

MATHS

As Y5/6 mathematicians, our children will access the White Rose scheme and study:

- Multiplication and division
- Fractions
- Measurement – converting units

History

As historians, the children will learn about:

- Achievements of the earliest civilisations
- When and where Ancient Egyptians lived
- Identify societal structures of Ancient Egypt
- Trade in Ancient Egypt
- The Impact on others and on us today
- Using historical evidence to find out about the past

Design and Technology

As designers, the children will:

- Evaluate existing product
- Learn how to cut and strengthen wood
- Design a wooden money box
- Make a wooden money box
- Evaluate final product

Writing

As authors, the children will write:

- A science fiction story
- A biography
- A beat the monster story
- A poem

Reading

As readers, our children will use the following texts to support their learning:



They will make predictions, retrieve information, justify their answers and summarise what they have read. They will read a range of non-fiction text that are based on discussion and different points of view.

Ancient Egypt

Some subjects do not link directly to the theme and will therefore be taught discretely.

PE

As athletes, the children will be covering:

- Gymnastics apparatus
- Netball – invasion games

French

As French linguists, the children will cover:

- Clothing
- Family members

Science

As scientists, the children will learn about:

- Gravity
- The effects of air resistance, water resistance and friction
- Different mechanisms, allow a similar force or greater effect

Computing

As users of technology, the children will learn about:

- Creating vector drawings
- How to use different drawing tools to create shapes and lines
- Layering objects, grouping and duplicating images

Music

As musicians, the children will : listen to a range of songs, sing and learn to play instruments.

Year 5 Topic: Classroom Jazz
Genre: Jazz

Year 6 Topic: Classroom Jazz
Genre: Jazz

PHSE (Jigsaw)

Celebrating differences

RE

We will discuss:

- How significant is it that Mary was Jesus' mother?