

Oak Class – Summer Term 2024 Overview of Learning

	First Half Term	Second Half Term
English	<p><u>Spelling</u> (Read Write Inc)</p> <p>Year 5</p> <ul style="list-style-type: none"> - ough letter string - homophones - words from the spelling list <p>Year 6</p> <ul style="list-style-type: none"> - ough letter string - homophones - words from the spelling list 	<p><u>Spelling</u> (Read Write Inc)</p> <p>Year 5</p> <ul style="list-style-type: none"> - ough letter string - homophones - words from the spelling list <p>Year 6</p> <ul style="list-style-type: none"> - hyphens - common mistakes - words from the spelling list
	<p><u>Writing</u> (CUSP)</p> <p>Extended third person narrative – adventure stories</p> <ul style="list-style-type: none"> - balance description, dialogue and action - consciously vary sentence structures - use dialogue to help tell the story <p>News reports</p> <ul style="list-style-type: none"> - know the structure and register of a news report - consciously control formality - write precisely and concisely 	<p><u>Writing</u> (CUSP)</p> <p>Autobiography</p> <ul style="list-style-type: none"> - sequence events chronologically and factually - use conjunctions, adverbs and prepositions <p>Discursive Writing and Speeches</p> <ul style="list-style-type: none"> - select emotive language to convey strength of meaning - use humour to engage the listener - sustain a formal tone using subjunctive and passive verb forms <p>Poems that Create Images and Explore Vocabulary</p> <ul style="list-style-type: none"> - know that free verse lacks a consistent rhyming pattern - know that a haiku is comprised of seventeen syllables - make precise vocabulary choices

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English	<p><u>Reading</u> (CUSP)</p> <p>The Boy at the Back of the Class</p> <ul style="list-style-type: none"> - know that shades of meaning refers to subtle differences in the meaning of words - know that authors use language to influence the reader - be able to select relevant details to produce a summary of a text 	<p><u>Reading</u> (CUSP)</p> <p>The Rabbits</p> <ul style="list-style-type: none"> - know that images can be a subtext to support understanding - know that emotive language can be used deliberately to affect the reader - use evidence to support predictions and inferences <p>Introduction to Dickens (Oliver Twist)</p> <ul style="list-style-type: none"> - know that the language we use changes over time - know that actions and dialogue provide information about a character - use evidence from the text to justify inference
Maths	<p><u>Maths</u> (White Rose)</p> <p>Year 5</p> <ul style="list-style-type: none"> - shape - position and direction - decimals <p>Year 6</p> <ul style="list-style-type: none"> - SATs revision (all topics) 	<p><u>Maths</u> (White Rose)</p> <p>Year 5</p> <ul style="list-style-type: none"> - negative numbers - converting units - volume <p>Year 6</p> <ul style="list-style-type: none"> - statistics - shape - position and direction
Science	<p><u>Science</u> (CUSP)</p> <p>Animals, including humans</p> <ul style="list-style-type: none"> - describe the changes as humans develop to old age - learn about the changes experienced in puberty - learn about the gestation periods of other animals and humans 	<p><u>Science</u> (CUSP)</p> <p>Animals, including humans</p> <ul style="list-style-type: none"> - learn what blood is made of and why we need it - understand why our bodies need nutrients and how they are transported - learn about our circulatory system - learn what our heart is like inside and how it works - understand what we can do to keep healthy

