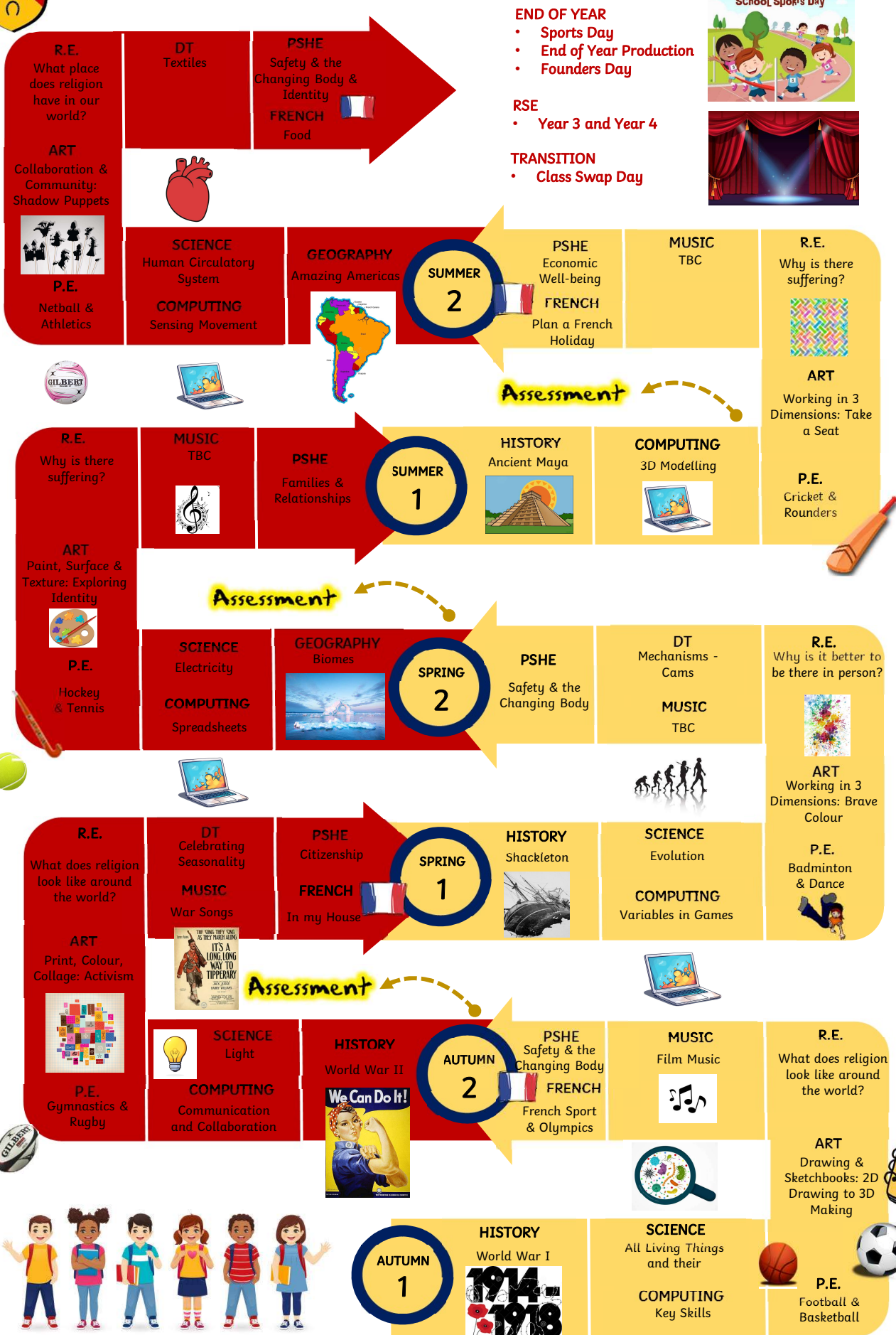




Class 5 Learning Journey (Cycle A)



