

# Autumn 1 2024 Pine Class Year 5/6

| Note week 1 - three days  | Week 1                           | Week 2<br>9 <sup>th</sup> Sept  | Week 3<br>16 <sup>th</sup> Sept   | Week 4<br>23 <sup>rd</sup> Sept  | Week 5<br>30 <sup>th</sup> Sept                            | Week 6<br>7 <sup>th</sup> Oct   | Week 7<br>14 <sup>th</sup> Oct   | Week 8<br>21 <sup>st</sup> October  |
|---|----------------------------------|---|---|--|--|---|--|---|
| <b>Additional Information</b>   | Getting to know the class        | Assessment Week   |   |  | Danbury Year 6   |   | P.Eve Artist Week  |   |
| <b>English</b>  | All About Me                     | Assessment Handwriting<br><br>Grammar<br>Revise relative clauses  | Fiction<br><br>Handwriting<br>Spellings<br>Revise and encourage the use of: relative clauses, fronted adverbials. Adverbs, prepositional phrases and noun phrases.<br>Speech marks<br><br>Conjunctions and adverbials to create cohesion. | Fiction<br><br>Handwriting<br>Spellings<br>Guided reading<br>Comprehension<br>Grammar<br><br>Conjunctions and adverbials to create cohesion. |  | Information Leaflets<br><br>Handwriting<br>Spellings<br>Guided reading<br>Comprehension<br>Grammar<br>Semi-colons<br><br>Revise and encourage the use of: colons – commas in a list.<br>Semi-colons in a list. (6 did this with me list year.)<br><br>Assessment – writing. | Information Leaflets<br><br>Handwriting<br>Spellings<br>Guide reading<br>Comprehension<br>Colon                | Non-Chronological reports   |
| <b>Maths</b><br><i>White Rose Hub</i><br><i>Year 6 focus</i><br><i>Powerpoints.</i>                         |                                  | Assessment<br>Place Value (1 day)<br><br>Plus extra weekly arithmetic   | Place Value<br><br>Plus extra weekly arithmetic   | Place Value<br>Number Operations<br><br>Plus extra weekly arithmetic   | Nrich style activities and arithmetic focus<br><br>Year 5s | Arithmetic<br>Assessment<br>Number operations<br><br>Plus extra weekly arithmetic   | Number Operations<br><br>Plus extra weekly arithmetic  |   |
| <b>Science:</b>   |                                  | Assessment<br><br>Lesson 1<br>What is the circulatory system?<br><br>Lo: To identify and name the main parts of the human circulatory system. | Lesson 2<br>How does our heart work?<br><br>Lo: To identify and name the main parts of the heart.<br><br>Writing – Explanation text.  | Lesson 3<br>How does exercise affect my heart rate?<br><br>Lo: I can identify which activity increases my heart rate the most.               |  | Lesson 4<br>What does the blood transport around the body?<br>Lo: I can describe how water and nutrients are transported in humans.   | Lesson 5<br>How can I live a healthy lifestyle?<br>Lo: I can identify how humans can live a healthy lifestyle. | Lesson 6<br>What can damage our hearts?<br><br>Lo: I can identify how humans can live a healthy lifestyle.<br>End of unit assessment. |
| <b>Topic:</b><br><br>Changes in Britain from the <u>Stone Age</u> to the <u>Iron Age</u> .<br>History focus | History<br>What do we know quiz? | Develop a chronologically secure knowledge and understanding of British and local and world history.<br><br>What does prehistpry mean?        | What was Stone Age Cave art?<br><br>To understand how our knowledge of the past is constructed from a range of source.<br><br>What kind of  | Bronze Age<br>How did Bronze replace Stone?  |  | The Mysteries of Stonehenge   |  | What was life like in an iron age Hillfort?   |

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|  |                                 | 2 sessions   | sources tell us about the stone age?<br>To find out what we know about Skara Brae<br>2 lessons  |  |   |  |  |  |
| <b>Computing</b><br><u>Teach</u><br><u>Computing</u>   |                                 | Systems  | Computing systems and us  | Searching the Web  |   | Selecting search results<br>How search results are ranked  | How are searches influenced  |  |
| <b>E-safety</b><br><br>Health, well-being and lifestyle<br><br>Year 5 and year 6 units<br><br>Project Evolve |                                 | QR assessment . Lessons selected using the results.<br><br>Year 5 Unit<br><br>I can describe ways technology can affect health and well-being both positively and negatively | Year 5 Unit<br><br>I can describe some strategies, tips or advice to promote health and well-being with regards to technology.        | Year 5 Unit<br><br>I can recognise the benefits and risk of assessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals |   | Year 6 Unit<br><br>I can describe common systems that regulate age-related content for example parental warnings and describe their purpose. | Year 6 Unit<br><br>I recognise and can discuss the pressures that technology can place on someone and how and when they could manage this. | Year 6 Unit<br><br>I can recognise features of persuasive design and how they are used to keep users engaged current and future users.<br><br>Assessment |
| <b>Art &amp; DT</b>  |                                 |  |   |  |   |  | Hundertwasser<br>Choose your own landscape adventure.<br>Study an artists.<br>Oil pastel<br>Watercolour                                    |  |
| <b>Music</b>   | Singing: learn and explore song | Singing: practise and refine song  | Singing: practise and refine song   | Singing: perform song  |   | Recorder: revision of notes learnt so far  | Recorder: more notes; rhythm notation.   | Recorder: more notes; rhythm notation.   |
| <b>PE – outdoor</b>  |                                 | <b>Netball:</b> Passing and Catching   | <b>Netball:</b> Passing and Catching  | <b>Netball:</b> Footwork and Pivoting  |   | <b>Netball:</b> Outwit Your Defender   | <b>Netball:</b> Attacking and Defending  | <b>Netball:</b> Teamwork   |
| <b>PSHE:</b><br><i>Scarf</i><br><b>RIGHTS and RESPECT</b>  | Two Sides to Every Story        | Fakebook friends   | See e-safety<br>One hour Project Evolve   | What's it Worth?   |   | Happy Shoppers- caring for the environment   | Democracy in Britain 1 and 2.  |  |
| <b>PE – outdoor Fitness</b>  |                                 | <b>Lesson 1: Outdoor fitness</b><br>Shuttle runs including physical exercises.   | <b>Lesson 2: Outdoor fitness</b><br>Shuttle runs including physical exercises.  | <b>Lesson 3: Outdoor fitness</b><br><br>Focus on physical exercises – correct movements  | <b>Lesson 5:</b><br>Children absent<br>Activity week - Hilltop  | <b>Lesson 4: Outdoor Fitness</b><br>Outdoor circuit training to include exercises  | <b>Lesson 6: Outdoor Fitness</b><br><br>Outdoor circuit training to include exercises  |  |
| <b>Spanish</b>   |                                 | <b>Lesson 1:</b><br>Where is Spanish spoken in the world?<br>Discuss merits of learning a language   | <b>Lesson 3:</b><br>Revise greetings and phonics<br>Saying how we are feeling. Gender agreement..<br><u>Se of estoy/ estas / esta</u> | <b>Lesson 4:</b><br>Revise vocab for family members. Use of llmarse  | <b>Lesson 5:</b><br>Children absent<br>Activity week - Hilltop. | <b>Lesson 6:</b><br>Continue to work on describing family members. Use of llmarse. Use of adjectives introduced in week 2                    | Additional Esafety time.   | Additional Esafety Time.   |