



<p>English</p> <p>Letters from the lighthouse by Emma Carroll Linking ideas across paragraphs using a wider range of cohesive devices, use of the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>Jabberwocky – Poetry Development of language, poetry and performance skills</p> <p>Rose Blanche by Ian McEwan Relative clauses beginning with who, which, where, when, whose or that. Brackets, dashes or commas</p> <p>Spellings Familiarisation of Y5.6 statutory spellings</p> <p>Guided Reading Pig Heart Boy by Malorie Blackman looking at key skills including vocabulary, inference, prediction, explanation, retrieval and summarisation</p>	<p>Maths</p> <p>Weekly Arithmetic Practice Papers</p> <p>White Rose Maths Scheme of learning Continued consolidation of previous learning Main focus on the four number operations – addition, subtraction, multiplication and division The importance of understanding place value with numbers up to and above a million Fractions – including all four operations</p>	<p>Science</p> <p><u>Living things -classifying big and small</u> Define the term ‘organism’ and name the seven life processes of all living things. Describe the work of Carl Linnaeus. Define the term ‘vertebrate’ and name the vertebrate groups. Describe the characteristics of fish, amphibians, reptiles, birds and mammals. Compare the characteristics of the vertebrate groups. Define the term ‘invertebrate’. Compare the characteristics of the invertebrate groups. Name the plant groups. Describe the characteristics of flowering plants, ferns, mosses and conifers. Define the term ‘micro-organism’ and name some examples.</p>
<p>History</p> <p><u>Vikings</u> Explain where the Vikings came from and why they invaded Britain. Sequence events according to their significance for groups of people. Find evidence and make inferences from sources. Name Viking trade routes. Explain why trade routes were important to the Vikings. Identify the differences between Viking sagas. Evaluate the impact of Viking achievements.</p>	<p style="text-align: center;">Autumn 2025</p> <p>Topic 1: Vikings Topic 2: Life on the alps</p> <div style="display: flex; justify-content: space-around;">   </div>	<p>Geography</p> <p><u>What is life like on the Alps?</u> Locate the Alps on a world map and identify and label the eight countries they spread through. Locate 3 physical and 3 human characteristics in the Alps. Research and describe the physical and human features of Innsbruck. Use a variety of data collection methods Compare the human and physical geography of their local area and Innsbruck.</p>
<p>RE</p> <p><u>Creation</u> I can retell the Judeo-Christian story of creation. I can understand why Jews and Christians have the same creation story I can sequence the Judeo-Christian story of creation</p>	<p>Art: <u>Craft and design</u> Children explore creative photographic techniques, creating new images through photomontage, understanding photorealistic self-portraits, and applying digital photography to art design, enhancing their skills in composition and editing</p> <p>Design Technology: <u>Structure</u> Create five apparatus designs, applying the design criteria to their work. Editing and evaluating their structures</p>	<p>PE</p> <p>Indoor and outdoor physical education provisions with Mr Franco – physical development as well as skills within sports</p>
<p>PSHE</p> <p><u>Families and relationships</u> Understand that everyone can expect a level of respect, but this can be lost. Understand how stereotypes influence our ideas and opinions. Create a resolution guide that includes strategies to manage conflicts Understand the term grief and describe some of the associated emotions.</p>	<p>Computing</p> <p><u>Online Safety</u> To explore the impact and consequences of sharing online To know how to create a positive online reputation To navigate the internet in an informed, safe and respectful way</p> <p>French Using different forms of verbs to do or play sports and express differences</p>	<p>Music</p> <p><u>Songs of World War 2</u> To sing in harmony with others, developing breath control To explain how a piece of music makes us feel (using musical terminology) To perform in time with others To evaluate performances of self and others</p>