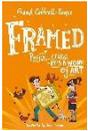


Upper Phase Autumn Term – FRAMED

<p style="text-align: center;">Reading</p> <p>Our Guided Reading text this term is 'Framed' by Frank Cottrell-Boyce. This text will form the foundations of our topic and in our whole class guided reading sessions. We will be responding to comprehension activities using the VIPERS categories: Vocabulary, Inference, Predicting, Explaining, Retrieval and Summary.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p style="text-align: center;">Writing</p> <p><u>SPaG:</u> This is taught in fortnightly discrete lessons in addition to daily exposure and application through our writing lessons. We will be revising word classes including nouns, verbs, adjectives, adverbs, pronouns, prepositions and determiners. We will be building sentence structure by exploring the use of main, subordinate and relative clauses and their associated punctuation. Children will learn how to recognise and include parenthesis, active and passive voice, layout devices and the use of the semi-colon, colon and hyphen.</p> <p><u>Genres of writing:</u> We will be linking our writing to recurring themes from our 'Framed' Guided Reading text such as art and crime. Genres will include narrative based on picture books and short film animations, biographies of artists, postcards from prison and a poetry unit based on The Highwayman.</p>
<p style="text-align: center;">Maths</p> <p><u>Year 5:</u> Place Value; Addition and Subtraction; Multiplication and Division; Perimeter and Area</p> <p><u>Year 6:</u> Place Value; Addition, Subtraction, Multiplication and Division; Fractions; Position and Direction</p> <p style="text-align: center;">Regular practise of multiplication tables</p> <p>All Maths learning involves opportunities to practise fluency in arithmetic skills and their application to reasoning and problem-solving situations.</p>	<p style="text-align: center;">Science</p> <p><u>Properties and changes of materials:</u> Grouping materials on the basis of properties; Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution; Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating; Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic; Demonstrate that dissolving, mixing and changes of state are reversible changes; Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>
<p style="text-align: center;">Computing</p> <p>We will be using 2Code to further our coding skills and a variety of Purple Mash resources to revise the concepts of online safety.</p>	<p style="text-align: center;">P.E.</p> <p>Gymnastics and Tag Rugby</p> 
<p style="text-align: center;">History</p> <p>A study of an aspect or theme in British history that extends pupils' knowledge beyond 1066: Crime and Punishment through the ages.</p> <p>We will be exploring the theme of crime and punishment from Roman times to the present day through a range of historical skills and enquiries.</p> 	<p style="text-align: center;">Geography</p> <p><u>Human geography - economic, settlement and trade links.</u> This includes a case study of Blanneau Ffestiniog, a welsh rural mining town which forms the setting of our 'Framed' Guided Reading text and the transition between rural and urban communities. A comparison is made to Needham Market, linking to the historical aspect of changes over time.</p>
<p style="text-align: center;">Art & Design Technology</p> <p>Art will begin with a drawing focus using Leonardo Da Vinci as inspiration to help us draw self portraits with accurate facial proportions. We will move on to painting and create self-portraits in the style of Picasso. We will also be looking at impressionism and making a study of some specific works of art under the theme of 'Every picture tells a story.' Part of art lessons will involve a chronology of art movements and placing specific artists and their works from 'Framed' on to the timeline.</p> <p>DT: Mechanical systems: Making a pop-up book</p>	
<p style="text-align: center;">Music</p> <p>Learning to play the clarinet – taught by a visiting peripatetic teacher every Tuesday afternoon.</p>	<p style="text-align: center;">French</p> <p><u>Encore! Revision unit:</u> Age, months, numbers 1 – 30; <u>Quelle heure est-il?</u> Time, school day / routines, directions – route to school; <u>Les vêtements</u> Clothes and colours; <u>Festivals – Noel</u> Counting 12-30; Bingo!</p>
<p style="text-align: center;">R.E.</p> <p><u>Teachings and Authority (what sacred texts and other sources say about God, the world and human life)</u></p> <p>Christianity: Why is the gospel such good news for Christians?</p> <p>Islam: What does the Qur'an reveal about Allah and his guidance?</p>	<p style="text-align: center;">P.S.H.E</p> <p><u>Being me in my world:</u> My year ahead; Being a global citizen; Our learning charter.</p> <p><u>Celebrating difference:</u> Am I normal?; Understanding difference; Power struggles; Why bully?; Celebrating difference.</p>