



Termly Overview – Term 6

Together, Achieving Our Best – Every Child, Every Day

Maple Class	Week One	Week Two	Week Three	Week Four	Week Five	Week Six	Learning Goal
Enrichment Opportunities – Rock Music Workshop, Samba Music Workshop							<i>What do I want the children to learn by the end of this term?</i>
Themed Days/Visits			Healthy living Week Rock Music Workshop		Samba Music workshop (joining up with Hazel)		
Reading	Book: The Invention of Hugo Cabret To find evidence in the text that supports character inferences (focus on Hugo)	Book: The Invention of Hugo Cabret To infer and explain characters' emotions and actions	Non-fiction: The origins of Samba Music (linking to workshop) To retrieve information from the text and understand vocabulary in context	Book: Rumaysa, Rumaysa Let Down you Hijab To identify key vocabulary that shows the fairytale is set in a different culture	Book: Rumaysa, Rumaysa Let Down you Hijab To infer and explain the character qualities of Rumaysa	Book: Rumaysa, Rumaysa Let Down you Hijab To compare the story to the traditional fairy tale & explain why the author made these changes	1) To understand the author's language choices & the impression these have on the reader through active reading 2) To make justified character inferences 3) To retrieve information from an unseen text
Writing	Adventure story openings: To understand what makes a great story opening and some of the features we can	Adventure story openings: To practise using the features from our writer's toolkit	Adventure story openings: Boxing up the structure of an adventure story opening	Adventure story openings: Fire write week	Poetry: poetry cultures around the world To explore African oral poetry focusing on rhythm,	Poetry: poetry cultures around the world To explore Indigenous North American poems	1) To understand the purpose and goal of writing story openings to hook their reader 2) To understand and apply

	<p>add to our writer's toolkit</p> <p>To explore, use and define new vocabulary from the model text (The Invention of Hugo Cabret)</p>	<p>Adverbs for atmosphere Speech for character interaction Grammar – colons for lists</p>	<p>Innovate – to practise planning & writing a story opening inspired by model text</p> <p>Shared writing, then independent practise</p>	<p>To independently plan, write their own story opening</p> <p>(With the chance to share and read aloud once finished)</p>	<p>repetition and celebrating identity</p>	<p>that honour nature and celebrate the seasons</p> <p>To write a poem from the perspective of an animal/the natural world</p>	<p>language tools that fit the purpose and audience of their story</p> <p>3) To be exposed to different purposes and styles of poetry around the world</p>
Spelling	<p>Spelling rule: unstressed vowels</p> <p>*Ice spelling test to see which words we already know</p>	<p>Spelling rule: de/re prefix</p>	<p>Spelling focus: over prefix</p>	<p>Spelling focus: ful suffix</p>	<p>Spelling rule: ive suffix</p>	<p>Spelling rule: al suffix</p> <p>*Fire spelling test of statutory words for this term</p>	
Handwriting	<p>Yr5/6 Word of the Week sheet 3/4 (Letter Join scheme)</p>	<p>Jokes Q & A sheet & Dictation 6a (Letter Join scheme)</p>	<p>Dictation 6b and shape poem sheet (Letter Join scheme)</p>	<p>Haiku & Dictation 7a sheets (Letter Join scheme)</p>	<p>Dictation 7b & kennings sheet (Letter Join scheme)</p>	<p>Riddles & Dictation 8a sheets (Letter Join scheme)</p>	<p>For children to produce cursive writing automatically, allowing them to focus on the content of their work rather than the process of writing</p>
Maths	<p>Shape/Geometry</p> <p>To know the names & properties of 3D shapes (problem solving contexts)</p> <p>Plot and interpret coordinates</p>	<p>Shape/Geometry</p> <p>Translation & lines of symmetry (in problem solving contexts)</p>	<p>Assessment week</p>	<p>Worded problem solving</p> <p>To understand key words/clues in worded problems to help unlock the necessary calculations (covering all 4 operations)</p>	<p>Recap & revisit</p> <p>*Chance to revisit previous topics that were common difficulties amongst the class</p>	<p>Recap & revisit</p> <p>*Chance to revisit previous topics that were common difficulties amongst the class</p>	<p>1)To understand the properties of a variety of 2D/3D shapes and apply this knowledge in different contexts</p> <p>2)To interpret worded problems to</p>

