

Learning Pathway – Eagles 3,4,5

Project Title: Identity, migration and belonging

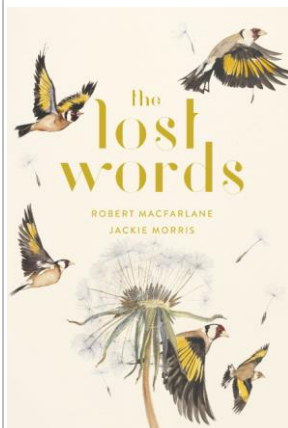
Year:5/6

Term: 1/2

Term 1		Term 2
WOW Start: Monday 14 th September – Windrush Day		WOW End: Museum and gallery for parents
First hand experiences: National Archive Online Workshops		

Transition Project – The Lost Words by R Macfarlane and J Morris

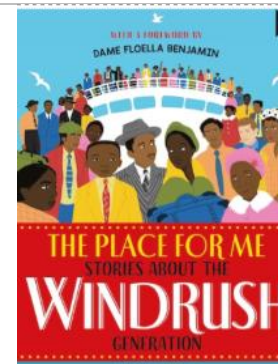
This will be a joint Art and English project to start the year together



- Read and perform poetry
- Understand how vocabulary choices can change and enhance meaning
- Write a poem
- Perform own poem

The Place Value of Grammar - We will be building a strong foundation of Year 5/6 writing by exploring the identification and use of:

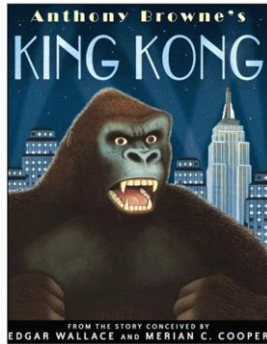
- Common and proper nouns
- Collective and partitive nouns
- Abstract nouns
- Being verbs+ 'to have'
- Regular action verbs and verb phrases
- Irregular action verbs and verb phrases
- Phrasal verbs
- The subject of a sentence
- Building single-clause sentences
- Co-ordinating conjunctions



Writing outcome: An information leaflet about a period in Black history

- Use modal verbs or adverbs to indicate degrees of possibility
- Plan writing by identifying audience and purpose
- Use brackets, dashes or commas to indicate parenthesis
- Enhance meaning through selecting appropriate grammar and vocabulary
- Use fronted adverbials
- Use expanded noun phrases to convey complicated information concisely
- Link ideas across paragraphs using adverbials
- Apply persuasive language
- Use clear organisational features
- Use passive voice
- Clarify technical vocabulary
- Adapt formality to suit purpose and audience

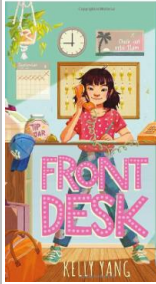
Fiction: King Kong



Writing outcome: An action-packed story ending

- Link ideas across paragraphs using adverbials
- Use expanded noun phrases
- Use and punctuate fronted adverbials
- Integrate dialogue to move the story forward
- Keep characters consistent through description
- Link ideas using a range of cohesive devices
- Use expanded noun phrases concisely
- Integrate dialogue to develop plot, character and mood
- Use passive voice
- Use language to influence the reader
- Build tension and excitement
- Combine action, dialogue and description
- Use powerful vocabulary and verbs
- Use paragraphs to control pace

Class Reader: Front Desk by Kelly Yang



Reading

To listen to, read and discuss an increasingly wide range of diverse poetry, fiction, plays, non-fiction and reference books or textbooks including whole books and not just extracts.

