



**English: The Write Stuff**

**Non-Fiction (Recount/Interview)**

*Letters from the Lighthouse by Emma Carroll*

Understand the shape of a model recount and use this as a hook to base own ideas on.

Outcome: Write a personal recount of your experience of the global pandemic. Hook ideas on to the model structure shared during writing lessons.

**Poetry** *The Malfeasance by Alan Bold*

Analyse the poem in detail and write effective sentences. Look at the problem of climate change (linked to Eden Project visit). How can we approach this positively and proactively? Outcome: Write a poem with the Malfeasance being a metaphor for a person who always used vehicles a method of transport.

**Class text:** War Poetry

Letters fro The Lighthouse by Emma Carroll

**Reading:**

Continue to develop reading VIPERS (vocabulary, infer, predict, explain, retrieve and summarise) by using a range of texts, pictures and films

**Oracy:**

Social and Emotional strand

Working, with others, listening and responding, confidence in speaking, audience awareness

**PE:**

Games – Principals of invasion games (hockey) delivered by Plymouth Argyle  
Dance – Create a dance to honour the fallen

**Maths: Power Maths**

Solving problems for the following:  
Year 5

- Number and place value (within 1,000,000)
- Addition and subtraction (estimating, column method, rounding)
- Multiplication and division (multiples, factors, square and cubed numbers, facts)
- Statistics (graphs and tables)
- Measure – area and perimeter

Year 6

- Number and place value (within 10,000,000)
- Addition and subtraction (estimating, column method, checking using inverse, solving problems)
- Multiplication (grid and column method)
- Division – short and long division
- Fractions (including decimals and %)
- Geometry (position and direction)

**Design Technology:**

- Know that there are a range of bridges and understand the different structures
- Research Isambard Kingdom Brunel – history link
- Know what structures are needed to support a heavy object
- Task: Design and make a bridge which is at least 1m high and strong enough to hold a tin of beans

**Music: Charanga**

Know that music is structured and formed.  
Y6 Unit 1 – How does music connect us with our pass?  
Singing: preparation for Carol Service

**RE:**

Baptism/Confirmation – Belonging: Vocation and Commitment

- Commitment in life – **Explore**
- The vocation to the priesthood and religious life – **Reveal**

Acquire the skills of assimilation, celebration and application of the above – **Respond**

Advent/Christmas – Loving: Expectations

- The meaning of expectation – **Explore**
- Advent, a time of joyful expectation of Christmas, the Word becoming a human person, Jesus – **Reveal**
- Acquire the skills of assimilation, celebration and application of the above – **Respond**

**PSHE & RSE:**

Ten Ten – Module 2: Created to love others

Religious understanding – Is God calling you?  
Personal relationship – Under pressure; Do you want a piece of cake?; Self-Talk

**Virtue focus:**

- Fratelli Tutti – Peace: a virtue by which we are united with our neighbour; a part of Charity (Eden Project visit)
- Fortitude and Prudence

**Catholic Social Teaching:**

- Salvation Army (Whitleigh) – curling competition
- Fratelli Tutti – our global family

**Trips and visitors:**

Eden Project visit – climate change  
'Brunel Bridge' - on the way to the Eden Project.  
Interview Father Jon (RE) and weekly visits.  
Potential visit from Mark Ormrod (invite sent)

**Science:**

Electricity

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- Use recognised symbols when representing a simple circuit in a diagram

**History: Transport – Local History**

A study of Isambard Kingdom Brunel and the first railways

- Use reliable sources of information to find out about the past. Give reasons why changes may have occurred, backed up by evidence
- Make links between some of the features of past societies
- Evaluate evidence to choose the most reliable forms

**Key vocabulary:**

Isambard Kingdom Brunel, engineer, Industry, Waggonways, Railways, George Stephenson, The Rocket, Great Western Railway, Royal Albert Bridge, Clifton Suspension Bridge, transport.

Nazi, Kristallnacht', the Kinder transport

**Computing:**

History Link- Multimedia presentation/ information about Isambard Kingdom Brunel  
Science link - use a microbit to write a program to test whether an item can conduct electricity  
**Computer Science-Coding** WAN/LAN networks.  
Algorithms with nesting structures - abstraction and decomposition



Class name: Ormrod

Year group(s): 5/6

Term: Autumn 2

Topic: Remembrance/War and Local Transport

**English:**

Learn/revise and apply spelling patterns, punctuation and grammar. Plan and write independently. Edit and improve writing.

