Oaks Class (Year 5 and Year 6) Autumn 1

Literacy

Key Text – Pig Heart Boy – Malorie Blackham

Recount - Diary

LO: To use conjunctions
To vary position of subordinating conjunctions and punctuate accurately (when, before, after cohesively.)
Use conjunctions as a cohesive device throughout a paragraph (pitched at LKS2 but required in Autumn 1)

LO: To sustain cohesion
To sustain an idea
To use repeated words for cohesion e.g
-Heartbroken. Desperate. Empty,

LO: To use dashes to embed informal language
To use a dash for sarcasm or humour (- who'd have thought! - I'm hilarious, right?
To use a dash as an informal afterthought

Formal Letter

LO: To sustain formality in writing
avoid contractions/slang
To use precise, formal vocabulary to give clarity to the reader: (adjectives/verbs).
embed scientific technical vocab cohesively

LO: Use causal conjunctions cohesively-
To use one conjunction in a sentence
To use therefore, since, consequently, to make links across a paragraph

LO: TO use modal verbs and adverbs to persuade
Use modal verbs with a high possibility
Use adverbs with a strong possibility to persuade.
To combine appropriate modal verbs and adverbs of possibility

History

Focus – Crime and Punishment

When the Romans invaded, they already had established laws which were brought over to Britain.
Their laws were called the Twelve Tables and were written around 450 BCE
The Anglo-Saxons used corporal and capital punishments to create fear and control in common people.
There wasn't a police force in the Tudor times.
The Star Chamber was set up by the monarchy and they appointed judges and councillors to pass judgement on the defendant.
If a person questioned the King they would be hung for treason.
The monarchy had the power to decide what was a punishment and who were the criminals.
The monarchy had the power to adapt the values of a church to suit their desire
Sir Robert was the Home Secretary in 1829 and he set up the first professional police unit.

***PHSE*: Being Me In My World**

***Music:* Choral Singing**

***Art*: Street Art**

RE

Focus : Kingdom of God – For Christians, what kind of king is Jesus?

French

Focus : Portraits – describing in French

***Computing:* Blogging**

PE
Swimming
REAL PE – Invasion Games

***Music*: Street Art**

Maths

Key Facts: (Please see our Calculation Progression document on our website for relevant strategies.)

Place Value (some revision of key concepts included for Year 6)
· Roman Numerals
· Numbers to 10,000
· Numbers to 100,000
· Numbers to a million
· Numbers to 10 million (Year 6)
· Compare and order numbers to 100,000
· Compare and order numbers to a million
· Compare and order any number (Year 6)
· Round to the nearest 10, 100 and 1000
· Round to the nearest 100,000
· Round to the nearest million
· Round any number (Year 6)
· Negative Numbers
· Count in 10s, 100s, 1000s, 10,000s and 100,000s

Place Value Four Operations (some revision of key concepts included for Year 6)
· Add and subtract whole numbers more than 4-digits
· Inverse operations
· Multi-Step addition and subtraction problems
· Multiples (Common Multiples Year 6)
· Multiply and divide by 10, 100 and 1000
· Multiples of 10, 100 and 1000
· Multiply 2, 3 and 4 digits by 1 and 2 digits
· Factors and Common Factors

Science

Biology – Animals including Humans
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.

Working Scientifically
Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter, bar and line graphs
Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.