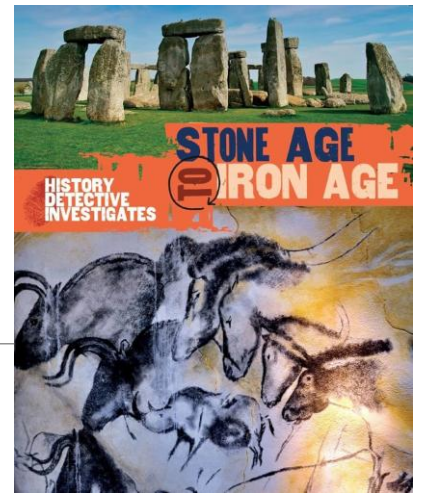


Our Learning Journey

History



We will be looking at

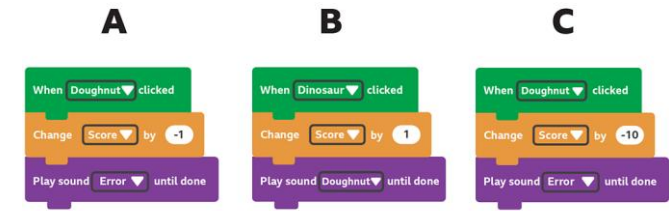
- The changes in Britain from the Stone Age to the Iron Age Examples.

- Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.

Bronze Age religion, technology and travel, for example, Stonehenge.

Iron Age hill forts: tribal kingdoms, farming, art and culture.

Computing - Variables in games



We are learning to...

- Further develop the knowledge to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Further develop the knowledge to use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Further develop the knowledge to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Further develop the knowledge to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Art – Mother's Day Portraits Drawing

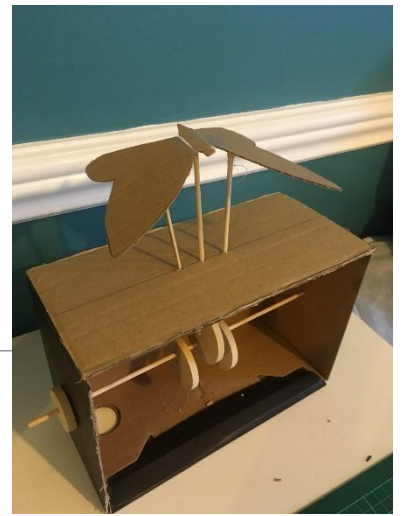


We are learning to...

- Develop knowledge of how to use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).
- Understand how to use a choice of techniques to depict movement, perspective, shadows and reflection.
- Develop knowledge of how to choose a style of drawing suitable for the work (e.g. realistic or impressionistic).

Design Technology – Mechanics

We are learning to...



- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- Further develop knowledge of how to convert rotary motion to linear using cams.
- Further develop knowledge of how to use innovative combinations of electronics (or computing) and mechanics in product designs

Music – Garage Band

We are learning to...



Listening: identifying chords, identifying instruments

Composing: use binary/ternary form, construct chords, create melody and accompaniment


















Performing: improvisation, chords, structure, match pitch

Social: respect, kindness, leadership, collaboration, communication

Emotional: confidence, determination, perseverance, independence, empathy

Thinking: reflection, provide feedback, select and apply, problem solving, creativity, comprehension

French - My home (Chez Moi)

Unit Glossary			
French		English	
Où habites-tu ?		Where do you live?	
J'habite dans...		I live in...	
	une maison	a house	
	un appartement	an apartment	
	en ville	in town	
	à la campagne	in the countryside	
	à la montagne	in the mountains	
	au bord de la mer	by the sea	
	dans un village	in a village	
Chez moi il y a...		In my home there is... / there are...	
Chez moi il n'y a pas de...		In my home there is not... / there are no...	
French		English	
	une cuisine	a kitchen	
	une salle à manger	a dining room	
	une salle de bains	a bathroom	
	une chambre	a bedroom	
	une buanderie	a utility room	
	un sous-sol	a basement	
	un bureau	an office / a study	
	un salon	a living room	
	un garage	a garage	
	un jardin	a garden	
et		and	
mais		but	



PSHE- Dreams and Goals



Y5 are learning about...

