

Year 5 - 6 Scheme of Work

| | Autumn Term | | Spring Term | | Summer Term | |
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| <p>Year B 2022-2023</p> | <p>Where did I come from?</p> <p>Pupils will be learning about the human lifecycle and what they are able to do now that they couldn't do before. They will be thinking about their families and similarities / differences between themselves and others in their family</p> | <p>Bottoms, Burps and Bile</p> <p>Pupils will be learning about the digestive system and the process that food goes through to help to keep their bodies healthy and working efficiently. They will learn about the nutrition of food and apply this to planning a nutritious meal</p> | <p>Hocus Pocus</p> <p>Pupils will be learning about how materials change and exploring mysterious stories.</p> | <p>Ancient Egypt</p> <p>Pupils will learn about the key features of Ancient Egypt by conducting their own research as well as through practical activities</p> | <p>Jungle and Rainforest</p> <p>Pupils will be learning about different environments and habitats and what lives and grows there. They will focus on the jungle, including climate and rainfall, vegetation and wildlife and make comparisons to other habitats</p> | <p>Space</p> <p>Pupils will learn about the solar system. They will learn about the different planets and their key features, star constellations and plan a journey to the moon</p> |
| <p>Inspiration Day</p> | <p>Then and Now</p> <p>Share pictures of when pupils were young – guess who is who and show and tell.</p> <p>Art work with photos: Collage of features then and now</p> <p>Pop art with then and now photos</p> | <p>What's inside me?</p> <p>Use skeleton t-shirts and app to explore inside the human body. Make large scale internal digestive system organs based on exploration</p> | <p>Make potions</p> <p>Use different ingredients and experiment with reactions (vinegar/baking soda etc) Pupils follow instructions to make potions and have the opportunity to make their own</p> | <p>Rotation of explorative activities:</p> <p>Mummify a tomato/fruit</p> <p>Make a pyramid</p> <p>Crack the hieroglyphic code - hunt around the school</p> | <p>Rainforest in a jar</p> <p>Make a rainforest in a jar, to observe over time throughout the topic.</p> <p>Other rainforest based science experiments to engage and spark curiosity. Eg.</p> <ul style="list-style-type: none"> - shaving foam rainclouds - colour in leaves | <p>Make a model solar system</p> <p>Fun facts about planets, sparking pupil's curiosity. Encourage pupils to think about questions they want to find the answer to through the topic</p> <p>Science based experiments to inspire</p> <ul style="list-style-type: none"> - bubbling planets - craters in the moon - grow an alien balloon - straw rocket - flying alien |

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| <p>English</p> | <p>Non - Fiction: Autobiography</p> <p>Text: Superheroes are Everywhere – Kamala Harris</p> <p>Pupils will learn what an autobiography is and explore the life of Kamala Harris. They will apply the features to write their own autobiographies, thinking about their likes and dislikes, personality traits and strengths.</p> | <p>Fiction: Poetry</p> <p>Text: Magic Box</p> <p>Explore the wide range of vocabulary in the poem to support with understanding and extend pupils vocabulary knowledge. Using the pattern of the poem, pupils will write their own 'Christmas box' poem</p> | <p>Fiction: Spooky Stories</p> <p>Text: Winnie the Witch (the original story)</p> <p>Describe the settings and the impact of the settings on the genre of the story, and the impact that this has on the reader. Pupils will then design their own setting for a spooky story, using what they have learnt</p> | <p>Fiction and Non-fiction: Stories from other cultures</p> <p>Text: We're sailing down the River Nile and a selection of fact files for key features</p> <p>Use the story as a journey through Egypt and explore different key features through the use of fact files and non-fiction texts to further explore and increase knowledge and understanding.</p> <p>The River Nile, Valley of the Kings, Tutankhamen, Pyramids</p> | <p>Fiction: Cineliteracy</p> <p>Text: Jungle Book (Disney animated film)</p> <p>Use the film as inspiration to support with description of settings and characters, including the feelings of characters at different points in the story. Develop knowledge of the animals in the story to compare and contrast</p> | <p>Fiction: Rhyming stories</p> <p>Text: There's no place like space - Tish Rabe</p> <p>Pupils will listen to the story and use this as a stimulus for reading and writing based activities, supporting their learning about the solar system and inspiring them to ask their own questions as part of research. They will also learn about the impact of rhyme on the reader and think about their own writing and the use of rhyme.</p> |
| <p>Maths</p> | <p>Place value Addition and subtraction Shape</p> | <p>Addition and subtraction Length and height</p> | <p>Place value Multiplication and division</p> | <p>Addition and subtraction weight</p> | <p>Addition and subtraction Division</p> | <p>Place value Fractions</p> |
| <p>Science</p> | <p>Animals including humans</p> <ul style="list-style-type: none"> - teeth inc. tooth decay - compare human and animal teeth - (Egg experiment- Egg is enamel of teeth- put one in coke, orange, water and milk) | <p>Animals including humans</p> <ul style="list-style-type: none"> - digestive system - simple food chains inc. herbivore, carnivore, omnivore | <p>States of matter</p> <ul style="list-style-type: none"> - solid, liquid, gas - melting and cooling (not reversible changes - The changing states of water - The water cycle | <p>Working scientifically</p> <p>Scientific investigation will also cover: properties of materials</p> <ul style="list-style-type: none"> - make papyrus - testing materials for mummifying - STEM pyramid; testing strength of materials - Ancient Egyptian bread; with and without yeast | <p>Living Things and their habitats</p> <ul style="list-style-type: none"> - grouping living things - vertebrates/ invertebrates - classifying vertebrates - classification keys | <p>Light and Dark</p> <ul style="list-style-type: none"> - sources of light - history of light and electricity - Transparent and opaque - How light travels - simple introduction to time zones |