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History and Geography	<p><u>History and Geography (CUSP)</u></p> <p>Windrush Generation</p> <ul style="list-style-type: none"> - locate the Caribbean islands and understand their history - know that the Caribbean people helped Britain in WW2 - understand why people migrated to England in 1948 and what life was like in London - appreciate how the Windrush migration changed Britain for the better 	<p><u>History and Geography (CUSP)</u></p> <p>Map Skills and Fieldwork</p> <ul style="list-style-type: none"> - understand four and six figure grid references - learn about contour lines - consider what the land in my local areas looks like - consider what the land is like in a contrasting locality 		
Art, Design and Technology	<p><u>Art, Design & Technology (CUSP)</u></p> <p>Food and Nutrition</p> <ul style="list-style-type: none"> - know some foods and key ingredients from other cultures - make, roll and cook a flatbread - prepare a range of vegetables 	<p><u>Art, Design & Technology (CUSP)</u></p> <p>Painting and Collage</p> <ul style="list-style-type: none"> - create a still life using a variety of colours, textures and materials, including paint 		
Modern Languages	<p>Word of the week - for traditions and beliefs in other cultures/countries</p> <table> <tr> <td> <p>Year 5</p> <ul style="list-style-type: none"> - shop conversation - weather - parts of the body - La promenade de Flaubert </td> <td> <p>Year 6</p> <ul style="list-style-type: none"> - être and personality/physical description - avoir and hair and eye colour - guess who? - er verb endings present tense - hobbies, clothing and weather </td> </tr> </table> <p>Eurovision and video conference with France</p>		<p>Year 5</p> <ul style="list-style-type: none"> - shop conversation - weather - parts of the body - La promenade de Flaubert 	<p>Year 6</p> <ul style="list-style-type: none"> - être and personality/physical description - avoir and hair and eye colour - guess who? - er verb endings present tense - hobbies, clothing and weather
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Music	<p>Year 5 and Year 6</p> <table> <tr> <td> <p>Race</p> <ul style="list-style-type: none"> - create music to accompany a short film about a race, composing an extended melody and accompaniment; <p>Exploring Identity Through Song</p> <ul style="list-style-type: none"> - vocal range and technique - voice change - lyrics (internal rhymes) - anthems </td> <td> <p>Ame Sau Vala Tara Bal</p> <ul style="list-style-type: none"> - Indian music - bhairavi raag - chaal rhythm - Indian musical instruments - Indian musical styles comparison (bhangra, Bollywood, Indian classical) </td> </tr> </table>		<p>Race</p> <ul style="list-style-type: none"> - create music to accompany a short film about a race, composing an extended melody and accompaniment; <p>Exploring Identity Through Song</p> <ul style="list-style-type: none"> - vocal range and technique - voice change - lyrics (internal rhymes) - anthems 	<p>Ame Sau Vala Tara Bal</p> <ul style="list-style-type: none"> - Indian music - bhairavi raag - chaal rhythm - Indian musical instruments - Indian musical styles comparison (bhangra, Bollywood, Indian classical)
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Physical Education	<p><u>Physical Education</u> (GetSet4PE)</p> <p>Dance</p> <ul style="list-style-type: none"> - develop an idea or theme into dance choreography - work in pairs and groups using different choreographing tools to create dance - choreograph, perform and provide feedback on dance - use movement to convey ideas, emotions, feelings and characters <p>Athletics</p> <ul style="list-style-type: none"> - participate in challenges for distance and time that involve using different styles and combinations of running, jumping and throwing - think about how to achieve greatest possible speed, height, distance or accuracy - learn how to persevere to achieve a personal best - learn how to improve by identifying areas of strength as well as areas to develop <p>Taught by a qualified instructor (Mr Wilson)</p>	<p><u>Physical Education</u> (GetSet4PE)</p> <p>Swimming</p> <ul style="list-style-type: none"> - introduced to specific swimming strokes on their front and on their back - learn how to travel, float and submerge with increasing confidence - learn and use different kicking and arm actions <p>(Taught by an external Instructor at the Marina Centre, Great Yarmouth)</p> <p>Cricket</p> <ul style="list-style-type: none"> - expand on knowledge of the different roles of bowler, wicket keeper, fielder and batter - use skills, strategies and tactics to outwit the opposition - have the opportunity to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against <p>Taught by a qualified instructor (Mr Wilson)</p>
PSHE	<p><u>PSHE</u> (Discovery Education)</p> <p>Family and Committed Relationships</p> <p>Year 5</p> <ul style="list-style-type: none"> - value of healthy relationships - diversity in relationships - it's all about commitment <p>Year 6</p> <ul style="list-style-type: none"> - starting a family - the impact of having a baby 	<p><u>PSHE</u> (Discovery Education)</p> <p>Coping with Change</p> <p>Year 5</p> <ul style="list-style-type: none"> - puberty and emotions - emotional changes: managing well <p>Year 6</p> <ul style="list-style-type: none"> - body image - puberty and changing relationships - moving on

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Religious Education	<p><u>RE</u> (Norwich Diocese)</p> <p>Key Question: <i>What kind of king is Jesus?</i> (Understanding Christianity – Kingdom of God)</p> <ul style="list-style-type: none"> - explain connections between biblical texts and the concept of the Kingdom of God - consider different meanings for the biblical texts studied - make clear connections between belief in the Kingdom of God and how Christians put their beliefs in practice - relate Christian teachings to their own lives 	<p><u>RE</u> (Norwich Diocese)</p> <p>Key Question: <i>How do people of faith make sense of the world?</i> (Theology – Christian/Muslim)</p> <ul style="list-style-type: none"> - learn the ways in which the Qur'an and Hadith form a source of authority - understand key distinctions between the three main Muslim traditions - understand Muslim perspectives on moral issues - learn about the role of the Masjid - learn the significant and impact of the Five Pillars of Islam - learn about the importance of Ramadan, the two Eid festivals and Jummah Prayers
Computing	<p><u>Computing</u> (NCCE)</p> <p>Programming – Selection in quizzes</p> <ul style="list-style-type: none"> - exploring conditions - selecting outcomes - asking questions - planning a quiz - testing a quiz - evaluating a quiz 	<p>Computers to be used for research purposes in other subjects.</p>

CUSP - Curriculum with Unity Schools Partnership
NCCE – National Centre for Computing Education