
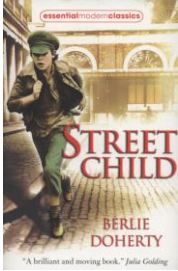



<p>Computing:</p> <p>Creating Media (Vector drawings)</p> <p>They learn how to use different drawing tools to help them create images using Vector. Children will layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.</p> <p>Creating Media (3D Modelling)</p> <p>Learners will use the programme Tinkercad. They will progress to making accurate 3D models of physical objects, such as a pencil holder, which include using 3D objects as placeholders. Finally, learners will examine the need to group 3D objects, then go on to plan, develop, and evaluate their own 3D model of a photo frame.</p>	<p>Art</p> <p>Art Printing</p> <p>Children will explore themes and motifs inspired by William Morris. They will create their own designs for wallpaper and printed versions of their designs.</p> 	<p>English:</p> <p>To develop writing narrative stories through our class novel – Street Child – Berlie Doherty</p> 
<p>Mathematics:</p> <p>Place value, number and calculations.</p> <p>Children will consolidate their times tables knowledge and refine their methods of the four operations.</p>	<p>Y5/6 Autumn Term Topic Web 2022</p> <p>This term is a history topic unit looking at The Victorians</p> <p>We are examining a significant turning point in British history, so will be focusing on things like the Industrial revolution, the first railways and what that meant for British society.</p>	<p>French:</p> <p>To count up to 60.</p> <p>To use knowledge of numbers to purchase  items in a shop.</p> <p>To state likes and dislikes relating to food.</p>
<p>Physical Education:</p> <p>Gymnastics- Pair composition</p> <p>Children will create a sequence to perform in partners, combining a variety of movements. They will develop their awareness or rhythm and time by putting together movements that complement the ones of their partner.</p> <p>Tag Rugby</p> <p>Children will develop the understanding of attacking and defensive formations such as Arrowhead in possession and defensive line out of possession.</p>	<p>Design and Technology:</p> <p>Designing and making air raid shelters and wartime gardens</p>	<p>Religious Education: Why do some people believe God exists?</p> <p>Children will explore why some people believe God exists. They will discuss arguments agruments based on evidence and develop their own balanced views.</p>
<p>Science :</p> <p>Forces</p> <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs <p>Animals including humans</p> <ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle other way their bodies function describe the ways in which nutrients and water are transported within animals, including humans. 	<p>Music:</p> <p>Studying ‘Carmina Burana’ by Carl Orff and ‘The little train of Ciapiri’ by Villa-Lobos.</p>	<p>Personal, Social and Health Education:</p> <p>My Emotions</p> <p>This unit will help children understand and recognise and recognise their own emotions and those of others, including how they might react or respond to those feelings.</p> <p>Managing Risk</p> <p>Children will consider the breadth of risky situations they encounter on a daily basis and how their skills and behaviour can minimise those risks.</p> <p>Working Together</p> <p>Through this unit children will identify and value their own strengths, gifts and talents and to understand how these, along with other’s skills and strengths can contribute to the success of a group.</p>