To increase familiarity with a wider range of narrative genres, including fairy stories, myths, legends, and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions
To prepare some poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
To be able to use non-fiction texts, knowing what information they need to look for before they begin and using a range of organisational features such as content pages and indexes, labels, diagrams and charts to locate, retrieve and record information.
To read books that are structured in different ways and to read for a range of purposes.
To draw on what they already know or on background information and vocabulary provided by the teacher

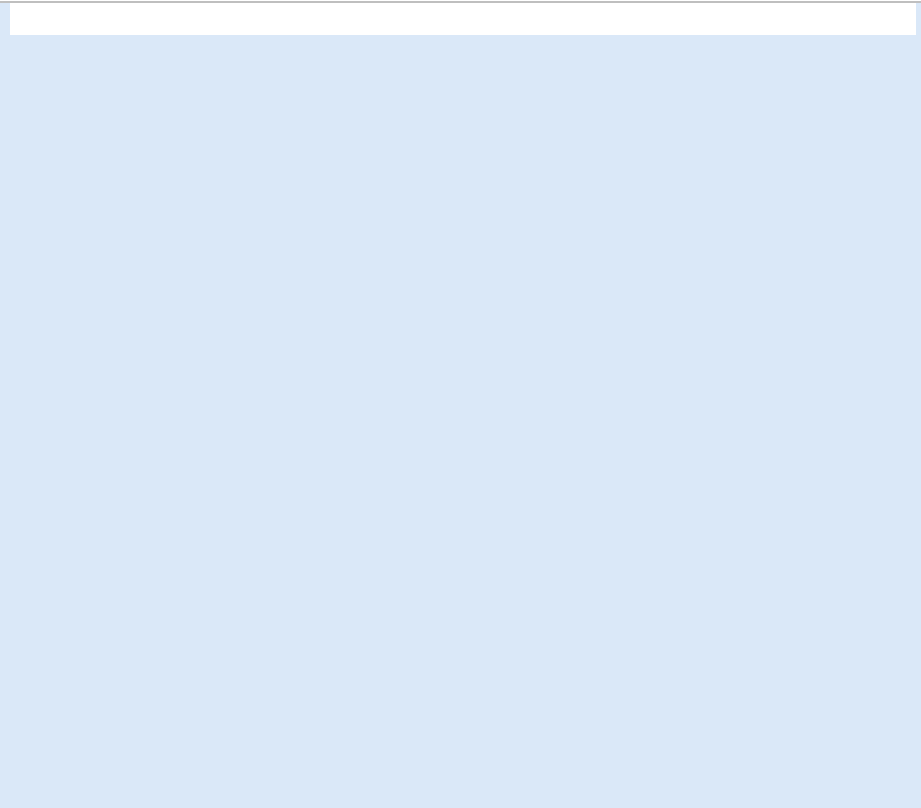
Class Reader: to be decided

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Maths	Year 5 <u>Place Value</u> LO: PV 1 - Roman numerals to 1,000 LO: PV 2 - Numbers to 10,000 LO: PV 3 - Number to 100,000 LO: PV 4 - Number to 1,000,000 LO: PV 5 – Read and write numbers to 1,000,000 LO: PV 6 – Powers of 10 LO: PV 7 – 10/100/1000/10,000/100,000 more or less LO: PV 8 – Partition numbers to 1,000,000 LO: PV 9 – Number line to 1,000,000 LO: PV 10 – Compare and order numbers to 100,000 LO: PV 11 – Compare and order numbers to 1,000,000 LO: PV 12 - Round to the nearest 10, 100 or 1,000 LO: PV 13 – Round within 100,000 LO: PV 14 – Round within 1,000,000 <u>Addition and Subtraction</u> LO: AS 1 – Mental strategies LO: AS 2 – Add whole numbers with more than 4-digits (column method) LO: AS 3 – Subtract whole numbers with more than 4-digits (column method) LO: AS 4 – Round to estimate and approximate LO: AS 5 – Inverse operations (addition and subtraction) LO: AS 6 – Multi-LO AS addition and subtraction problems LO: AS 7 – Compare calculations LO: AS 8 – Find missing numbers Year 6 <u>Place Value</u> LO: PV 1 - Numbers to one million LO: PV 2 - Numbers to ten million LO: PV 3 – Read and Write numbers to ten million LO: PV 4 – Powers of 10 LO: PV 5 – Number line to ten million LO: PV 6 - Compare and order any integers LO: PV 7- Round any integers LO: PV 8 - Negative numbers	Year 5 <u>Multiplication and Division</u> LO: MD 1 – Multiples LO: MD 2 – Common Multiples LO: MD 3 – Factors LO: MD 4 – Common Factors LO: MD 5 – Prime numbers LO: MD 6 –Square numbers LO: MD 7 – Cube Numbers LO: MD 8 – Multiply by 10, 100 and 1,000 LO: MD 9 – Divide by 10, 100 and 1,000 LO: MD 10 – Multiples of 10, 100 and 1000 <u>Fractions</u> LO: F 1 – Find fractions equivalent to a unit fraction LO: F 2 – Find fractions equivalent to a non-unit fraction LO: F3 – Recognise equivalent fractions LO: F 4 – Convert improper fractions to mixed numbers LO: F 5 – Convert mixed numbers to improper fractions LO: F 6 - Compare fractions less than 1 LO: F 7 – Order fractions less than 1 LO: F 8 – Compare and order fractions greater than 1 LO: F 9 – Add and subtract fractions with the same denominator LO: F 10 – Add fractions within 1 LO: F 11 – Add fractions with total greater than 1 LO: F 12 – Add to a mixed number LO: F 13 – Add two mixed numbers LO: F 14 – Subtract fractions LO: F 15 - Subtract from a mixed number LO: F 16 Subtract from a mixed number – breaking the whole LO: F 17 – Subtract two mixed numbers Year 6 <u>Fractions A</u> LO: F 1 - Equivalent fractions and simplifying LO: F 2 - Equivalent fractions on a number line LO: F 3 - Compare and order fractions by the denominator LO: F 4 - Compare and order fractions by the numerator LO: F 5 - Add and subtract simple fractions
