



Curriculum Plan
Autumn 1 2020/2021
William Shakespeare
Year 5 & 6

English

Key Texts

A Midsummer Night's Dream, King of Shadows

Reading

- ♣ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- ♣ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- ♣ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Writing

- ♣ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to
- ♣ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action or seen performed
- ♣ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- ♣ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ♣ ensuring the consistent and correct use of tense throughout a piece of writing

Spelling

Continue to revise spelling rules and Year 5/6 statutory spelling words.

PSHE

- ♣ how to recognise and respect similarities and differences between people and what they have in common with others
- ♣ that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)
- ♣ how individuality and personal qualities make up someone's identity
- ♣ about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others
- ♣ how to challenge stereotypes and assumptions about others

RE

Key Question: If God is everywhere, why go to a place of worship?

Questions in this thread: Which places are special and why? What makes some places sacred? Why do people pray? Should religious buildings be sold to feed the starving?

Religions and worldviews: Christians, Hindus and Jewish people

Maths

Place Value

Year 5

- ♣ read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- ♣ count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- ♣ interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- ♣ round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- ♣ solve number problems and practical problems that involve all of the above
- ♣ read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Year 6

- ♣ read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- ♣ round any whole number to a required degree of accuracy
- ♣ use negative numbers in context, and calculate intervals across zero
- ♣ solve number and practical problems that involve all of the above.

Geography

Not taught this half term

Music

John Williams

Appraising movie music, emotions, human impact

Key Vocabulary

Shakespeare, theatre, Tudor, monarch, family tree, throne, worship, sacred, beliefs, Earth, moon, spherical, rotation, place value, place holder, greater than, less than, comparison, increasing, decreasing, form, instrumentation, overtures

Science

Earth and Space

- ♣ 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

Art & Design

- ♣ To learn about great artists, architects and designers in history

History

Tudors

- ♣ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- ♣ to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Computing

- ♣ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Design & Technology

Not taught this half term

PE

Yoga & Handball

- ♣ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]