



	Years 5 and 6 – Explore and Discover, Create and Challenge		
	Autumn Term 2018	Spring	Summer
	Homecomings	All Around The World	Grow Your Own
Termly questions	Why did WW1 begin? Why do wars happen? Why do wars and conflict cause so much pain?	What is Earth made of? How does Earth stay in orbit? Sound travels in waves; what does that mean? How does light travel?	Why are there different habitats? How do plants adapt to their environment?
English (The choice of texts studied may change as this is dependent on the children’s interests.)	Realistic Fiction, Biography, Modern Fiction, Diaries & Autobiographies	Historical Fiction/Contexts. Fiction from our literary heritage. Reference Books	Futuristic Fiction. Books from other cultures & traditions. Myths, legends, traditional stories
English	Texts: Private Peaceful Michael Morpurgo Pax Sara Pennypacker The Breadwinner Deborah Ellis War Horse Michael Morpurgo A selection of WW1 Poetry The Graveyard Book Neil Gaiman Night of the Full Moon Gloria	Texts: Shackleton's Journey William Grill The Polar Bear Explorers' Club Alex Bell Around the World in 80 days (Jules Verne) Varjak Paw S F Said A Long Walk To Water Linda Sue Park Water Wings Morris Gleitzman	Texts: Just So Stories Rudyard Kipling Lettuce (Grow Your Own) Helen Lanz Where my Wellies Take Me Clare & Michael Morpurgo Holes Louis Sacher



