

Year 5 / 6 Overview						
Topics	Awesome Egyptians (Past & Present)	Where are we?	(Great Expectations) Victorian Britain / Inventions Who Dunit	Ashby Times Local History study (Ashby Castle)	Mother Earth	Invaders Britain's settlement by Anglo-Saxons and Scots
History / Geography	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> □ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied □ the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt. 	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> □ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Locational knowledge United Kingdom Identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time □ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich 	<p>□ human geography, use, economic activity including trade links</p> <p>To study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>The Victorians</p> <p>Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present.</p>	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> □ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied □ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 201 □ use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p>A local History Study</p> <ul style="list-style-type: none"> □ a study of an aspect of history or a site dating 	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> □ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Place knowledge</p> <ul style="list-style-type: none"> □ understand geographical similarities and differences through the study of human and physical geography of a region within North or South America <p>Physical geography</p> <ul style="list-style-type: none"> □ describe and understand key aspects of: □ physical geography, including: climate zones, biomes and vegetation belts, □ human geography, including: types of settlement and land use, economic activity including the distribution of natural resources 	<p>□ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p>

		<p>Meridian and time zones (including day and night)</p> <p>Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of a European country (France)</p>		<p>from a period beyond 1066 that is significant in the locality.</p>	<p>including energy, food, minerals and water</p>	
<p>Literacy (Fiction)</p>	<p>Persuasive writing Yr 5) (Aswan Dam)</p> <p>Explanations (Yr 5)</p> <p>Argument (yr 6)</p> <p>Authors and texts (Yr 6)</p>	<p>Year 5 Study Traditional Stories, fables, myths and legends (yr 5)</p> <p>Stories from other cultures (yr 5)</p> <p>Choral and performance (yr 5)</p> <p>Older Literature (yr 5)</p>	<p>Journalistic Writing (yr 6) (Outcome to produce a newspaper article & a T.V. news report.)</p> <p>Power Of Imagery (yr 6)</p> <p>Fiction Genres (yr 6)</p> <p>Stories with Flashbacks (yr 6)</p> <p>Dramatic Conventions (yr 5) The Street child Novels and stories by significant children's authors (yr 5)</p>	<p>Formal/impersonal Writing (yr 6)</p> <p>Finding a voice (yr 6)</p> <p>Extending Narrative (yr 6)</p> <p>Classic Narrative poems – The Highway man (yr 5)</p>	<p>Year 5 Study Traditional Stories, fables, myths and legends (yr 5)</p> <p>Stories from other cultures (yr 5)</p> <p>Choral and performance (yr 5)</p> <p>Dramatic Conventions (yr 5) Film Narrative (yr 5)</p> <p>Biography & autobiography (yr 6)</p>	<p>Instructions (yr 5)</p> <p>Recounts and reports (Yr 5)</p> <p>Dictionaries (Yr 5)</p> <p>Poetic Style (yr 5)</p>

Literacy (Non-Fiction)	Recount Text Howard Carter's discovery of Tutankhame n's tomb	Persuasion Text Points for or against the Aswan Damn	Information Text Dictionary of Victorian Inventions Recount Text Biography of the life of Sir Arthur Conan Doyle	Discussi on Text Were workhou ses good or bad for society? Instruct ion Text Rules to their murder mystery board game	Instruction Text Rules to a game	Recount Text Newspaper article on a game of football written from different points of view	Persuasion Text To create an advert showing the good points of Ashby.	Discussion Text Has Ashby changed for the better since your grandpare nts day?	Explanation text The water cycle	Persuasion Text To create an advert to get people to Visit North America.		Informati on Text Reference book on geographic al features of a river
Spelling	<p>Spelling (see English Appendix 1 National Curriculum)) Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use further prefixes and suffixes and understand the guidance for adding them ▪ spell some words with 'silent' letters [for example, knight, psalm, solemn] ▪ continue to distinguish between homophones and other words which are often confused ▪ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 ▪ use dictionaries to check the spelling and meaning of words ▪ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary <p>use a thesaurus.</p>											
Handwriting	<ul style="list-style-type: none"> ▪ write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> ▪ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters <p>choosing the writing implement that is best suited for a task.</p>											
Writing	<ul style="list-style-type: none"> ▪ plan their writing by: 											

