	1 November 3rd – 7th	2 November 10th – 14th	3 November 17th – 21st	4 November 24th – 28th	5 December 1st – 5th	6 December 8th – 12th	7 December 15th – 19th	8
Maths	Unit 4 Multiplication and Division Square Numbers Cube Numbers Multiply by 10, 100, 1000 Divide by 10, 100, 1000 Multiplying by multiples of 10,100 and 1000. Vocab – prime number, composite number, square number, cube number, lowest common multiple, multiply, divide, multiple, factor	Unit 5 Fractions (1) Equivalent Fractions Toolkit Equivalent Fractions Equivalent Fractions – Unit and Non -unit fractions Families of Equivalent Fractions Converting Fractions Toolkit Vocab – fraction, equivalent, unit fraction, non-unit fraction, improper fraction, mixed number, convert, compare, order	Unit 5 Fractions (1) Improper Fractions to Mixed Numbers Mixed Numbers to Improper Fractions. Compare Fractions Less Than 1 Order Fractions Less Than 1 Compare and Order Fractions Greater Than 1 Vocab – fraction, equivalent, unit fraction, non-unit fraction, improper fraction, mixed number, convert, compare, order	Unit 6 Fractions (2) End of Unit Check Add and Subtract Fractions Toolkit Add and Subtract Fractions Add Fractions Within 1 Add Fractions with a Total Greater Than 1 Vocab – fraction, equivalent, unit fraction, non-unit fraction, improper fraction, mixed number, convert, compare, order	Unit 6 Fractions (2) Add to a Mixed Number Add two mixed numbers Subtract Fractions within 1 Subtract from a Mixed Number Vocab – fraction, equivalent, unit fraction, non-unit fraction, improper fraction, mixed number, convert, compare, order	Unit 6 Fractions (2) Subtract from a Mixed Number (breaking the whole) Subtract two mixed numbers Vocab – fraction, equivalent, unit fraction, non-unit fraction, improper fraction, mixed number, convert, compare, order	Unit 6 Fractions (2) Solve Fraction Problems Solve Multi-Step Fraction Problems End of Unit Check Vocab – fraction, equivalent, unit fraction, non-unit fraction, improper fraction, mixed number, convert, compare, order	N/A
English	Focus text – Hidden Figures by Margot Lee Shetterly To use informal and emotive vocabulary. To plan and write an informal letter.	Focus text – Hidden Figures by Margot Lee Shetterly To identify features of diary entries To write a diary entry (in role as a character)	The Odyssey – Homer (Retold by Gillian Cross) To ask a range of investigative questions To identify and create a range of noun phrases. To plan a proclamation in the future tense.	The Odyssey – Homer (Retold by Gillian Cross) To plan a proclamation in the future tense. To write a proclamation in the future tense.	The Odyssey – Homer (Retold by Gillian Cross) To use a range of adverbs and verbs to persuade. To plan and write a soliloquy in the first person.	The Odyssey – Homer (Retold by Gillian Cross) To identify and write a range of sentence types. To write multi-clause sentences (with ing openers). To plan and write a diary entry, using multi-clause sentences.	The Odyssey – Homer (Retold by Gillian Cross) To plan and write a section of narrative in the style of an author.	N/A
Unit writing focus	Hidden Figures Margot Lee Shetterly Plan their writing by: Writing (Composition) • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - Précising longer passages • Using a wide range of devices to build cohesion within and across paragraphs • Assessing the effectiveness of their own and others' writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning				The Odyssey – Homer (Retold by Gillian Cross) Plan their writing by: • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • Noting and developing initial ideas, drawing on reading and research where necessary • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Using a wide range of devices to build cohesion within and across paragraphs Evaluate and edit by: • Assessing the effectiveness of their own and others' writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Ensuring the consistent and correct use of tense throughout a piece of writing • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • Proof-read for spelling and punctuation errors			
Vocab, grammar and punctuation focus.	Hidden Figures – Margot Lee Shetterly (Writing Root) Vocabulary, Grammar & Punctuation • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] • Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] • Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity • Use of expanded noun phrases to convey complicated information concisely • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • How words are related by meaning as synonyms and antonyms [for example, big, large, little] (Y6) • The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] (Y6)				The Odyssey – Homer (Retold by Gillian Cross) Vocabulary, Grammar & Punctuation Develop their understanding of the concepts set out in English Appendix 2 by: • Using the perfect form of verbs to mark relationships of time and cause • Using expanded noun phrases to convey complicated information concisely • Using modal verbs or adverbs to indicate degrees of possibility • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • Learning the grammar for years 5 and 6 in English Appendix 2 Indicate grammatical and other features by: • Using commas to clarify meaning or avoid ambiguity in writing • Using brackets, dashes or commas to indicate parenthesis • Using semi-colons, colons or dashes to mark boundaries between independent clauses • Using a colon to introduce a list • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading			
Reading	Who Let The Gods Out by Maz Evans To use a range of prediction skills. (predict from front cover, blurb and clues in text)	Who Let The Gods Out by Maz Evans To compare and summarise.	Who Let The Gods Out by Maz Evans To consider authorial intent and stylistic features of an author.	Who Let The Gods Out by Maz Evans To retrieve information from a text.	Who Let The Gods Out by Maz Evans To use a range of retrieval and inference skills.	Mythologica by Stephen P Kershaw To use a range of prediction skills.	Mythologica by Stephen P Kershaw To identify fact and opinion, supporting with examples from a text.	