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	<u>Addition and Subtraction</u> LO AS 1 Add and subtract integers LO AS 2 Common factors LO AS 3 Common multiples LO AS 4 Rules of divisibility LO AS 5 Primes to 100 LO AS 6 Square and cube numbers LO AS 7 Multiply up to a 4-digit number by a 2-digit number LO AS 8 Solve problems with multiplication LO AS 9 Short division LO AS 10 Division using factors LO AS 11 Introduction to long division LO AS 12 Long division with remainders LO AS 13 Solve problems with division LO AS 14 Solve multi-step problems LO AS 15 Order of operations LO AS 16 Mental calculations and estimation LO AS 17 Reason from known fact	LO: F 6 - Add and subtract any two fractions LO: F 7 – Add mixed numbers LO: F 8 – Subtract mixed numbers LO: F 9 – Multi-step problems <u>Fractions B</u> LO: F 10 - Multiply fractions by integers LO: F 11 - Multiply fractions by fraction LO: F 12 - Divide a fraction by an integer LO: F 13 - Divide any fraction by an integer LO: F 14 - Mixed questions with fractions LO: F 15 - Fraction of an amount LO: F 16 - Fraction of an amount - find the whole <u>Measurements</u> LO: C 1 - Metric measures LO: C 2 - Convert metric measures LO: C 3 - Calculate with metric measures LO: C 4 - Miles and kilometres LO: C 5 - Imperial measures
Science	<u>Forces</u> Children will: • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling objects • identify the effects of air resistance, water resistance and friction that act between moving surfaces • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect <u>Key enquiry questions:</u> Why do things fall to Earth? Do heavier things fall faster? How does air slow things down? Which shoes grip the surface best? Why is it hard to move through water? Why is it hard to move through water?	<u>Forces</u> Children will: • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling objects • identify the effects of air resistance, water resistance and friction that act between moving surfaces • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect <u>Key enquiry questions:</u> Why do things fall to Earth? Do heavier things fall faster? How does air slow things down? Which shoes grip the surface best? Why is it hard to move through water? Why is it hard to move through water?

Computing	Computer Systems • To explain that computers can be connected together to form systems • To recognise the role of computer systems in our lives • To identify how to use a search engine • To describe how search engines select results • To explain how search results are ranked • To recognise why the order of results is important, and to whom	Creating Media • To explain what makes a video effective • To use a digital device to record video • To capture video using a range of techniques • To create a storyboard • To identify that video can be improved through reshooting and editing • To consider the impact of the choices made when making and sharing a video
Art	 • Use line and tone to represent things seen, remembered, or observed (retrieval). • Use sketchbooks to collect and record visual information from different sources. • Explore how artists have used colour, texture and movement to express emotions. • Use a range of effects to convey mood/feeling in their work. • Look at how artists paint foregrounds and backgrounds for perspective. • Start to develop a painting from a drawing or photograph. • Mix colour, shades, tints and tones with confidence and to achieve an intended effect. • Use the work of a famous artist as a stimulus for their own work.	