THE POCHIN SCHOOL PUPILS

Class 5 Autumn 1 Overview

English Writing - Unit 1 Writing to Entertain: Setting Description:	English Writing – Unit 2 Writing to Entertain: Character Description:	Reading, Spelling and Handwriting
		<p>Reading: Children will read a range of fiction, non-fiction and poetry and work on a range of question types.</p> <p>Children will develop oracy through book discussion on 'Armistice Runner'</p> <p>Spelling: <i>See No Nonsense Spelling Pathway</i></p> <p>Handwriting The Ladder Family (l, i, u, t, y and j)</p>
Maths	Science – All Living Things and Their Habitats	Computing – Key Skills
Place Value Addition, Subtraction, Multiplication and Division	<ol style="list-style-type: none"> How are animals classified? What is a classification tree? How can we classify plants? Is yeast a living organism? What are the 5 main groups of micro-organisms? Who was Carolus Linnaeus? 	<ol style="list-style-type: none"> Parts of a PC Using a computer mouse or laptop trackpad Using a computer or laptop keyboard Launching applications Saving, finding and opening files Using our computer skills
History – Stone Age to Iron Age	RE – What does religion look like around the world? (Part 1) (Kapow)	PSHE – Citizenship (Kapow)
Enquiry Questions: <ol style="list-style-type: none"> Who were the Royal cousins? How did WWI start? How were trenches used in WW1? What was life like living and fighting in a WW1 trench? Why is the Battle of the Somme significant? How did WW1 end? (The Treaty of Versailles) How is WWI commemorated? 	Enquiry Questions: <ol style="list-style-type: none"> What words can be used to describe God? How do some religions believe in the same God? How might a Jewish person observe Shabbat? Why is Friday night dinner different? What can a head covering tell us about identity? Why might someone want to cover their hair? 	<ol style="list-style-type: none"> Human rights (Year 6 Lesson 1) Caring for others (Year 6 Lesson 3) Prejudice and discrimination (Year 6 Lesson 4) Valuing diversity (Year 6 Lesson 1) National democracy (Year 6 Lesson 1)
Art – 2D Drawing to 3D Making (Access Art)	DT	Music – Film Music (Kapow) Link to History
Key Concepts: <ul style="list-style-type: none"> That drawing and making have a close relationship. That drawing can be used to transform a two dimensional surface, which can be manipulated to make a three dimensional object. That when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork. That we can use methods such as the grid method and looking at negative space to help us draw. That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic. 	Choice to link to wider curriculum: <ol style="list-style-type: none"> Food - Celebrating culture and seasonality Mechanisms – Cams Textiles – Combining different materials 	<ol style="list-style-type: none"> Soundtracks Scenes and Sounds Following the Score Composing for Film The Soundtrack
P.E. – Football and Basketball	French – French Sport and the Olympics (Kapow)	Events/Visits
Pupils should be taught to: <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to 	<ol style="list-style-type: none"> To express an opinion about sports and say which sports you play. To learn the words in French for countries around the world. I can conjugate the verb to go and say I or someone else is going to a country. To rehearse orally new vocabulary. To learn about the French game of petanque and to rehearse new vocabulary. I can write an interview article about the Olympic Games. 	<p>September:</p> <ul style="list-style-type: none"> 13th Roald Dahl Day 15th Mawlid 23rd National Coding Week 26th European Day of Languages Harvest Festival TBS <p>October</p> <ul style="list-style-type: none"> Black History Month 3rd National Poetry Day 8th Beaumanor Trip 18th Show Racism the Red Card

