

As **readers** we will explore a rich diet of fiction, non-fiction and poetry - which we will absorb, recite, share and enthuse about. We will develop a strong fundamental of core reading skills through sequences across not only the range of text types studied but through an engaging, core class text. Y5/6 and 6 will study Floodland; Y5 will study Cool. Children will have opportunities to listen to quality texts, which they are encouraged to give opinions about—for example through a shared text as part of the exit routine at the end of the school day.

As **digital creators** we will study how computers impact our lives, exploring the services offered by the internet, respectful and responsible use of technology, as well as the positives and negatives of social media. This will culminate in a presentation about what the children have learned and a balanced argument.

As **design technologists**, we will learn about structures and explore how to strengthen and stabilise them. We will combine our knowledge of circuits with an additional level of complexity to incorporate a computer programmed circuit display of lights.

As **athletes** we will take part in outdoor adventures, focussing on developing our teamwork. We will also learn how to play competitive net games, focussing on accuracy and rallies.

In RE we will study the question 'What is the best way for a Muslim to show commitment to God?' We will compare this to Christianity and the events of Christmas.

As **writers** we will have opportunities to make links across different texts types. Thinking more carefully about the structure and features of language, we will show a greater awareness of purpose and audience across a range of fiction and non-fiction. Our work will follow a carefully planned sequence, developing knowledge of genre, required punctuation and grammatical features appropriate to text type, through opportunities to explore 'WAGOLLS' (what a good one looks like) application in short-burst writes, before planning, editing and drafting as the sequence requires.

Upper
Key Stage 2
Autumn Cycle 2
Natural Disasters

In **French** lessons we will learn how to talk about holidays and describe the weather. We will write a blog post directed to a French pupil.

As **historians** we will develop understanding of some significant natural disasters throughout history, before exploring the 2007 floods in detail through local history study. We will analyse different sources of evidence to help us understand why this event took place as well interpret the impact of this event.

As **geographers** we will study the severity of natural disasters in the UK compared to other European countries.

As **mathematicians** we will embed our knowledge of place value by counting, ordering/comparing, rounding and solving problems involving negative numbers and Roman Numerals. We will then use this knowledge to support us when we solve calculations and problems using the four operations: Addition, Subtraction, Multiplication and Division. We will use our knowledge of place value and the four operations to support us when we begin to explore fractions as 'part of a whole'.

As **artists** we will create perspective drawings of structures during the aftermath of a natural disaster.

As **scientists** we will explore the effects of forces that act between moving surfaces (air resistance, water resistance and friction) and explore the use of different mechanisms. We will investigate the properties and changes of every day materials and explain reversible and irreversible changes.