

Literacy

Key Text: Treason by Berlie Doherty

Purpose for writing:

Non-chronological Reports and Narrative with dialogues

Writing: In our report writing unit the children will explore formal writing linked to the class topic of Crime and punishment. They will use formal conjunctions to create cohesive reports focusing on Tudor Punishments. Our narrative unit will, will be linked to the Crime and Punishment topic through the narrative poem The Highwayman.

Grammar: The Year 5 will continue use the relative clause which were introduced in the previous units. We will develop the use of colon in our report writing and semi-colons within our narratives

Word Reading / Comprehension: During our work on report writing we will focus on retrieval and explanation activities. Our work on The highway man will allow us the chance to *infer and predict based on the information we have gained from the text.*

History

Focus: Crime and Punishment

In this unit children will find out about changes in crime and punishment over time starting from the Anglo-Saxon period. Children will find out about different methods of punishment across different ages and discuss how they are similar to or different from punishments from other periods. They will find out about specific types of crime from different periods for example witch craft, highway men and outlaws. Children will use a range of sources to find out about information from the past.

(Please see History knowledge organizer for essential knowledge and vocabulary to be learnt.)

DT

Focus: Cooking and Nutrition– Adapting a Recipe

In this unit the children will explore the process of 'filed to fork' developing an understanding of the process involved and the origins of the food we eat. Children will explore the traditional recipe of Spaghetti bolognaise making adaption to the existing recipes. Children will explore the nutritional values of the varying ingredients and design packaging and adverts for the new product.

Oaks

Year 5/6 Autumn 2

Computing

- Coding (2code)



Music

Unit: Classroom Jazz 2

Children explore a range of music that has blues and jazz influences.

PE:

- Football
- Dance

PSHE

Focus: Celebrating Differences

Maths

KIRF: Rounding number to the correct degree of accuracy.

Fractions: The children will build on their knowledge of what a fractions. Year 5 look at using multiplication and division to find equivalent fractions whilst Year 6 apply these skill to start to simplify fractions. Bothe year groups add and subtract fractions with the a denominators and denominators that are multiples of the same number whilst year 6 move on to adding and subtracting fractions where the denominators are more multiples of the same number.

Four Operations: Continuing our work on the for operations both year groups divide numbers using short division including remainders. Year 6 then move onto look at long division. Drawing learning together, Year 6 look at the order of operations whilst year 5 focus on fluency with the four operations.

(Please see our Calculation Progression document on our website for Four Operations strategies.)

Science

Biology: Circulatory System

In this unit the children build on their learning of electrical systems from year 3/4. We introduce symbols for electrical components for the first time and represent simple circuits using circuit diagrams. We explore how different battery voltages can effect the brightness of bulbs within circuits. We will create switches and develop an understanding of how they work within simple circuits.

Working Scientifically: *Children will know how to make systematic and careful observations in addition to classifying information to answer a scientific question.*

(Please see Science knowledge organizer for essential knowledge and vocabulary to be learnt.)

RE

Focus: Why is pilgrimage important to some religious believers?

Children explore the difference between pilgrimage and tourism. We explore pilgrimages undertaken by a variety of world religion including Christianity, Sikhism and Hinduism.

French

- My Home