

## English coverage

In week 1 the children will cover autobiographies.

For the rest of the half term the children will write across a range of genres based on the book 'Who Let The Gods Out?'. They will cover non-chronological reports, newspapers, formal letter writing, setting descriptions and narratives.

The Michel Morpurgo book Butterfly Lion will be used as a weekly reading comprehension text.



## Our Skills



To research



To communicate



To read and write



To create, produce and perform



To reason, problem solve and critically consider

Elms (Year Five)

Mr Murray



Eureka!

LEARNING HOOK—Historian Visitor

## Science coverage

### Electricity

Week 1: Can I explain the importance of the major discoveries in electricity?

Week 2: Can I observe and explain the effects of differing volts in a circuit?

Week 3: Educational Visit

Week 4: Can I observe and explain the effects of differing volts in a circuit?

Week 5: Can I plan an investigation? Can I understand variations in how components function?

Week 6: Can I record my data and report my findings?

Week 7: Can I investigate my results further?



## PE coverage

Year Six children to participate in weekly swimming lessons. Lessons are in line with the Gateshead School Games Partnership Calendar. This half term children will look at basketball.



## Maths coverage

Read, write and compare numbers to at least 1,000,000 and determining the value of each digit.

Counting forwards and backwards in steps of powers of 10.

Rounding any number to the nearest 10, 100, 1000, 10000 and 100000.

Interpret negative numbers through various contexts, counting forwards and backwards through zero.

Read Roman numerals up to 1000.

Apply all of the above through fluency, reasoning and problem solving tasks. Maths lessons to also include daily 'Speed Calc'.



## IT and Computing coverage

Week 1: Online Safety—Online safety activities (see resources drive)

Week 2: Research Greek Gods and Goddess

Week 3: Developing PowerPoint skills

Week 4: As week 3 develop skills through adding effects,

Week 5: As weeks 3 & 4 editing texts,

Week 6: As weeks 3, 4 & 5 transitions etc

Week 7: As weeks 3, 4, 5 & 6 adding hyperlinks



## Discrete subjects

Art:

Week6: Do I understand the work of Damian Hurst?

Week7: Am I able to create a 3D model manipulating clay?

Cragside visit



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Elms (Year Five)

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Primary School

Eureka!

LEARNING HOOK—Historian Visitor

## Humanities (Topic) coverage

Week 1: Do I understand the location of Greece is, climate and terrain. Do I understand city states and where they were?

Week2: Do I know about Athens and Sparta? Do I understand what is meant by democracy?

Week 3: Am I able to compare and contrast ancient Greek Olympic Games with Modern Olympic Games?

Week 4: Do I know the events of a key battle? Do know that modern events have connections with the past?

Week 5: Can I deduce information about Greek beliefs and religious practices from pictures of buildings. Compare with other cultures?

Week 6: see Discrete subjects

Week 7: Am I able to use 3D skills to produce a model?



## RRSA Links

**Article 2** All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

**Article 3** All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

**Article 12** You have the right to give your opinion, and for adults to listen and take it seriously.

**Article 13** You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

**Article 17** You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

**Article 19** You have the right to be protected from being hurt and mistreated, in body or mind.

**Article 28** You have the right to a good quality education. You should be encouraged to go to school to the highest level you can

**Article 29** Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

## British Values

### Individual Liberty

Children can choose their own golden time activity.

### Rule of Law

Children will be expected to follow school rules, and will follow school behaviour policy for reward and punishment.

### Mutual Respect

Children will be given opportunities to work alongside each other and follow the class Rights Respecting Charter.

### Democracy

Children to write speeches to be elected as councillors and class champions. Children will then vote for class councillors and class champions.

## RE coverage

Origins and composition of the Bible This unit is designed to give children some insight into the developments of the Bible, setting it in historical and literary context.

Week 1: Do I know some basic facts about the bible? Can I reflect on questions still to be answered about the Bible?

Week 2: Do I know that the Bible is a collection of writings from many different times?

Week 3: Can I identify some extracts from the Bible?

Week 4 and 5: Do I know that the Old Testament was written in Hebrew and the New Testament in Greek? Do I know that Christians believe that the Bible is the word of God and that it is relevant to their lives today?

Week 6 and 7: Do I know about the story of Adam and Eve? Can I to reflect on their own emotions?

