

Oak Class – Autumn 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"> - words with silent letter b - words ending in -ible - words ending in -able - words from the spelling list <p>Year 6</p> <ul style="list-style-type: none"> - suffixes 1, 2 and 3 - words from the spelling list 	<p><u>Spelling</u> (Read Write Inc)</p> <p>Year 5</p> <ul style="list-style-type: none"> - words with silent letter t - words ending in -ibly and -ably - wording ending in -ent - words from the spelling list <p>Year 6</p> <ul style="list-style-type: none"> - suffixes 4 and 5 - the <i>sh</i> sound spelt ti or ci - words from the spelling list
	<p><u>Writing</u> (CUSP)</p> <p>Third person stories set in another culture</p> <ul style="list-style-type: none"> - use reporting clauses to convey the mood of characters - use short sentences to add pace to a narrative - interweave cultural references to establish context - use and sustain the third person <p>Formal letters of application</p> <ul style="list-style-type: none"> - know how language can be adapted to persuade - know the rule of three - use and sustain a formal tone - structure a formal letter in clear paragraphs 	<p><u>Writing</u> (CUSP)</p> <p>Dialogue in narrative</p> <ul style="list-style-type: none"> - know that the language of speech and writing differs - know that relative clauses add extra information - write dialogue appropriate to a character - balance description and dialogue to help tell a story <p>Balanced argument</p> <ul style="list-style-type: none"> - know that a balanced argument includes opposing views - know that views need to be supported with evidence to convince the reader - write in a sustained formal tone - use adverbials to signal similar or opposing viewpoints - use emotive language <p>Poems that use word play</p> <ul style="list-style-type: none"> - know that word play enhances meaning through the sound of words - know that homophones are an effective word play device - use word play to engage the reader - perform a poem and vary intonation and volume to convey meaning

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English	<p><u>Reading</u> (CUSP)</p> <p>The Secrets of a Sun King</p> <ul style="list-style-type: none"> - know that a summary is a brief account of the main points - know that a story can have more than one narrator - use layout features to navigate a text - consider the relative strength of multiple pieces of evidence 	<p><u>Reading</u> (CUSP)</p> <p>Shackleton's Journey</p> <ul style="list-style-type: none"> - know that the author's intent dictates the style of a book - know that the language we use changes over time - use skimming and scanning to retrieve - use evidence to support an opinion
Maths	<p><u>Maths</u> (White Rose)</p> <p>Year 5</p> <ul style="list-style-type: none"> - place value - Roman numerals - four operations <p>Year 6</p> <ul style="list-style-type: none"> - place value - Roman numerals - four operations 	<p><u>Maths</u> (White Rose)</p> <p>Year 5</p> <ul style="list-style-type: none"> - four operations - prime, square, cube numbers - fractions <p>Year 6</p> <ul style="list-style-type: none"> - factors - prime, square, cube numbers - fractions
Science	<p><u>Science</u> (CUSP)</p> <p>Properties and changes of materials</p> <ul style="list-style-type: none"> - understand what properties materials have and how we use them - understand the difference between a solution and a mixture - discover how we can separate materials from a mixture and from a solution - understand what changes are reversible and irreversible - discover what materials burn and which melt 	<p><u>Science</u> (CUSP)</p> <p>Animals, including humans: water transportation</p> <ul style="list-style-type: none"> - revise how the circulatory and digestive systems are connected - understand where the kidneys are found and what they do - discover how our kidneys keep us healthy