		To retrieve information from a text		To summarise key points from a text.		To pose questions about a text/image. To make justifications using examples from a text.	To retrieve information from a text. To compare and contrast characters.	
Science Properties and Changes of Materials	Properties and Changes of Materials To observe changes over time.	Properties and Changes of Materials To identify reversible and irreversible changes.	Properties and Changes of Materials To identify the dangers of microplastics	Properties and Changes of Materials To identify the dangers of microplastics (Microplastics Poster)	Properties and Changes of Materials To research information on famous scientists. (context - materials/development of new products that have affected our everyday lives)	Properties and Changes of Materials To identify the achievements of a famous scientist. (Stephanie Kwolek -properties of materials)	Properties and Changes of Materials To make observations over time – conclusion to dissolving investigation. End of Unit Mind Map.	N/A
Geography Rainforest Biome **(History – 2nd half of term)**	To understand the terms: biome, habitat and climate. Develop understanding of geographical terms. Use research skills to find answers. Biome, habitat, climate, research	To make bullet point notes. Use paper and electronic sources to research layers of a rainforest. Show children how to make effective bullet point notes. Rainforest, biome, forest floor, understory, canopy, emergent layer	To convert bullet point notes into full sentences. Complete any remaining research. Show children how to convert bullet point notes. Rainforest, biome, forest floor, understory, canopy, emergent layer	Children to complete neat/final piece of work. Demonstrate how to match up rainforest artwork with layer paragraphs. Use examples of work from last year to demonstrate presentation expectations.	History - Mayan Empire To identify and label the countries of central America. To identify the area covered by the Mayan Empire.	History - Mayan Empire To retrieve information from a non-fiction text (Ancient Mayan sites) To research a chosen aspect of Mayan culture.	History - Mayan Empire Children to complete a fact file/ information text/ non-chronological report on their chosen aspect of Mayan culture. Children to decide how their work is to be presented, using a balance of writing and drawings/diagrams.	N/A
Art Expressionism (DT second half of the term)	Children to complete copy of Henri Matisse's Woman with a Hat. (Lesson 2) Develop and imaginatively extend ideas from starting points Show and provide children with different versions of Woman with a Hat. Children to sketch copy of painting, before using pastels to colour Vocab: Expressionism, Henri Matisse, shape, size, perspective, elongated, prominent, embolden	Children to complete a copy of Edvard Munch's - The Scream Develop and imaginatively extend ideas from starting points. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Comment on artworks with a fluent grasp of visual language. Consider different interpretations off the same piece of art. Vocab: Expressionism, Edvard Munch, shape, size, perspective, elongated, prominent, embolden, sculpture, exaggeration, emotional/mental state	Children to complete a copy of Edvard Munch's - The Scream (Clay Tile) Class teacher to check whether tiles could be fired at The Pembroke. Develop and imaginatively extend ideas from starting points. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Comment on artworks with a fluent grasp of visual language. Consider different interpretations off the same piece of art.	