



# Yearly Plan 2019/20

## Class 8 (Year 5/6)

|  | Autumn Term   |  | Spring Term  |  | Summer Term   |   |
|--|---|--|--|--|---|---|
| Term dates   | 03/09/19 - 25/10/19<br>(8 weeks)  | 04/11/19 - 22/12/19<br>(7 Weeks)   | 06/01/20 - 14/02/20<br>(6 weeks)   | 24/02/20 - 03/04/20<br>(6 weeks)   | 20/04/20 - 22/05/20<br>(5 weeks)  | 02/06/20 - 19/07/20<br>(7 weeks)  |
| Key Learning Challenges  | <u>Who were the Anglo-Saxons?</u>   | <u>Who was Nelson Mandela?</u>   | <u>Did the Vikings get along with the Saxon's?</u>   | <u>What is special about the USA?</u>  | <u>Why should the Rainforest be important to us all?</u>  | <u>What do we know about Space?</u>   |
| Wow moments (visits/visitors)  | Anglo-Saxon artefacts   | Photographs of Nelson Mandela  | Yorvik Viking centre   | Video clips about USA  | Video clips about the Rainforest  | Leicester Space Centre  |
| Parental engagement †  |   | African Art  | Create a long boat   | American Diner   |   |   |
| Core Text  | Lady Of Shalott by Alfred Lord Tennyson<br><br>Non-fiction - Anglo Saxons   | Journey to Jo'burg by Beverley Naidoo<br><br>Who was Nelson Mandela? By Meg Belviso  | Beowulf by Michael Morpurgo<br><br>Non-fiction - Vikings   | The man who walked between the Towers By Mordicai Gerstein<br><br>Kensuke Kingdom by Michael Morpugo   | Non-Fiction Rainforest  | Leon and the place between by Angela McAllister and Grahame Baker-Smith<br><br>Northern Lights by Philip Pullman  |
| English<br> | <ul style="list-style-type: none"> <li>Narrative – Fantasy (Flash back) Lady of Shallot being cursed</li> <li>NF (To inform) Report – Anglo Saxons</li> </ul> | <ul style="list-style-type: none"> <li>Narrative - Stories that raise issues (Apartied)</li> <li>NF (To inform) – Biography – Nelson Mandela</li> <li>Balanced argument</li> <li>Diary</li> <li>Letter</li> <li>Writing in role</li> </ul> | <ul style="list-style-type: none"> <li>Narrative – Fantasy – Beowulf fighting Grendel</li> <li>(To entertain) Character description</li> <li>(To entertain ) Poem Kenning</li> </ul> | <ul style="list-style-type: none"> <li>Narrative (Adventure) – Philippe Petit walking the Twin Towers</li> <li>(To persuade) Holiday brochure – what is there to do in the USA?</li> </ul> | <ul style="list-style-type: none"> <li>Narrative - stories that raise issues- From an animals point of view</li> <li>Balanced argument (To discuss) – Should the Rainforest be cut down?</li> <li>Campaign (To persuade)</li> </ul> | <ul style="list-style-type: none"> <li>Narrative (Fantasy) – leon enters the portal</li> <li>Character description</li> <li>Writing role</li> <li>(To discuss) Report – moon landing</li> </ul> |



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| <b>Maths</b><br> | <ul style="list-style-type: none"> <li>• <b>Reasoning with large whole numbers</b><br/>Understand, compare and solve number and practical problems to 1 000 000.</li> <li>• <b>Integer addition and subtraction</b><br/>Explore calculation strategies for large number problems, reasoning towards appropriate operations and methods.</li> <li>• <b>Line graphs and timetables</b><br/>Read and interpret information presented in tables and line graphs and solve comparison, sum and difference questions.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Multiplication and division</b><br/>Solve problems using known facts, knowledge of factors, primes, squares and cubes and combinations of operations.</li> <li>• <b>Perimeter and area</b><br/>Calculate and compare the perimeter and area; estimate areas of non-rectilinear shapes.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Fractions and decimals</b><br/>Understand and use numbers with up to 3 decimal places; read and write decimals as fractions; solve problems involving measure with all four operators.</li> <li>• <b>Angles</b><br/>Estimate and compare acute, obtuse and reflex angles; draw given angles, measuring in degrees; identify totals of angles at a point and on a straight line.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Fractions and percentages</b><br/>Understand percentages and convert to fractions/decimals; add/subtracts fractions with different denominators; multiply fractions by whole numbers; solve problems with all of the above.</li> <li>• <b>Transformations</b><br/>Identify and describe translations and positions of shapes with appropriate language; deduce missing lengths and angles.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Converting units of measure</b><br/>Convert between units of metric measure and understand approximate equivalences between metric and imperial units.</li> <li>• <b>Calculating with whole numbers and decimals</b><br/>Consolidation and application opportunities. Solve multi-step problems in contexts, using all four operations and deciding on appropriate methods.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>2-D and 3-D shape</b><br/>Distinguish between regular and irregular polygons; recognise, describe and build 3-D shapes, including making nets; illustrate and name parts of circles.</li> <li>• <b>Volume</b><br/>Estimate volume and capacity; recognise and use cube numbers with notation.</li> <li>• <b>Problem solving</b><br/>Consolidation and application opportunities</li> </ul> |
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| <b>Science</b><br>                         | <b>Forces –</b><br><br>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object<br><br>identify the effects of air resistance, water resistance and friction, that act between moving surfaces<br><br>recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect | <b>Living things -</b><br><br>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird<br><br>describe the life process of reproduction in some plants and animals | <b>Properties and changes to materials –</b><br><br>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets<br><br>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution<br><br>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating<br><br>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic<br><br>demonstrate that dissolving, mixing and changes of state are reversible changes<br><br>explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda | <b>Animals, including humans</b><br><br>describe the changes as humans develop to old age   | <b>SPACE –</b><br><br>describe the movement of the Earth and other planets relative to the sun in the solar system<br><br>describe the movement of the moon relative to the Earth<br><br>describe the sun, Earth and moon as approximately spherical bodies<br><br>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky  |
| <b>History (H) and Geography (G)</b><br> | <b>(H)</b> Britain's settlement by Anglo-Saxons and Scots (Y5) <ul style="list-style-type: none"> <li>• Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>• Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>• Anglo-Saxon art and culture</li> </ul>   | <b><u>(G) Locational knowledge</u></b><br>locate the world's countries, using maps to focus on Europe<br><br><b><u>(G) physical geography,</u></b><br>including: climate zones, rivers, mountains     | <b>(H)</b> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Y5) <ul style="list-style-type: none"> <li>• Viking raids and invasion</li> <li>• further Viking invasions and Danegeld</li> <li>• Anglo-Saxon laws and justice</li> <li>• Edward the Confessor and his death in 1066</li> </ul>  | <b><u>(G) Place knowledge</u></b><br>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <ul style="list-style-type: none"> <li>•</li> </ul> | <b><u>(G) physical geography,</u></b><br>biomes and vegetation belts, rivers,<br><br><b><u>(G) Place knowledge</u></b><br>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America<br><br><b><u>(G) human geography,</u></b><br>including: types of settlement and land use, economic activity including trade links, and the distribution of natural |