	<p>Whelan War Horse Michael Morpurgo A selection of World War 1 Poetry</p> <p>Reading: Phonics & Word Reading, Comprehension</p> <ul style="list-style-type: none"> • read and discuss fiction, poetry, plays, non-fiction and reference books or textbooks • become familiar with a wide range of books • recommend books • identifying and discussing themes • learning and preparing poetry and other texts to perform by heart and read aloud • show understanding of what has been read through: checking, inferring, predicting and summarising. • discuss how authors use language, including figurative language 	<p>Northern Lights Phillip Pullman</p> <p>Reading: Phonics & Word Reading, Comprehension</p> <ul style="list-style-type: none"> • read and discuss fiction, poetry, plays, non-fiction and reference books or textbooks • become familiar with a wide range of books • recommend books • identifying and discussing themes • learning and preparing poetry and other texts to perform by heart and read aloud • show understanding of what has been read through: checking, inferring, predicting and summarising. • discuss how authors use language, including figurative language • discussing their understanding and exploring the meaning of 	<p>Reading: Phonics & Word Reading, Comprehension</p> <ul style="list-style-type: none"> • read and discuss fiction, poetry, plays, non-fiction and reference books or textbooks • become familiar with a wide range of books • recommend books • identifying and discussing themes • learning and preparing poetry and other texts to perform by heart and read aloud • show understanding of what has been read through: checking, inferring, predicting and summarising. • discuss how authors use language, including figurative language
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	<ul style="list-style-type: none"> • discussing their understanding and exploring the meaning of words in context •provide reasoned justifications for own views <p>Writing: Spelling, Handwriting & writing composition Vocabulary, Grammar & Punctuation</p> <p>Writing Genres: Explanations - Sound Discursive writing - Conflicts Poetry- World War 1 Recounts (letter/diary) – Conflicts Narrative – Description Action Dialogue</p> <p>Vocabulary: Word Wizard</p>	<p>words in context</p> <ul style="list-style-type: none"> •provide reasoned justifications for own views •provide reasoned justifications for their views <p>Writing: Spelling, Handwriting & writing composition Vocabulary, Grammar & Punctuation</p> <p>Writing Genres: Non Chronological Reports – planets and new planets Persuasive and promotional writing – travel brochures for new planets Newspaper – New planet discovery Narrative – Quest</p> <p>Vocabulary: Word Wizard</p>	<ul style="list-style-type: none"> • discussing their understanding and exploring the meaning of words in context •provide reasoned justifications for own views •provide reasoned justifications for their views <p>Writing: Spelling, Handwriting & writing composition Vocabulary, Grammar & Punctuation</p> <p>Writing Genres: Biography Autobiography Narrative – in the style of a given author</p> <p>All from previous two terms</p> <p>Vocabulary: Word Wizard</p>
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	<ul style="list-style-type: none">• Devices to build cohesion in a paragraph – conjunctions• Ideas across paragraphs using adverbials of time, place, number or tense choices• Paragraphs to organise ideas round a theme• Linking ideas across paragraphs using a wider range of cohesive devices: repetition, adverbials and ellipses• Appropriate choice of pronoun or noun within and across texts to aid cohesion and avoid repetition.• Synonyms and antonyms• Inverted commas and commas• Commas with Fronted adverbials	<ul style="list-style-type: none">• Devices to build cohesion in a paragraph – conjunctions• Ideas across paragraphs using adverbials of time, place, number or tense choices• Paragraphs to organise ideas round a theme• Linking ideas across paragraphs using a wider range of cohesive devices: repetition, adverbials and ellipses• Appropriate choice of pronoun or noun within and across texts to aid cohesion and avoid repetition.• Synonyms and antonyms• Inverted commas and commas• Commas with Fronted adverbials	<ul style="list-style-type: none">• Devices to build cohesion in a paragraph – conjunctions• Ideas across paragraphs using adverbials of time, place, number or tense choices• Paragraphs to organise ideas round a theme• Linking ideas across paragraphs using a wider range of cohesive devices: repetition, adverbials and ellipses• Appropriate choice of pronoun or noun within and across texts to aid cohesion and avoid repetition.• Synonyms and antonyms• Inverted commas and commas• Commas with Fronted adverbials
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	<ul style="list-style-type: none">• Commas to avoid ambiguity• Noun phrases• Fronted adverbials• Prepositional phrases• Relative clauses• Conditional clauses• The grammatical difference between plural and possessive• Standard English – we were not we was• Formal and informal vocabulary• Converting nouns or adjectives to verbs using suffixes: ate, ise, ify• Verb prefixes: dis, de, mis, over, Re <p>Handwriting & Presentation: Letter Join</p>	<ul style="list-style-type: none">• Commas to avoid ambiguity• Noun phrases• Fronted adverbials• Prepositional phrases• Relative clauses• Conditional clauses• Active Passive• Difference between informal and formal writing• Formality using subjunctive verbs• Layout devices: headings subheading etc• Apostrophe for possession• Parenthesis• Possibility through modal verbs and adverbs <p>Handwriting & Presentation: Letter Join</p>	<ul style="list-style-type: none">• Commas to avoid ambiguity• Noun phrases• Fronted adverbials• Prepositional phrases• Relative clauses• Conditional clauses <p>Handwriting & Presentation: Letter Join</p>
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Mathematics	NRICH, White Rose Planning Number & Place Value Addition & Subtraction Multiplication & Division Fractions, Decimals & Percentages Measurements Properties of Shapes Position & Direction Statistics Ratio & Proportion (Year 6) Algebra (Year 6)	NRICH, White Rose Planning Number & Place Value Addition & Subtraction Multiplication & Division Fractions, Decimals & Percentages Measurements Properties of Shapes Position & Direction Statistics Ratio & Proportion (Year 6) Algebra (Year 6)	NRICH, White Rose Planning Number & Place Value Addition & Subtraction Multiplication & Division Fractions, Decimals & Percentages Measurements Properties of Shapes Position & Direction Statistics Ratio & Proportion (Year 6) Algebra (Year 6)
Science	Sound and Light How sounds are made, vibrations travel to the ear, pitch and volume (distance and energy). Light travels in straight lines, reflects from objects to the eye and why shadows are cast.	Earth and Space Understanding the solar system and the movement of the Sun, Earth and Moon.	Plants and their habitats Describe reproduction in plants and classify into broad groups according to common observable characteristics. Discover and explain how plants are suited to their habitats.
Design Technology	Construction (design, make and	Sheet material (design, make	Cooking and nutrition (design,



	evaluate)	and evaluate)	make and evaluate)
	<p>Building shelters from a range of materials. (link to outdoor learning, link to history) (Tepee, shelters in trenches)</p> <p>Explore and evaluate a range of existing products. Evaluate own ideas and products & consider views of others. Understand how key events and Individuals in DT have helped shape the world.</p>	<p>Design and make a floating model. (Link to history/geography)</p> <p>Create an Orrery (link to science)</p> <p>Explore and evaluate a range of existing products. Evaluate own ideas and products & consider views of others. Understand how key events and Individuals in DT have helped shape the world.</p>	<p>Food and nutrition. Research and devise a healthy party meal Food and nutrition. Understand seasonality and how ingredients are grown. Explore and evaluate a range of existing products. Evaluate own ideas and products & consider views of others. Understand how key events and Individuals in DT have helped shape the world.</p>
Computing	<p>E- Safety Use technology safely & respectfully, keeping personal information private.</p> <p>Multimedia Create, organise, store, manipulate, search & retrieve digital content.</p>	<p>E- Safety Use technology safely & respectfully, keeping personal information private. Recognise acceptable and unacceptable behaviour.</p> <p>Programming Algorithms, Design,</p>	<p>E- Safety Continue to develop understanding of how to see technology safely & respectfully, keeping personal information private. Identify a range of ways to report concerns about content</p>



	Use of IT to enhance & support learning across the curriculum & develop understanding of use of Technology in our lives.	Write & Debug simple programs. Use of IT to enhance & support learning across the curriculum & develop understanding of use of Technology in our lives.	and contact. Data Handling Collect, analyse, evaluate & present data and information. Use of IT to enhance & support learning across the curriculum & develop understanding of use of Technology in our lives.
Art & Design	Drawing: Observational drawing, portraits, use of shade, tone, hatching and other methods and techniques. Sculpture: Create a commemorative WW1 sculpture with the title; Homecoming	Painting & Printing: Water colours of animals and scenes from around the world. Art and textiles work from around the world Aboriginal art Japanese art African art	Artist Study: David Hockney (iPad art) Using natural dyes created from home-grown vegetables and greenery to create a tie dye bag for life (linked to sustainable living). To experiment with a range of textile techniques.
Music	Singing & Listening to a range of high quality music, developing aural memory.	Composing & Listening to a range of high quality music, developing aural memory.	Singing & Listening to a range of high quality music, developing aural memory.



	Preparation for Young Voices Concert	Use Musical Notation to create their own piece for Pluto, through drawing inspiration from Holst. Famous Composer Study Comparing Saint Seans Carnival of the Animals and Holst's Planet suite.	Upper Key Stage 2 Performance
History	<p>Conflicts Native Americans Afghanistan WW1</p> <ul style="list-style-type: none"> develop a chronologically secure knowledge and understanding of British and world history. develop the appropriate use of historical terms. notice connections, contrasts and trends over time. devise historically valid questions about change, cause, similarity and difference, and 	<p>Explorers North America - Lewis and Clark, Columbus, Marco Polo, Francis Drake, James Cook, Shackleton and Scott.</p> <ul style="list-style-type: none"> develop a chronologically secure knowledge and understanding of British and world history. develop the appropriate use of historical terms. notice connections, contrasts and trends over time. devise historically valid questions about change, 	<p>Local history study Knaresborough / Ripon / York Ripon – St Wilfred, Police, Workhorse and Courthouse Museum.</p> <ul style="list-style-type: none"> develop a chronologically secure knowledge and understanding of British and world history. develop the appropriate use of historical terms. notice connections, contrasts and trends over time. devise historically valid questions about change,



	<p>significance.</p> <ul style="list-style-type: none"> • Construct responses that involve thoughtful selection of relevant information. • knowledge is constructed from a range of sources. 	<p>cause, similarity and difference, and significance.</p> <ul style="list-style-type: none"> • Construct responses that involve thoughtful selection of relevant information. • knowledge is constructed from a range of sources. 	<p>cause, similarity and difference, and significance.</p> <ul style="list-style-type: none"> • Construct responses that involve thoughtful selection of relevant information. • knowledge is constructed from a range of sources.
Geography	<p>Maps Use four figure and six figure grid references and at least 12 symbols/key on an OS map to describe places in the UK and wider world (USA)</p>	<p>The continents Comparison of the human and physical geography of world locations across the five continents</p>	<p>Local Study linked to History A study of the human and physical geography of the local area</p>
Physical Education	<p>OAA Net Games: Tennis Invasion Games: Tchoukball Invasion Games: Netball</p>	<p>Invasion Games: Basketball Invasion Games: Rugby Gymnastics: balance/jumping and landing Dance</p>	<p>Athletics: Running; speed/obstacles/distance/relay Striking/Fielding Games: Cricket Athletics: Throwing; pull/push/fling Invasion: Lacrosse</p>



