

Mathematics **White Rose Maths Long Term Overview and Small Steps of Learning**

Fluent in Five
Arithmetic, Varied Fluency and Reasoning.
Place Value
Addition and Subtraction
Fractions
Multiplication and Division
Geometry – Properties of Shape
Mental Maths - KIRFS

RE

Where do many religious beliefs come from?

What do we mean by truth? Is seeing believing?

English

Key Text – Kensuke's Kingdom by Michael Morpurgo

Writing Genre: Narrative

Range of poetry

Balanced Argument

Reading Comprehension VIPERS, linked to whole class text and other curriculum areas: vocabulary, inference, prediction, explanation, retrieval, summarising.

Rules and independent practice in grammar and punctuation

Weekly spelling patterns

Common exception words Y5/6

Science

Light – How do we see the world around us?

Design & Technology

Structures -
Playgrounds

Art & Design

Drawing: I need space

Context for Learning

War and Peace



History

WW2 – Why was winning The Battle of Britain so important?

Geography

Why is Fairtrade Fair?

PHSE

Strengths and Goal Setting
Race and Ethnicity
Gender Stereotypes
Culture

Music

Overture
Noel Noel!

Music of World War 2
Rudolph Rocks!

PE

Invasion Games

Racket Sports

Computing

Computing systems and networks – systems and searching.

Creating media – video production

Online Safety

Modern Foreign Languages

German:

Describing me and others

Talking about things and things to do

Why is Fairtrade fair?

- **Explain** what trade involves and why countries trade with each other
- **Explain** how domestic trade is different from international trade
- **Explain** what exporting and importing goods means
- **Explain** what the Silk Road is and why the Silk Road was once the most important trading route in the world
- **Describe and explain** what a container ship is and **reach a judgement** based on a range of evidence as to why Southampton makes a good container ship port
- **Identify and describe** the main commodities that the UK imports from China and the most important goods it exports in return
- **Reach a judgement** as to the type of commodities that China imports from the UK and **compare and contrast** these with its exports to the UK
- **Explain** why the terms of international trade are sometimes not always fair to producers in poorer countries
- **Understand** why St Lucia is an important banana producer
- **Evaluate and reach a conclusion** regarding how being a certified Fairtrade producer of commodities such as bananas can be a benefit to producers
- **Explain** what a co-operative is and **evaluate** the benefits and disadvantages of producers joining one
- **Describe and critique** the range of Fairtrade products currently available in the UK and **reach a judgement** as to why some commodities and products are fairly traded and others are not

WW2

- **Explain** who Adolf Hitler was and why he came to power in Nazi Germany
- **Explain** why Britain entered into war with Nazi Germany in 1939
- **Identify and explain** which countries were allies of Britain in the Second World War
- **Explain** how and why Nazi Germany invaded and occupied most of Western Europe by 1940
- **Understand** why Britain faced the threat of invasion by Nazi Germany in 1940
- **Reach an informed judgement** about why Nazi Germany needed to defeat the Royal Air Force before considering beginning an invasion
- **Describe and explain** the main events of the Battle of Britain
- **Evaluate** a range of evidence and **reach a judgement** about how and why Britain defeated Nazi Germany in the Battle of Britain and **justify their views**
- **Understand** the significance of this victory in terms of the final outcome of the Second World War

Computing

Systems and Searching

- Understand that computers can be connected together to form systems
- Recognise the role of computer systems in our life
- Know how to use a search engine, and understand how search engines select results
- Explain how search results are ranked and understand why the order of results is important

Video Production

- Explain what makes a video effective
- Be able to use a digital advice to record video using a range of techniques
- Know how to create a storyboard
- Identify that video can be improved through reshooting and editing
- Know how to select the correct tools to make edits
- Be able to evaluate the final outcome

Science

Light

Recognise that light appears to travel in straight lines

Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye

Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes

Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

Music

Overture

Year 5

- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers
- Understand and use appropriate time signatures
- Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations

Year 6

- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests

Noel, Noel!

Year 5

- Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.
- Sing three-part rounds, partner songs and songs with a verse and chorus.
- Perform a range of songs in school performances.

Year 6

- Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.
- Continue to sing 3- and 4-part rounds or partner songs.
- Perform a range of songs in school assemblies, performances and more widely.

PSHE

Recognise own strengths and how they can contribute to different groups.

Identify and talk about own and others' strengths and weaknesses and how to improve.

Self-assess, understanding how this will help future actions.

Identify the skills they need to develop to make their own contribution in the working world in the future.

Be able to reflect on past achievements.

Recognise achievements of others as being worthwhile and important.

Work collaboratively towards common goals.

Make connections between learning, the world of work and future economic wellbeing.

Begin to set personal goals.

Recognise how their behaviour and that of others may influence people both positively and negatively.

To know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

Know the importance of self-respect and how this links to their own happiness.

Learn about racial discrimination and its impact on societies, past and present.

Identify different forms of discrimination against people in societies.