History	How did the Windrush Generation help shape modern Britain? <u>Key Enquiry Questions</u> 1. What was life in the Caribbean like before migration? 2. Why did people come to Britain? 3. What was the journey on the Empire Windrush like? 4. What did migrants experience when they arrived? 5. How did the Windrush Generation change Britain? 6. What does identity and belonging mean in Britain today? <u>Historical skills:</u> • Asking historical questions, understanding cause and consequence • Using historical sources to justify opinions • Understanding significance, identifying reasons why events happened • Analysing sources for different experiences and perspectives • Interpreting primary sources and understanding bias in sources • Communicating historical understanding using evidence.	
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Geography

Why do Populations Change?

- Identify the most densely and sparsely populated areas.
- Describe the increase in global population over time.
- Begin to describe what might influence the environments people live in.
- Define birth and death rates, suggesting what may influence them.
- Define migration, discussing push and pull factors.
- Explain why some people have no choice but to leave their homes.
- Describe the causes of climate change, explaining its impact on the global population.
- Suggest an action they can take to fight climate change.
- Calculate the length of a route to scale.
- Follow a selected route on an OS map.
- Use a variety of data collection methods, including using a Likert scale.
- Collect information from a member of the public.
- Create a digital map to plot and compare data collected from two locations.
- Suggest an idea to improve the environment.

