

Year 5/6

Spring 1

## English

**Key Text:** The Explorer by Katherine Rundell

**Purpose for Writing:** Two narrative compositions based on key moments in the story.

**Writing:** The first writing outcome will be a narrative describing the moment when the children crash-land into the rainforest. The second outcome will be a further narrative based on a dilemma the characters face later in the text.

**Grammar:** Across this unit, children will develop their understanding of embedded relative clauses, including when to use *who*, *which*, *that*, *where* and *when*, and how punctuation changes depending on whether the clause is essential or additional. They will practise accurately punctuating speech, ensuring dialogue is integrated with action to reveal character traits. Personification will be used to enhance descriptive settings, while narrative cohesion will be strengthened through the appropriate use of adverbials and varied sentence structures for joining main clauses.

**Word Reading/Comprehension:** While reading the novel, we will explore themes of survival, teamwork, perseverance, and respect for nature. Vocabulary will be developed around rainforest ecosystems, emotional responses to danger and hope, and terminology linked to exploration. Children will refine their reading skills by making inferences about characters' motives and relationships, retrieving evidence from across the text and explaining ideas clearly using evidence from the text.

## Maths

**Year 5 KIRFs (key Instant Recall Facts):** Identify prime numbers up to 20

**Year 6 KIRFs (key Instant Recall Facts):** Identify prime numbers up to 50

**Multiplication and Division:** Children will consolidate long division and multiplying up to 4 digits by 2 digits. Children will learn the order of operations.

**Fractions:** Children will continue to build on their knowledge of fractions by multiplying unit and non-unit fractions by integers and fractions. They will learn how to divide fractions by and integer. The unit will conclude by finding fractions of an amount.

**Decimals:** Children will focus on the place value in decimals up to 3 places, using this knowledge children will order, compare and round decimals to the nearest 1 and 2 decimal places.

## Computing

**Blogging** – In this unit, the children will identify the purpose of writing a blog, explore features of a successful blog and understand how to write a blog and a blog post.

**Online safety** – The children will learn about 'media literacy'. They will know how to analyse sources of information and understand what makes them reliable or not.

# Marvellous Mayans

## History

**Focus: Mayans**

In this unit, the children will learn about the Mayan belief system and how they thought the gods controlled all aspects of life. We will explore chronology through layered timelines to understand that two civilisations can exist at the same time but at very different stages of development. We will also study the Mayan societal and governmental structures and understand that society was class-based, just like many other ancient societies. The children will assume the roles of Historians by asking significant questions about the Mayans and evaluating primary and secondary sources about this ancient civilisation.

## Science

**Focus: Physics: Electricity**

In this unit, pupils will build on their Year 4 knowledge of building and drawing simple electrical circuits, accurately drawing symbols. Children will predict and experiment with electrical equipment to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of the cell in a circuit. Children will further compare and give reasons for variations in how components function i.e. brightness and volume.

## Music

**Focus: A New Year Carol**

The children will focus on the song from Benjamin Britten's Friday Afternoons: A New Year Carol. They will learn about the interrelated dimensions of music through games and singing.

## DT

**Focus: Electronics – Steady Hand Game**

In this unit, the children will design their own steady-hand game (from three different perspectives) where they will identify and name the components required. The children will then move on to creating prototypes for their games. They will also understand what is meant by 'fit for purpose' and 'form over function'. Next, the children will begin to construct their games where they will incorporate all the necessary components. They will finish by testing each other's games and identify what went well while making suggestions for improvements.

## R.E

**Focus: What does it mean for a Jew to follow God?**

The children will make sense of Jewish beliefs about God by identifying and explaining them. They will understand the impact by exploring beliefs about the Torah, Jewish commandments and how Jewish people put their beliefs into practice. Children will make connections between Jewish beliefs studied and explain why they are important to Jewish people today.

## French

**Focus: Clothes – Getting dressed in France**

In this unit, the children will: recognise and use vocabulary related to clothing; add colour adjectives, adapting the suffix in accordance with gender; understand adjectival position and agreement in sentences; express opinions in French and describe an outfit using adjectives correctly.

## PSHE

**Focus: Relationships**

Children will understand that relationships are formed with people who are close to us but that these relationships will look different for everyone. We will explore how we safely communicate with each other and think about what trust means. Students will learn that growing up means more responsibilities.

## P.E

**Focus: Dance**

In this unit the children will demonstrate a narrative through contact and relationships within the medium of dance. They will also learn to show tension through pattern and formation.