



# Girton Glebe Primary School Curriculum Organiser

Year 5&6 (Willow Class)

Autumn 1, 2020

## Key Skills

### Geography:

- locate the world's countries and major cities, using maps to focus on Europe, concentrating on key physical and human characteristics

### History:

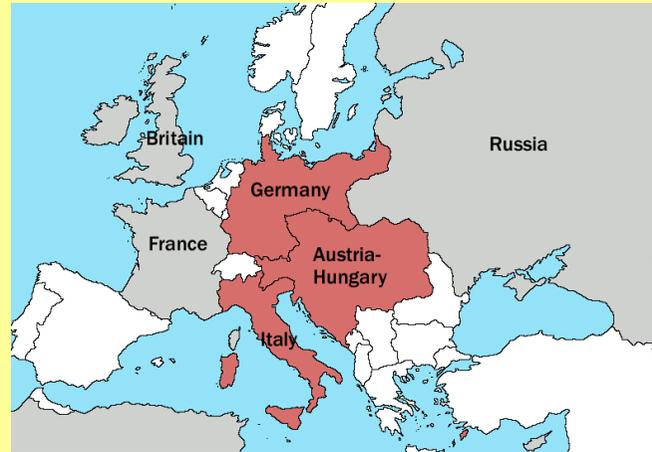
- know and use relevant dates and terms
- place current study on a timeline in relation to other studies
- examine the causes and results of great events and the impact of these on people
- make comparisons between history and the present day
- recognise the differences in different people's beliefs, experiences and behaviour through a period of history
- identify primary and secondary sources
- make comparisons between different versions of events from different sources and analyse the reliability of these sources
- bring knowledge from several sources together into a fluent account of history
- plan and carry out a historical investigation

### Extended Writing Opportunities:

Throughout the topic, we will be writing the following text-types to consolidate and demonstrate our learning:

- letter
- speech
- diary entry
- non-chronological report
- biography
- essay

## WWI: The Great War



## Key Vocabulary & People

<b>alliance</b>	armistice	<b>conscription</b>	<b>front line</b>
<b>trenches</b>	<b>no man's land</b>	Treaty of Versailles	<b>Triple Entente</b>
<b>Central Powers</b>	<b>assassination</b>	<b>Archbishop Franz Ferdinand</b>	<b>propaganda</b>
dazzle ships	<b>Battle of the Somme</b>	Remembrance	<b>conscientious objectors</b>
Zeppelin	dreadnought	airships	<b>artillery</b>
Christmas Truce			

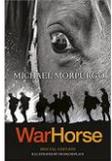
## Key Knowledge

This topic will span over Autumn 1 and Autumn 2. The following knowledge will be taught this half-term, with more knowledge and some of the key vocabulary (in black) being taught next half-term.

- the names, locations, flags and capital cities of the countries of Europe
- the events that led up to and caused WW1, including the assassination of Archduke Franz Ferdinand of Austria
- the alliances between different countries and their reasons for fighting, including the Triple Alliance (which then became the Central Powers) and the Triple Entente
- what life was like in the trenches and on the frontline
- the names, dates and key details of important battles
- the use of new weapons and vehicles and the impact of these
- the way that men were recruited and conscripted, including the use of propaganda and understanding the term Conscientious Objectors
- the role of women, children, animals and men on the home front
- the role of local heroes (and those in your family) and the sacrifices they made during the war



**English:**



This half term, we will be reading **War Horse** by **Michael Morpurgo** and using this as a stimulus for our writing. Genres in which the children will develop their writing skills will include letters, descriptions and narratives, balanced discussions and book reviews.

**The skills covered will include:**

- plan writing by considering audience and purpose, selecting appropriate form and using similar writing as a model
- use commas to separate clauses, clarify meaning and avoid ambiguity
- use brackets, dashes and commas to indicate parenthesis
- use a range of relative pronouns
- proof-read for spelling, punctuation and grammatical errors
- evaluate and edit by assessing the effectiveness of your own writing

**Year 6 will also learn to:**

- use colons and semi-colons to mark boundaries between independent clauses
- use passive verbs to affect the presentation of information in a sentence
- use hyphens to avoid ambiguity
- use the subjunctive form to express wishes, demands or suggestions

**In reading, we will cover the following skills:**

- summarise the main events and key details of more than one paragraph, identifying details that support the main ideas
- draw inferences about characters' feelings, thoughts and motives from their actions, providing evidence from the text
- make reasonable predictions based on evidence in the text, both stated and implied
- use evidence from the text to justify opinions or views
- consider authors' vocabulary choices and the impact of these on the reader

**Science:**

Science will be taught by **Mrs Storer** on a Thursday Morning. The topic this half-term will be Living Things and Their Habitats.