Music	• Opera Focus: Hansel & Gretel – Royal Opera House • To listen to and recall a range of sounds and patterns of sounds confidently. • To begin to identify the relationship between sounds and how music can reflect different meanings. • To recognise and use a range of musical notations including staff notation • To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time • To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence. • To identify and explore the relationship between sounds and how music can reflect different meanings. • To use and apply a range of musical notations including staff notation, to plan, revise and refine notation and to plan, revise and refine musical material. • To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.	• Christmas Singing and performance • To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. • To maintain my own part and be aware how the different parts fit together • To play and perform with accuracy, fluency, control and expression • To maintain my own part and be aware how the different parts fit together
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Indoor PE	• L01: Develop balancing skills and understand their importance. • L02: Develop technique when running at different speeds. • L03: Develop agility through changes of speed and direction. • L04: Develop technique and control when jumping, hopping, and landing. • L05: Develop skipping skills using a rope. • L06: Apply fundamental movement skills to a variety of challenges.	<u>Indoor PE - Dance</u> LO:D1 THEME: Stamp, Clap To copy and repeat a dance phrase showing confidence in movements. LO:D2 THEME: Stamp, Clap To work with others to explore and develop the dance idea. LO:D3 THEME: Stamp, Clap To use changes in dynamics in response to the stimulus. LO:D4 THEME: Bhangra To demonstrate a sense of rhythm and energy when performing bhangra style motifs. LO:D5 THEME: Bhangra To perform a bhangra dance, showing an awareness of timing, formations and direction. LO:D6 THEME: Bhangra To select, order, structure and perform movements in a bhangra style, showing various group formations. LO:D7 THEME: To develop a dance phrase using actions, dynamics, space and relationships. LO:D8 THEME: To copy and create actions with consideration to stimulus. LO:D9 THEME: To use choreographic devices to improve the aesthetics of a performance.
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Outdoor PE	• LO F1: Develop tracking and collecting skills. • LO F2: Develop confidence and accuracy when tracking a ball. • LO F3: Develop dribbling skills using both hands and feet. • LO F4: Develop catching skills using one and two hands. • LO F5: Explore and develop a variety of throwing techniques. • LO F6: Use tracking and sending skills with the feet. • LO: OAA 1 – To develop communication and negotiation skills. • LO: OAA 2 – To develop communication and negotiation skills to solve challenges. • LO: OAA 3 – To develop planning and problem-solving skills. • LO: OAA 4 – To share ideas and work as a team to solve problems. • LO: OAA 5 – To develop navigation skills and map-reading skills.	<u>Outdoor PE – Tag rugby</u> LO:TR1 To select the appropriate skill, choosing when to run and when to pass. LO:TR2 To move into space to support a teammate abiding by the rules. LO:TR3 To use defending skills to gain possession. LO:TR4 To work as a defending unit to prevent attackers from scoring. LO:TR5 To use a variety of attacking skills to beat a defender. LO:TR6 To apply rules, skills and tactics learnt to play in a tournament. <u>Bikeability opportunity for Year 6</u>
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Design and Technology Taught as a blocked unit		<u>Textiles: Making bags</u> • Explore and compare real textile products, thinking about how they look, how they are used and how they affect the environment. • Develop and test design ideas by creating pattern pieces and making prototypes to explore how well they work. • Use labelled drawings and diagrams to show clear design ideas, including how pattern pieces will fit together. • Use fabrics and materials suitable for the product, thinking about how they look and how well they work. • Make 3D textile shapes by carefully cutting, folding and joining materials to match the design. • Join fabrics securely using stitches or knots and add decorative details to improve the appearance. • Use pins, scissors and other tools carefully to keep fabric flat and measure and cut accurately. • Evaluate how well the final product meets the design criteria and suggest improvements.
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RE	Creation/science: conflicting or complementing? • Outline the importance of Creation on the timeline of the ‘big story’ of the Bible. • Identify what type of text some Christians say Genesis 1 is, and its purpose. • Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. • Make clear connections between Genesis 1 and Christian belief about God as Creator. • Show understanding of why many Christians find science and faith go together. • Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. • Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account. • Identify the type of text that Psalm 8 is, and its purpose. • Explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation. • Make clear connections between Psalm 8 and some ways Christians respond to God as Creator. • Show understanding of why some Christians find science and faith compatible. • Respond to the idea that humans have great responsibility for the Earth. Weigh up how well humans are responding to this responsibility, taking into account religious and non religious viewpoints	Creation/science: conflicting or complementing? • Outline the importance of Creation on the timeline of the ‘big story’ of the Bible. • Identify what type of text some Christians say Genesis 1 is, and its purpose. • Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. • Make clear connections between Genesis 1 and Christian belief about God as Creator. • Show understanding of why many Christians find science and faith go together. • Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. • Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account. • Identify the type of text that Psalm 8 is, and its purpose. • Explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation. • Make clear connections between Psalm 8 and some ways Christians respond to God as Creator. • Show understanding of why some Christians find science and faith compatible. Respond to the idea that humans have great responsibility for the Earth. Weigh up how well humans are responding to this responsibility, taking into account religious and non religious viewpoints
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Jigsaw	<u>Being me in my world – Year 6</u> • LO1: I can identify my goals for this year, understand my fears and worries about the future and know how to express them and I know how to use my Jigsaw Journal. • LO2: I know that there are universal rights for all children, but for many children these rights are not met. • LO3: I understand that my actions affect other people locally and globally. • LO4: I can make choices about my own behaviour because I understand how rewards and consequences feel, and I understand how these relate to my rights and responsibilities. • LO5: I understand how an individual's behaviour can impact on a group. • LO6: I understand how democracy and having a voice benefits the school community.	<u>Celebrating differences – Year 6</u> • LO1: I understand there are different perceptions about what normal means • LO2: I understand how being different could affect someone's life • LO3: I can explain some of the ways in which one person or a group can have power over another • LO4: I know some of the reasons why people use bullying behaviours • LO5: I can give examples of people with disabilities who lead amazing lives • LO6: I can explain ways in which difference can be a source of conflict and a cause for celebration
MFL	Lesson 1 — Hello! (Song) Lesson 2 — How Are You? Lesson 3 — What is Your Name? Lesson 4 — How Old Are You? Lesson 5 — My Family Lesson 6 — My Fantastic Family (Story)	
Performance of learning/opportunity		13th November – Eagles 3 Worship 27th November – Eagles 1 Worship 11th December – KS2 Christmas carol service