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|   |  |   |  |   |   | resources including energy, food, minerals and water  |
| <b>Art/DT</b><br>      | <b>Anglo Saxon (PAINTING):</b><br>Develop a painting from a drawing<br>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours<br>Create imaginative work from a variety of sources e.g. observational drawing, themes<br><br>Illuminated letters | <b>Nelson Mandela (Tilly Willis) (COLLAGE):</b><br>Add collage to a painted, printed or drawn background<br>Use a range of media to create collages<br>Use different techniques, colours and textures etc when designing and making pieces of work<br>Use collage as a means of extending work from initial ideas | <b>3d Long boat (DRAWING):</b><br>Shape, form, model and construct from observation or imagination<br>Use recycled, natural and man-made materials to create sculptures<br>Plan a sculpture through drawing and other preparatory work | <b>Native Indian art (TEXTILES):</b><br>Use fabrics to create 3D structures<br>Use different grades of threads and needles                          | <b>Rainforest plants (PRINTING):</b><br>Create printing blocks by simplifying an initial sketch<br>book idea<br>Use relief or impressed method<br>Create prints with three overlays<br><br>Work into prints with a range of media e.g. pens, colour pens and paints | <b>Moonscape (3D ART)</b><br>Shape, form, model and construct from observation or imagination<br>Use recycled, natural and man-made materials to create sculptures<br>Plan a sculpture through drawing and other preparatory work<br><br>Peter Thorpe |
| <b>Music</b><br>       | Living on a prayer<br><br>Listen & appraise<br>Playing instruments<br>Improvise and compose  | Class Jazz<br>Listen & appraise<br>Playing instruments<br>Improvise and compose   | Make you feel my love<br>Listen & appraise<br>Playing instruments<br>Improvise and compose   | Fresh Prince of Bel Air<br>Listen & appraise<br>Playing instruments<br>Improvise and compose  | Dancing in the street<br>Listen & appraise<br>Playing instruments<br>Improvise and compose  | Reflect, rewind and replay<br>Listen & appraise<br>Playing instruments<br>Improvise and compose   |
| <b>P.E.</b><br>        | Basketball<br><br>Real PE 1  | Dance<br><br>Real PE 2  | Gymnastics<br><br>Real PE 3  | Swimming<br><br>Real PE 4   | Swimming<br>Rounders<br>Real PE 5   | Swimming<br>Athletics<br>Real PE 6  |
| <b>R.E.</b><br>       | How far would a Sikh go for their religion?<br><br>See Discovery planning  | Is Christmas a true story?<br><br>See Discovery planning  | Are Sikh stories important today?<br><br>See Discovery planning  | Did God intend for Jesus to be crucified?<br><br>See Discovery planning   | What is the best way for a Sikh to show commitment to God?<br><br>See Discovery planning  | What is the best way for a Christian to show commitment to God?<br><br>See Discovery planning   |
| <b>Computing</b><br> | ELIM Y5 Term 1<br>Scratch<br>Esafety<br>Programming<br>Multi-media   |   | ELIM Y5 Term 2<br>FMS Logo<br>Handling data<br>Esafety   |   | ELIM Y5 Term 3<br>Scratch<br>Multimedia<br>Esafety<br>Programming   |   |
| <b>PSHCE</b><br>     | <ul style="list-style-type: none"> <li>Celebrating difference</li> </ul> I can explain the differences between direct and indirect bullying  | <ul style="list-style-type: none"> <li>Dreams and Goals</li> </ul> I can describe the dreams and goals of a young person in a cultures different from mine and relate the to my own   | <ul style="list-style-type: none"> <li>Healthy me</li> </ul> I can describe different roles food can play in people's lives ad can explain how people can develop eating problems relating to body image pressures                     | <ul style="list-style-type: none"> <li>Relationships</li> </ul> I can explain how to stay safe when using technology to communicate with my friends | <ul style="list-style-type: none"> <li>Changing me</li> </ul> I can describe how boys' and girls' bodies change during puberty  |   |

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|---------------|-----------------------|-----------------------|------------------|----------------------|---------------|--------------------------------|
| <b>FRENCH</b> | • Getting to know you | • All about ourselves | • Food and drink | • Family and Friends | • School Life | • Key events in French history |
|---------------|-----------------------|-----------------------|------------------|----------------------|---------------|--------------------------------|