Success criteria:

Recount: 5 W's, metaphors, personification, similes, onomatopoeia, power of three, adverbial, conjunction, subjunctive form, expanded noun phrases, pathetic fallacy, time adverbials, repetition, complex sentences, and parenthesis.

Poem: Negative adjectives, precise verbs, noun phrases, repetition, synonyms, negatives similes, onomatopoeia, hyperbole, alliteration, modal verbs,

**PE: ME in PE**

- **Healthy ME:** Self-Discipline, Integrity, Responsibility, Resilience, Courage
- **Social ME:** Trust, Respect, Communication, Motivation, Cooperation
- **Thinking ME:** Resourcefulness, Reflection, Problem Solving, Evaluation, Decision Making
- Develop a positive attitude to keeping active and healthy
- Games: attacking and defending skills
- Use a range of body shapes, levels, dynamics, pathways and partner relationships. Keep to timings
- Respond and evaluate to own and the performance of others

**Opportunities for home learning:**

IXL for English and Maths, TT Rockstars

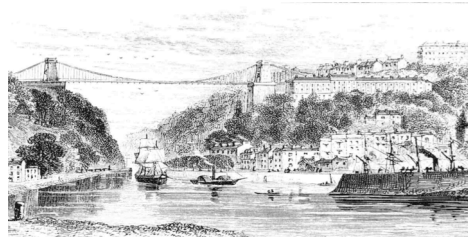
**Maths:**

- Fast recall of number facts
- Use and apply a range of mental maths strategies to help solve calculations and problems
- Apply knowledge to real life situations
- Estimate and check answer
- Consolidate learning using IXL and flashback four.

**History: Transport – Local History**

- Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and compare this to significant events.
- Know what is reliable evidence
- Know that changes have occurred over time
- Know some features of past societies
- Know that historical events influence life today.
- Compare and contrast knowledge about the past
- Know that some historical evidence may be propaganda, opinion or misinformation and that this may affect the interpretation of history

Isambard Kingdom Brunel – First Railway



**Music:**

Understand music, improvise together, listen and respond, singing, playing and performing

**RE: Baptism/Confirmation – Belonging: Vocation and Commitment**

- **Make links** to show how feelings and beliefs affect behaviour in relation to commitment
- **Compare** their own and other people's ideas concerning the questions raised about what it means to be committed
- **Compare** ideas concerning why some people are very committed to service of others and to realise that these questions are often difficult to answer
- **Show** how their own and others' commitment to service and care of others are influenced by beliefs and values

Advent/Christmas – Loving: Expectations

- **Make links** between scripture of religious belief in Advent as a time of joyful expectation
- **Give reasons** for certain actions by believers as they wait in joyful expectation of Advent and Christmas
- **Describe and show understanding** of religious sources, beliefs, ideas, feelings and experiences of Advent as a time of joyful expectation of Christmas making links between them
- **Show understanding** of how religious belief in Advent as a time of joyful expectation shapes lives

**Learning from religion**

Engagement with own & others' beliefs & values. Engagement with questions of meaning

**PSHE & RSE:**

**Describe:** that God calls us to love others; ways in which we can participate in God's call to us.  
**Explain:** that pressure comes in different forms, and what those different forms are; that there are strategies that they can adopt to resist pressure; that consent and bodily autonomy means; how thoughts and feelings impact actions, and develop strategies that will positively impact their actions and apply this in their relationships

**Science: Electricity**

- Plan different types of enquiry to answers raised. Take measurements, using a range of equipment with accuracy and precision, taking repeat recordings when relevant Use test results to make predictions to set up further comparative and fair tests Identifying scientific evidence that has been used to support or refute ideas or arguments
- Record data and results of increasing complexity using scientific diagrams and tables
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms

**Design Technology: Bridges**

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through discussion, annotated sketches and cross-sectional
- Make - select from and use a wider range of tools and equipment to perform practical tasks
- Select from and use a wider range of materials and components according to their functional properties and aesthetic qualities
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Understand how key events and individuals in design and technology have helped shape the world
- **Technical knowledge:** apply their understanding of how to strengthen, stiffen and reinforce design

**Computing:**

Revisit debugging and trouble-shooting erroneous code to fix an algorithm