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| Moonstone Class - Year B |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Whole School Project | Topic/ThemeThe Amazon | Topic/ThemeVictorians | Topic/ThemeWW2 | Topic/ThemeEarth and Space | Topic/ThemeClimate Change | Topic/ThemeMagic/Transitions |
|  | CLPE bookC:\Users\CarinaPhillips\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\B5FC0164.tmp | CLPE book  | CLPE book https://tse4.mm.bing.net/th?id=OIP.j_Ee6ltN1Ndwa-waTQHdCAHaLV&pid=Api&P=0&w=300&h=300Anne Frank: 17 (Little People, Big ... | CLPE book Hidden Figures: The True Story of Four ... | CLPE book  | CLPE bookElla Fitzgerald - Little People, BIG DREAMS |
| **Enrichment Opportunity** | Make terrariums – children to create their own rainforest biome inside a self-contained ecosystem. | Trip to Kelmscott Manor – to complete William Morris printing workshop – History/Art.Then use the inspiration to create lino print canvas bags at school. | WW2 VE Day – History/ Design Technology.  | Trip to Space Centre/Planetarium | Trip to Harry Potter World as inspiration ready for next term. | Trip to Osmington Bay – PE Harry Potter Themed Day – cut willow wands, dragon eggs, science magic potions, sorting house fortune tellers, quill writing. |
| **Narrative****Text:** **Genre/Plot****Focus:**  | **Narrative**-Journals in role as character-Narrative**Non-Narrative****-**Information leaflet in Amazon-Radio Broadcast-Persuasive writing – letter | **Narrative:**-Character profiles-Drama- freeze-frames, hot-seating-Diary writing-Narratives – story scene**Non-Narrative:**-Arguments – Should the workhouses be closed?-biography | **Narrative**-Diary entry-Character analysis-Drama-Narrative**Non**-**Narrative**-Poetry – evacuee poem-Newspaper – outbreak of war-Persuasive writing – poster-Information leaflet – life on the home front-Instructions – How to build an Anderson shelter-Book and film review – comparison | **Narrative**Character DescriptionsNarrative writing DiarySetting descriptionsDrama – hot seating**Non**-**Narrative**Instructions – How to care for Glib  | **Narrative**-Portfolio of character descriptions-Extended writing. Sequel about Zoe.**Non**-**Narrative** -Write a letter to Zoe-Discussion – Is Dooby a good leader?-Persuasive writing. Persuasive letter – who should Zoe save? | **Narrative**Character description**Non**-**Narrative**:-Formal letter – invitation to Hogwarts-Advert – new magic wand-Non-chronological report - magical creature, using Fantastic Beasts and Where to find them-Poem – about their new magical creature |
| **Grammar** | -Full stops and capital letters**Y5:****- Coordinating conjunctions** (greater bulldog bat, bowerbird)-**Subordinating conjunctions** (European hamster)**Y6** -**Dictionary skills** – (agama lizard, warthog)**-Using a thesaurus** (Nile crocodile, sponge) | **Y5** **-Similes** (Grevy’s zebra)-**Expanded noun phrases** (Languar Monkey)-**Fronted adverbials** (brown bear, sally lightfoot crab)Y6-**Expanded Noun Phrases** (banded mongoose, tarpon) -**Figurative Language** (whooper swan) | Y5-**Tense Consistency** (meerkat)-**Active and Passive Voice** (anglerfish, elephant seal)-**Modal verbs**(hawksbill turtle, lynx)Y6-**Passive Voice** (Grey squirrel)**Modal verbs** (Asian elephant, Magellanic penguin)**-Perfect verb form** (Cassiopeia jellyfish, grizzly bear) | Y5**-Direct Speech** (giraffe, harpy eagle, walrus)Y6 **- Colons for lists** (Indian giant squirrel, locust, flying fish)-**Bullet points** (King Penguin, Sumatran rhino, tazmainina devil)**-Informal speech**  - *(e.g. He’s your friend, isn’t he?),* Subjunctive forms – *If I were, Were they* | **Y5****-Possessive apostrophe’s** (orang-utan, chimpanzee)**-Commas to clarify meaning** (humpback whale)- **Semi-colons** (anaconda) **Y6****– Semi-colons** (silver ants)**-Commas to clarify meaning** (Namaqua chameleon)**- Hyphens** (grey mullet, racoon) | **Y5****-Relative clauses** (mudskipper)**-Parenthesis** (pebble toad)**Y6****-Relative Clauses** (banana frog)**-Parenthesis** (bull shark, red flying fox)**-Proof reading** (Spinner dolphin, cuttlefish) |
| **Spelling** | 6-Dictionary-LKS2 statutory words-UPKS2 statutory words-Plurals-Regular verb ending-Irregular verb endings | 6-Shun sounding words-Ant and ent-ible able-cious tious cial tial | 5-Word families-cious tious-tial cial-ant ancy ance-ent ency ence-ible ibly able ably | 5-ive ic ist-fer-suffixes-misspelt words | 6-Suffixes-Prefixes-ology phobia-Abstract nouns | 6-morphemes-origins Greek, French, Indian-literary terms |
| **Reading****(cf Reading Spine)** | **Journey to the River Sea By Iva Ibbotson** | The Unadoptables by Hannah Tooke**Oliver Twist By Charles Dickens** | **War Horse (GR) By Michael Morpurgo****Carrie’s War (GR) By Nina Bawden****Blitzcat (GR) BY Robert Westall****Varmints by Helen Ward****My War Diary By Flossie Albright** | **Curiosity: The Story of a Mars Rover** | Happy Here: 10 Stories from black British authors**Why the Whales Came By Michael Morpurgo** | Harry Potter and the Chamber of SecretsHarry Potter and the Prisoner of Askaban |