Religious Education	Can Christian Aid and Islamic Relief change the world? Christmas a year by year approach?	Sacred Journeys and Pilgrimages What does Easter really mean?	Why are there over 50 mosques in Yorkshire? Key figures and faith leaders
French	<p>Ma famille et moi Les fêtes</p> <p>Numbers 20 -100 Alphabet Classroom Language</p> <p>French vocabulary associated with people (family) Months, dates, festivals including Christmas, Birthdays</p> <p>Use previous knowledge to write paragraphs to describe a person, thank you letters etc.</p>	<p>Le monde des animaux Bon appétit</p> <p>Numbers 20 -100 Alphabet Classroom Language</p> <p>The Carnival of the Animals: French vocabulary associated with animals, pets, zoo animals, shopping, vegetables, breakfast, ordering meals</p> <p>Learn to write simple and then more complex sentences, use past tenses.</p>	<p>Le temps libre Destination vacances</p> <p>Numbers 20 -100 Alphabet Classroom Language</p> <p>French vocabulary associated with musical instruments, hobbies, clothes, the beach</p> <p>Use of the future tense</p>
PHSE Staying Safe	<p>Active citizen</p> <ul style="list-style-type: none"> • Laws and democracy • Knowing the 	<p>Me and my relationships</p> <ul style="list-style-type: none"> • Puberty 	<p>Me and my future</p> <ul style="list-style-type: none"> • Making a good impression • What am I good at? What



	<p>consequences of anti-social behaviour and breaking the law.</p> <ul style="list-style-type: none"> • United nations • Fair trade <p>Visit from Consultant Neurologist: Developing an understanding of the ageing process</p>		<p>do I enjoy?</p> <ul style="list-style-type: none"> • Portraying yourself well • Careers • Money / enterprise / employment
Metacognition	<p>Learning Something New Attitudes to failure, emotional reactions & associated vocabulary Motivation & rewards Learning together Reflection & Evaluation of Learning</p>	<p>Strategies for improving our memories. Problem Solving Strategies including “Trial and Error” and systematic approaches Reflection & Evaluation of Learning</p>	<p>Visualisation Behaviour of effective learners. Awareness of how children learn and how they apply skills. Working and learning with Year 1 & 2 Reflection & Evaluation of Learning</p>



Hookstone Chase Primary School

Year 5 & 6 Long Term Curriculum Plan 2018 - 2019

Achieving Excellence. Passion for Learning. Inclusiveness. Teamwork. Creativity & Innovation. Respect. Character Development & Life Skills.

<p>21 things (including Educational Visits)</p>	<p>Learn names of trees in school grounds Hookstone Woods for shelters (Forest Schools) Royal Armouries</p>	<p>Bewerley Park for Raft building Young Voices Harrogate Town Visit</p>	<p>Year 6 Residential Visit to Marrick Priory. Visit to Yorkshire CCC</p>
<p>Homework Challenges</p>	<ul style="list-style-type: none"> • Make a book about Native American Indians. • Make a 3D Model of a WW1 artefact. Write about it. • Write a story with at least three chapters that is a little like Private Peaceful. • Produce an artefact or model based on Children of the Oregon Trail. • Design and make a maths game about money. 	<ul style="list-style-type: none"> • Make a book about Space • Make a 3D Model of a rocket or space ship • Write a story called Lost In Space • Design and make a travel brochure about a country of your choice. 	<ul style="list-style-type: none"> • Make a healthy meal • Make a 3D Model of Knaresborough Castle/ • Produce an artefact or model based on one of our books • Design and make a 3D book about plants