							extract calculations
RE (moral choices – focusing on Hindu religion)	Hindu Deities To explore how they reflect “mothering” qualities and what these are	Moral choices To explore what a moral dilemma is and how we can make a decision on the right thing to do	Moral choices To explore and reflect upon different types of help	The festival of Navratri How does this festival celebrate women in Hinduism	The festival of Navratri To explore the story behind the Hindu festival	Assessment piece Responding to different dilemma scenarios, linking decisions to Christian & Hindu moral beliefs	1)To understand what moral dilemmas are and why they are difficult decisions to make 2)To explore how Hindus and Christians draw upon their religion to help them in these scenarios
Science	*Assessment piece continued Take on role of a zoologist who needs to present to a research panel Picking 2 species from different animal groups to explain and compare their lifecycles (choice of how to present)	Lifecycle of plants To understand how flowering plants reproduce To label the male & female parts of a flower	Lifecycle of plants To dissect a flowering plant to identify the male & female reproductive parts	Sexual reproduction in plants To define and explain the two key processes in plant sexual reproduction: pollination & fertilisation	Asexual reproduction in plants To understand the differences between propagation & sexual reproduction To research a plant species that uses propagation	Assessment piece To compare the advantages & disadvantages of sexual reproduction vs propagation in plants	1) To name and describe the key stages of plant lifecycles 2) To compare & contrast sexual & asexual reproduction in plants 3) To clearly present scientific research/ideas
History	Victorian Crime & Punishment To understand the significance of the introduction of the police force	Modern Day Crime & Punishment To understand modern justice systems and court To compare this to the previous eras studied	Assessment piece To create a timeline showing the key changes and introductions to the justice system across history and evaluate their significance	Evaluating justice systems To explore whether key individuals across different historical periods and cultures were treated fairly under the justice system			1) To understand the chronology of British history & make comparisons over time. 2) To use historical enquiry to understand how our justice system has

				(e.g. Rosa Parks, Greta Thunberg, Nelson Mandela)			evolved over time & communicate these findings
Geography	4 Figure grid references To read, interpret and apply 4 figure grid references of maps to locate	6 Figure grid references To read, interpret and apply 6 figure grid references of maps to locate	Settlements To define a settlements and give examples of different types To understand what different settlements need to support eh people living there	Earthquakes To define and earthquake and explain what causes them To understand why some countries are more at risk than others	Earthquakes To understand the difference between & give example so primary and secondary effects of earthquakes	Assessment piece Around the world quiz covering all topics	1)To locate destinations using 4 & 6 figure grid references depending on the precision needed 2)To explain to causes, consequences & lasting impact of earthquakes around the world 3)To make comparisons between different parts of the world to our home
Computing	To use a form to record information To create a database (paper database) To explain how information can be recorded and sorted	To compare paper and computer-based databases To know the terms field and records in databases Use databases to compare different types of information	To understand how to answer questions by grouping and then sorting data To know data can be grouped based on different chosen values	To select an appropriate chart to visually compare data To filter data based on different characteristics To understand the benefits of using a computer to create charts	To use a real-world database to ask & answer questions To present my data and explain my choices		1) Use tools within a database to order & interpret data 2) Create graphs & charts from collected data to solve problems. 3) Use real-life databases to answer questions
Art	*DT week	Sewing/textiles To learn how to cross-stitch To plan a design pattern based on 7	*DT week	Sewing/textiles To finish design patterns ready to stitch	Sewing/textiles Remaining art lessons to complete embroidery of final designs	Sewing/textiles Remaining art lessons to complete embroidery of final designs	

		wonders of the world					
Music	Band performances *Final rehearsal and performance time for bands last term	Band performances *Final rehearsal and performance time for bands last term	Rock Music workshop in school (guest visitor)	Listen & appraise Comparison: Jazz & Rock	Samba Music workshop in school (guest visitor)	Listen & appraise Comparison: Classical & Pop	1)To perform expressively in an ensemble context 2)To perform with accuracy, fluency and control 3)To use & understand musical notation 4)To develop teamwork, rehearsal and performance skills 5)To compose music for a purpose
DT	*Finishing earthquake resistant buildings unit from last term To test and evaluate my design idea against the success criteria		Healthy living week To research plan and cook a range of healthy recipes (design brief to create an afterschool snack suitable for active children)				2) To evaluate and test products against a set design brief
PE	Athletics unit: To run for speed and distance on our own and as part of a team To pace running over longer distances	Athletics unit: To explore different jumping styles & techniques To use the push throw technique	Sports day week	Athletics unit: To design our own run, jump and throw activity course	Tennis unit: To perform a range of shots with accuracy & control To move quickly with the ball to perform a volley	Tennis unit: To play overhead shots & know when they are useful To use the space on the court as a doubles team	Athletics: To sustain pace over short and longer distances. To run as part of a relay team & perform a range of jumps and throws Tennis: To introduce volley & overhead shots & apply new shots into game situations. To

							score and defend points in competitive games.
Environmental / Mikes Meadow							

Within each subject, remember to include the activation of prior learning from previous years, and explicit teaching of vocabulary (Knowledge Organiser)