

Blooms		
Do towns always develop for the better? Life is better with electricity. Discuss.		
Writing	<p>Genre: Narrative – Suspense</p> <ul style="list-style-type: none"> • Be aware of and able to manipulate the structure of a story beyond the 5-part scaffold. • Show an understanding of and demonstrate a range of different ways to start a narrative in order to hook the reader (e.g. action, dialogue, setting, character, flashback, a mystery etc.). • Further develop description using a wider array of writerly tools (e.g. more advanced figurative language/adjectives etc., knowing when to choose to include this, deliberately creating mood/atmosphere). • Develop further characterisation (e.g. consideration of age, strengths and character flaws, appropriate descriptive details, their thoughts and feelings, show don't tell) • Sparingly use engaging dialogue to show a character's thoughts and advance action, with an appreciation of different dialogue structures & correct punctuation (e.g. inverted commas, CL and commas). • Demonstrate a wide range of approaches to end a narrative effectively (meaningful cliffhangers, deliberate final questions etc.) • Control levels of formality throughout different moments within the narrative. • Incorporate implicit meanings and messages beyond the obvious. 	
Reading	<p>Clockwork, by Philip Pullman:</p> <ul style="list-style-type: none"> • Making effective predictions • Comprehension and meta-cognition, questioning • Developing an understanding of how an author creates a first impression of a character • Developing strategies to decipher meanings of unknown words • Develop an ability to make links with other stories • Good vs evil 	
SPAG	<ul style="list-style-type: none"> • Focus on Year 5/6 spelling patterns including the following spelling patterns: - ent, -ence, -ency and –ant, -ance and -ancy • Recap parenthesis and multi-clause sentences to add additional information within a sentence. • Recap correct use of dialogue • Present progressive tense • Subordinating and co-ordinating clauses 	
Mathematics (including arithmetic)	<ul style="list-style-type: none"> • 2D and 3D shapes. Symmetry. • Horizontal, vertical, perpendicular and parallel lines. • Estimate and compare acute, obtuse and reflex angles. • Angles at a point and one whole turn (total 360°), angles at a point on a straight line and ½ a turn (total 180°) other multiples of 90°. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. • Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons. • Describe positions and solve problems on the full coordinate grid (all four quadrants). • Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. • Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. • Find the area of rectilinear shapes by counting squares. • Measure and calculate the perimeter of composite rectilinear shapes in cm and m. • Solve problems relating to area and perimeter. <p><u>Arithmetic - Revision of:</u></p> <ul style="list-style-type: none"> • Column addition and subtraction (including decimals) • Short and long multiplication/division • Multiply and divide by 10, 100 and 1000 • Squared and cubed numbers • Bodmas • Fractions/percentages of amounts • Calculating with fractions 	
History	<p>Local Study: Folkestone</p> <p>Life in Folkestone; how it has changed. Compare and contrast Folkestone to other towns. How have developed over time? (E.g., coastal town compared to outer city town).</p> <p>How and why maps have changed (Geography link) – link to coasts, roads, transport, housing and businesses.</p>	<p>English:</p> <p>Recount: diary entries and letters written from the perspective of somebody who has taken a trip to Folkestone in the 19th century and now.</p> <p>Discussion texts: Do towns always develop for the better?</p> <p>Mathematics:</p> <p>Data Handling and statistics: population, employment, crime.</p>

<p>Science</p>	<p>Electricity:</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>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</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>English:</p> <p>Instructions: how to make a complete circuit. Discussion texts: Life is better with electricity. Discuss.</p> <p>Mathematics: Data Handling (tables, graphs etc.)</p>
<p>Design Technology and Art</p>	<p>DT:</p> <ul style="list-style-type: none"> • Sheet materials & construction linked to: • Design and make a moving toy, using cam mechanism. <p>Art:</p> <ul style="list-style-type: none"> • Local artist: Shane Record. • Local street scenes, seascapes and landscapes using a range of resources such as sketching pencils, pastels and watercolours. • Replicate some of Shane Record’s work. • Bring in a picture of a local scene and recreate it using the artist’s techniques. 	
<p>Physical Education</p>	<p>Dance:</p> <ul style="list-style-type: none"> • Body and spatial awareness. • Learning and following a sequence of dance moves. • Begin to choreograph own sequences. 	
<p>RSHE</p>	<ul style="list-style-type: none"> • Images in the media and how they make us feel. • To know how to effectively challenge stereotypes. • To understand that differences and similarities between people arise from a number of factors. • To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online). 	