Design Technology Arch Structures Unit 3.4 Arch Structures - Introduction To label/annotate a 3-d image of an arch, using the appropriate vocabulary. Arch structures: finger fluency To use cardboard boxes, card, tubes, paper cups and tape to make a range of arch structures Key Vocabulary- perfected, ellipse, parabola, automatically, fluency, inspiration, purpose, user	Design Technology Arch Structures Unit 3.4 Arch structures: design inspiration To label/annotate a picture of a house, identifying its design features. Arch structures: guided design-think To create a mood board (plan/collection of ideas) for a model school (including arches). To produce a design diagram (using plan/ideas from mood board). Key Vocabulary- perfected, ellipse, parabola, automatically, fluency, inspiration, purpose, user	Design Technology Arch Structures Unit 3.4 Arch structures: guided design-break To modify a simple design, in order to improve its effectiveness. To design and make an arch structure (children's choice) Key Vocabulary- perfected, ellipse, parabola, automatically, fluency, inspiration, purpose, user	Design Technology Arch Structures Unit 3.4 Arch structures: guided design-re-think To design and make an arch structure (children's choice) Key Vocabulary- perfected, ellipse, parabola, automatically, fluency, inspiration, purpose, user	N/A
Worldviews Does creativity matter in Religious Worldviews?	Lesson 1 The term 'human' can be understood in different ways by different people; it is important to understand how people are using the term 'human' to help understand worldviews (including our own) We can find out more about people's understanding of what it means to be human by reading and asking questions about their important texts Creativity expression (e.g. through music) is one way in which people can communicate their worldview.	Lesson 2 We can find out more about people's worldviews by reading and asking questions about their important texts It is important to ask questions about how people explain what they think; doing this can help us better understand worldviews, including our own. Vocab: communication, creation, creativity, genre, Adhan, Halal,	Lesson 3 It is important to ask questions about how context might impact on the way in which someone expresses their worldview Some Christians express their worldview through music; different Christians express themselves musically in different ways, depending on their context Vocab: communication, creation, creativity, genre, Adhan, Halal, Haram, belonging, identify, Klezmer,	Lesson 4 We can find out more about people's worldviews by reading and asking questions about their important texts It is important to ask questions about how context might impact on the way in which someone expresses their worldview Music can play a role in Muslim worldviews, but many Muslims consider music to be haram; different Muslims express themselves musically indifferent ways, depending on their context Vocab: communication, creation, creativity, genre,	Lesson 5 We can find out more about people's worldviews by reading and asking questions about their important texts It is important to ask questions about how context might impact on the way in which someone expresses their worldview Some Jewish people express their worldview through music; different Jewish people express themselves musically in different ways, depending on their context Vocab: communication, creation, creativity, genre,	Lesson 6 We can find out more about people's worldviews by reading and asking questions about their important texts It is important to ask questions about how context might impact on the way in which someone expresses their worldview Some Sikh people express their worldview through music; different Sikh people express themselves musically in different ways, depending on their context Vocab: communication, creation, creativity, genre, Adhan, Halal, Haram,	Lesson 7 It is important to ask questions about how people explain what they think; doing this can help us better understand worldviews, including our own Different people give different answers to the question, 'does creativity matter'; people have a range of reasons for the answer they give; understanding this can help us better understand their worldview Vocab: communication, creation, creativity, genre, Adhan, Halal, Haram, belonging,	N/A

