

<b>Year Five Term 6</b>		<b>Maldon</b>
<b>English</b>		<b><u>Reading for Enjoyment</u></b>
	<p><b>Main text: Mufaro's Beautiful Daughter</b></p> <p><b>Unit 3:</b> choral performance Benjamin Zephaniah (learn off by heart)</p> <p><b>Unit 3:</b> Stories from other cultures Mufaro's Beautiful Daughter</p> <p><b>Unit 3:</b> Anancy/Anancy and Mr Dry Bone</p>	<p>The Garbage King – Elizabeth Laird</p> <p>Picture Book – Rabbits Neil Gaiman</p>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Place value</li> <li>• Written calculation</li> <li>• Fractions</li> <li>• Measures (mass, volume and capacity)</li> <li>• Area and volume of shapes</li> <li>• Assessment week</li> </ul>	
<b>Science</b>	<p><b><u>Animals including humans</u></b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Can they describe the changes as humans develop to old age?</li> </ul> <p><b>Challenging</b></p> <ul style="list-style-type: none"> <li>• <i>Create a time line to indicate stages of growth in certain animals, such as frogs and butterflies?</i></li> <li>• <i>Describe the changes experienced in puberty?</i></li> <li>• <i>Draw a timeline to indicate stages in the growth and development of humans?</i></li> </ul>	
<b>History</b>	No history	
<b>Geography</b>	<p><b><u>Maldon</u></b></p> <p><b>Geographical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Map out land use</li> <li>• Find possible answers to their own questions</li> <li>• Make detailed sketches and plans; improving accuracy</li> <li>• Plan a journey to a place in another part of the world</li> <li>• Use the eight points of a compass</li> <li>• Use Ordnance survey maps and four figure grid reference</li> </ul> <p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Explain how a location fits into its wider location; with reference to physical features</li> <li>• Explain what a place might be like in the future</li> </ul> <p><b>Human Geography</b></p> <ul style="list-style-type: none"> <li>• Explain how a location fits into its wider geographical location with reference to human and economical features</li> <li>• Explain what a place might be like in the future, taking account of the issues impacting on human features</li> <li>• Report on ways in which humans have both improved and damaged the environment</li> </ul> <p><b>Geographical knowledge</b></p> <ul style="list-style-type: none"> <li>• Name and locate counties and cities of the United Kingdom on maps and atlases</li> <li>• Identify key topographical features (including hills, mountains, coasts and rives) and land use patterns and understand how some of these aspects have changed over time</li> </ul>	
<b>Computing</b>	<p><b><u>Safety – see AT1</u></b></p> <p><b><u>Presentations MLE webpage building</u></b></p> <ul style="list-style-type: none"> <li>• Focus: Make a home page for a website that links to other pages.</li> <li>• Capture sound, images and video</li> <li>• <i>NC: understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.</i></li> </ul>	
<b>Religious Education</b>	<p><b><u>What inner forces affect how we think and behave?</u></b></p> <ul style="list-style-type: none"> <li>• When am I tempted?</li> <li>• Why did Adam and Eve disobey God?</li> <li>• Why did Jonah behave in the way he did?</li> <li>• What beliefs would I refuse to deny?</li> <li>• Why do I sometimes find it difficult to accept what I know to be true?</li> </ul>	
<b>Physical Education</b>	<p><b><u>Athletics</u></b></p> <ul style="list-style-type: none"> <li>• Are they controlled when taking off and landing in a jump?</li> <li>• Can they throw with accuracy?</li> <li>• Can they combine running and jumping?</li> <li>• Can they follow specific rules?</li> </ul> <p><b>Acquiring and developing skills</b></p> <ul style="list-style-type: none"> <li>• Can they link skills, techniques and ideas and apply them accurately and appropriately?</li> <li>• Do they show good control in their movement?</li> </ul> <p><b>Evaluating and Improving</b></p> <ul style="list-style-type: none"> <li>• Can they compare and comment on skills, techniques and ideas that they and others have used?</li> <li>• Can they use their observations to improve their work?</li> </ul>	