Class 5 Autumn 2 Overview

English Writing - Unit 1	English Writing – Unit 2	Reading, Spelling and Handwriting
		<p>Reading: Children will read a range of fiction, non-fiction and poetry and work on a range of question types.</p> <p>Children will develop oracy through book discussion on 'My Story: Noor-un-Nissa Inayat Khan'</p> <p>Spelling: <i>See No Nonsense Spelling Pathway</i></p> <p>Handwriting The One-Armed Robot Family (n, m and h)</p>
Maths	Science – Light	Computing – Computing Systems and Networks – Communication and Collaboration
<p>Fractions Position and Direction</p>	<p>Enquiry Questions:</p> <ol style="list-style-type: none"> How does light travel? Which materials make the best reflectors? How does the eye work? How do shadows change through the day? Why do objects look different in water? How do mirrors work? 	<ol style="list-style-type: none"> Internet addresses Data packets Working together Shared working How we communicate Communicating responsibly
History – WWII	RE – What does religion look like around the world? (Part 2) (Kapow)	PSHE – Health and Well-being & Safety and the Changing Body (Kapow) Link to Safety Week
<p>Enquiry Questions:</p> <ol style="list-style-type: none"> Who was Adolf Hitler? Why did WWII start? How were Jewish people persecuted under Nazi rule and what was the impact of this? What was Kindertransport? How were children in Britain affected by World II? (Evacuation) What is displacement and is it currently in our society? Why was the NHS established? 	<p>Enquiry Questions:</p> <ol style="list-style-type: none"> How can God be linked to a place when he is everywhere? How can a worldview evolve? How can Diwali be celebrated? Why are there different Buddhist teachings? Do all Buddhists practise in the same way? Why does religion look different around the world? 	<p>Health and Well-being</p> <ol style="list-style-type: none"> Alcohol (Year 6 Lesson 1) First Aid choking (Year 6 Lesson 7) Basic life support (Year 6 Lesson 8) <p>Safety and the Changing Body</p> <ol style="list-style-type: none"> Learning who to trust (Year 6 Lesson 5) Respecting differences in others (Year 6 Lesson 6) Stereotyping gender (Year 6 Lesson 7)
Art – Activism (Access Art) Link to WWII Propaganda/Black History Month	DT	Music – History of Music (Kapow) Link to History
<p>Key Concepts:</p> <ul style="list-style-type: none"> That artists can use art as a way to express their opinions, using their skills to speak for sectors of society. That artists acting as activists often use print because it allows them to duplicate and distribute their message. That a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language. That through art as activism we can come together. 	<p>Choice to link to wider curriculum:</p> <ol style="list-style-type: none"> Food - Celebrating culture and seasonality Mechanisms – Cams Textiles – Combining different materials 	<ol style="list-style-type: none"> Singing for Victory The White Cliffs of Dover Pitch Up Harmonise Let's Notate
P.E. – Gymnastics and Tag Rugby	French – In my French House (Kapow)	Events/Visits
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous 	<ol style="list-style-type: none"> To describe houses in French. To write a description of a house in French. To use prepositions to describe the position of items in the bedroom. To use prepositions to describe the position of objects in the bedroom. 	<p>October</p> <ul style="list-style-type: none"> 28th Safety Week 28th Individual Photos 29th Class 5 at Warning Zone 31st Deadline for Secondary School Applications PTA Halloween Disco TBC <p>November:</p> <ul style="list-style-type: none"> 1st Diwali 5th and 6th Parents Evening 11th Remembrance Day 11th Anti-bullying Week 12th Y5/6 Indoor Athletics 15th Children in Need Stirring the Pudding TBC <p>December:</p>

Class 5 Spring 1 Overview

English Writing - Unit 1	English Writing – Unit 2	Reading, Spelling and Handwriting
		Reading: Spelling Handwriting The One-Armed Robot Family (k, b, p and r)
Maths	Science – Evolution and Inheritance	Computing – Programming A – Variables in Games
Decimals Percentages Algebra	Enquiry Questions: 1. What is plant adaptation? 2. What is adaption? 3. What is natural selection? 4. Who was Charles Darwin? 5. What are offspring and genetics? 6. How do fossils help us understand evolution?	1. Introducing variables 2. Variables in programming 3. Improving a game 4. Designing a game 5. Design to code 6. Improving and sharing
Geography – Fieldwork	RE – Why is it better to be there in person? (Kapow)	PSHE – Safety and the changing body (Kapow) Link to Safer Internet Day
Enquiry Questions: 1. Where in the world is Barkby? 2. What human features are in Barkby? 3. What physical features are in Barkby? 4. Is Barkby facing any problems? (create an inquiry question). 5. What does the data tell us? 6. How can we present our data in a geographical report?	Enquiry Questions: 1. What can make a space significant? People, place or practice? 2. Why might a Jewish person want to visit Jerusalem? 3. Why is Jerusalem significant to some Muslim people? 4. How can shared challenge bring people together? 5. Are all journeys pilgrimages? 6. Why is it better to be there in person?	1. Critical digital consumers (Year 6 Lesson 2) 2. Social media (Year 6 Lesson 3) 3. Friendship: conflict vs bullying (Year 6 Lesson 4)
Art – Shadow Puppets (Access Art) Consolidate Science	DT	Music
Key Concepts: <ul style="list-style-type: none"> That there are many traditions of using intricate cut-outs as shadow puppets to narrate archetypal stories. That artists and craftspeople adapt the traditions they inherit to make them their own, and to reflect the culture they live in. That we can take inspiration from other artists and cultures and make the processes and techniques our own by using materials, tools and narratives which are important to us. That we can work in collaboration with others to make a shared experience. 	Choice to link to wider curriculum: 1. Food - Celebrating culture and seasonality 2. Mechanisms – Cams 3. Textiles – Combining different materials	
P.E. – Dance and Badminton	French – French Football Champions (Kapow)	Events/Visits
Pupils should be taught to: <ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending take part in outdoor and adventurous activity challenges both individually and within a team develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	1. Football vocabulary in French 2. Footballer profiles in French 3. French Footballers – where do they come from? 4. French football vocabulary tournament 5. Creating a French Footballer profile	January: <ul style="list-style-type: none"> 6th INSET Day 13th Energy Saving Week 27th Holocaust Memorial Day 28th Y5/6 Dodgeball Tournament 29th Chinese New Year February: <ul style="list-style-type: none"> 3rd Children’s Mental Health Week 11th Safer Internet Day PTA Valentine Disco TBC Young Voices TBC

Class 5 Spring 2 Overview

English Writing - Unit 1	English Writing – Unit 2	Reading, Spelling and Handwriting
Writing to Entertain: Setting Description:	Writing to Entertain: Character Description:	Reading: Spelling Handwriting The Curly Caterpillar Family (c, a, d, e, s and g)
Maths	Science – Electricity	Computing – Data and Information – Introduction to Spreadsheets
Converting Units Perimeter, Area and Volume Ratio	Enquiry Questions: <ol style="list-style-type: none"> How do I draw a scientific diagram of a circuit? How does the voltage in a circuit affect the brightness of a bulb? How do I plan a fair test experiment to investigate variations in how components function? How do I write a conclusion for my investigation? What is renewable and non-renewable energy? 	<ol style="list-style-type: none"> Collecting data Formatting a spreadsheet What's the formula? Calculate and duplicate Event planning Presenting data
History – Ancient Maya	RE – Why is there suffering? (Part 1) (Kapow)	PSHE – Families and Relationships (Kapow)
Enquiry Questions: <ol style="list-style-type: none"> How do we know about the Ancient Maya? Where and when did the Maya live? What were some of the Mayan's greatest achievements? Who ruled the Maya civilisation? How do Maya rulers compare to Anglo-Saxons rulers? What was the downfall of the Mayans? 	Enquiry Questions: <ol style="list-style-type: none"> How do people suffer? What is free will? Why do we cause suffering? Does being good always mean less suffering? If God is all-powerful, can suffering not be stopped? How might beliefs about Jesus affect responses to suffering? 	<ol style="list-style-type: none"> Respectful relationships (Year 6 Lesson 2) Challenging stereotypes (Year 6 Lesson 4) Resolving conflict (Year 6 Lesson 5) Change and loss (Year 6 Lesson 6)
Art – Brave Colour (Access Art) Link to Holi	DT	Music
Key Concepts: <ul style="list-style-type: none"> That as humans we react emotionally to colour. That artists can create immersive environments using colour, light, form and sometimes sound to create a transformative experience for others. That we can use colour in a brave and inventive way, trying new colour combinations and exploring the relationship between colour and form. That we can test ideas, use our imagination, and share our vision with others by creating 2 and 3 dimensional models. 	Choice to link to wider curriculum: <ol style="list-style-type: none"> Food - Celebrating culture and seasonality Mechanisms – Cams Textiles – Combining different materials 	
P.E. – Tennis and Hockey	French – n/a	Events/Visits
Pupils should be taught to: <ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis] compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		February: <ul style="list-style-type: none"> 25th Book Fair 25th and 26th Parents Evening March: <ul style="list-style-type: none"> 3rd National Careers Week 6th World Book Day 10th British Science Week 15th Comic Relief 16th Holi 18th Y5/6 Basketball Tournament 23rd Mad March Hair Day 24th Class Photos April: <ul style="list-style-type: none"> Easter Service TBC

