UNIT TITLE:
Unit organiser

Class 2 - Year 3,4,5 and 6

Knowledge and Skills: The bigger picture

Maths Year 3/4	Children learn multiplication through making groups, arrays, multiples of 2s, 5s and 10s.	Children learn; Sharing and grouping, Multiples of 5 and 10, Multiply by 3, Divide by 3,	Children learn; The 3 times-table Multiply by 4 Divide by 4 The 4 times-table	Children learn; Multiply by 8, Divide by 8, The 8 times-table The 2,4 and 8 time-tables.	Children learn; Multiples of 10, Related calculations, Reasoning about multiplication, Multiply a 2 digit by a 1 digit number.
	Children learn; Multiples of 3, Multiply and divide by 6 The 6 times-tables Multiply and divide by 9	Children learn; 9 times-table and division facts. The 3, 6 and 9 times-tables Multiply and divide by 7, 7 times-tables and division facts	Children learn; 11 times-tables and division facts 12 times-table and division facts, Multiply by 1 and 0. Divide a number by 1 and itself	Children learn; Multiply three numbers, Factor pairs Multiply by 10 Multiply by 100 Divide by 10	Children learn; Divide by 100, Related facts Informal written method for multiplication
Maths 5/6	Children learn; Convert improper fractions to mixed numbers, Convert mixed numbers to improper fractions, Compare fractions less than 1 Compare and order fractions greater than 1	Children learn; Add and subtract fractions with the same denominator, Add fractions within one. Add to mixed numbers, Add two mixed numbers.	Children learn; Subtract fractions, Subtract from a mixed number, Subtract from a mixed number breaking the whole. Subtract two mixed numbers,	Children learn; Multiply up to a 4-digit number by a 1 digit number, Multiply a 2-digit number by a 3-digit number, Multiply a 3 digit number by a 2 digit number,	Children learn; Multiply a 4-digit number by a 2 digit number, Solve problems with multiplication, Short division, Divide a 4 digit number by a 1 digit number,
	Children learn; Order of operations, Mental calculations and estimation, Reason from known facts, Equivalent fractions and simplifying, Equivalent fractions on a number line,	Children learn; Compare and order (denominator) Compare and order numerators Add and subtract simple fractions, Add and subtract any two fractions,	Children learn; Add mixed numbers Subtract mixed numbers, Multi step problems, Multiply fractions by integers, Multiply fractions by fractions,	Children learn; Divide a fraction by an integer, Divide any fraction by an integer, Mixed questions with fractions, Fractions of an amount, Fraction of an amount- find the whole.	Children learn; Multiply fractions by an integer Multiply fractions by a fraction, Divide a fraction by an integer, Divide any fraction by an integer, Mixed questions with fractions,

Reading	Y3/4 will be engaging with the book Stone Age Boy to make inferences about the text and reason with the Author's choice of words. Y5/6 will be engaging with the novel the Nowhere Emporium to make inferences about the text and justify their answers with evidence	Y3/4 will continue reading Stone Age Boy adding inference and comprehension to the characters thoughts and feelings about falling into the Stone Age. Y5/6 will continue reading Nowhere Emporium as well as engaging with books matched to their reading level in order to develop their fluency and expression.	Y3/4 will be finishing reading Stone Age Boy recapping the story, feelings over the book and predicting what might happen in the boy's future. Y5/6 will continue reading Nowhere Emporium as well as engaging with books matched to their reading level in order to develop their inference and retrieval skills and providing evidence fot their answers.	Y3/4 will be reading 'How to Wash your woolly mammoth' to find evidence to answer questions based on the text. Y5/6 will continue reading Nowhere Emporium as well as engaging with books matched to their reading level in order to develop their inference and retrieval skills and providing evidence for their answers.	Y3/4 will continue to read How to wash your woolly mammoth focusing on the vocabulary and structure used by the author. They will also be engaging with books matched to their reading level. Y5/6 will read the poem Jabberwock. They will identify & explain how meaning is enhanced through word/phrases choices. Children will use choral reading to develop their fluency and expression.
Writing **3 week narrative writing** **1 week instructions** **1 week poetry**	Children engage in stone age life before writing their own version of stone age boy. Children will be working on creating effective sentences for our adventure story.	Children continue to develop their sentence style including carefully chosen synonyms, adjectives and noun phrases.	Children create an independent piece of writing about Stone age boy.	Children continue to develop their instruction writing and use of imperative verbs. They are writing instructions about a Stone Age task.	Children explore poetry; reading poems and creating their own stone age poem.
Writing **5/6**	Nowhere Emporium To write a description of a room	Nowhere Emporium To write a description of a room / to plan a discussion text	Nowhere Emporium To write a discussion text Should Daniel trust Lucien and accept his offer of travelling in his nowhere emporium?	Nowhere Emporium To plan and write a wonder	Nowhere Emporium To write a diary entry
Science **Living things and their habitats**	Children group plants into flowering and non-flowering whilst also learning names of common plant species.	Children consider how we could improve our local environment.	Children look at grouping flowering plants by season, spring, summer and autumn flowering plants.	Children look at grouping plants based on their growth, annual, biannual and perennial.	Children reflect on the actions they have taken to improve the schools environment and encourage wildlife to access the school.