	<p><b>Health and Fitness</b></p> <ul style="list-style-type: none"> <li>• Can they explain some important principles when preparing for exercise?</li> <li>• Can they explain what effect exercise has on their body?</li> <li>• Can they explain why exercise is important?</li> </ul> <p><b>Sports Coach – Badminton</b></p> <p><b>Acquiring and developing skills</b></p> <ul style="list-style-type: none"> <li>• Can they gain possession by working as part of a team?</li> <li>• Can they use forehand and backhand with a racquet?</li> <li>• Can they link skills, techniques and ideas and apply them accurately and appropriately?</li> <li>• Do they show good control in their movement?</li> </ul> <p><b>Evaluating and Improving</b></p> <ul style="list-style-type: none"> <li>• Can they compare and comment on skills, techniques and ideas that they and others have used?</li> <li>• Can they use their observations to improve their work?</li> </ul> <p><b>Health and Fitness</b></p> <ul style="list-style-type: none"> <li>• Can they explain some important principles when preparing for exercise?</li> <li>• Can they explain what effect exercise has on their body?</li> <li>• Can they explain why exercise is important?</li> </ul>
<b>Art and Design</b>	No art
<b>Design and technology</b>	<p><b>Talking Textiles – link to Cultural Week silk painting (QCA)</b></p> <ul style="list-style-type: none"> <li>• Can they use a wide range of techniques in their work?</li> <li>• Can they create work which is open to interpretation by the audience?</li> <li>• Do they look very carefully at the methods they use and make decisions about the effectiveness of their methods?</li> <li>• Do they know about great artists and designers in history?</li> </ul>
<b>Music</b>	<p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• Can they change sounds or organise them differently to change the effect?</li> <li>• Can they compose music which meets specific criteria?</li> <li>• Can they use their notations to record groups of pitches (chords)?</li> <li>• Can they use a music diary to record aspects of the composition process?</li> <li>• Can they choose the most appropriate tempo for a piece of music?</li> </ul> <p><b>Challenging</b></p> <ul style="list-style-type: none"> <li>• <i>Do they understand the relation between pulse and syncopated patterns?</i></li> <li>• <i>Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?</i></li> </ul>
<b>French</b>	<p><b>Listening and responding</b></p> <ul style="list-style-type: none"> <li>• Do they understand longer passages made up of familiar language in simple sentences?</li> <li>• Can they identify the main points and some details?</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Can they hold a simple conversation with at least 3-4 exchanges?</li> <li>• Can they use their knowledge of grammar to adapt and substitute single words and phrases?</li> </ul> <p><b>Reading and responding</b></p> <ul style="list-style-type: none"> <li>• Can they understand a short story or factual text and note some of the main points?</li> <li>• Can they use context to work out unfamiliar words?</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Can they write a paragraph of about 3-4 simple sentences?</li> <li>• Can they adapt and substitute individual words and set phrases?</li> <li>• Can they use a dictionary or glossary to check words they have learnt?</li> </ul>
<b>PSHE</b>	<p>e-safety lesson</p> <p><b>Changing Me( including sex education)</b></p> <p><b>Self and body image</b> Can they understand that everyone is unique and special?</p> <p><b>Puberty for girls</b> Can they express how they feel when change happens?</p> <p><b>Puberty for boys</b> Can they understand and respect the changes that they see in themselves?</p> <p><b>Conception</b> Can they understand and respect the changes that they see in other people?</p> <p><b>Looking ahead</b> Do they know who to ask if they are worried about change?</p> <p><b>Looking ahead to Year 6</b> Are they looking forward to change?</p>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>• Cultural/Refugee Week</li> <li>• Maldon field trip</li> <li>• PE Week</li> <li>• School nurse</li> </ul>