Year 5/6 Term: Summer 1

|             | Week 1  | Week 2   | Week 3  | Week 4  | Week 5   | Week 6   |
|-------------|---|--|---|---|--|--|
|             |   |  |   | SATs week   |  |  |
| English     | Book - Skellig  | Book - Skellig   | Book - Skellig  | Book – Skellig  | Book - Skellig   | Book - Skellig   |
|             | Story writing – Describing characters , including the use of speech | Story writing – Describing characters , including the use of speech                    | Formal Letters  | Formal Letters  | Poetry   | <u>Poetry</u>  |
| Mathematics | Percentages   | Perimeter and Area .   | Area of triangles and parallelograms.  Volume of cuboids.                       | Statistics  | Statistics   | Position and direction   |
| Science     | Materials and their properties                                      | Materials and their properties   | Materials and their properties  | Materials and their properties                                      | Materials and their properties                               | Materials and their properties                                     |
|             | How can we compare different materials?                             | How can we compare different materials?  | What is a thermal conductor/insulator?  | What is a thermal conductor/insulator?                              | Do all materials allow electricity to pass through them?     | Assessment   |
| Computing   | History of computers  Can children tinker with sound?               | History of computers  Can children record, edit and add sound effects to a radio play? | History of computers  How have computers changed and what impact has this made? | History of computers  Which computers changed the world and how?    | History of computers  Can children design a future computer? | Online Safety  How can technology affect our health and wellbeing? |
| Geography   |   | Volcanoes and Earthquakes  What help do people need after an earthquake?               |   | Volcanoes and Earthquake  How can people prepare for an Earthquake? |  | Fieldwork  Can children improve their fieldwork skills?            |

| History           | Employment in Consett What does employment look like in Consett today?  |   | Employment in Consett Who were the sword makers?   |   | Employment in Consett How did employment change in Consett during the industrial revolution?   |  |
|-------------------|---|---|--|---|--|--|
| Design Technology | Digital world Can pupils research a chosen animal's key information to develop a list of design criteria for an animal monitoring device? |   | Digital world Can pupils write a program that monitors the ambient temperature and alerts someone when the temperature moves from a specified range? |   | Digital world Can they build a variety of brick models to invent Micro:bit case, housing and stand ideas, evaluating the success of their favourite model? |  |
| Art               |   | Design for purpose Can the pupils create a design?  |  | Design for purpose Can the pupils work collaboratively to create a design?  |  | Design for purpose Can the pupils create a design for a purpose?   |
| P.E.              | NUFC coach - Morpugo- Swimming  Dance coach - Shakespeare  Invasion games Tag Rugby (DCT)  Gymnastics Group dynamics (QCA core tasks)     | NUFC coach - Morpurgo  Morpugo- Swimming  Dance coach - Shakespeare  Invasion games Tag Rugby (DCT)  Gymnastics Group dynamics (QCA core tasks) | NUFC coach - Morpurgo  Morpugo- Swimming  Dance coach - Shakespeare  Invasion games Tag Rugby (DCT)  Gymnastics Group dynamics (QCA core tasks)      | NUFC coach - Morpurgo  Morpugo- Swimming  Dance coach - Shakespeare  Invasion games Tag Rugby (DCT)  Gymnastics Group dynamics (QCA core tasks) | Morpugo- Swimming  Dance coach – Shakespeare  Invasion games Tag Rugby (DCT)  Gymnastics Group dynamics (QCA core tasks)                                   | Morpugo- Swimming  Dance coach – Shakespeare  Invasion games Tag Rugby (DCT)  Gymnastics Group dynamics (QCA core tasks) |

| Music     |  | Composer work Who are the Beatles?   |  | English Model Music Curriculum – How Does Music teach us about our community? (Chords) Step 1 –Erie Canal (Part one) |   | English Model Music Curriculum – How Does Music teach us about our community? (Chords) Step 2 – Erie Canal (Part two) |
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| Languages | School Can children say different school subjects in French? |  | School Can children express opinions about school subjects?            |  | School Can children tell the time in French?  |   |
| R.E.      | Why do people use rituals today? What is a ritual?           | Why do people use rituals today? What are Christians saying through the ritual of Eucharist? | Why do people use rituals today? How and why do Muslims perform salah? | Why do people use rituals today? How can a meal be a ritual? (Pesach)  | Why do people use rituals today? What rituals do we or could we take part in?                           | Why do people use rituals today? So, why do people use rituals in their lives?  |
| PSHE      | Aiming High<br>What can you<br>achieve?                      | Aiming High<br>How can we break<br>down barriers?  | Aiming High What should we focus on to help our future goals?          | Aiming High What are equal opportunities?  | Aiming High What skills might we need in the world of work? What are the different routes into careers? | Aiming High What steps can we take to help us achieve our goals?  |