	Vocab: communication, creation, creativity, genre, Adhan, Halal, Haram, belonging, identify, Klezmer, Kirtan, Shabad, Guru Granth Sahib	Haram, belonging, identify, Klezmer, Kirtan, Shabad, Guru Granth Sahib	Kirtan, Shabad, Guru Granth Sahib	Adhan, Halal, Haram, belonging, identify, Klezmer, Kirtan, Shabad, Guru Granth Sahib	Adhan, Halal, Haram, belonging, identify, Klezmer, Kirtan, Shabad, Guru Granth Sahib	belonging, identify, Klezmer, Kirtan, Shabad, Guru Granth Sahib	identify, Klezmer, Kirtan, Shabad, Guru Granth Sahib	
ICT Teach computing Systems	**Lesson 1** What is Video? L.I: To explain what makes a video effective I can explain that video is a visual media format I can identify features of videos I can compare features in different videos Vocab: video, media, digital, recording, device, capture, techniques, angles, create, content, improve, re-shoot, edit, tools	**Lesson 2** Filming Techniques L.I: To identify digital devices that can record video. I can identify and find features on a digital video recording device I can experiment with different camera angles I can make use of a microphone Vocab: video, media, digital, recording, device, capture, techniques, angles, create, content, improve, re-shoot, edit, tools	**Lesson 3** Using a Storyboard L.I: To capture video using a range of techniques I can suggest filming techniques for a given purpose I can capture video using a range of filming techniques I can review how effective my video is Vocab: video, media, digital, recording, device, capture, techniques, angles, create, content, improve, re-shoot, edit, tools	**Lesson 4** Planning a Video L.I: To create a storyboard I can outline the scenes of my video I can decide which filming techniques I will use I can create and save video content Vocab: video, media, digital, recording, device, capture, techniques, angles, create, content, improve, re-shoot, edit, tools	**Lesson 5** Importing and Editing Video L.I: To identify that video can be improved through reshooting and editing I can store, retrieve, and export my recording to a computer I can explain how to improve a video by reshooting and editing I can select the correct tools to make edits to my video Vocab: video, media, digital, recording, device, capture, techniques, angles, create, content, improve, re-shoot, edit, tools	**Lesson 6** Video Evaluation L.I: To consider the impact of the choices made when making and sharing a video I can make edits to my video and improve the final outcome I can recognise that my choices when making a video will impact on the quality of the final outcome I can evaluate my video and share my opinions Vocab: video, media, digital, recording, device, capture, techniques, angles, create, content, improve, re-shoot, edit, tools	N/A	N/A
PSHE Being in My World – continued Celebrating Difference	BEING IN MY WORLD Being a Citizen of My Country I understand my rights and responsibilities as a citizen of my country I can empathise with people in this country whose lives are different to my own Vocab: Rights, Responsibilities Citizen, Denied, Empathise Refugee, Persecution Conflict, Asylum, Migrant	BEING IN MY WORLD Year 5 Responsibilities I understand my rights and responsibilities as a citizen of my country and as a member of my school I can empathise with people in this country whose lives are different to my own. Vocab: Rights, Wealth, Poverty Responsibilities, Prejudice Citizen, Privilege, Deprive	BEING IN MY WORLD Rewards and Consequences I can make choices about my own behaviour because I understand how rewards and consequences feel I understand that my actions affect me and others I understand how an individual's behaviour can impact on a group I can contribute to the group and understand how we can function as a whole Vocab: Rights, Responsibilities Rewards, Consequences Choices, Learning Charter	Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique I understand that cultural differences sometimes cause conflict I am aware of my own culture Vocab: similarity, difference, unique, anti-bullying, racism, race, culture, ethnicities, , direct, indirect, behaviours, appropriate	Celebrating Difference I understand what racism is I am aware of my attitude towards people from different races, cultures and ethnicities Vocab: similarity, difference, unique, anti-bullying, racism, race, culture, ethnicities, , direct, indirect, behaviours, appropriate	Celebrating Difference I understand how rumour-spreading and name-calling can be bullying behaviours I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one Vocab: similarity, difference, unique, anti-bullying, racism, race, culture, ethnicities, , direct, indirect, behaviours, appropriate	Celebrating Difference I can explain the difference between direct and indirect types of bullying I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied Vocab: similarity, difference, unique, anti-bullying, racism, race, culture, ethnicities, , direct, indirect, behaviours, appropriate	N/A
PE Invasion Games Rugby	BADMINTON To use the serve with consideration of attacking principles. Vocab: serve, underarm, overarm, forehand, backhand, defend, attack, skills, tactics, space, move	BADMINTON To explore an underarm return with consideration of attacking principles. Vocab: serve, underarm, overarm, forehand, backhand, defend, attack, skills, tactics, space, move	BADMINTON To explore an underarm return with consideration of attacking principles. Vocab: serve, underarm, overarm, forehand, backhand, defend, attack, skills, tactics, space, move	BADMINTON To explore the overhead forehand with consideration of attacking principles. Vocab: serve, underarm, overarm, forehand, backhand, defend, attack, skills, tactics, space, move	BADMINTON To select and apply skills and tactics to play competitively. Vocab: serve, underarm, overarm, forehand, backhand, defend, attack, skills, tactics, space, move	BADMINTON To apply rules, skills and tactics to play in a tournament. Vocab: serve, underarm, overarm, forehand, backhand, defend, attack, skills, tactics, space, move	BADMINTON To apply rules, skills and tactics to play in a tournament. Vocab: serve, underarm, overarm, forehand, backhand, defend, attack, skills, tactics, space, move	

