



Year 5 and 6 Curriculum Spring 2021

Maths

★ Year 6: Percentages and Algebra

This unit focuses on strengthening children's knowledge of percentages. Children will learn a range of strategies to find percentages of amounts. They will then apply these strategies to convert between percentages, decimals and fractions. They will generalise mathematical concepts and problems, representing them algebraically as expressions, formulae and equations.

★ Year 5: Fractions (unit 9 and 10)

In these units:

- Children will add and subtract related fractions by finding a common denominator. They will also add and subtract fractions with mixed numbers.
- Children are introduced to the concept of multiplying fractions and mixed numbers by whole numbers and extend their learning of fractional amounts using visual and written strategies.

★ Decimals and Percentages (unit 11)

In this unit children will:

- Build upon the previous three units on fractions and on the work children have done on decimals in Year 4. Children should have a firm understanding of basic decimals and fractions before they start this unit which will build upon their knowledge and introduce them to percentages.

Computing

Variables in Games

★ This unit explores the concept of variables in programming through games in Scratch. First, pupils will learn what variables are, and relate them to real-world examples of values that can be set and changed. Pupils will then use variables to create a simulation of a scoreboard.

French

Hobbies

★ This unit introduces vocabulary needed to talk about hobbies. It recaps the use of "j'aime" ("I like") followed by nouns and infinitives, and builds on knowledge of negative sentences. The story in Lesson 6 combines vocabulary from the unit, and recaps days of the week from Core Unit 2.

English

Year 6:

Fiction – No Ballet Shoes in Syria.

- ★ Narrative, Journalistic writing
- ★ Diary Entry
- ★ Poetry

Spelling, Punctuation and Grammar:

- ★ Active and Passive Voice
- ★ Commas, Dashes, Semi-colons, Colons
- ★ Parenthesis

English

Year 5:

Fiction – No Ballet Shoes in Syria.

- ★ Narrative, Journalistic writing
- ★ Diary Entry
- ★ Poetry

Spelling, Punctuation and Grammar:

- ★ Expanded noun phrases
- ★ Tenses

Science

Light

★ Children will recognise that light appears to travel in straight lines. They will explain that objects are seen because they give out or reflect light into the eye, understand that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes and explain why shadows have the same shape as the objects that cast them.

PSHCE

Rights and Responsibilities

★ Children will explore the concepts of rights and responsibilities to understand their place in the world and how to care for the planet and environment.

Music

Music Interpretation & Description

★ Famous Musical Works and the Orchestra. Children learn about instruments of the orchestra and develop listening skills.

Composition/Performance

★ Children compose and perform works on a theme.

PE

Judo

★ Pupils will learn key skills of judo with a specialist instructor during this term.

Orienteering

★ Pupils will develop their understanding of direction through this outdoor activity led by a specialist orienteering instructor.

Migration: what makes people move?

In this topic, the children will learn about migration and refugees, linked to our class text – No Ballet Shoes in Syria. They will find out about settlement patterns and look at the reasons people settle. They will find out about push and pull factors and will follow migration routes to find out more about the challenges faced by those who are forced to flee their homes. In art and design, the children will develop their drawing skills, centred around the work Dove of Peace from 1949 by Pablo Picasso.

RE

Kingdom of God – What kind of King is Jesus?

★ Children will know about a number of faiths/religions and be able to name specific acts of worship and celebrations linked to each. They will ask questions to deepen overall understanding of different faiths and respect people of different faiths.

