

St. Andrew's CE VC Primary School 2024 - 2025

Class: Year 5 & 6 EAGLES

Curriculum Learning plan: Autumn Term 1

CYCLE B

Learning Sequence	1	2	3	4	5	6
Key question/theme						
English	Phase 1 outcomes - Children will: <ul style="list-style-type: none"> Introduce the text, read and stop to discuss and pause at Chapter 6, page 100 (<i>Pickering gave a horrible simpering laugh</i>) Explore the characters – traits, speech, relationships (how they react). Explore vocabulary – glossary ‘An Entomologist Dictionary’. Fact Building about beetle.		Phase 2 outcomes- children will: <ul style="list-style-type: none"> Use the features of effective dialogue (direct speech and internal dialogue) and its purpose (Chapter 2) to rewrite the conversation, when Darkus first meets Bertolt and Virginia. Use figurative language by finding and classifying examples from the text, sensory and prepositional phrases to write their own description of Beetle Mountain. Explore how word choices and sentence structures are used to create a feeling of suspense. (Chapter 4, page 58) 		Phase 3 outcomes: <ul style="list-style-type: none"> Plan the structure of the story, using a story map. Add annotations to include figurative language and sentence starters. Post it notes for dialogue to include. Rewrite ‘The Escape’ to include the elements covered in Phase 2. Edit to ensure accuracy and that features are all included. 	
Maths	Place Value: To read, write, order and compare numbers To count forwards and backwards in steps of powers of 10 To convert between units of measure To solve problems.	Place Value: To order decimals To identify the value of digits To multiply and divide numbers by 10,100 & 1000	Addition & Subtraction: To perform mental calculations with whole numbers and decimals To solve problems	Addition & Subtraction: To solve addition and subtraction multistep problems To use estimation To use formal methods	Number properties: To revise square and cube numbers To identify factors, multiples and prime numbers	Multiplication & division: To perform mental calculations To calculate volume of cubes and cuboids To multiply with formal methods
Science Living things and their habitats	To sort using different criteria	To sort animals in a variety of ways	To use classification keys to sort living things	To use classification keys to sort living things	To identify unique and similar features of different beetles	To create a classification key
History What does the census tell us about the local area?	What does the census tell us about the people living in our local area? To use the census to make inferences about people from the past.	What happened to Mary Bucktrout? (Part 1) To use the census to investigate how the lives of people in the past changed.	What happened to Mary Bucktrout? (Part 2) To use primary sources to find out about the working conditions of children in factories.	How did Mary Bucktrout feel about the key events in her life? To recreate the thoughts and feelings of Mary Bucktrout.	Who lived in our local area? (Part 1) To reconstruct the lives of people in a household using the census.	Who lived in our local area? (Part 2) To compare census returns and identify continuities and changes in a household
Art Drawing: Make my voice heard	Experimental mark making To explore expressive drawing techniques	Symbolic imagery To consider how symbolism in art can convey meaning.	Chiaroscuro To apply understanding of the drawing technique chiaroscuro	Street art To evaluate the context and intention of street art.	Powerful imagery To apply an understanding of impact and effect to create a powerful image	
RE What does it mean if Christians believe God is Holy and Loving?	Can I identify different types of biblical texts? To identify some different types of biblical texts, using technical terms accurately.	Can I make connections between texts and ideas about God? To explain connections between biblical texts and Christian ideas of God, using theological terms.	Can I make connections between texts and beliefs about God? To make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed.	How do Christians put their beliefs into practice in worship? To explain how Christians put their beliefs into practice in worship.	How does God make a difference in the world today? To weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of your own.	
PE Tag Rugby	To use space effectively. To accurately pass and catch a ball	To show control when passing to another person. To accurately pass and catch a ball.	To use a variety of evasion techniques.	To apply a variety of attacking & defending strategies.	To combine a range of skills/ techniques in a game situation. To communicate with others on my team.	To play a game competitively and fairly and evaluate other's quality of play, being gracious in victory and defeat. To show leadership, communication and apply tactics to work effectively with others.
	To explain some safety principles when preparing for and during exercise. To explain why exercise is good for health, fitness and wellbeing. To understand the importance of warming up and cooling down. To carry out warm-ups and cool-downs safely and effectively. To know ways to become healthier.					
PE Swimming (2-week block - 10 swimming sessions)	All pupils attend swimming lessons each year in KS2. <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations. 		Some children will achieve these skills before Year 6. These children will continue to attend swimming lessons in order to: <ul style="list-style-type: none"> Refine their technique, stamina and speed across a range of strokes. Further develop their water skills 			

<p>PSHE/RSHE Families & relationships</p>	<p>Setting ground rules and signposting To recap learning in PSHE and how we can help everyone to learn effectively in these lessons. Friendship skills To explore the ups and downs of friendships.</p>	<p>Respect To understand what we mean by respect and why it is important. To understand that respect is two-way and how we treat others is how we can expect to be treated.</p>	<p>Resolving conflict To resolve disputes and conflict through negotiation and compromise.</p>	<p>Family life To begin to understand that family relationships can sometimes make children feel unhappy and what they can do if this happens.</p>	<p>Stereotyping To recognise how attitudes to gender have changed over time. (Y5) To explore the impact of stereotypes and how they can lead to discrimination. (Y6) Challenging stereotypes To explore other people's attitudes and ideas and to begin to challenge these. (Y5) To understand stereotypes & be able to share information on them. (Y6)</p>	<p>Change and loss To begin to understand the process and emotions relating to grief.</p>
<p>Music Looping & Remixing</p>	<p>Body percussions loops To be able to play a simple looped rhythm from notation.</p>	<p>Mixing loops To create a piece of music using pre-written loops.</p>	<p>Learning the original To be able to play a melody line accurately and fluently.</p>	<p>Looping fragments To select a section of a tune and perform it as a loop.</p>	<p>Remix To combine loops to create a remix.</p>	
<p>Computing Programming: Music</p>	<p>Tinkering with Scratch music elements To tinker with Scratch music elements</p>	<p>Scratch soundtracks To create a program that plays music from a given genre</p>	<p>Planning a soundtrack To plan a soundtrack program for a specific film genre</p>	<p>Programming a soundtrack To program a soundtrack for a specific genre in Scratch</p>	<p>Evaluating a soundtrack To debug and evaluate a soundtrack program</p>	
<p>French (KS2) French transport</p>	<p>French transport language detectives To learn and apply strategies for working out the meaning of new language.</p>	<p>On the road To develop spontaneous speaking skills.</p>	<p>Travel the French speaking world To use familiar vocabulary and language structures to describe a journey.</p>	<p>Journey to a French school To conduct a survey and present the findings in French.</p>	<p>My kind of travel! To understand, express and justify a range of opinions.</p>	