Science **Year 5 & 6** **Light** **Research** **Problem Solving**	How does a scientist explain how we see things? I can explain that light travels in straight lines. I can explain how objects are seen - by reflection from an object or being a light source.	How does a scientist explain how reflections help light to travel to our eyes? I can demonstrate the effect of angles of incidence and reflection using mirrors. I can demonstrate how we see things through being a light source and/or when reflected.	How does a scientists explain how light is affected by travelling through differing materials? I can research and understand how light is refracted. I can explain the way refraction alters the direction of light. I can investigate the effects of refraction.	How does a scientist explain the colour of light? I understand how a prism affects a ray of light and explain what this tells us about the visible spectrum. I can describe what Isaac Newton discovered about light.	How does a scientist explain how we see colours? I can explain what Isaac Newton discovered about colour. I can investigate and understand how light enables us to see colours.
History **Stone Age**	Children learn what life was like in the Paleolithic and Mesolithic eras and then discover what changed between these two times.	Children learn what people ate during the Paleolithic and how people searched for food in the Neolithic.	Children explore what tools were used in the Neolithic. Children then look at how tools changed after the Neolithic.	Children learn about the Bronze Age and how it moved into the Iron Age. Children discus what Hillforts are.	Children learn about life in different regions during the Stone Age.
Computing 3/4 **Coding** **Checking algorithms** **Online bullying**	Children can describe appropriate ways to behave towards other people online and why this is important.	Children can give examples of how bullying behaviour could appear online and how someone can get support.	Children use scratch to learn how to start coding a simple algorithm.	Children make music using scratch algorithms.	Children create a story on Scratch improving their coding skills.
Computing 5/6 **Sensing and logging** **Online bullying**	Children can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.	Children can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.	Children can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.	Children can identify a range of ways to report concerns and access support both in school and at home about online bullying.	Children can explain how to block abusive users.
Art **Line and Shape** **Jean Mitchel-Basquait**	Children will learn about Jean Mitchel-Basquait exploring key parts of their life.	Children will look at how lines can be used to create art work in different ways. Children will use Jean Mitchel-Basquait's work as inspiration to try and create their own Stone Age art work.			

DT			Children explore the simple use of a Cam.	Children explore how different Cams can be used to have different effects.	Children make a simple moving item using a Cam design to make it move in their chosen way.
Languages **3/4 - animals Memorisation**	Children will learn memorisation strategies in French.	Children will learn memorisation strategies in French.	Children will learn je m'appelle, et toi,	Children will learn names in French.	Children will learn to pronounce phonemes I, in, eu, th
Languages **5/6 -weather Traditional tales**	Children will be describing the weather in French.	Children will be learning how to extend with si and quand.	Children will learn how to use the future tense in French.	Children will elarn the phoneme 'a' amd 'qu'.	Children will revise hobbies and animals in French.
Music **Duration**	Children explore time rules in music seeing the different ways they can use the 4 beats in a bar.	Children learn basic note value and can name; crochet, minim, semibreve.	Children practice playing notes for 1, 2 and 4 beats.	Children practice playing notes for different durations at different rhythms on chime bars.	Children create and perform a four bar rhythm (each bar containing four beats). They then share these with the class as group compositions.
PE **Dance**	THEME: The Spy To copy and create actions in response to an idea and be able to adapt this using changes of space.	THEME: The Spy To choose actions which relate to the theme.	THEME: The Spy To develop a dance using matching and mirroring.	THEME: Carnival To learn and create dance moves in the theme of carnival.	THEME: Carnival To develop a carnival dance using formations, canon and unison.
RE **People who inspire us**	Children explore how commitment is shown in the lives of significant people of faith; What is a saint?	Children explore if saints or heroes are the same. What are the key characteristics of a saint vs a hero?	Children create a fact file on their chosen hero or saint.		
PSHE/RSE **Celebrating differences.**	Children explore respect and how we admire people who overcome obstacles.	Children can imagine how they feel when they achieve their ambitions.	Children can break down a goal into a number of steps.	Children know that they are responsible for their own learning and can use their strengths as a challenge.	Children know how to manage the feelings of frustration they feel when obstacles occur.

PHSE Year 5/6 Celebrating differences	Children can identify what they would like their life to be when they grow up.	Children can appreciate contributions made by different people in different jobs.	Children can appreciate opportunities that learning and education are giving them and how this will help build their future.	Children can reflect on positive attitudes and relate to their own attitude,	Children appreciate the similarities and differences in aspirations between themselves and young people in a different culture.