| **Maths** | **Number:****Place Value****Addition and subtraction****Multiplication and Division** | **Number:*** **Fractions**

**Multiplication and Addition** | **Number:*** **Multiplication and Division**
* **Fractions**

**Decimals** | **Measurement****Area, perimeter and volume****Number*** **Decimals**

**Fractions, decimals and percentages** | **Ratio****Algebra****Geometry:****Shape** | **Geometry****Position and Direction****Statistics****Measurement****Converting units** |
| **Science** | **Living things and their habitats***Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals**Give reasons for classifying plants and animals based on specific characteristics.* | **Light***Recognise that light appears to travel in straight lines**Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye**Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes**Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them* | **Earth and Space x 2***Describe the movement of the Earth, and other planets,**relative to the Sun in the solar system**Describe the movement of the Moon relative to the Earth**Describe the Sun, Earth and Moon as approximately spherical bodies**Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky* | **Earth and Space x 2***Describe the movement of the Earth, and other planets,**relative to the Sun in the solar system**Describe the movement of the Moon relative to the Earth**Describe the Sun, Earth and Moon as approximately spherical bodies**Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky* | **Animals including humans**. *Describe the changes as humans develop to old age.**Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood**Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function**Describe the ways in which nutrients and water are transported within animals, including humans.* | **Forces** *Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object**Identify the effects of air resistance, water resistance and friction, that act between moving surfaces**Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect* |
| **Geog** | **South America:**-Human and physical features -Capital cities-Weather and Climate-Layers of the rainforest-Rainforest animals-Tribes of the forest-Deforestation-climate change-Palm oil*Understand geographical similarities through a study of human and physical geography of a region within North/South America (Brazil and the Amazon)**On a world map locate the main countries in the Americas and identify their main environmental regions, key physical; and human characteristics, and major cities.**Name and locate countries and capital cities of the world and explain where they are in relation to one another.* |  | *Link to History about WW2- Locate and study the major countries involved in WW2 (UK, Germany, Poland, Italy, Japan, USA). Link to our locality of Wootton.* *Field study – how was Wootton involved in WW2? Look at where the plane landed and map out.* | **Earth***LIink to Science - Use the terms latitude, longitude, Equator, North and South Hemisphere, Tropics of Cancer/Capricorn, Arctic/Antarctic Circle and time Zones**Name and locate countries and capital cities of the world and explain where they are in relation to one another.* | **The UK Farming –***Human Geography: including land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.***Sustainability****Global Warming****Climate Change**Human impact on the planet. Look at how the climate has changed over time and how global warming is affecting the Earth. |  |
| **History** |  | **What was it like to be a child in Victorian times?**-All about the life of a Victorian-Timeline, chronological order-Victorian Life- Children at work in the Victorian Era-Workhouses-Victorian Schools-Comparing modern and Victorian School life-Lives of the rich and poor-Victorian Inventors*A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. a significant turning point in British history* | **How did people get on with life in the Blitz? X2**-The Battle of Britain-Churchill and key moments of the war-Home front-Anne Frank and the Holocaust-VE Day: End of the War in Europe* The Blitz
* Air raid shelters
* All about WW2
* Propaganda posters
* Evacuation

*A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. a significant turning point in British history, for example, the Battle of Britain* |  |  | **Leisure and entertainment**-At the movies-The Beautiful Game-The swinging sixties-Wish you were here-The gogglebox-Technology |
