

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	Informal letters	Informal letters	Biographies	Assessment (y5)	Biographies	Boy in striped pyjamas activities
Mathematics	Equivalent FDP <u>Statistics</u> Pictograms, Bar charts, Line graphs (Morpurgo and Hughes)	<u>Statistics</u> tables, Pie charts, mean (Morpurgo and Hughes)	<u>Angles</u> Identify, order and compare. Measuring angles. Drawing angles.	Assessment (y5) (Morpurgo and Hughes)	<u>Angles</u> Angles on a straight line, around a point, triangles quadrilaterals. (Morpurgo and Hughes)	Angles in polygons. Nets Reasoning about 3D shapes. End of unit assessment.
Science	<u>Living things and their habitats</u> To compare the life cycles of plants, mammals, amphibians, insects and birds. Assessment	<u>Living things and their habitats</u> To describe the stages of human development	<u>Living things and their habitats</u> To explain how babies, grow and develop. <u>To record data and results of increasing complexity using bar and line graphs</u>	<u>Living things and their habitats</u> To describe and explain the main changes that occur during puberty.	<u>Living things and their habitats</u> I can identify the changes that take place in old age.	<u>Living things and their habitats</u> To explain why there are different gestational periods. <u>To report findings from enquiries, including oral and written explanations of results</u>
Computing	<u>Imovie</u> Record, edit and publish work.	<u>Imovie</u> Record, edit and publish work.	<u>Imovie</u> Record, edit and publish work.	<u>Imovie</u> Record, edit and publish work.	<u>Imovie</u> Record, edit and publish work.	<u>Imovie</u> Record, edit and publish work.
RE	To know and understand the 4 RE concepts.	To understand the concept of belief in Christianity.	To understand the concept of authority in Christianity.	To understand the concept of expressions of belief in Christianity.	To understand the concept of the impact of belief in Christianity.	To consolidate learning across the topic.

PE	<p><u>Rowling Swimming. NUFC coach one sessions for all classes</u></p> <p><u>Athletics distance challenge.</u> Running</p> <p><i>Sustain pace over longer distance – 2 minutes Perform relay change-overs Identify the main strengths of a performance of self and others</i></p>	<p><u>Rowling Swimming. NUFC coach one sessions for all classes</u></p> <p><u>Athletics distance challenge.</u> Running</p> <p><i>Sustain pace over longer distance – 2 minutes Perform relay change-overs Identify the main strengths of a performance of self and others</i></p>	<p><u>Rowling Swimming. NUFC coach one sessions for all classes</u></p> <p><u>Athletics distance challenge.</u> Jumping</p> <ul style="list-style-type: none"> <i>jumping, throwing and catching in isolation and in combination</i> <i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i> <i>compare their performance with previous ones and demonstrate improvement to achieve their personal best</i> 	<p><u>Rowling Swimming. NUFC coach one sessions for all classes</u></p> <p><u>Athletics distance challenge.</u> Jumping</p> <ul style="list-style-type: none"> <i>jumping, throwing and catching in isolation and in combination</i> <i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i> <i>compare their performance with previous ones and demonstrate improvement to achieve their personal best</i> 	<p><u>Rowling Swimming. NUFC coach one sessions for all classes</u></p> <p><u>Athletics distance challenge.</u> Throwing</p> <ul style="list-style-type: none"> <i>jumping, throwing and catching in isolation and in combination</i> <i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i> <i>compare their performance with previous ones and demonstrate improvement to achieve their personal best</i> 	<p><u>Rowling Swimming. NUFC coach one sessions for all classes</u></p> <p><u>Athletics distance challenge.</u> Throwing</p> <ul style="list-style-type: none"> <i>jumping, throwing and catching in isolation and in combination</i> <i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i> <i>compare their performance with previous ones and demonstrate improvement to achieve their personal best</i>
PSHE	One world Global citizens	One world Global warming	One world Energy	One world Water	One world Biodiversity	One world In our hands
Geography		<p>What is an earthquake? Where and why?</p> <p><i>- describe and understand key aspects of physical geography, including: volcanoes and earthquakes - use maps,</i></p>		<p>Size of earthquakes and when they occur?</p> <p><i>- describe and understand key aspects of physical geography, including: volcanoes and earthquakes - use maps, atlases, globes</i></p>		<p>Effects of earthquakes/ help for victims</p> <p><i>- describe and understand key aspects of physical geography, including: volcanoes and earthquakes - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i></p>

		<i>atlases, globes and digital/computer mapping to locate countries and describe features studied.</i>		<i>and digital/computer mapping to locate countries and describe features studied.</i>		
History	<p>To explain where, when and why children were evacuated.</p> <p>Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</p> <p>Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual</p>		<p>Anne Frank</p> <p>Begin to offer explanations about why people in the past acted as they did</p>		<p>Holocaust</p> <p>Give reasons why some events, people or developments are seen as more significant than others</p>	
Art	<p>Sketch ww2 art work.</p>		<p>Paint background for Blitz artwork</p>		<p>Add silhouettes and beam to artwork.</p>	
DT		<p>Food</p> <p>Look at a range of recipes/ adaptations and discuss. Choose one.</p>		<p>Food</p> <p>Write a set of instructions</p> <p>Produce detailed lists of tools, equipment and materials that they need.</p>		<p>Food</p> <p>Follow instructions to make a savoury dish</p> <p>To prepare and cook a variety of predominantly savoury dishes safely and hygienically including</p>

		now that recipes can be adapted to change their appearance, taste, texture and aroma. Know that different foods contain different substances-nutrients, water and fibre-that are needed for health.				where appropriate, the use of a heat source. To use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.
Languages	<p>French – The weekend</p> <p>To improve reading and listening skills in longer pieces of French text.</p>		<p>French – The weekend</p> <p>To learn in French some of the countries and languages involved in World War II.</p>		<p>French – The weekend</p> <p>To learn in French more of the countries and languages involved in World War II.</p>	
Music	<p>Year 6 leavers performance</p> <p>Charanga – Remembrance topic Learn song</p>	<p>Year 6 leavers performance</p>	<p>Year 6 leavers performance</p> <p>Charanga – Remembrance topic Add instruments</p>	<p>Year 6 leavers performance</p>	<p>Year 6 leavers performance</p> <p>Charanga – Remembrance topic Film performance</p>	<p>Year 6 leavers performance</p>