Recognise and respect similarities and differences between people.

Recognise stereotyping and discrimination.

Recognise the factors influencing opinion and choice, including the media.

Challenge stereotyping and discrimination.

Know what a stereotype is, and how stereotypes can be unfair, negative or destructive.

Learn about gender discrimination and its impact.

Know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

Learn about the importance of family within different cultures.

RE – Enquiry 1: Where do many religious beliefs come from?

- Identify the Bible as a source of authority for Christians.
- Identify the Laws of Moses and the teachings of the New Testament as sources of authority, and how these link with Christian beliefs.
- Identify the crucifixion of Jesus as an event which has shaped Christian belief.
- Describe how individuals, communities, society and experiences can shape beliefs.

Enquiry 2: What do we mean by truth? Is seeing believing?

- Describe different philosophical answers to questions relating to meaning and existence including God as truth and the concept of pantheism.
- Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge such as axiom and proof.
- Give reasons for more than one point of view, providing pieces of evidence to support these views using the work of philosophers and truth claims from sacred texts.

Design and Technology

Structures - Playgrounds

- To design a playground featuring a variety of different structures, giving consideration to how the structures will be used.
- Consider effective and ineffective designs.
- Build a range of play apparatus structures drawing upon new and prior knowledge of structures.
- Measure, mark and cut wood to create a range of structures.
- Use a range of materials to reinforce and add decoration to structures.
- Improve a design plan based on peer evaluation.
- Test and adapt a design to improve it as it is developed.
- Identify what makes a successful structure.

Art and Design

Drawing: I need Space

- Understand and explain what retrofuturism is. Participating in discussions and offering ideas. Evaluating images using simple responses such as "I like...I don't like..." but may use formal elements to extend ideas.
- Provide plausible suggestions for how a piece was created. Comfortable to use a different stimulus to draw from. Using past experiences to use a good range of drawing processes.
- Participates in discussion; suggesting sensible ideas about how the image was produced. Can select and place textures to create a collagraph plate applying an understanding of the material, which may be supported by testing.
- Produces drawings and visual notes that demonstrate using sketchbooks to explore ideas. Generating a clear composition for a final piece ; including how it will be drawn. Applying confident skills to make an effective collagraph print.
- Selects tools and drawing techniques with some guidance. Demonstrating a growing independence; able to discuss ways to improve work; willing to seek support or guidance when needed.

German

Describing me and others

- Describing what things are like
 - Negation with nicht + adjective, adverb
 - Negation with nicht + definite article + noun
 - Subject-verb inversion yes/no questions
- Welcome, Friendship sentences
 - Possessive adjectives mein, dein
- Talking about possessions
 - Negation with nicht + possessive adjectives
 - Negation with nicht + proper nouns
 - Possessive adjectives mein, dein

Talking about things and things to do

- Donating items to a charity sale
 - to have - I have, s/he, it has
 - haben - ich habe, er, sie, es hat
 - definite articles (Row 2 accusative)
 - den, die, das
 - Compound nouns
- What you have at home
 - to have - I have, you have
 - haben - ich habe, du hast
 - indefinite articles (accusative)
 - einen, eine, ein
 - Negation with kein + noun (keinen, keine, kein)
- Talking about favourites
 - to have - I have, you have, s/he has
 - haben - ich habe, du hast, er/sie/es hat
 - Subject-verb inversion yes/no questions
 - Negation with nicht + adjective | kein + noun
- Activities in school
 - Present tense - weak verbs (singular persons - I, you, s/he, it)
 - Infinitive and s/he, it
- Activities at home
 - Present tense - weak verbs (singular persons - I, you, s/he, it)
 - Ich and du

PE – Invasion Games (Hockey)

To develop our ability to keep the ball under control, both when running straight and when changing direction

To know the key teaching points of a straight dribble and be able to performing this in increasingly challenging situations

To learn how to perform a basic push pass in hockey over a short and longer distance

To develop our ability to pass and stop the ball successfully in challenging situations

To develop our ability to link passing and dribbling skills with a partner.

To learn about the most appropriate times to pass and dribble the ball in a game situation

To learn how to perform a safe and effective block tackle

To be able to apply tackling skills into a game situation, being aware of basic rules.

To develop our understanding of the difference between attacking and defending positions in hockey

To start to think about ways in which we can recognise our strengths and weaknesses within attack and defence

To work alongside others to apply mini attacking strategies (e.g using width) to game situations

To be able to highlight the strengths and weaknesses within our team and suggest ways we can improve

Racket Sports – Tennis

Be able to demonstrate the 'ready position' and forehand position

Be able to give 2 reasons why Ready position helps to react to the ball.

Be able to move quickly from the ready position when returning a ball with a forehand shot

Be able to move quickly from the ready position when returning a ball with a forehand and backhand shot

Be able to demonstrate the serve

Be able to give teaching points for the serve.

Be able to play a game, applying the rules and using forehand and backhand shots to outwit an opponent.