Oak Class – Spring Term 2024
Overview of Learning

	First Half Term	**Second Half Term**
English	<u>Y5 Spelling</u> (Read, Write, Inc) - Unit 7: Words ending *-ence* - Unit 8: The *ee* sound spelt *ei* - Unit 9 - Words ending *-ant,-ance, -ancy* <u>Y6 Spelling</u> (Read, Write, Inc) - Unit 7: The *sh* sound spelt *si* or *ssi* - Unit 8: Silent letters - Unit 9 - The spellings *ei* and *ie*	<u>Y5 Spelling</u> (Read, Write, Inc) - Unit 10 - Words ending *shus* spelt *-cious* - Unit 11 - Words ending in *shus* spelt *-tious* - Unit 12 - Words ending in *shul* spelt *-cial* or *-tial* <u>Y6 Spelling</u> (Read, Write, Inc) -Unit 10 - Words ending *-ible* and *-able* - Unit 11 - Plural nouns 1 - Unit 12 - Plural nouns 2
	<u>Writing</u> (CUSP) **First person stories with a moral (2-3 weeks)** - how to plan a narrative and interweave a moral - characters are portrayed through their actions, what is said and how it is said - balance description, action and dialogue in a narrative - use and sustain the first person perspective **Explanatory texts (2-3 weeks)** - the present progressive tense indicates actions that are ongoing now - the passive verb form places emphasis on the object of a sentence - use precise tier 3 vocabulary to convey an expert voice - use organisational and presentational devices to help the reader navigate a text	<u>Writing</u> (CUSP) **Formal letters of application (2-3 weeks)** - how language can be adapted to persuade - the rule of three - use and sustain a formal tone - structure a formal letter in clear paragraphs **Playscripts – Shakespeare retelling (1-2 weeks)** -who Shakespeare was and why he is so significant to British heritage - a synopsis is often written in the present tense to convey a sense of immediacy - write a synopsis of a Shakespearian play - write concisely in the third person Select vocabulary precisely to convey meaning

	Poems that use work play (1 week) - word play enhances meaning through the sound of words - homophones are an effective word play device - use word play to engage the reader - perform a poem and vary intonation and volume to convey meaning	
	Reading (CUSP) **How To Live Forever** - wry humour is a form of dry humour, intended to mock - it is helpful to read a poem twice: once for an overall impression and twice for meaning - analyse questions to clarify their intention - structure a response to a text verbally **A Midsummer Night's Dream** – answers do not always need to be in full sentences - the working in questions may not match that in the text - analyse questions carefully to understand what is required - summarise a paragraph or longer section of text	Reading (CUSP) **I am Not a Label** - the protagonist is the main character in a story, film or play - narratives are not always written chronologically - orally rehearse responses before writing them - explain how a piece of evidence supports a point **The Boy in the Tower** - some stock phrases to support interpreting evidence - a range of techniques used to end chapters and motivate the reader to read on - identify some techniques used in poetry and explain their intended effect - use inference to support summarising a paragraph
Maths	Y5 Maths (White Rose) - multiplication and division - fractions - decimals and percentages Y6 Maths (White Rose) - ratio - algebra - decimals	Y5 Maths (White Rose) - decimals and percentages (continued) -perimeter and area - statistics Y6 Maths (White Rose) - fractions, decimals and percentages

		- area, perimeter and volume - statistics - revision
Science	**Earth and Space** (CUSP) - describe the movement of the Earth and other planets relative to the sun in the solar system - describe the movement of the moon relative to the Earth - describe the sun, Earth and moon as approximately spherical bodies -use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	**Electricity** (CUSP) - associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit - compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches - use recognised symbols when representing a simple circuit in a diagram
History and Geography	**Map Skills - Four and Six Figure Grid References** (CUSP) - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	**Battle of Britain** (CUSP) - why did Britain declare war on Germany in 1939? - why was rationing introduced in 1940? - why were people evacuated from cities? - what happened in the Battle of Britain? - The Blitz: how did Hitler continue to attack Britain? - how did conflict change society in the Second World War?