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History and Geography	<p><u>History</u> (CUSP)</p> <p>The Maya Civilisation (900AD)</p> <ul style="list-style-type: none"> - know where the Maya lived and significant events in their history - understand what Maya city-states were like, study them and find out what happened to them - discover what the Maya invented - compare the Maya and the Anglo-Saxons 	<p><u>Geography</u> (CUSP)</p> <p>Physical Processes</p> <ul style="list-style-type: none"> - describe and understand key aspects of physical geography including climate zones, biomes, river, mountain, volcanoes, earthquakes and the water cycle
Art, Design and Technology	<p><u>Art, Design & Technology</u> (CUSP)</p> <p>Drawing and Painting</p> <ul style="list-style-type: none"> - know what is meant by <i>subtractive drawing</i> - understand what abstract art is - know that lines can be used to suggest harmony - work in the style of an artist 	<p><u>Art, Design & Technology</u> (CUSP)</p> <p>Systems – How can we keep ourselves safe on the road?</p> <ul style="list-style-type: none"> - know that technology can be used to program and control a product - design and make a road safety belt
Modern Languages	Year 5 and Year 6	
	About myself Months Reading comprehension (Yr 6 only)	Numbers Letters to France Christmas
Music	Year 5 and Year 6	
	<p>What shall we do with the Drunken Sailor - Sea shanties, beat, rhythm, chords, bass, dot notation.</p> <p>Why we Sing - Gospel music, instruments, structure, texture, vocal decoration.</p>	<p>Introduction to Songwriting - Structure (verse/chorus), hook, lyric writing, melody.</p>

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Physical Education	<p><u>Physical Education</u> (GetSet4PE)</p> <p>Gymnastics</p> <ul style="list-style-type: none"> - develop the straddle, forward and backward roll - develop a sequence using apparatus - develop counter balance and counter tension - develop jumps and explore the effect of height - consider performance tools <p>Basketball</p> <ul style="list-style-type: none"> - dribble with control - move into and create space to support a team-mate - choose when to pass and when to dribble - use appropriate defensive techniques - develop shooting techniques - apply principles, rules and tactics to a tournament <p>Taught by a qualified instructor (Mr Wilson)</p>	<p><u>Physical Education</u> (GetSet4PE)</p> <p>Dance</p> <ul style="list-style-type: none"> - copy and repeat a dance phrase showing confidence in movements - work with others to develop dance idea - use changes in dynamics - demonstrate a sense of rhythm – bhangra style - develop and perform a bhangra dance <p>Tag Rugby</p> <ul style="list-style-type: none"> - select appropriate skill, choosing when to run and when to pass - move into space to support a team-mate - use defending skills to gain possession - work as a defending unit to prevent attackers from scoring - use a variety of attacking skills to beat a defender - apply rules, skills and tactics learnt to play in a tag rugby tournament <p>Taught by a qualified instructor (Mr Wilson)</p>
PSHE	<p><u>PSHE</u> (Discovery Education)</p> <p>Happy & Healthy Relationships</p> <ul style="list-style-type: none"> - Changing Friendships <ul style="list-style-type: none"> o identity o peer pressure o emotional health and wellbeing - Relationships and Feelings <ul style="list-style-type: none"> o personal safety o relationships and change o wider emotions 	<p><u>PSHE</u> (Discovery Education)</p> <p>Similarities & Differences</p> <ul style="list-style-type: none"> - Celebrating Strengths and Setting Goals <ul style="list-style-type: none"> o strengths and abilities o setting goals o online safety - Respectful Behaviour Online and Offline <ul style="list-style-type: none"> o identity online o online bullying o identities and belonging

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Religious Education	<p><u>RE</u> (Norwich Diocese)</p> <p>Key Question: <i>Is believing in God reasonable?</i> (Philosophy – Christian/Humanist)</p> <ul style="list-style-type: none"> - understand different philosophical and theological answers to questions about a belief in God - explain whether a position or argument is coherent and logical - link a range of different pieces of evidence together to form a coherent argument to support or oppose the existence of God 	<p><u>RE</u> (Norwich Diocese)</p> <p>Key Question: <i>Was Jesus the Messiah?</i> (Understanding Christianity – Incarnation)</p> <ul style="list-style-type: none"> - understand the place of Incarnation and Messiah within the Bible and identify connections - know how Christians put their beliefs about Jesus’s Incarnation by celebrating Christmas and Palm Sunday - understand what difference Jesus’s incarnation might make in people’s lives - express own opinions and insights about whether the world needs a Messiah
Computing	<p><u>Computing</u> (NCCE)</p> <p>Programming - Selection in Physical Computing</p> <ul style="list-style-type: none"> - connecting Crumbles - combining output components - controlling with conditions - starting with selection - drawing designs - writing and testing algorithms 	<p><u>Computing</u> (NCCE)</p> <p>Programming - Variables in Games</p> <ul style="list-style-type: none"> - introducing variables - variables in programming - improving a game - designing a game - design to code - improving and sharing