

## Autumn 1 2025 Pine Class Year 5/6

| Note week 1<br>- three days                                               | Week 1<br>1 <sup>st</sup> Sept                                                                                                                                                                                                    | Week 2<br>8 <sup>th</sup> Sept | Week 3<br>15 <sup>th</sup> Sept                                                                                                                                                                                                                                                                              | Week 4<br>22 <sup>nd</sup> Sept                                                                                                                                                                                                                                                                          | Week 4<br>29 <sup>th</sup> Sept                                                                                      | Week 5<br>6 <sup>th</sup> Oct                        | Week 6<br>13 <sup>th</sup> Oct                                            | Week 7<br>20 <sup>th</sup> Oct                                                        |
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| <b>Additional Information</b>                                             | Getting to know the class<br><br>3 day week                                                                                                                                                                                       | Assessment Week                |                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                          |                                                                                                                      | Assessment Week                                      | Parent's Eve                                                              |                                                                                       |
| <b>English</b><br><br>Literacy Shed videos as stimulus.                   | Assessment<br><br>Fiction<br><br>Handwriting<br><br><br>Grammar<br>Revise relative clauses                                                                                                                                        |                                | Non-chronological reports<br>Pandora Unit<br><br>Handwriting<br>Spellings<br>Guided reading<br>Comprehension<br>Grammar<br>Revise and encourage the use of: relative clauses, fronted adverbials.<br>Adverbs, prepositional phrases and noun phrases.<br><br>Conjunctions and adverbials to create cohesion. | Non-chronological reports<br>Pandora Unit<br><br>Handwriting<br>Spellings<br>Guided reading<br>Comprehension<br>Grammar<br>Revise and encourage the use of: colons – commas in a list.<br>Semi-colons in a list with some.<br><br>Independent – Viking piece<br>Independent – non-chron report. Animals. | Fiction<br><br>Handwriting<br>Spellings<br>Guided reading<br>Comprehension<br>Grammar<br>Speech marks<br>Semi-colons | Fiction<br>Assessment Week<br>Independent<br>Fiction | Handwriting<br>Spellings<br>Guide reading<br>Comprehension<br><br>Colon   |                                                                                       |
| <b>Maths</b><br><i>White Rose Hub</i><br><i>Year 6 focus</i>              | Assessment<br><br>Arithmetic focus<br><br>Written addition<br>Written Subtraction<br><br>Short multiplication<br>Long multiplication<br>Setting out maths books.<br>Assessment<br>Place Value<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                                                                                                                                                                                                                                     | Arithmetic<br>Assessment<br>Number operations<br><br>Plus extra weekly arithmetic                                    | Assessment Week                                      | Number Operations<br><br>Plus extra weekly arithmetic                     |                                                                                       |
| <b>Science:</b><br>Cycle B<br>Year 5<br>Living Things and their habitats. |                                                                                                                                                                                                                                   |                                | <b>Key question:</b><br><br>What is a naturalist?                                                                                                                                                                                                                                                            | <b>Key question:</b><br>How do mammals reproduce?<br><br><b>Key question:</b><br>Do animals reproduce in the same way?                                                                                                                                                                                   | <b>Key question:</b><br>How do plants reproduce?                                                                     | <b>Key question:</b><br>What is a life cycle?        | <b>Key question:</b><br>What are the stages in the life cycle of a plant? | Assessment end of topic.<br><br>Marking key is out of 8.<br><br>Assessment new topic. |

