

The Big Question: Why do people migrate from their native lands?

Trip: Formby Beach

Guest Speaker: RNLI Volunteer, GMFR

Class Reader: There's a Viking in my Bed! By Jeremy Strong

MATHS

Throughout the autumn term, we will be covering the following areas:

- Place value including decimal places
- Addition and Subtraction
- Multiplication and Division
- Geometry – 2D and 3D shape
- Fractions, Percentages and Decimals
- Geometry – Angles
- Measurement – Length, Perimeter and Mass
- Measurement – Area and Volume

The aim is to cover the units multiple times over the course of the year to keep understanding and fluency fresh in pupil's minds.

ENGLISH

Narrative – Using the theme of migration and travelling across oceans and seas, children will create a narrative that sees a protagonist face a perilous journey to a new land. Pupils will use real geographical locations in the world to base their story in reality and give it a historical context.

Interview – To further deepen pupils understanding of exploration and discovery, we will focus in on significant figures in history that contributed to the migration of humans. Children will research a chosen explorer and use this information to build an interview of questions and answers to uncover the motivations and impact of the historical figure.

Poetry – Using the research gained through the interview unit, children will produce a piece of poetry that encapsulates their chosen explorer's achievements. We will look at the many types of poetry and children will decide on the most effective style for their purposes.

The Big Question – Children will use all they have learned on migration and discovery to answer this term's Big Question. Pupils should make connections between the past and the present to show how the reasons for migration compare. What are the consequences of leaving your native land? Is it always a good idea? How might the people that are already there feel about migrants?

HISTORY

Vikings – As we move along the timeline of history from civilizations studied in Year 5, we reach the era of the Vikings. These often misunderstood peoples were instrumental in bringing humans into an age of sea exploration.

We will be looking at how and when the Vikings came to be, where they originated from, and how they gained their fearsome reputation as brutal and savage raiders. A timeline of events from the Viking era will be essential to understanding its context in history.

Pupils will study one of the earliest reports of Viking raiding on English soil at the ancient abbey of Lindisfarne. We will also be studying the Vikings impact on trade, their beliefs and superstitions, as well as the role of females in Viking culture (which was quite forward thinking, at least compared to other cultures of the time!).

By the end of this unit, children should have a solid understanding of the Viking era and be able to identify significant figures of the time.



GEOGRAPHY

Coastlines -

Throughout history, coastlines of all types were the first sights for migrating people of their new home. We have settled them, they have served as protection, and they still to this day offer a livelihood for millions of people. It cannot be understated how important our coastlines are from both a historical point-of-view and from a modern one.

During this unit, children will study our coastline and highlight important sites such as ports of trade and commercial fishing as well as the people that call coastal towns home. We will also study the coast's wildlife and how preservation of the UK coastline is more important than ever.

We will be using a variety of skills throughout the unit such as map reading and grid referencing, identifying species of coastal creatures, building research skills using I.C.T., and expanding our vocabulary by looking at specific terminology.

Creative

Multiple perspectives

Justify

Debate

Cause + Consequence

Share a Story

Make Connections

Wider World

Economise

Creative

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PSCHE

Getting On and Falling Out

This term, pupils will take a look at relationships and the various levels of friendship. Friendship can be a very confusing and challenging part of life, navigating the intricacies of relationships is hard enough for adults!

This unit is designed to help children to be better equipped and more understanding when it comes to making friends and what to do when we fall out.

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Multiple perspectives

Justify

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RE

Hinduism

Our aims for this unit of religious education are:

- To enquire into and understand the beliefs about God in Hinduism.
- To enquire into the concept of God in Hinduism.
- To research different Hindu gods, determining their qualities in Hinduism.
- To explore the concept of worship.
- To gain knowledge and understanding of where, how and why people worship in Hinduism.
- To be able to recognise and explain the key features of a Hindu shrine and how they reflect Hindu belief.
- To give pupils the opportunity to visit a Hindu place of worship.

We will also be looking more in-depth at the holy festival of Diwali – the festival of lights!

	SCIENCE
Creative	<p><u>Properties of materials</u> – Year 5/6 will consult on the best materials to help solve everyday issues caused by the amazing array of material properties.</p> <p>During the course of this unit, pupils will take on the role of ‘agony aunt/uncle’ to give advice on the use of different materials for specific jobs.</p> <p>These problems will include: knowing the difference between thermal insulators and thermal conductors to keep one reader’s porridge warm on his long commute to work; helping the Reading Cafe chose the best material to use for storage of their snacks; and helping a local restaurant decide on the most durable, waterproof and lightweight material to build their tables out of.</p> <p>Children will be expected to form a hypothesis, conduct a relevant experiment, and record data using a variety of tables and charts.</p>
Multiple perspectives	
Justify	
Debate	
Cause + Consequence	
Share a Story	
Make Connections	
Wider World	
Economise	

Creative	PE
Multiple perspectives	<p>During the autumn term, Y5/6 will be focusing on athletics and cross-country in preparation for the competitions that come in thick and fast.</p>
Justify	
Debate	
Cause + Consequence	
Share a Story	
Make Connections	
Wider World	
Economise	

Creative	MUSIC/MFL
Multiple perspectives	<p><u>Music</u></p> <p>We are once again fortunate enough to have Mrs Holcroft back this year to give the children a fantastic, professional music education.</p>
Justify	
Debate	
Cause + Consequence	
Share a Story	
Make Connections	
Wider World	
Economise	



Creative	ART
Multiple perspectives	<p><u>Watercolour</u> – During this unit, we will observe and study the watercolour technique and learn about some significant artists that used this skill such as Turner and Ruskin. Many artists have used this technique to create some of the most dramatic depictions of our coastlines here in the UK and we will be using it too!</p> <p>By developing our understanding of watercolour, and the skills necessary to produce a piece of art using it, pupils will work towards creating their own work in the style of Turner and Ruskin.</p> <p>Part of being an artist is being able to give and receive criticism to improve your work, and this unit will be no exception. Pupils will constructively criticize their own and other’s works to better communicate opinions in a positive manner.</p>
Justify	
Debate	
Cause + Consequence	
Share a Story	
Make Connections	
Wider World	
Economise	

Creative	DT
Multiple perspectives	<p>N/A</p>
Justify	
Debate	
Cause + Consequence	
Share a Story	
Make Connections	
Wider World	
Economise	

Creative	COMPUTING
Multiple perspectives	<p>This term, year 5/6 will be drawing upon all they have learned in the field of computing to research, gather and present data and information relating to the Coasts unit.</p> <p>Understanding how to compile and best present information using Powerpoint will be the focus, yet the process of researching is, in itself, a skill. Children will be expected to search for information and decide upon what is relevant to their presentation.</p> <p>As always, pupils will be expected to conduct themselves responsibly when using technology, especially when online.</p>
Justify	
Debate	
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