Art, Design and Technology	**Food and Nutrition** *Does food affect the way you feel?* Pupils will learn how to cook foods that are often pre-made and processed. They will learn and apply techniques to make dishes designed to help improve energy levels, mood and future health.	**Art** Explore the work of Frida Kahlo
Modern Languages	New Year cards to France Food and opinion Parts of the body Adaptation to a story or describe a monster Shop conversation	
Music	**Dona Nobis Pacem** - Texture (3-part round/polyphonic texture), monophonic, homophonic, 3/4 time, durations (crotchet, rest, quavers, minim, dotted minim, dotted crotchet), sacred vocal music, singing in harmony;	**Ain't Gonna Let Nobody** - Civil rights movement in the USA, compare musical styles (Gospel, rhythm and blues, choral), spiritual turned protest song, vocal improvisation, chords C minor and G7.
Physical Education	**Gymnastics** (GetSet4PE) - to develop inverted movements with control (1 & - to use flight from hands to travel over apparatus (1 & 2) - to create a group sequence using formations and apparatus - to create a contrasting group sequence using formations and apparatus **Dodgeball** (GetSet4PE) - improve on key skills used in dodgeball such as throwing, dodging and catching - learn how to apply simple tactics to outwit their opponents	**Swimming** (External Instructor at Broadland Sports Centre) - introduced to specific swimming strokes on their front and on their back - learn how to travel, float and submerge with increasing confidence - learn and use different kicking and arm actions **Tennis** (GetSet4PE) - develop their understanding of the principles of net and wall games - think about how they use skills, strategies and tactics to outwit the opposition

	- use running, jumping, throwing and catching in isolation and in combination - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending - Taught by a qualified instructor (Mr Wilson)	- learn key skills such as racket control, hitting a ball and how to score points - opportunities given to play games independently - taught the importance of being honest whilst playing to the rules. - Taught by a qualified instructor (Mr Wilson)
PSHE	<u>Y5 PSHE</u> **Valuing our bodies and minds** - valuing ourselves - alcohol, tobacco and drugs - keeping well (1 & 2) <u>Y6 PSHE</u> **Being the best me** - being the best me - social media and our wellbeing - taking care of our mental health (1 & 2) (Discovery Education)	<u>Y5 PSHE</u> **Caring in the community** - changing needs - feeling lonely - why volunteer <u>Y6 PSHE</u> **Responsible behaviour as we get older** - taking care of myself - looking after my money - transition to secondary - personal passport (Discovery Education)
Religious Education	**Key Question: *What can we learn about the world and knowledge about the meaning of life from great philosophers?*** (Philosophy) - the ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy. - the complex nature of concepts such as truth, reality and identity found in Buddhism, Christianity and Plato.	**Key Question: *What difference does the Resurrection make for Christians?*** (Understanding Christianity - Salvation) - Jesus: as God incarnate, also known as the Son of God. Christian belief that Jesus fulfilled prophecies about the Messiah. - Salvation: Gospel accounts of Jesus' death and resurrection and the various interpretations of these accounts in terms of the meaning of salvation (e.g. forgiveness, sacrifice, redemption).

	- the work of one or two key philosophers such as Socrates/Plato. - consideration of consequences of action in relation to karma. (Norwich Diocese)	- Textual theology: consideration of genre, author, content, reliability and audience in relation to the Gospels and resurrection of Jesus. - Festivals: the diverse ways in which people celebrate festivals such as Easter. (Norwich Diocese)
Computing	**Creating Media - Introduction to Vector Graphics** - drawing tools - creating images - making effective drawings - layers and objects - manipulating objects - create a vector drawings (Teach Computing)	**Creating Media - 3D Modelling** (Teach Computing) - introduction to 3D modelling - modifying 3D objects - make your own name badge - making a desk tidy - planning a 3D model - make your own 3D model (Teach Computing)

* CUSP - Curriculum with Unity Schools Partnership