Class 5 Summer 1 Overview

English Writing - Unit 1	English Writing – Unit 2	Reading, Spelling and Handwriting
		Reading: Spelling Handwriting The Curly Caterpillar Family (f, q and o)
Maths	RE – Animals including Humans – Circulatory System	Computing – Creating Media – 3D Modelling
Statistics Properties of Shape	Enquiry Questions: <ol style="list-style-type: none"> What is the circulatory system? How does our heart work? How does exercise affect my heart rate? What does the blood transport around the body? How can I live a healthy lifestyle? What can damage our health? 	<ol style="list-style-type: none"> Introduction to 3D modeling Modifying 3D objects Make your own name badge Making a desk tidy Planning a 3D model Making your own 3D model
History – Ancient Maya	RE – Why is there suffering? (Part 2) (Kapow)	PSHE – Economic Well-being and Identity (Kapow) Link to My Money Week
Enquiry Questions: <ol style="list-style-type: none"> How do we know about the Ancient Maya? Where and when did the Maya live? What were some of the Mayan's greatest achievements? Who ruled the Maya civilisation? How do Maya rulers compare to Anglo-Saxons rulers? What was the downfall of the Mayans? 	Enquiry Questions: <ol style="list-style-type: none"> What can suffering teach us about happiness? What can cause suffering? How do some people overcome suffering? How can Hukam help in difficult times? Who is the best at helping? How can beliefs affect our understanding of suffering? 	Economic Well-being: <ol style="list-style-type: none"> Attitude to money (Year 6 Lesson 1) What jobs are available? (Year 6 Lesson 4) Identity: <ol style="list-style-type: none"> What is identity (Year 6 Lesson 1) Gender identity (Year 6 Lesson 2) Identity and body image (Year 6 Lesson 3)
Art – Take a Seat (Access Art) Link to Computing	DT	Music
Key Concepts: <ul style="list-style-type: none"> That artists who create furniture are often called craftspeople or designers. That furniture is more than just practical – designers and craftspeople produce furniture which reflects the era or culture it is made in, or the personality of the maker. That as artists, we can use a variety of materials to design and make our own model chairs. The chairs we make can reflect our personality, and be enjoyed by others. There are certain requirements for a chair to be a chair (4 legs and a back?) – but we can be as imaginative as we like. We can think about the form, structure, material and texture, as well as the way the chair is constructed, to help us make our chair unique. 	Choice to link to wider curriculum: <ol style="list-style-type: none"> Food - Celebrating culture and seasonality Mechanisms – Cams Textiles – Combining different materials 	
P.E. – Cricket and Rounders	French – Visiting a Town in France (Kapow)	Events/Visits
Pupils should be taught to: <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ol style="list-style-type: none"> To create a description of my route to schools. To begin to understand and give directions to places in a town. To learn about travel to France through role play. To express and justify an opinion on a range of themes To analyse a text and identify key grammatical features. 	May: <ul style="list-style-type: none"> 5th May Day 12th Mental Health Awareness Week 12th KS2 SATS Week 20th World Day for Cultural Diversity

Class 5 Summer 2 Overview

English Writing - Unit 1	English Writing – Unit 2	Reading, Spelling and Handwriting
		Reading: Spelling Handwriting The Zigzag Monster Family (z, v, w and x)
Maths	Science – Animals including Humans – Circulatory System	Computing – Programming B – Sensing Movement
Consolidation Themed Topics	Enquiry Questions: <ol style="list-style-type: none"> What is the circulatory system? How does our heart work? How does exercise affect my heart rate? What does the blood transport around the body? How can I live a healthy lifestyle? What can damage our health? 	<ol style="list-style-type: none"> The micro-bit Go with the flow Sensing inputs Finding your way Designing a step counter Making a step counter
History – Amazing Americas	RE – What place does religion have in our world today? (Kapow)	PSHE – Safety and the Changing Body and Transition (Kapow)
Enquiry Questions: <ol style="list-style-type: none"> What countries are found in South and North America? How is North America different to South America? How do 'invisible lines' influence locations in the world? How are the physical features of Rio de Janeiro different to Leicester? How are the human features of Rio de Janeiro different to Leicester? What are the Wonders of America and why are they considered 'Wonders'? 	Enquiry Questions: <ol style="list-style-type: none"> What is my worldview? What can we find out about religion in the UK from census data? What can buildings tell us about religion in the UK? Where and why do religions spread? What is freedom of religion or belief? Why should we learn about religions and worldviews? 	Safety and the Changing Body: <ol style="list-style-type: none"> Physical and emotional changes of puberty (Year 6 Lesson 4) Parents can withdraw from: <ol style="list-style-type: none"> Conception (Year 6 Lesson 5) Pregnancy and childbirth (Year 6 Lesson 6) Transition: Dealing with change (Year 6 Lesson 1)
Art – Exploring Identity (Access Art) Link to Transition	DT	Music – End of Year Production
Key Concepts: <ul style="list-style-type: none"> That artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to. That people are the sum of lots of different experiences, and that through art we can explore our identity. That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities. That as viewers we can then "read" imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist. 	Choice to link to wider curriculum: <ol style="list-style-type: none"> Food - Celebrating culture and seasonality Mechanisms – Cams Textiles – Combining different materials 	Children to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
P.E. – Athletics and Netball	French – Planning a French Holiday (Kapow)	Events/Visits
Pupils should be taught to: <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ol style="list-style-type: none"> To begin using the future tense. To identify present and future tense using aller – to go. To describe what you will pack in your suitcase for a holiday. To read a simple story about a summer holiday, understand the gist and show comprehension through answering questions. To plan a holiday to France. 	June: <ul style="list-style-type: none"> PRIDE Month 9th Healthy Eating Week 9th Money Sense Week 16th Arts Week 16th National School Sports Week 20th Sports Day 20th Summer Fayre July: <ul style="list-style-type: none"> Transition Days TBC 8th Class 4 and 5 End of Year Production 9th Reports 11th Founders Day