

**Mathematics** White Rose Maths Long Term Overview and Small Steps of Learning

Fluent in Five  
Arithmetic, Varied Fluency and Reasoning.  
Multiplication and Division  
Fractions  
Decimals  
Percentages  
Area, Perimeter and Volume  
Mental Maths - KIRFS  
Coordinates  
Translations, Reflections

**RE & PSHE**

How has belief in Christianity and Islam impacted on music and art through history?  
What can we learn about the meaning of life from great thinkers?  
  
Bullying: frustration, self worth, resilience, negative persistence, emotions/feelings.  
Health: lifestyle – physical/emotional/mental, alcohol, tobacco, substance awareness, real-life scenarios.

**English** Key Texts – The Highwayman by Alfred Noyes and Macbeth by William Shakespeare

- SPAG coverage/weekly spelling patterns/spelling games
- VIPERS weekly reading comprehension tasks
- Identify meaning through author's choice of words.
- To use what I have read to write a letter in role to another character.
- To use reported and direct speech in my work.
- Identify features of a newspaper article and write one
- Use persuasive techniques
- Predict using details both stated and implied
- Features of a balanced argument
- Plan, write, edit and improve a balanced argument
- Inference
- Character relationships
- Poetry inspired by The Highwayman

**Science**

Forces

Forces in action  
Gravity  
Friction  
  
Air Resistance – making Parachutes

Water Resistance  
Marvellous Mechanisms

Materials

Properties of Materials  
Thermal and electrical conductivity  
Solubility/Separation  
Reversible and irreversible changes



Context for Learning

# Incredible Inventions



**History** Study of The Victorian Era

Era

Chronology - know where the Victorian period fits in, in our history.

Queen Victoria - describe Queen Victoria as a queen and know the significant events in her life. Describe the impact that she made.

Victorian Schools - explain what life was like in a Victorian school.

Children at work - understand the differences between life as a child during Victorian Britain and life as a child in Britain today

Important people and Inventions - know who key individuals were during this time period were and explain the impact that they had on life during the Victorian era and subsequently, on life today. Includes William Morris (printing art focus).

The industrial revolution - explain what the industrial revolution was and debate its impact. Decide whether overall, the industrial revolution was positive or negative.

**Design & Technology**

Victorian Cam Toys  
Analyse existing products  
Plan, consider materials and cutting/joining methods  
Focused practical tasks  
Design and make working cam toy linking to design  
Evaluate

**Art & Design**

Victorian Buildings:  
Architecture

**Music**

Night Ferry by Anna Clyne  
Graphic scores / staff notation  
Orchestral instruments  
Band performance for Spring Concert

**PE**

Gymnastics  
Dance

**Computing**

E-Safety, Websites, Search Engines for online research, Literacy and Numeracy activities.

**Geography**

**Climate** – Impact of burning fossil fuels on the climate. Can the climate change on its own? How are we causing global warming? Does the sea get deeper? Does the climate change equally for everyone? Is it too late to save the planet? How can I lead the way?

Cities and countries in UK and Europe

## **Music: Night Ferry**

### **Year 5:**

- Compose a short piece in three sections
- Capture and record creative ideas using any of:
  - graphic symbols
  - rhythm notation
  - staff notation
  - technology

### **Year 6**

- Create music with multiple sections that include repetition and contrast
- Capture and record creative ideas using any of:
  - graphic symbols
  - rhythm notation
  - staff notation
  - technology

## **Music: Strike up the Band! Unit B**

### **Year 5: Treble Recorder**

- Play melodies, following staff notation written on one stave within an octave range.
- Perform a range of pieces combining instruments to form an ensemble.

### **Year 6: Descant Recorder**

- Play a melody following staff notation written on one stave and using notes within an octave range. Make decisions about dynamic range.
- Engage with others through ensemble playing, taking on melody or accompaniment roles.

## **R.E.**

### **How has belief in Christianity and Islam impacted on music and art through history?**

- Show awareness that talking about religion and belief can be complex.
- Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.
- Describe ways in which beliefs shape the way Christians/Buddhists view the world in which they live and how they view others.

### **What can we learn about the meaning of life from great thinkers?**

- Explain some of the ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy.
- Explain different philosophical and religious answers to questions about the world around them and the existence of the 'self' and or soul.
- Have an understanding of the Analogy of the Cave and what it says about existence and knowledge.

### **Art and Design**

- Sketch a house from first-hand or second-hand observation.
- Use basic shapes to place key features and form the composition, measuring to work out proportions. Notice small details to incorporate into the drawing by observing.
- Select a section of their drawing that creates an interesting composition, with a variety of patterns, lines and texture.
- Follow steps to create a print with clear lines, with some smudging.
- Purposefully evaluate their work, demonstrating what went well and what could be improved.
- Create a building design based on a theme or set purpose.
- Draw a plan view or front elevation of their building, annotating the key features.
- Discuss Hundertwasser's work and recognise his style.
- Create a factual presentation about Hundertwasser in a visually pleasing way.
- Show understanding of what a monument is for by designing a monument that symbolises a person or event.
- Describe their monument and explain their choices.
- Give constructive feedback to others about their monument designs.