Music	Unit 1 – What Shall We Do With The Drunken Sailor	Unit 1 – What Shall We Do With The Drunken Sailor	Unit 1 – What Shall We Do With The Drunken Sailor	Unit 1 – What Shall We Do With The Drunken Sailor	Unit 2 – Why We Sing	Unit 2 – Why We Sing	Unit 2 – Why We Sing	
	Lesson 3: Progression snapshot 1. Make a video recording of children singing.

Children will:

Practise cup rhythms to What shall we do with the drunken sailor?

Practise singing their arrangement of What shall we do with the drunken sailor?

Learn Hey, ho! Nobody home and add a beat using body percussion.
Some children could transfer this beat to a drum.

Vocab- beat, percussion, expressive, vocal arrangement, perform, rhythm, pattern, accompany, bass, notes, chords | Lesson 4: Create body percussion patterns to accompany a sea shanty. Write the patterns out using a rhythm grid.

Children will:

Practise cup rhythms to What shall we do with the drunken sailor?

Create body percussion patterns to accompany a sea shanty.

Write the patterns out using a rhythm grid.

Vocab- beat, percussion, expressive, vocal arrangement, perform, rhythm, pattern, accompany, bass, notes, chords | Lesson 5: Create accompaniments with bass notes and chords.

Children will:

Practise the cup rhythms to What shall we do to the drunken sailor?

Learn to play the bass notes of the song.

Learn to play the chords of the song.

Learn the chord pattern of the song.

Vocab- beat, percussion, expressive, vocal arrangement, perform, rhythm, pattern, accompany, bass, notes, chords | Lesson 6: Rehearse and perform What shall we do with the drunken sailor?

Children will:

Recap the bass notes, chords, and chord pattern of What shall we do with the drunken sailor?

Recap singing the song.

Practise the cup rhythms.

Rehearse and perform What shall we do with the drunken sailor?

Vocab- beat, percussion, expressive, vocal arrangement, perform, rhythm, pattern, accompany, bass, notes, chords | Lesson 1: Learn about Gospel songs and spirituals

Children will:

Learn about spirituals and Gospel music.
Listen to recordings of spirituals and Gospel music.
Learn about Gospel songwriter and artist Kirk Franklin.
Watch a performance of Why we sing and discuss the music.

Vocab- Gospel, choir, rhythm, beat, tempo, chorus, verse, sing, perform, style, listen | Lesson 2: Singing in a Gospel style – phrasing and articulation.

Children will:

Warm up bodies and voices with Let's start to sing.
Recap what they have learnt about Gospel music.
Join in with a performance of Why we sing.
Work on skills of phrasing and articulation in singing.

Vocab- Gospel, choir, rhythm, beat, tempo, chorus, verse, sing, perform, style, listen | Lesson 3: Exploring Gospel music further

Children will:

Compare the features and styles of Gospel pioneers and more contemporary artists.
Listen and move in time to songs in a Gospel style.
Participate in a performance of Why we sing, incorporating things they have learnt about performing music in a Gospel style.

Vocab- Gospel, choir, rhythm, beat, tempo, chorus, verse, sing, perform, style, listen | |