

Year 5/6 – Cycle A- Spring

Cluedo

CHRISTIAN VALUES: 'LIFE'

LOVE, INTEGRITY, FORGIVENESS, EQUALITY

In this unit, the children will focus on inference and deduction, with children becoming spies and CSI investigators to crack all sorts of investigations based on formal reports. They will be exploring how useful science can be in solving puzzles by completing their own experiments and recognising that not everything is as it is first perceived. Pupils will explore the idea of control through electricity by creating their own burglar alarm. In English, the children will be reading spy and mystery novels to put their own detective skills to the test.

Big Question: Should we just accept what we are told or should we question and dig deeper? Is everything we are told true?

Rich Texts:

The Highwayman by Alfred Noyes
Little Women by Louise May Alcott
The Woman in White by Wilkie Collins

Our Learning Values: 'REACHING'

The children will:

- . Responsibility - be in control of their own learning,
- . Evaluative - evaluate what they have done and make changes if they need to
- . Ambitious - always want to do my best to reach my goals.
- . Collaborative - work with others, sharing my strengths and ideas.
- . Hardworking - strive to do their best in all they do
- . Independent - find and use what I need to help me.
- . Nimble-minded - be open to new ideas and ways of doing things.
- . Gritty - have a go and persevere especially when I find it difficult or don't enjoy it.

SMSC: Mirror moment: Time to reflect on what we have learned, and others points of view: Is there a need for renewable energy in today's society? Are there any drawbacks for our landscape and environment?

As Readers & Writers we will:

- Explore how language is used to create different effects, & try to replicate this in our own writing.
- Write diary entries from the perspective of different characters, expressing their thoughts & emotions at different points in the text.
- Write both formal & informal letters for different purposes & audiences.
- Write informative leaflets to advise the character, & others in their situation.
- Compare two texts from the same genre.
- Write descriptions of settings & characters.
- Explore themes of a text & how these are created.
- Write a persuasive text to put forward our own views.
- Perform poetry as part of a group.
- Write a formal report on key events.

As Mathematicians we will:

- Learn how to use equivalence & compensation to solve multiplication & division calculations.
- Multiply & divide decimals by whole numbers
- Solve multiplication problems with three factors.
- Calculate the volume of cubes & cuboids.
- Solve problems involving prime numbers, composite numbers, factors & multiples.
- Learn the order of operations in mixed calculations.
- Apply multiplication strategies to larger numbers.
- Divide larger numbers by two digit numbers.
- Find equivalent fractions & simplify fractions
- Add & subtract fractions by finding common denominators.
- Multiply & divide fractions by whole numbers.
- Link fractions, decimals & percentages.

As Geographers we will:

- Research sources of renewable energy & the pros & cons of these.
- Explore wind farms in more detail, including where the best locations are for these.
- Form our own opinion on wind farms & whether these would be suitable for our area.
- Debate the installation of wind farms into our local area.

As Scientists we will:

Controlling Electrical Circuits

- Associate the brightness of a lamp or the volume of a buzzer with the number & voltage of cells used in the circuit.
- Compare & give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers & the on/off position of switches.
- Use recognised symbols when representing a simple circuit in a diagram.
- Use our knowledge of electrical circuits & components to create a working burglar alarm.

Respiration in Animals

- Learn about the human circulatory system and how we, and other animals, use water and nutrients to help us function and thrive.
- Understand how nutrients and water are transported around the body.
- Explore the impact of diet, exercise, drugs and lifestyle on our bodies and mental well-being.
- Describe the stages of human development and compare the gestation periods of different animals.

As British & Global Citizens we will:

- Discuss why there is a need for CCTV & security systems when there are laws to live by.
- If everyone was honest & lived by the rules of society, why is there a need for security systems?
- Consider our role in protecting & preserving our world, & how graffiti art fits into this – is it art or vandalism?

Computing:

The children will build their knowledge of creative content, including listening, downloading, producing and uploading their own content, manipulating sounds using audio editing software, incorporating music into different programmes, making simple edits to films and creating a homepage. E-safety - understand they should not publish other people's pictures or tag them on the internet without permission.

ART and DT:

The children will research the history of 'graffiti street art' and how it has developed over time and across different cultures. They will learn about symbolism in Banksy's work and discuss the possible hidden messages. They will recreate their own graffiti art using overlay printing and their own 'tag' using bold paint colours and using ICT. In design and technology, the children will create a burglar alarm, for the school to prevent intruders.

PE/GAMES:

Netball: Practise how to send, receive and make progress with speed with a variety of passes to avoid others; Understand the role of the court and the rules of game; Play in and understand variety of roles and adapt and transfer skills as necessary when attacking or defending

Tag Rugby: Make decisions to run with the ball or pass; Play in a small-sided game with attacking and defensive strategies; applying the rules of the game both playing and officiating

Dance: Demonstrate a start and stop position and set moves to a beat of 8; Use a variety of speed and levels; Create a routine as part of a small group; Evaluate, improve and polish performances.

RE:

Topic Title: Humanism. Concept explored: 'A good life' The children will explore these Key questions: What does it mean to you to live a 'good life'? How might we live a good life? What does a 'good life' involve? What are the 10 golden rules that some humanists live their life by?

Topic Title: What happened next? (Religion in focus - Christianity) Concept explored: Resurrection Big Question: what difference does resurrection make for Christians? (SALVATION)

The children will explore these key questions: what is Jesus' resurrection so important to Christians? How does believing in Life after death affect the way people lead their lives?

MFL: The children will learn to talk about forms of transport, where they are going and how they are going to get there. They will talk about plans for a trip and ask to buy tickets at a station. Through this, they will learn to use the masculine and feminine correctly, and use the verb 'to go' correctly. The children will then move on to asking and talking about a daily routine, including times within this. They will learn to ask and talk about breakfast and the details of a typical day.

MUSIC: Children will have the opportunity to explore structure within music. Using different forms of musical notation, they will examine its 'code'. What do the different symbols mean? How can music be written down so that it can be performed? How does graphic musical notation differ from formal notation? Can they create their own pieces of music and create their own code? They will also continue with the Listen 2 Me programme, exploring and playing different musical instruments.

RSHE: This term the focus will be on how children can help in an emergency. They will learn basic first aid and the importance of keeping calm in an emergency. They will also focus on how they communicate with friends safely. They will look at the importance of communicating safely online and the possible dangers of online relationships. They will also look at how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety.