

**Literacy**

**Key Text:** *A River by Marc Martin*

**Purpose for writing:** *Narrative– to entertain*

**Writing:** Children will identify the structure and features of a journey story and use this to plan their own narrative about a journey along a river. During this unit, they will focus on the use of first person and secure their understanding of using a range of sentence structures: simple, compound and complex. Alongside this, they will also begin to use adverbial phrases to build cohesion within and across paragraphs. Lessons will also focus on using figurative language (similes, metaphors and personification) to describe settings and build atmosphere.

**Grammar:** The focus in this unit will be to use a range of coordinating and subordinating conjunctions to structure sentences accurately.

**Word Reading/Comprehension:** Children will focus on understanding new vocabulary in context and applying this in their own work. They will also focus on the specific VIPERS skills of retrieval and explaining.

**Year 5/6**  
**Autumn 1**

**Maths**

**Year 5**  
**KIRFS Focus:** *Recall Roman Numerals up to M*  
**Place Value:** Pupils will be taught to: -Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit. -Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000. -Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0, -Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000,. -Solve number problems and practical problems that involve all of the above. -Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.  
**Four operations:** Children will continue to build on their knowledge of adding, subtracting, multiplying and dividing using formal written methods

**Year 6**  
**KIRFS focus:** *Recall multiplication and division facts for all the times tables up to 12x12*  
**Place Value:** -Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit. -Round any whole number to a required degree of accuracy. -Use negative numbers in context, and calculate intervals across 0. -Solve number and practical problems that involve all of the above.  
**Four Operations:** Children will continue to build on their knowledge of using all 4 operations exploring formal written methods with increasingly difficult problems.

**Computing**

**Focus:** *Online Safety*-Children will gain a greater understanding of the impact that digital content can have.  
*Coding*- To represent a program design and algorithm.

**Geography**

**Focus:** *Rivers*

During this unit, children will begin by learning about the water cycle and will gain an understanding of where all of the water on Earth comes from. They will look at the physical features of a river and be able to identify features such as the source, meanders and mouth of a river on a map. Next, they will learn about how rivers impact on the environment around them through erosion and depositions. They will apply this understanding when looking at the formation of oxbow lakes and be able to draw detailed diagrams explaining how they are formed. Following this, they will then move onto look at the impact rivers have on humans. Firstly, looking at the positives of rivers on including trade, a source of food and benefits of flooding. They will then look at the negative implications of flooding. Finally, they will use topographic maps to research land elevation along a river and be able to answer questions based on the information they have found.

**Let the river run!**

**Science**

**Chemistry:** *Properties and changes in materials*

Pupils will be taught to compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity and response to magnets. Children will learn that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. They will use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Children will give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. They will demonstrate that dissolving, mixing and changes of state are reversible changes and 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.

**Music**

**Focus:** *Pop/Motown*

The children will listen to, appraise and learn to perform the song 'Happy' by Pharrell Williams.

**RE**

**Focus:** *Why do some people believe in God and some people don't?*

Children will learn that there are many reasons why people do or don't believe in God and what people believe in is called their world view. They will discuss God who is eternal, omniscient and omnipotent. They will learn that people who don't believe in God may point to the fact that it is hard to prove God exists and that the terrible events in the world make it hard to believe in God. Science has shown how the world was created and so God is not needed. The children will understand that most are Christians because of upbringing or because of their experience of the impact of their faith in their daily living. Many would say they have experienced the presence of God in one way or another

**Art**

**Focus:** *Batik*

During this unit, children will be begin by learning about the history of Batik and where it originated from. They will learn that Batik is an Indonesian technique of wax-resist dyeing applied to cloth. The children will develop their knowledge of colour wheels; understanding that there are secondary, tertiary and complementary colours. The children will explore and understand that the wax resists the dye and therefore allows the artist to colour the cloth selectively by soaking the cloth in a coloured dye. The children will evaluate original pieces, to consider if wax resist has been effective. We will also evaluate colour choices.

**PE**

**Focus:** *Tag Rugby*

Children will build on prior learnt skills to increase their understanding of tactical awareness in the game and breaking down offensive play.

**French**

**Focus:** *French greetings*

In our first term, children will revisit French greetings in order to use these fluently in every lesson. Pupils will use portraits to review their prior learning of shape, size and colour with a focus on using writing French accurately with the correct gender of the noun.

**PSHE**

**Focus:** *Neuroscience-Getting focused*

Children will revisit what the different parts of the brain are, how they work and the purpose of brain breaks for regulation.