

**Year 5/6**  
**Autumn 1**

**Literacy**

**Key Text:** *A River* by Marc Martin

**Purpose for writing:** *Narrative*

**Writing:** Children will identify the structure and features of a journey story and use this to plan their own narrative about a journey along a river.

During this unit, they will focus on the use of first person and secure their understanding of using a range of sentence structures: simple, compound and complex. Alongside this, they will also begin to use adverbial phrases to build cohesion within and across paragraphs. Lessons will also focus on using figurative language (similes, metaphors and personification) to describe settings and build atmosphere.

**Grammar:** The focus in this unit will be to use a range of coordinating and subordinating conjunctions to structure sentences accurately.

**Word Reading/Comprehension:** Children will focus on understanding new vocabulary in context and applying this in their own work. They will also focus on the specific VIPERS skills of retrieval and explaining.

**Maths**

**Key Facts: Decimal number bonds to 1 and 10 using hundredths (with a recap on tenths)**

**Year 5:**

**Place Value:** Children are to build on their knowledge of 1,000s, 100s 10s and 1s and explore numbers up to 10,000. They will move on from rounding to the nearest 10 and 1000, building on this to round to 1,000 and 10,000.

**Addition and Subtraction:** Children will continue to build on their knowledge of adding and subtracting using formal written methods for addition and subtraction.

**Statistics:** Children are to consolidate learning from previous years and build upon this by interpreting and comparing data.

**Year 6:**

**Place Value:** Children are to build on their knowledge of numbers up to 10,000 and build upon this to explore and understand numbers up to 10,000,000.

**Addition, Subtraction, Multiplication and Division:** Children will continue to build on their knowledge of using all 4 operations exploring formal written methods with increasingly difficult problems..

**(Please see our Calculation Progression document on our website for Place Value, Addition,**

**Computing**

**Online Safety —**

To gain a greater understanding of the impact that digital content can have.

**Coding —**

To represent a program design and algorithm.

**Geography**

**Focus: Rivers** During this unit, children will begin by learning about the water cycle and will gain an understanding of where all of the water on Earth comes from. They will look at the physical features of a river and be able to identify features such as the source, meanders and mouth of a river on a map. Next, they will learn about how rivers impact on the environment around them through erosion and depositions. They will apply this understanding when looking at the formation of oxbow lakes and be able to draw detailed diagrams explaining how they are formed. Following this, they will then move onto look at the impact rivers have on humans. Firstly, looking at the positives of rivers on including trade, a source of food and benefits of flooding - focusing specifically on the river Nile. They will then look at the negative implications of flooding through the case study of the 1998 flood in Northampton. Finally they will use topographic maps to research land elevation along a river and be able to answer questions based on the information they have found.

**(Please see Geography knowledge organiser for essential knowledge and vocabulary to be learnt.)**

**Science**

**Chemistry: Properties and changes in materials**

**In this school we believe that pupils should learn the scientific declarative knowledge alongside procedural knowledge (working scientifically). Where possible each lesson will have a Working Scientifically objective (procedural knowledge) and a separate declarative knowledge objective which is made up of statements the pupils will know by the end of the lesson.**

In this unit we will build on the children's knowledge of materials from both KS1 and year 4 looking in more depth at the properties of particular materials and from that explore their uses. We will also look at how materials can be changed by mixing, applying heat and cold as well as other physical changes. They will also investigate separating mixtures using sieving and filtering and using what the children learnt in year 3 and 4 about states of matter as a starting point as to how solutions can be separated through evaporation. We will extend this and investigate how some changes are reversible and some are not as well as the indicators that this may be the case and the various methods in which this can be done.

**(Please see Science knowledge organiser for essential knowledge and vocabulary to be learnt.)**

**RE**

**Focus:** The children will be answering the key question—Why do some people believe in God and some people don't? The children will be looking at UK statistics from the UK Census alongside considering the cosmology vs creation debate. Children will create a balanced argument to conclude their studies.

**Art**

**Focus: Batik**

During this unit, children will be begin by learning about the history of Batik and where it originated from. They will learn that Batik is an Indonesian technique of wax-resist dyeing applied to cloth. The children will develop their knowledge of colour wheels; understanding that there are secondary, tertiary and complementary colours. The children will explore and understand that the wax resists the dye and therefore allows the artist to colour the cloth selectively by soaking the cloth in a coloured dye. The children will evaluate original pieces, to consider if wax resist has been effective. We will also evaluate colour choices.

**Let the river run!**

**Music**

**Focus: Pop/Motown**

This terms music will focus on the song 'Happy' by Pharrell Williams.

**PE**

**Year 5 Focus: Invasion Games**

The Year 5 children will also be swimming.

**Year 6 Focus: Netball and Leadership**

**PSHE**

**Focus: Living in the Wider World**

Our focus this term is on what jobs we would like and what decisions we should make with money.

**French**

**Focus: That's tasty!**

In this unit children will learn key vocabulary and phrases connected to a variety of food-based themes. They will learn vocabulary and sentence building connected to drinks, breakfasts, pizzas, sandwiches and their favourite foods.