**The skills covered will include:**

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics

**R.E:**

RE will be taught by **Mrs Storer** on a Thursday Morning. The topic this half-term will be Hinduism and child will answer the following question: What can the stories and images of deities tell us about Hindu beliefs about God?

**The skills covered will include:**

- identify and describe some things Hindus believe and teach about God
- use the vocabulary learned in RE to show their understanding of the Trimurtis
- make links between their own ideas about God and Hindu teachings

**Maths:**

Maths this term will focus on place value, key arithmetic skills and mental and written methods for the four operations.

**The skills covered will include:**

- understand place value of whole numbers up to 1 million and decimals up to thousandths
- read, write and order both whole numbers and numbers with up to 3 decimal places
- round whole numbers and numbers with up to 3 decimal places to a given degree of accuracy
- know and use formal written methods for adding, subtracting, multiplying and dividing whole numbers and numbers including decimals
- calculate perimeter and area of 2D shapes, including rectilinear shapes
- know and recall multiplication and division facts up to 12x12 and use these and other known facts to aid mental calculations
- use the four operations to solve complex, multi-step problems

**Year 6 will also learn to:**

- divide by two-digit numbers using the written method of long division
- calculate the volume of 3D shapes



<p><b>Music:</b> Music this half-term will link with PSHE and a theme of "Getting To Know You". <i>During this topic, we will cover the following skills:</i></p> <ul style="list-style-type: none"> <li>• play and perform in solo contexts, using their voices and musical instruments with increasing accuracy, fluency control and expression</li> </ul>	<p><b>PE:</b> PE this half-term will be indoor and outdoor fitness and athletics. Some of the children's lessons will be taught by Cambridge United. <i>During this topic, we will cover the following skills:</i></p> <ul style="list-style-type: none"> <li>• improve running and jumping</li> <li>• develop flexibility, strength, technique, control and balance</li> <li>• compare present performance with previous and demonstrate improvement to achieve a new personal best</li> </ul>	<p><b>Class notices</b></p> <ul style="list-style-type: none"> <li>• PE is on <b>Tuesdays</b> and <b>Wednesdays</b>. Please ensure that your child has both indoor and outdoor PE kit on these days.</li> <li>• Homework will be set on a <b>Friday</b> and is due in the following <b>Tuesday</b>, unless otherwise specified. Additional time may be given for some longer homework projects.</li> <li>• Children should practise times tables and spellings and read at home <b>every night</b>; they should sign their reading diaries daily. Parents are asked to sign children's diaries at least once a week.</li> </ul>
<p><b>French:</b> We will be continuing to learn French as a modern foreign language this half-term. <i>During this topic, we will cover the following skills:</i></p> <ul style="list-style-type: none"> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop more accurate pronunciation and intonation</li> <li>• broaden vocabulary and develop the ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• describe people, places things and actions orally and in writing</li> </ul>		
<p><b>Art:</b> Art this half-term will link with PSHE and a theme of "Getting To Know You". <i>During this topic, we will cover the following artists and skills:</i></p> <ul style="list-style-type: none"> <li>• paint a self-portrait in the style of Canadian artist Sandra Silberzweig</li> <li>• draw and paint initial pop-art in the style of Brazilian artist Romero Britto</li> <li>• use shapes and images in collage to represent personality, in the style of Spanish artist Pablo Picasso</li> </ul>	<p><b>PSHE: "Getting To Know You"</b> This half-term we will cover the topics of Beginning and Belonging and Rights, Rules and Responsibilities. Both topics will link to the UNICEF Rights of the Child. <i>The skills covered will include:</i></p> <ul style="list-style-type: none"> <li>• develop a sense of identity and belonging</li> <li>• identify and understand the rights of every child</li> <li>• apply knowledge of children's rights to real-life situations</li> <li>• construct and evaluate rules and responsibilities for both adults and children, both in and out of school</li> <li>• consider the difference between rules and responsibilities</li> <li>• build a sense of community within the classroom</li> </ul>	<p><b>Computing:</b> Computing this half-term will link with PSHE and a theme of "Getting To Know You". <i>During this topic, we will cover the following skills:</i></p> <ul style="list-style-type: none"> <li>• design and write programs that accomplish specific goals</li> <li>• use sequence, selection and repetition in programs</li> <li>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>