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|                                                                                                                                                                         |                                                                                                                                                                                                            | Assessment                                                                                                        | <b>Learning objective:</b><br>I can compare similarities and differences between how animals and plants perform the seven life processes.<br><br>I can discuss the work of naturalist | <b>Learning objective:</b><br>I can explain how mammals reproduce.<br><br>I can explain how animals reproduce.                                                                                       | <b>Learning objective:</b><br>I understand reproduction in plants. | <b>Learning objective:</b><br>I can describe the differences in the life cycles of mammals, amphibians, reptiles, insects and birds.         | <b>Learning objective:</b><br>I can explain the life cycle of plants.                                                                                         |  |
| <b>Topic:</b><br><br>History focus                                                                                                                                      | Assess previous knowledge using quiz. Answer in books.<br><br>Stick in knowledge organizer.<br><br>Chronology timelines<br><br>Who were the Saxon Invaders?<br><br>Why did they want to settle in Britain? |                                                                                                                   | Daily life                                                                                                                                                                            | Anglo Saxons Law<br>Crime and punishment                                                                                                                                                             | Rulers and social structure<br><br>Alfred the Great.               | Saxon Battles and Conflicts                                                                                                                  |                                                                                                                                                               |  |
| <b>Computing Teach Computing</b><br><br><b>YEAR 5 Unit</b><br>Computing Systems and Networks – Systems and Searching<br><br>Extension<br>Researching creator of Google. | Lesson 1:<br>Systems                                                                                                                                                                                       | Lesson 2:<br>Computer Systems and Us                                                                              | Lesson 3: Searching the Web                                                                                                                                                           | Lesson 4: Selecting search results                                                                                                                                                                   | Lesson 5: How search results are ranked                            | Lesson 6: 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.                                                                                                                                                        | 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.<br><br>Year 6 Unit |  |

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|                                                                                    |                                |                                                                                                    |                                                                                                                                          |                                                                                                                                           |                                                                                                                                                                   |                                                                                                                                                   | I can recognise features of persuasive design and how they are used to keep users engaged current and future users.                        |  |
| <b>Art &amp; DT</b><br><br>Viking figure head                                      | Draw hand.<br><br>Sharpe work. |                                                                                                    |                                                                                                                                          |                                                                                                                                           |                                                                                                                                                                   |                                                                                                                                                   | Draw Viking figure heads.                                                                                                                  |  |
| <b>PSHE:</b><br><i>Scarf</i>                                                       |                                | Solve the Friendship Problem                                                                       | Behave Yourself                                                                                                                          | Don't Force Me                                                                                                                            |                                                                                                                                                                   | Acting Appropriately                                                                                                                              | See e-safety                                                                                                                               |  |
| <b>PE – outdoor</b><br><b>PPA</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>Focus on physical exercises – correct movements                                                       | <b>Lesson 4: Outdoor Fitness</b><br>Outdoor circuit training to include exercises                                                                                 |                                                                                                                                                   | <b>Lesson 6: Outdoor Fitness</b><br>Outdoor circuit training to include exercises                                                          |  |
| <b>PE</b><br><br><b>Basketball</b>                                                 |                                | <b>Basketball:</b><br>Passing and dribbling                                                        | <b>Basketball:</b> Passing and dribbling                                                                                                 | <b>Basketball:</b> Shooting                                                                                                               | <b>Basketball:</b> Outwit Your Defender                                                                                                                           |                                                                                                                                                   | <b>Basketball:</b> Attacking and Defending                                                                                                 |  |
| <b>Spanish</b>                                                                     |                                | <b>Lesson 1:</b><br>Where is Spanish spoken in the world?<br>Discuss merits of learning a language | <b>Lesson 2:</b><br>Revise greetings and phonics<br>Saying how we are feeling.<br>Gender agreement..<br><u>Se of estoy/ estas / esta</u> | <b>Lesson 3:</b><br>Revise vocab for family members. Use of llamarse                                                                      | <b>Lesson 4:</b><br>Revise vocab for family members. Use of tener.                                                                                                | <b>Lesson 5:</b><br>Continue to work on describing family members. Use of llamarse. Use of adjectives introduced in week 2                        | <b>Lesson 6:</b><br>Presenting our family in Spanish.                                                                                      |  |
| <b>RE</b><br>How and why does religion bring peace and conflict?<br>Check correct. |                                | <b>Lesson 1: Peace and Conflict</b><br>Introduce symbols of peace. Discuss The Golden Rule.        |                                                                                                                                          | <b>Lesson 2: Peace and Conflict</b><br>Recap the meaning of The Golden Rule. Children create thei own peace symbol and accompanying rule. | <b>Lesson 3: Peace and Conflict</b><br>Look at the idea of conflict. Brainstorm words. How is there conflict if everyone abides by Golden Rule. Discuss Holy Wars | <b>Lesson 4: Peace and Conflict</b><br>Recap the purpose of Just/ Holy and Righteous wars<br>How and when they are ' across the globe and discuss | <b>Lesson 5: Peace and Conflict</b><br>Investigate the motives of activists promoting peace. Look at examples across the globe and discuss |  |