| **Art** | **South American art:**- Artists Frida Khalo - Mixed media birds: water colour, stenicls, collage and acrylic paint pens with stencils.  | Printing-Victorian artist study: William Morris- Printing- Print tiles, canvas bags- Lino printing | **Artist study L S Lowry**Pencil and line drawings-War posters-Design a character for propaganda poster e.g Mr Carrott-Blitz perspective picture | **Artist Study Peter Thorpe**-rocket and planet pastel pictures | Seaside art:-David Hockney wate artist- Create pictures of water.-Water colour paintings |  |
| **D&T** |  | **Light up Victorian house**-Design-Make-Electrics and switch-Evaluate | CookingWW2 VE Day caféDesign and make dishes which could have been created using rations. |  | **Recycle/ Re-use**Children to design and make and re-purpose things to create something new. | **Fairground Rides**Building structures Understand and use electrical systems in their products |
| **RE** | **UNDERSTANDING C+**UC Concept: **God**Key Question: *What does it mean (for Christians) if God is holy and loving?*Religion: **Christianity** | **UNDERSTANDING C+**UC Concept: **Incarnation**Key Question: *Was Jesus the Messiah?*Religion: **Christianity**Alternate… **DISC.RE** Theme: **Christmas**Key Question:*Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?* | **DISCOVERY RE**Theme:**Belief into action**Key Question: *How far would a Sikh go for his/her religion?*Religion: **Sikhism****(Y5 p11-16)** | **UNDERSTANDING C+**UC Concept: **Salvation**Key Question: *What**difference does the**resurrection make for**Christians?*Religion: **Christianity** | **DISCOVERY RE**Theme:**Beliefs and moral values**Key Question: *Are Sikh stories important today?*Religion: **Sikhism****(Y5 p 25-28)** | **DISCOVERY RE**Theme:**Prayer and Worship**Key Question:*What is the best way for a Sikh to show commitment to God?*Religion: **Sikhism****(Y5 p38-42)** |
| **MFL** | **French**5 – School Life | **French**5 – Time Travelling | **French**6 – Let’s Visit a French Town | **French**6 – More to Explore | **French**6 – Our Precious Planet | **French**6 – This is France |
| **Computing** | **Y5 – Computing Systems and Networks – Systems and Searching**1.Systems2.Computer systems and us3.Searching the web4.Selecting search results5.How search results are ranked6.How searches are influenced | **Y6 – Computing Systems and Networks – Communication and Collaboration**1.Internet addresses2.Data Packets3.Working Together4.Shared Working5.How we communicate6.Communicating responsibly | **Y5 – Creating Media – Introduction to Vector Graphics**1.The Drawing Tools2.Creating Images3.Making effective drawings4.Layers and objects5.Manipulations Objects6.Create a vector drawing | **Y6 – Creating Media - 3D Modelling**1.Introduction to 3D Modelling2.Modifying 3D objects3,Make your own name badge4.Make a desk tidy5.Planning a 3D model6.Make your own 3D model | **Y5 – Programming B – Selection in quizzes**1.Exploring Conditions2.Selecting outcomes3.Asking questions4.Plannming a quiz5.Testing a quiz6.Evalulating a quiz | **Y6 – Programming B – Sensing Movement**1.The mico:bit2.Go with the flow3.Sensing inputs4.Finding your way5.Desiging a step counter6.Making a step counter |
| **Music** | **Music and Technology** How does music bring us together?  | **Enjoying Musical Styles** How does music teach us about our community?  | **Musical Styles Connects Us** How does music teach us about our community?  | **Sing and Play in Different Styles** How does music connect us with our past? | **Melody and Harmony in Music** How does music bring us together?  | **Farewell Tour** How does music connect us with the environment?   |
| **PE** | **Fundamental movement skills 5** | **Travelling and jumping 5** | **Balance, shape, rotation 5** | **Dance – Fundamentals 6** | **Dance - Maypole** | **Celebration of Sport 6**  |
| **PSHE** | **5 Me and me Relationships**-Collaboration challenge-Give and take-How good a friend are you?-Relationship cake-Being assertive-Emotional needs-Communication | **6 Valuing difference**-Ok to be different-We have more in common than not-Respecting differences-Tolerance and respect-Advertising friendships-Challenging gender stereotypes | **5 Keeping Safe**-Thinking about habits-Jay’s dilemma-Spot bullying-Ella’s diary dilemma-Decision dilemma-Play, like, share  | **6 Rights and Responsibilities**-Two sides to every story-Fakebook friends-What’s it worth?-Jobs and taxes-Action stations-Project pitch  | **5 Growing and Changing**-How are they feeling?-Taking notice of feelings-Fear Hetty-Changing bodies and feelings-Growing up and changing bodies-Help I’m a teenager get me out of here**6- Growing and changing**-Helpful or unhelpful: managing change-I look great-Media manipulation-Pressure online-Is this normal?-Dear Ash-Making babies-HIV | **6 Being My Best**-This will be your life!-Our recommendations- What's the risk? (1)-What's the risk? (2)-Basic first aid, including Sepsis Awareness-Five Ways to Wellbeing project |