

### Literacy

**Key Texts:** Various texts

**Purpose for writing:** Narrative

**Writing:** Children will identify the structure and features of narrative stories and use this to plan their own story.

During this unit, they will deconstruct a range of short narratives, focusing on the author's use of language to engage the reader whilst continuing to use a range of relative clauses and dialogue for purpose. Alongside this, they will revise their understanding of word classes and different sentence structures. Lessons will have a focus on vocabulary and children will be encouraged to use ambitious word choices throughout the writing phase.

**Grammar:** The focus in this unit will be to use a range of different adverbials, sentence structures and correctly punctuated dialogue to engage the reader and create atmosphere.

**Word Reading/Comprehension:** Using a range of different texts, children will focus on understanding new vocabulary in context and applying this in their own work. They will also focus on the specific VIPERS skill of using details stated and implied to form predictions.

### History and Geography

**Focus: Whole school unit—Castles**

This unit will begin with a hook of a visit to Warwick Castle for our Year 5 pupils to ignite pupil's prior knowledge about features of castles they have previously learnt. The children will then learn about key aspects of how society was structured in medieval times, looking in depth at rich and poor people that were connected to castle life. We will then look at the geographical locations of different castles and explore the reasons those areas may have been chosen for a castle settlement. This unit will give pupil's the opportunity to use a range of sources to learn about the past, ask historical questions and use effective methods to present their learning. We will look at primary and secondary sources and will begin to look at bias within some sources.

### DT

**Focus: Electronics**

DT this term will link closely with our topic of Castles as well as the science of electricity. We will be looking at the structure of a castle and modernising their defense systems using electronics. The children will be adding in up-to-date features such as electric lighting and burglar alarms using a variety of constructed switches and circuits.

**Year 5/6**  
**Summer 1**

### Computing

**Focus: Networks**

In this unit, the children will learn more about what the internet consists of. They will have an understanding of what LAN and WAN are and relate this to how internet is accessed in school. They will look at the advancements made with the internet and networking and be encouraged to think about what the future might hold.

### Maths

**Year 5 KIRFS Focus: Recall square numbers up to 12<sup>2</sup> and their square roots**

**Year 6 KIRFS Focus: Recall the decimal fraction equivalents.**

**Year 5 and 6**

**Statistics:** Year 5 focuses on solving comparison, sum, and difference problems by analysing data presented in line graphs, as well as interpreting information in tables, including timetables. Year 6 builds upon this foundation by interpreting and constructing pie charts and line graphs to solve problems. Additionally, students learn to calculate and interpret the mean as an average, further developing their data analysis skills.

**Properties of shape:** Children will develop a comprehensive understanding of geometric concepts and angle measurements. They will learn to identify 3-D shapes by analysing 2-D representations. Additionally, students will grasp the concept of angles measured in degrees, comparing and estimating acute, obtuse, and reflex angles. They will gain proficiency in drawing and measuring angles accurately. Furthermore, they will recognise various types of angles, such as those at a point, on a straight line, or forming half and whole turns. Through the exploration of rectangles and polygons, students will deduce related facts, find missing lengths and angles, and distinguish between regular and irregular polygons based on their properties of equal sides and angles.

**Position and direction:** Children will develop the ability to identify, describe, and represent the position of a shape after undergoing a reflection or translation. They will learn to use the appropriate language to articulate these transformations and understand that despite the change in position, the shape itself remains unchanged.

# Castles!

### Music

**Focus: Carole King**

During this unit, we will be learning the song 'You've got a friend,' before moving on to create our own music inspired by our own identities and women in the music industry.

### PE

**Focus: Cricket**

During our PE lessons this term we will be learning about the rules of cricket and how to apply the skills of striking and catching. We will begin by learning the skills in isolation before applying them in games.

### PSHE

**Focus: Health and Well-being**

Children will explore and discuss what makes up our identity focusing on personal attributes and qualities; similarities and differences and individuality.

### Science

**Physics: Electricity**

This term we are continuing with our work on electricity, using our learning to add electrics to a castle for a variety of purposes—lighting and security as well as finding ways to incorporate a motor into our design.

### RE

**Focus: What will make our city/town/village a more respectful place?**

Children will review their previous understanding of faith, reflecting on various faiths prevalent in their local community. They will explore the perspectives of theists, agnostics, and atheists towards other religions, examining the principles of tolerance and acceptance inherent in these viewpoints. Additionally, they will contemplate ways to enhance mutual understanding and respect among different belief systems.

### French

**Focus: Exploring the French speaking world**

In this Unit, children will learn key vocabulary and phrases appropriate for following directions around a French town. They will also learn about famous french landmarks and different french speaking countries.