



	Class Four		Year Group: Y5/6		Year 2024-25	
TOPIC TITLE:	Churchill's Secret Army		Mayans		Oxford	
	Autumn Term One & Two		Spring Term Three and Four		Summer Term Five and Six	
Understanding English, communication and languages	Text types: <ul style="list-style-type: none"> Contemporary fiction, including stories that raise dilemmas Recount Research skills/explanatory Poetry (structured) 		Text types: <ul style="list-style-type: none"> Legends (link to Mayan topic) Discussion/debate (linked to PHSE) Persuasion (linked to PHSE) Poetry (visual 'concrete') 		Text types: <ul style="list-style-type: none"> Contemporary fiction Adventure stories Instructional/procedural (linked to PHSE) Poetry (free verse) 	
Mathematical Understanding	<u>Number – place value</u> 15 small steps <u>Number- addition and subtraction</u> 5 small steps <u>Number – multiplication and division A</u> 9 small steps <u>Number- fractions</u> 18 small steps <u>Multiplication and division B</u> 14 small steps		<u>Multiplication and division B cont'd</u> 14 small steps <u>Fractions B</u> 8 small steps <u>Decimals A</u> 8 small steps <u>Area, perimeter and volume</u> 10 small steps <u>Decimals B</u> 14 small steps <u>Fractions, decimals and percentages</u> 10 small steps		<u>Ratio</u> 7 small steps <u>Algebra</u> 8 small steps <u>Shape</u> 14 small steps <u>Position and direction</u> 6 small steps <u>Statistics</u> 9 small steps <u>Converting units</u> 7 small steps	
Religious Education	Christianity, Islam and Sikhism Oxford Diocese Scheme of Work & Big Questions: <ol style="list-style-type: none"> How far does the mosque contribute to the Muslim concept of Ummah? What kind of King is Jesus? (UC2b.8) 		<ol style="list-style-type: none"> Creation and Science: conflicting or complimentary? (UC2b.2) What difference does the resurrection make for Christians? (UC2b.7) 		<ol style="list-style-type: none"> What would Jesus do? (UC2b.5) How do Sikhs understand God? (OBDE Y4) 	
Scientific and Technological understanding (SC / DT / Computing)	Science: Forces – Gravity, Friction, Mechanisms <ul style="list-style-type: none"> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. Rocks and Changes of matter – <ul style="list-style-type: none"> Compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes 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. DT: Design and make a miniature OB or Anderson Shelter (https://www.youtube.com/watch?v=rHyxP3epU-w) See NC Programme of Study (this unit covers all objectives with the exception of bullet point#4 of technical knowledge)		Science: Living things and habitats – <ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics. Evolution and inheritance - <ul style="list-style-type: none"> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. DT: Fairtrade Food – prepare and cook a savoury dish using fairtrade ingredients and a range of cooking techniques.		Science: Animals, including humans - <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans. Describe the changes as humans develop to old age. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.	
	Computing: Year 5 Twinkl unit: Strategic searching online (link to English research unit) Year 5 Twinkl unit: Radio station (link to the significance of the radio/wireless in WWII)		Computing: Year 5 Twinkl unit: Coding with Scratch – developing games Year 5 Twinkl unit: Internet Safety		DT: Design and make a theatre for a puppet show Computing: Year 5 Twinkl unit: Flowol Year 5 Twinkl unit: Using and applying skills	

Historical, geographical and social understanding <i>(Hist / Geog / French)</i>	Geography: Not taught this term History: British History/local History - Spies and Saboteurs: Churchill's Secret Army (WWII). French: Pleased to meet you All about ourselves	Geography: Not taught this term History: Non-European society - Mayans French: That's tasty Family and friends	Geography: Locality study - Oxford History: Local History French: School life Time travelling
Understanding the arts <i>(Art / Mu)</i>	Art: <u>Drawing</u> – KS2 propaganda posters (research and create own) Materials – use hard and soft pencils, charcoals and ink to create a textured grip. Outcome: still life drawings. Focus artist: Eric Kennington Painting: Rothko and Kandinsky Investigate colour mixing and the colour wheel and create own colourful piece of art. Music: <ul style="list-style-type: none"> • Exploring musical notation (using the recorder) • Pop Ballads, including Christmas ballads. Female composer/musicians... see Y6 spring 2 'you've got a friend' or 'music and me' unit see Y 6 summer 1	Art: <u>Sculpture:</u> Mayan face mask Mayan clay tile reflecting Mayan culture and history. Music: <ul style="list-style-type: none"> • Emotions and musical styles. • Jazz and improvisation. 	Art: Collage/mixed media – 6-step project Backdrops and props for the summer production. Music: <ul style="list-style-type: none"> • Happy Motown. • Songs for the Summer Production.
Understanding physical development, health and wellbeing <i>(PE / PSHE)</i>	PE: <ul style="list-style-type: none"> • Swimming (x10 weekly lessons) • OAA (Yenworthy residential) • Netball / hockey PSHE (SCARF): <u>Me and My Relationships</u> (Y5 unit) <ul style="list-style-type: none"> • Collaboration challenge • Give and take • Communication • How good a friend are you? • Relationship cake recipe • Our emotional needs • Being assertive <u>Valuing Difference</u> (Y5 unit) <ul style="list-style-type: none"> • Qualities of friendship • Kind conversation • Happy being me • The land of Red People • Is it true? • Stop, start, stereotypes • It could happen to anyone 	PE: <ul style="list-style-type: none"> • Gymnastics • Dance PSHE (SCARF): <u>Keeping Safe</u> (Y5 unit) <ul style="list-style-type: none"> • Stop bullying • Play, like, share • Decision dilemmas • Ella's diary dilemma • Vaping: healthy or unhealthy? (balanced argument writing/persuasive writing opportunities) • Would you risk it? <u>Rights and Respect</u> (Y5 unit) <ul style="list-style-type: none"> • What's the story? • Mo makes a difference • Rights, respects and duties • Spending wisely • Lend us a fiver! • Local councils 	PE: <ul style="list-style-type: none"> • Tennis • Athletics PSHE (SCARF): <u>Being My Best</u> (Y5 unit) – instructional writing opportunities <ul style="list-style-type: none"> • It all adds up • Different skills • My school community • Independence and responsibility • Star qualities? • Basic first aid, including sepsis <u>Growing And Changing</u> (Y5 unit) – links to Science unit on animals, including humans. <ul style="list-style-type: none"> • How are they feeling? • Taking notice of our feelings • Dear Ash • Growing and changing bodies (to include making babies, linked to Science unit on animals, including humans) • Help! I'm a teenager – get me out of here!