	<ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ 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 ▪ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] ▪ evaluate and edit by: <ul style="list-style-type: none"> ▪ 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 ▪ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
<p>Writing - vocabulary, grammar and punctuation</p>	<ul style="list-style-type: none"> ▪ develop their understanding of the concepts set out in English Appendix 2 (National Curriculum) by: <ul style="list-style-type: none"> ▪ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ▪ using passive verbs to affect the presentation of information in a sentence ▪ 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 (National Curriculum) ▪ indicate grammatical and other features by: <ul style="list-style-type: none"> ▪ using commas to clarify meaning or avoid ambiguity in writing ▪ using hyphens to avoid ambiguity

	<ul style="list-style-type: none"> ▪ 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 ▪ punctuating bullet points consistently <p>use and understand the grammatical terminology in English Appendix 2 (National Curriculum) accurately and appropriately in discussing their writing and reading.</p>
Reading	<p>Pupils should be taught to:</p> <p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1 (National Curriculum), both to read aloud and to understand the meaning of new words that they meet.</p> <ul style="list-style-type: none"> ▪ maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ▪ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ▪ reading books that are structured in different ways and reading for a range of purposes <p>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <ul style="list-style-type: none"> ▪ recommending books that they have read to their peers, giving reasons for their choices ▪ identifying and discussing themes and conventions in and across a wide range of writing ▪ making comparisons within and across books ▪ learning a wider range of poetry by heart ▪ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <ul style="list-style-type: none"> ▪ understand what they read by: <ul style="list-style-type: none"> ▪ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ▪ asking questions to improve their understanding ▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ▪ predicting what might happen from details stated and implied ▪ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ▪ identifying how language, structure and presentation contribute to meaning ▪ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ▪ distinguish between statements of fact and opinion

	<ul style="list-style-type: none"> retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views. 											
ICT	Unit 5.2 We are architects	Unit 6.6 We are publishers	Unit 5.6 We are traders	Unit 6.1 We are explorers	Unit 5.5 We are statisticians	Unit 6.5 We are web developers	Unit 5.4 We are Advertisers	Unit 6.2 We are fundraisers	Unit 5.4 We are advertisers	Unit 6.4 We are environmentalists	Unit 5.1 We are photographers	Unit 6.3 We are game developers
Science	Working Scientifically / Forces		Earth and Space / Living Things and their habitat (yr 6)		Electricity / Living things and their habitat (yr 5)		Working Scientifically / Animals including humans (Yr 6)		Evolution and Inheritance / Living things and their habitat (yr 6)		Light / Properties and changes of Material	
PE	Swimming (Year 5 / 6) Fundamental Skills Gym - (Flight) Rugby Adventurous Activities - Linked to residential trip		Swimming (Year 5 / 6) Netball Tennis Gym		Swimming (year 6) Rounders Cricket Athletics		Swimming (Year 5 / 6) Health Related fitness Basket Ball Gym - Bridges / holes and barriers Dance Adventurous Activities - Linked to residential trip		Swimming (Year 5 / 6) Hockey Table Tennis Gym - Turning and spinning		Swimming (year 6) Rounders Cricket Athletics	
PSHE	New Beginnings (Yr5) Keeping Healthy (Changes (Yr5) Getting on and Falling Out (Yr5) Say No to Bullying (Anti-bullying week)		Going for Goals (Yr5) Good to be Me (Yr5)		Relationships (Yr5) Changes (Yr5) How the Body Works and changes (yr 5) Moving on (Yr 6 only)		New Beginnings (Yr6) Getting on and Falling Out (Yr6) Say No to Bullying (Anti-bullying week)		Going for Goals (Yr6) Good to be Me (Yr6)		Relationships (Yr6) Changes (Yr6) How the Body Works and changes (yr 6) Moving on (Yr 6 only)	

