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| **Maths Year 6**  **Year 6 Unit 7 Ratio and proportion**  Use ratio language  Introduce ratio symbol  Use ratio  Scale drawing  Scale factors  Similar shapes  Ratio problems  Problem solving – ratio and proportion  **Year 6 Unit 8 Algebra**  Find a rule – one step  Find a rule – two steps  Form expressions  Substitution  Formulae  Form and solve equations  Solve one/two step equations  Find pair of values  Solve problems with two unknowns  **Year 6 Unit 9 Decimals**  Place value to 3 decimal places  Round decimals  Add and subtract decimals  Multiply by 10 / 100 / 1000  Divide by 10 /100 / 1000  Multiply decimals by integers  Divide decimals by integers  Fractions to decimals  Fractions as division | **Maths Year 5**  **Year 5 Unit 7 Multiplication and Division**  Multiply a number up to 4 digits by 1 digit  Multiply 2 digit numbers  Multiply a 3 digit numbers by a 2 digit number  Multiply a 4 digit number by a 2 digit number  Divide a 4 digit number by 1 digit  Divide with remainders  Efficient division  Solve problems with multiplication and division.  **Year 5 Unit 8 Fractions**  Multiply unit fraction by an integer.  Multiply non unit fractions by an integer  Multiply mixed number by integers  Fractions of amount  Finding the whole  Using fractions as operators  **Year 5 Unit 9 Decimals and percentages**  Write decimals up to 2 P.V.  Write decimals up to 2 decimals greater than 1  Equivalent fractions and decimals - tenths  Equivalent fractions and decimals – hundredths  Equivalent fractions and decimals  Thousandths as fractions  Thousandths as decimals  Thousandths on a P.V. grid  Compare and order decimals  Round to the nearest whole  Round to 1 decimal place  Understand percent  Percentages as fractions and decimals. | | **Literacy.**  **Stonewall by Rob Sanders**  This three-week Writing Root uses *Stonewall* by Rob Sanders and Jamey Christoph to explore human rights, revolution, and the history of the Stonewall Inn as a safe space for the LGBTQ+ community. Children will create adverts, record the events of the Stonewall Uprising using journalistic techniques, and design protest banners. They will write in role as the building itself and conclude by creating a visitor’s guide to the Stonewall Inn, now a National Historic Landmark. Suggested supplementary texts include *The Stonewall Riots* by Gayle E. Pitman, *Stories for Boys Who Dare to Be Different* by Ben Brooks, and *Goodnight Stories for Rebel Girls* by Elena Favilli.  **Windrush Benjamin Zephaniah**  This 20-session Writing Root for *Windrush Child* by Benjamin Zephaniah guides children through the story while exploring Jamaica’s history and the experiences of those migrating to Britain after WWII. Activities include writing an airmail letter from Leonard to his father, diary entries, poetry, and an advice guide for welcoming new pupils. Children will study and perform *Windrush Child* by John Agard before writing their own version inspired by the story. They will also address themes of racism through formal letters, speeches, and personal reflections. The unit culminates in a pitch to the local council for a monument honoring the Windrush generation. Links to History and PSHE lessons are recommended for deeper exploration. | | **Religious Education**  What does it mean if Christians believe god is loving and holy?  In this unit, pupils will explore what Christians believe God is like, studying Bible passages from Isaiah, Psalm 103, and 1 John to understand how God is described as holy and loving. They will use key terms like "omnipotent," "omniscient," and "eternal" and connect these ideas to concepts such as forgiveness, love, and the impact of sin on believers. Pupils will also learn that many Christians see getting to know God as similar to building a relationship with a person. |
| **Physical Education**  **Gymnastics Partner sequences** |
| Purple Mash **Computing:**  Quizzing  To create a picture-based quiz for young children  • To learn how to use the question types within  2Quiz. To explore the grammar quizzes. • To make a quiz that requires the player to search a database. • To make a survey and analyse the responses. |
| **Personal, Social and Emotional Development**  Economic Wellbeing  Exploring: attitudes to money, how to keep money safe, stereotypes in the workplace, the risks associated with gambling, and career paths. |
| Year 5/6 | Spring Term 1 | | |
| **Science**  **Forces**  **In this science unit the children will be exploring forces.**  **The children will learn:**   * To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. *(The act of gravity on our lives)* * To identify the effects of air resistance, water resistance and friction, which act between moving surfaces. * To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. |
| **History**  **What was life like in Tudor England**  **The children will learn:**   * Extract information about Henry VIII from portraits and written records. * Justify their interpretation of Henry VIII using evidence from sources. * Use sources to make deductions about Henry VIII’s wives and use evidence to support deductions, evaluating his marriage requirements in the context of the Tudor period. * Make deductions from a range of sources about marriage, power and punishment. * Identify primary and secondary sources, and begin to explore their reliability. * Select the relevant evidence required from sources and write an eyewitness account of Elizabeth I’s Worcester Progress. * Make deductions using inventories about the wealth and position of an ordinary Tudor person. * Explain how inventories are useful to historians. * Use their knowledge of inventories, to create a realistic Tudor inventory. | **Music**  Dona nobis pacem  Dona nobis pacem is a round in three parts that is set to a short prayer for peace. It is in Latin and comes from the Agnus Dei of a Roman Catholic Mass. The phrase ‘Dona nobis pacem’ translates as ‘Grant us peace’. As well as being sung in churches, it has also been adopted for use as a song with a broader message about peace. The melody has been passed down orally and is thought to be traditional. In this unit, pupils will explore pulse work in 3-time, learn to sing the song as a round, learn about texture in music, and compare music with different textures. They will create their own pieces using given rhythms and chords, working from stick notation. |
| **Art** **Craft and design: Architecture**  Investigating the built environment through drawing and printmaking, learning about the work of architect Zaha Hadid, creatively presenting research on artist Hundertwasser and exploring the symbolism of monument design.  The children will learn:   * Sketch a house from first-hand or second-hand observation. * Use basic shapes to place key features and form the composition, measuring to work out proportions. * Notice small details to incorporate into the drawing by observing. * Select a section of their drawing that creates an interesting composition, with a variety of patterns, lines and texture. * Follow steps to create a print with clear lines, with some smudging. * Purposefully evaluate their work, demonstrating what went well and what could be improved. * Create a building design based on a theme or set purpose. | | **Design Technology** **Mechanical systems: pop up book**  This unit involves creating a functional pop-up book involves designing paper mechanisms that move as the pages are opened. This process uses tools like levers for pivoting motion, sliders for smooth linear movement, and layers and spacers to add depth and stability. Each component is precisely measured and assembled to ensure the mechanisms work reliably while supporting the overall design. By carefully planning and constructing these elements, the book becomes an interactive and visually engaging experience. |
| **Spanish**  The Date (I)  I can repeat, remember and attempt to spell most of the days of the week, the months of the year and numbers 1-31 in Spanish.  I am able to say the date in Spanish when I am shown a few examples first and reminded what the options are.  I am able to say the date of my birthday in Spanish when I am shown a few examples first and reminded what the options are. |