- ❖ Future dreams
- ❖ The importance of money
- ❖ Jobs and careers
- ❖ Dream job and how to get there
- ❖ Goals in different cultures
- ❖ Supporting others (charity)
- ❖ Motivation

Y6 are learning about...

- ❖ Personal learning goals, in and out of school
- ❖ Success criteria
- ❖ Emotions in success
- ❖ Making a difference in the world
- ❖ Motivation
- ❖ Recognising achievements
- ❖ Compliments



PSHE- Healthy Me

Y5 are learning about...

- ❖ Smoking, including vaping
- ❖ Alcohol
- ❖ Alcohol and anti-social behaviour
- ❖ Emergency aid
- ❖ Body image
- ❖ Relationships with food
- ❖ Healthy choices
- ❖ Motivation and behaviour

Y6 are learning about...

- ❖ Taking personal responsibility
- ❖ How substances affect the body
- ❖ Exploitation, including 'county lines' and gang culture
- ❖ Emotional and mental health
- ❖ Managing stress



PE

We are focusing on developing our skills through:

Gymnastics

Tag Rugby

Country Dancing- May day

Tennis



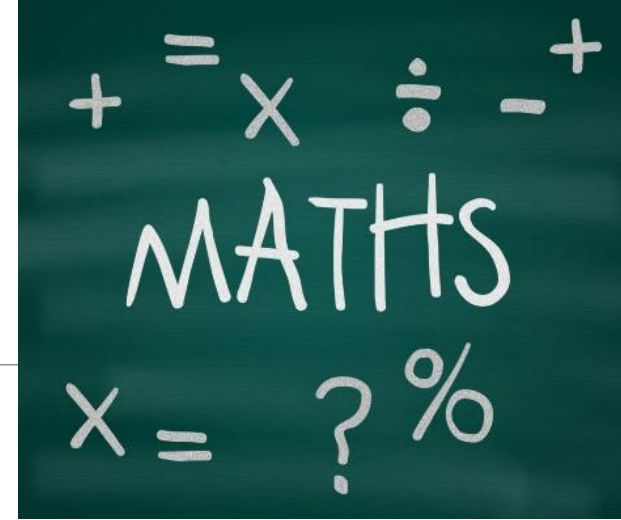
RE

We are understanding...

- ❖ How do questions about Brahman & Atman influence the way a Hindu lives?
- ❖ What difference does the resurrection make to Christians?



Maths



We are learning to...

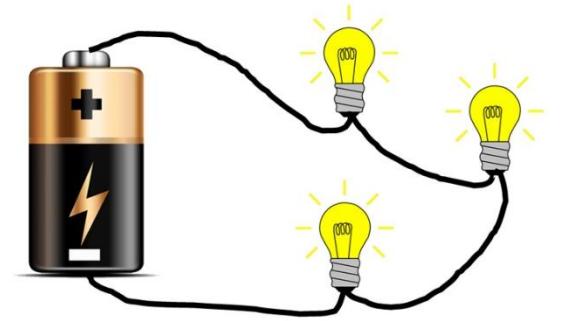
- ❖ Understand percentages and calculate percentages
- ❖ Recall and calculate equivalences between simple fractions, decimals and percentages
- ❖ Understand scaling and ratio and solve problems involving these
- ❖ Work with shape including 3D nets, properties of shape, angles, reflection and translation
- ❖ Draw and interpret pie charts and line graphs
- ❖ Read and solve problems involving timetables
- ❖ Maintain and apply our current arithmetic skills
- ❖ Solve problems using our knowledge all taught materials, including fractions, percentages, division, etc.

Science

During Science and Nature Week we are learning about...

Y5 – Earth and Space

Y6 – Electricity



Literacy

- Letter Writing: Applying for a Stone Age job
- Poetry – we will be learning to perform the poems. These will be performed in the celebration of work.
- Adventure Stories: Time Travelling
- In addition, the children will complete independent writing related to the genres taught above.

