



Term: Summer 1

Year: 2021/2022

Teacher: R Griffiths

Year Group: 5/6

## TOPIC: Shang Dynasty – A history study from Ancient China

### RELIGIOUS EDUCATION

What matters most to Humanists and Christians?

Make sense of belief:

- Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist).
- Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God').

Understand the impact:

- Make clear connections between Christian and Humanist ideas about being good and how people live.
- Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.

Make connections:

- Raise important questions and suggest answers about how and why people should be good.
- Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.

### SEASONAL ENRICHMENT

- The Burrow
- Sports day
- Activities week
- Use of the outdoor areas across the curriculum – science link / RE link
- End of year celebrations
- Year 6 leavers' service
- Year 6 performance
- London residential
- Bath/Bristol residential

### COMPUTING

- Software
  - use sequence, selection, and repetition in programs; work with variables and various forms of input and output
  - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

### PE

- Athletics
  - Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination
  - Develop flexibility, strength, technique, control and balance.
- Orienteering & Problem Solving

### ART AND DESIGN

Sessions with Mrs. Stevens

- Explore and experience batik.
- Explore carving with soap or candles – experiment with shapes and textures.
- Gain experience in modelling over an armature e.g. newspaper frame for mod roc.
- Continue to develop the key elements of line, shape, tone, pattern, texture and form in their drawings (using a variety of media) and think carefully about using these when developing drawings of natural

### HISTORY

A local history study

- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) – with a focus on the Shang Dynasty
- explain their understanding of the different experiences of people who may have lived in that time period and the social hierarchy
- compare and contrast a variety of historical sources to form their own conclusions and questions regarding the life of people in Ancient China
- Imagine and write about the experiences of people living during the historical periods studied based on factual evidence. Exploring evidence and the significance of the tomb of Fu Hao.



### ENGLISH

- Daily spelling practice following KS2 spelling rules – The Write Stuff spelling scheme
- Weekly whole class guided reading – focusing on vocabulary, inference, prediction, explanation, retrieval, and summarising / sequencing using high quality fiction and non-fiction texts
- Daily RWI phonics and RWI Fresh Start phonics interventions
- This half term, children will be using the following Write Stuff writing stimuli
  - Varmints (animation), Kensuke's Kingdom (Michael Morpurgo book)
- Fiction – Varmints (TWS)
- Fiction - Kensuke's Kingdom (TWS)
- Poetry – Narrative poem – Moth (TWS)

### SCIENCE

Animals including humans

- 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

Living Things and their habitats

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.
- covering planning scientific enquiries to: answer questions, using hypothesis, testing, observing and analysing results.

### MUSIC

- Listen and Appraise - Dancing In The Street by Martha And The Vandellas
- to create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures
- to describe, compare and evaluate different types of music using a range of musical vocabulary

### SPIRITUALITY

- Outdoor learning – maths/science/outdoor investigations
- Window and mirror links to science – awe and wonder moments
- Links to 3 school values – forgiveness, respect, friendship
- Links to current Building Learning Power – managing distractions

### BRITISH VALUES

- Democracy – school council opportunities / Head Boy and Head Girl responsibilities
- Mutual respect is at the heart of our values. Children learn that their behaviours influence their own rights and those of others
- BLP skills – managing distractions

### MATHS

Number, addition and subtraction

- explore six-digit numbers that are not whole thousands, and then extend to seven-digit numbers; apply additive facts and strategies, including column algorithms, and rounding to these numbers.

Multiplication and division

- Learn to use brackets to change the order of operations. Build on knowledge of the distributive law.
- When adding or subtracting multiplication expressions that have a common factor, the distributive law can be applied.

Fractions

- Learn to add and subtract fractions with different denominators by first finding a common denominator.
- Compare fractions using a range of methods, including converting to a common denominator.

Geometry

- Coordinates – use reflection and translation to describe position.

Measurement

- Build accuracy with conversion between decimal measurements and introduce converting imperial measurements to decimal.

### LANGUAGES

- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speaking in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

### PSHE

Being My Best

- identify aspirational goals
- describe the actions needed to set and achieve these
- present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues
- identify risk factors in a given situation
- understand and explain the outcomes of risk-taking in a given situation, including emotional risks
- learn how to make a clear and efficient call to emergency services if necessary
- know concepts of basic first-aid. for example dealing with common injuries. including a head injury