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| <p>ICT</p> | <p>Understanding Computers and the Internet</p> <p>Pupils will learn how to use computers safely and recognise parts of a computer, including input and output devices. They will learn about internet connections and how the internet is accessed</p> | <p>Using a mouse, touchpad and keyboard</p> <p>Pupils will work on their mouse and touchpad skills, including click and drag and scrolling, and then begin to develop their typing skills using a keyboard</p> | <p>To use a range of a keys on a keyboard</p> <p>Pupils will continue to develop their skills when using a keyboard by using both hands to type, type numbers and a basic sentence</p> | <p>Sequencing computer programmes using coding skills</p> <p>Pupils will use beebots to develop their coding skills and then apply the skills learnt to simple coding programmes on a computer</p> | <p>Using a search engine</p> <p>Pupils will learn how to use a search engine to find information, developing their understanding of how a results page works and where to find the key information they are looking for</p> | <p>Online safety</p> <p>Pupils will learn how to keep themselves safe when sharing information. They will recap what personal information is and what is and is not safe to share online. Pupils will be able to name trusted adults and who they can ask for help if others make unsafe choices</p> |
| <p>TOPICS</p> | | | | | | |
| <p>Geography</p> | <p>N/A</p> | <p>N/A</p> | <p>N/A</p> | <p>Egypt - location, desert features and River Nile. Learn about the importance of River Nile to Ancient Egyptians</p> | <p>World Habitats and animals that work together</p> <p>Pupils will learn about and compare world habitats; climate, animals, environment and how animals survive in their environments. They will make either large or small scale habitats to show the differences; rainforest plus one of their choice</p> | <p>N/A</p> |
| <p>History</p> | <p>Personal history: Family Tree Surnames</p> | <p>Significant people and the impact they had on health: Florence Nightingale Mary Seacole</p> | <p>N/A</p> | <p>Learn about life in Ancient Egypt and the traditions. Explore: hieroglyphs, mummies, pharaohs, pyramids, artefacts in</p> | <p>N/A</p> | <p>Learn about the moon landing.</p> |

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| | | | | practical and engaging ways. | | |
| Art/DT | Link to Family trees - history. Replicate coat of arms linked to surnames research - design own coat of arms | | | Clay pyramids | | Use the paper mache technique to make planets |
| Other topics | N/A | <p>Activities that show the impact of too much of certain foods.</p> <p>Too much salt - thirsty</p> <p>Too much sugar - tooth decay</p> <p>Match sugar cubes and salt to foods in line with learning</p> <p>Begin to explore what different foods give - carbs energy, fruit and veg vitamins etc and plan a nutritious meal</p> | <p>Text to support: Roald Dahl's George's Marvellous Experiments</p> <p>Comprehension of instructions - following instructions, creating own instructions, knowing that instructions have an order, accurate measurement of 'ingredients' and identification of equipment (use measuring spoons, scales, pinch, jug/measuring cylinders)</p> <ul style="list-style-type: none"> - explore / investigate potions/ingredients - follow instructions - plan and create potions | N/A | N/A | <p>Pupils to explore planets including; size, colour, temperature, material planet is made from, life on other planets - why not?</p> <p>Pupils can design their own planet. What would it be like? What would live there? What would they eat?</p> <p>Plan a journey to the moon. Pupils to think about what they would need. Try food that needs to be rehydrated</p> <p>Look at stars and simple constellations</p> |
| R.E. DAY (Essex Agreed Syllabus) | The Christian creation story | <p>Christmas - The Nativity Story</p> <ul style="list-style-type: none"> - Deeper exploration of key events in the story - Location of Nazareth - The journey travelled | <p>The Teachings of Jesus: The Good Samaritan</p> <ul style="list-style-type: none"> - Read the story - Equality - Generosity - Moral of the story | Easter - Easter around the World | <p>The miracles of Jesus:</p> <ul style="list-style-type: none"> - Feeding of the 5000 - Calming of the Storm - Jesus heals a blind man | N/A |

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| RSE | CG1 – Baby to adult SA1 - Things we are good at WILI2 - Jobs people do | SSS4 – Keeping safe online | SSS2 – Keeping Safe – community visit road safety | WILI1 – Respecting the differences between people | SSS3 - Trust WILI6 - Money | CG2 – Changes at Puberty |
| Food Technology | Cutting and slicing vegetables and salad Pupils will develop their knife skills to be able to cut medium resistance food using a fork or claw grip to secure food. They will learn to use a bridge hold to secure food, such a tomato, when cutting. | Oven safety with support from an adult including grilling food Pupils will develop their skills when using an oven, naming the dangers and how to overcome them. They will learn the difference between the oven and the grill and how to use the grill function safely | Mixing and Stiring Ingredients Pupils will learn to mix ingredients thoroughly with a spoon and whisk food with a hand whisk. | Transferring ingredients Pupils will learn to transfer ingredients using two spoons to a different sized space with minimal spillage | Rolling, forming shapes and using cutters Pupils will learn to roll evenly and place the cookie cutter in positions to make good use of the material available to avoid waste. | Using a measuring jug and digital scales Pupils will learn to use the scale on a measuring jug to measure liquids and to read the digital display on scales to support them to weigh ingredients accurately |