Year 5/6 Term: Summer 2

|             | Week 1  | Week 2   | Week 3  | Week 4  | Week 5   | Week 6   | Week 6   |
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|             |   |  |   |   |  |  |  |
| English     | Book – Wonder   | Book – Wonder  | Book – Wonder   | Book – Wonder   | Book - Wonder  | Book – Wonder  | Book - Wonder  |
|             | Diary   | Diary  | Formal persuasion   | Formal persuasion   | Assessment week (year 5)                                       | Stories  | Stories  |
| Mathematics | Position and direction  Coordinates Translation Symmetry Reflection | Decimals  Add and subtract Order, sequences X ÷ 10,100,1000              | Decimals  X ÷ 10,100,1000  X and ÷ decimals  Missing values                                     | Negative Numbers  Compare and order Count through zero Find the difference              | Converting Measures  Metric and imperial Time                  | Statistics Line graphs Tables Two way tables Bar graphs    | Statistics Pie charts Mean Timetables  |
| Science     | Properties of Materials  How can I make my bulb shine brighter?     | Properties of Materials  How can we separate mixtures of materials?      | Properties of Materials  Can I get my material back to its original form? (heating and melting) | Properties of Materials  Can I get my material back to its original form? (Evaporation) | Properties of Materials  Assessment                            | Review sessions  | Review sessions  |
| Computing   | Internet Safety   | Inventing a product  Can pupils design a product?                        | Inventing a product  Can children code and debug a programme                                    | Inventing a product  Can children use CAD to design a product?                          | Inventing a product  Can children use CAD to design a website? | Inventing a product  Can children create and edit a video? | Inventing a product  Can children understand techniques used in advertising? |
| 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 How did employment change in Consett during the industrial revolution?   |   | Employment in Consett What impact did the industrial revolution have on the Consett area?  |   | Employment in Consett What caused the closure of the iron and steel works?   |   | Employment in Consett What impact did the closing of the iron and steel works have on local people?   |
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| Design Technology | Cooking and nutrition- What could be healthy?  Do pupils understand how beef gets from the farm to our plates?  Can they present a subject as a poster with clear information in an easy to read format? |   | Cooking and nutrition- What could be healthy?  Do pupils contribute ideas as to what a 'healthy meal' means and notice the nutritional differences between different products and recipes? |   | Cooking and nutrition- What could be healthy?  Can they recognise nutritional differences between two similar recipes and give some justification as to why this is?  Do pupils work as a team to amend a Bolognese recipe with healthy adaptations? |   | Cooking and nutrition- What could be healthy?  Can pupil follow a recipe to produce a healthy Bolognese sauce?  Can they design packaging that promotes the ingredients of the Bolognese? |
| Art               |  | Design for purpose Can pupils design a product.   |  | Design for purpose  Can pupils create a pitch/advert to sell their product?                         |  | Design for purpose  Can pupils present their pitch?   |   |
| P.E.              | NUFC coach - Morpurgo  Morpugo- Swimming  OAA Where am I? (DCT)  Athletics distance challenge (DCT)  | NUFC coach - Morpurgo  Morpugo- Swimming  OAA Where am I? (DCT)  Athletics distance challenge (DCT) | NUFC coach - Morpurgo  Morpugo- Swimming  OAA Where am I? (DCT)  Athletics distance challenge (DCT)  | NUFC coach - Morpurgo  Morpugo- Swimming  OAA Where am I? (DCT)  Athletics distance challenge (DCT) | NUFC coach - Morpurgo  Morpugo- Swimming  OAA Where am I? (DCT)  Athletics distance challenge (DCT)  | NUFC coach - Morpurgo  Morpugo- Swimming  OAA Where am I? (DCT)  Athletics distance challenge (DCT) | NUFC coach - Morpurgo  Morpugo- Swimming  OAA Where am I? (DCT)  Athletics distance challenge (DCT)   |

| Music     |  | English Model Music Curriculum – How Does Music teach us about our community? (Chords) Step 3 – Heroes (Part one) |   | English Model Music Curriculum – How Does Music teach us about our community? (Chords)  Step 4 – Heroes (Part two) |  | English Model Music Curriculum – How Does Music teach us about our community? (Chords) Step 5 – Happy to be me Step 6 – Assessment checkpoint |   |
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| Languages | School<br>Can children tell<br>the time in<br>French?                                |   | School  Can children say what time they study a specific subject?   |  | School Can children use all language from the unit to prepare a presentation about subjects, time and opinion? |   | School<br>Unit assessment   |
| R.E.      | So what do we now know about Christianity?  What can we remember about Christianity? | So what do we now know about Christianity?  What do Christians believe?   | So what do we now know about Christianity?  What is the main source of authority in Christianity and why? | So what do we now know about Christianity?  How do Christians express their beliefs?                               | So what do we now know about Christianity?  How do beliefs have an impact for Christians?                      | So what do we now know about Christianity?  So, what do we now know about Christianity?   | So what do we now know about Christianity?  Recap                                 |
| PSHE      | Money Matters  What financial risks might we encounter?                              | Money Matters  How do retailers try to influence spending?  | Money Matters What choices do people have when spending money?  | Money Matters  Why and how do we budget?   | Money Matters  What are the reasons and consequences for borrowing money?                                      | Money Matters  What impact does spending have on our environment?   | Transition  How might children feel when moving into a new class or a new school? |