to describe people or places
- Future tense (simple, progressive, perfect & perfect-progressive)
- Colons for lists

Reading:

We will be reading 'The Hobbit' as our whole class text in which each child will be able to borrow their own copy.

The children will also practice specific reading skills on rotation 3x a week, using a range of short fiction and non-fiction texts. We will be focussing on: Vocabulary, inference, retrieval and explanation, prediction, sequencing/summarising

Spelling: Focussing on Year 5/6 spelling rules/patterns:

	<ul style="list-style-type: none"> • Tious/ious • Near homophones • Hyphens • Silent letters • Ant words • Adverbials of time • le after c • Ei makes an ee sound • Ance and ancy
MATHEMATICS	<ul style="list-style-type: none"> • Daily maths, focussing on quick mental addition and subtraction; and inverse <p>Maths topics:</p> <ul style="list-style-type: none"> • Fractions, decimals and percentages • Measurements (metric, imperial & time) • Volume • Co-ordinates
RELIGIOUS EDUCATION (RE)	<p>Religion/Worldview: How do Hindus make sense of the world?</p> <p>Children will learn about:</p> <ul style="list-style-type: none"> • Describe different sources of authority and how they link with beliefs • Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers • Describe how events in history and society have influenced some religious and non-religious worldviews • Describe the connections between different beliefs being studied and link them to sources of authority • Describe some of the key theological similarities and differences between and within religions and worldviews • Describe ways in which beliefs shape the way Hindus view the world in which they live and how they view others

	<p>What difference does the resurrection makes to Christians?</p> <ul style="list-style-type: none"> • Outline the timeline of the resurrection, explaining the place within it of the ideas of incarnation and salvation. • Suggest meaning of the resurrection accounts. • Explain connections between Luke 24 and concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. • Make clear connections between Christian belief in resurrection and how Christian worship on Good Friday and Easter Sunday. • Explain why the resurrection inspires and makes sense to some people. • Offer and justify their own responses to why belief in the resurrection might impact how people respond to world problems.
<p>SCIENCE</p>	<ul style="list-style-type: none"> • Properties of materials • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic <p>Changes of materials</p> <ul style="list-style-type: none"> • Demonstrate that dissolving mixing and changes of state are reversible changes.

	<ul style="list-style-type: none"> • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda • To plan a scientific investigation using the structure: Question, Equipment, Hypothesis, method, recording, conclusion • Draw scientific diagrams • To utilise diagrams to support explanations
COMPUTING	<p>Spreadsheets</p> <ul style="list-style-type: none"> • How change visual aspects of cells • How to order and sort data • How to create formula for calculations
HISTORY / Geography	<p>Matthew Hopkins and the Manningtree witch hunts</p> <ul style="list-style-type: none"> ➤ Place the witch hunts in a chronological framework alongside other major historical events. ➤ Analyse primary sources (e.g., trial records, pamphlets, woodcuts) for bias and reliability. ➤ Explain how historical context influenced attitudes towards witchcraft. ➤ Compare different interpretations of events (e.g., how Matthew Hopkins saw his role vs. how we view him today). ➤ Make connections between historical witch hunts and modern-day scapegoating, fear-mongering, and moral panics. ➤ Debate whether historical justice systems were fair and how they compare to today's legal system. <p>What is happening in North America?</p> <ul style="list-style-type: none"> • To know where North America is.

	<ul style="list-style-type: none"> · To identify human and physical features of North · Understand the impact of the wildfires in California. · Explain what the San Andreas fault line is and some of the risks involved with it. · To know how trade impacts North America
ART/DESIGN + TECHNOLOGY	<ul style="list-style-type: none"> • Cooking • Select from and use a wider range of tools and equipment to perform practical tasks. • Understand and apply the principles of a healthy and varied diet. • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed • Safe cutting techniques – Knuckle, bridge • Peeling (Using a peeler) • How to create and knead dough • How to grate • How to spread a sauce/ topping
PSHE	<p>Citizenship:</p> <ul style="list-style-type: none"> • What it means to be a citizen • Human rights & civil rights

	<ul style="list-style-type: none">• British values
PHYSICAL EDUCATION (PE)	Children will: Learn skills (including tactical) and games linked with: Rounders Athletics Cricket
FRENCH	Children will: <ul style="list-style-type: none">• Name rooms in the house• Describe rooms• Activities people do
MUSIC	Children will use Charanga to: