



# Windmill Hill Primary School

Curriculum Plan 2016-18

Class: Mr Stoddart Year Group: 5/6

Subjects	Autumn 2016	Spring 2017	Summer 2017	Autumn 2017	Spring 2018	Summer 2018
<b>English</b>	<p><b>Autobiographical Snapshot</b></p> <p>Review of Homophones – There, Their, They’re, Where, Were, Wear, We’re, You’re and Your.</p> <p>Commas to clarify meaning</p> <p>Semi colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Colons to introduce a list.</p>	<p><b>Recounts</b></p> <p>Using bullet points and punctuating them consistently.</p> <p>Fronted adverbials/ adverbials of time.</p> <p>Brackets, Dashes and Commas to indicate parenthesis.</p>	<p><b>Journalistic writing – Newspaper</b></p> <p>Verb prefixes (dis-, de-, mis-, over- and re-)</p> <p>Using relative clauses beginning with who, which, were, when, whose or that or with an implied relative pronoun.</p> <p>Using inverted commas correctly to show direct speech within a text.</p>	<p><b>Autobiographical Snapshot</b></p> <p>Review of Homophones – There, Their, They’re, Where, Were, Wear, We’re, You’re and Your.</p> <p>Commas to clarify meaning</p> <p>Semi colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Colons to introduce a list.</p>	<p><b>Recounts</b></p> <p>Using bullet points and punctuating them consistently.</p> <p>Fronted adverbials/ adverbials of time.</p> <p>Brackets, Dashes and Commas to indicate parenthesis.</p>	<p><b>Journalistic writing – Newspaper</b></p> <p>Verb prefixes (dis-, de-, mis-, over- and re-)</p> <p>Using relative clauses beginning with who, which, were, when, whose or that or with an implied relative pronoun.</p> <p>Using inverted commas correctly to show direct speech within a text.</p>

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	<p><b>Reports</b> - Non chronological</p> <p>Paragraphs/ Devices to build cohesion within a paragraph.</p> <p>Verb inflections.</p>	<p><b>Persuasive writing + Balanced arguments.</b></p> <p>Determiners Prepositions</p>	<p><b>Instructions</b></p> <p>Modal verbs to indicate possibility.</p> <p>Converting nouns or adjectives into verbs using suffixes. (-ate; -ise; -ify)</p>	<p><b>Reports</b> - Non chronological</p> <p>Paragraphs/ Devices to build cohesion within a paragraph.</p> <p>Verb inflections.</p>	<p><b>Persuasive writing + Balanced arguments.</b></p> <p>Determiners Prepositions</p>	<p><b>Instructions</b></p> <p>Modal verbs to indicate possibility.</p> <p>Converting nouns or adjectives into verbs using suffixes. (-ate; -ise; -ify)</p>
<b>Mathematics</b>	Number, Place Value Addition and subtraction – Overview of the Formal Methods	Fractions and Decimals	Measurement and shape	Number, Place Value Addition and subtraction	Fractions and Decimals	Measurement and shape
	Number, Place Value Addition and subtraction – Overview of the Formal Methods	Fractions and Decimals	Geometry and statistics	Number, place value Multiplication and division	Fractions and Decimals	Geometry and statistics
<b>Science</b>	Electricity	Evolution and Inheritance	Living Things and Their Habitats	Electricity	Evolution and Inheritance	Living Things and Their Habitats
	Animals Inc Humans	Light	Earth and Space	Animals inc Humans	Light	Earth and Space
<b>Computing</b>	E – Safety  Office Software	Scratch	Programming	E – Safety	Scratch	Programming
<b>Design and Technology</b>	Autumn art	Spring art Egyptian art	Summer art	Autumn art	Spring art Egyptian art	Summer art

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	Halloween, Bonfire night and Christmas. Volcano making.	Valentine's day Mother's Day Easter	Father's Day Earth and Space models	Halloween, Bonfire Night and Christmas. Volcano making.	Valentine's day Mother's Day Easter	Father's Day Earth and space models
<b>Geography</b>	Local Area		The Eu		Capital Cities Around the World	
<b>Art &amp; Design</b>	Autumn art	Spring art Egyptian art	Summer art	Autumn art	Spring art Egyptian art	Summer art
	Halloween, Bonfire night and Christmas. Volcano making.	Valentine's day Mother's Day Easter	Father's Day Earth and space models	Halloween, Bonfire night and Christmas. Volcano making.	Valentine's day Mother's Day Easter	Father's Day Earth and space models
<b>History</b>		Changes in Britain Post WW2		The Romans		Local History
<b>Languages</b>	Reintroduce Vocabulary from previous years  Numbers 1 -30 Animals (Pets) – Name and describe pets using adjectives of colour and size.  I have/ Don't have. Starting to use simple verbs – I see, Hear, Smell.  Story telling – I want my Banana – Rewrite a simple version.	Reintroduce Vocabulary from previous years  Le fermier dans son pre – Traditional French song  My Family – Describe members of the family – asking questions about the family.  ABC – Tongue twisters – Sounds, starting to use bilingual dictionary.	Reintroduce Vocabulary from previous years  Food – Healthy and unhealthy eating.  My body – Naming different parts, describing self and others.  Clothes	Reintroduce Vocabulary from previous years  Numbers 1 -30 Animals (Pets) – Name and describe pets using adjectives of colour and size.  I have/ Don't have. Starting to use simple verbs – I see, Hear, Smell.  Story telling – I want my Banana – Rewrite a simple version.	Reintroduce Vocabulary from previous years  Le fermier dans son pre – Traditional French song  My Family – Describe members of the family – asking questions about the family.  ABC – Tongue twisters – Sounds, starting to use bilingual dictionary.	Reintroduce Vocabulary from previous years  Food – Healthy and unhealthy eating.  My body – Naming different parts, describing self and others.  Clothes
<b>Music – Rhythm</b>	Revision of djembe drums, agogos and	Play more complex rhythms on instruments	Play more complex rhythms on instruments using fun	Revision of djembe drums, agogos and	Play more complex rhythms on instruments	Play more complex rhythms on instruments

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	<p>ganzas. Concentrate on correct technique. More complex quick/slow/rhythms. Play on instruments</p> <p>Revise crotchets and quavers and remind the children of their duration. Introduce semi quavers and rests. Clap rhythms using the words 'fly' 'spider', 'caterpillar' and 'rest'</p>	<p>using fun sentences to keep in time. Use African and samba rhythms. Introduce up to three rhythms at once. Play each rhythm on a different instrument.</p> <p>Play more complex rhythms using sentences. The notation of the sentences will be written below each sentence.</p>	<p>sentences to keep in time. Use African and samba rhythms. Introduce up to three rhythms at once. Play each rhythm on a different instrument.</p> <p>Play more complex rhythms using sentences. The notation of the sentences will be written below each sentence.</p>	<p>ganzas. Concentrate on correct technique. More complex quick/slow/rhythms. Play on instruments</p> <p>Revise crotchets and quavers and remind the children of their duration. Introduce semi quavers and rests. Clap rhythms using the words 'fly' 'spider', 'caterpillar' and 'rest'</p>	<p>using fun sentences to keep in time. Use African and samba rhythms. Introduce up to three rhythms at once. Play each rhythm on a different instrument.</p> <p>Play more complex rhythms using sentences. The notation of the sentences will be written below each sentence.</p>	<p>using fun sentences to keep in time. Use African and samba rhythms. Introduce up to three rhythms at once. Play each rhythm on a different instrument.</p> <p>Play more complex rhythms using sentences. The notation of the sentences will be written below each sentence.</p>
<b>Music - Singing</b>	<p>Use the 'tonic sol fa' scale to practise accuracy in pitch.</p>	<p>Introduce singing in the round. Increase the levels of concentration whilst performing these songs.</p>	<p>Use tongue twister songs to improve diction whilst singing. Ask the children to open and close their mouths properly to improve sound. Pronounce consonants as well as vowels in lyrics.</p>	<p>Use the 'tonic sol fa' scale to practise accuracy in pitch.</p>	<p>Introduce singing in the round. Increase the levels of concentration whilst performing these songs.</p>	<p>Use tongue twister songs to improve diction whilst singing. Ask the children to open and close their mouths properly to improve sound. Pronounce consonants as well as vowels in lyrics.</p>
<b>Physical Education (Half term 1 and Half term 2)</b>	<p>Dance - Use a range of movements and patterns.</p> <p>Games – Invasion games and Kicking. Problem solving and inventing games. Ball Handling.</p> <p>Outdoor and Adventurous.</p>	<p>Dance – Use a range of movements and patterns.</p> <p>Games – Invasion. Implement and Kicking.</p> <p>Netball</p>	<p>Gym – Balance, Rolling, Receiving body weight, Bridges and flight.</p> <p>Games – Striking and fielding.</p> <p>Athletics – Target throwing, running at speed, jumping.</p>	<p>Dance - Use a range of movements and patterns.</p> <p>Games – Invasion games and Kicking. Problem solving and inventing games. Ball Handling.</p> <p>Outdoor and Adventurous.</p>	<p>Dance – Use a range of movements and patterns.</p> <p>Games – Invasion. Implement and Kicking.</p> <p>Netball</p>	<p>Gym – Balance, Rolling, Receiving body weight, Bridges and flight.</p> <p>Games – Striking and fielding.</p> <p>Athletics – Target throwing, running at speed, jumping.</p>

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<b>PSHE &amp; Citizenship</b>	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time
<b>Performing Arts</b>	Kirsty	Kirsty	Kirsty	Kirsty	Kirsty	Kirsty