

KS2 Year 5 & 6 Year A

	Term 1 Extreme Earth (<i>Geography</i>)	Term 2 Who were the Mayans? (<i>History</i>)	Term 3 Onwards & upwards (<i>Science</i>)
Art	<p>Main project: Recreate Hokusai's 'The Great Wave' by using printing.</p> <p><u>N.C Statements</u> Pupils will be taught:</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history 	<p>Main project: Finding out about the skills needed for detailed drawings. Practising 'still-life' sketching and then looking at the drawings of Frederick Catherwood (finding out which techniques he used, including 'Camera Lucida'.) Investigating how tracing pictures can help us add detail.</p> <p><u>N.C Statements</u> Pupils will be taught:</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history 	<p>Main project: Using real-life natural items (focus on flowers and plants) and taking photographs. Looking at the artwork and techniques used by Danielle O'Connor Akiyama. Pupils will combine media, e.g. photographs and acrylic paint to produce their final piece. Y6 - Produce props for production.</p> <p><u>N.C Statements</u> Pupils will be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
D & T	<p>Main project: Researching structures which can withstand wind. Creating a floating raft or boat.</p> <p><u>N.C Statements</u> Pupils will be taught:</p> <ul style="list-style-type: none"> to investigate and analyse a range of existing products to apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<p>Main project: Textile and sewing skills - investigation into Mayan patterns and making a Mayan accessory. Enrichment task: Learning about Mayan food - and making tortillas/filled wraps. Finding out about the origin of chocolate.</p> <p><u>N.C Statements</u> Pupils will be taught to:</p> <p><u>Design</u></p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that 	<p>Designing and making bug houses for use in the sensory garden. Y6 - Produce props for production</p> <p><u>N.C Statements</u> Pupils will be taught to:</p> <p><u>Design</u></p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

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		<p>are fit for purpose, aimed at particular individuals or groups</p> <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through discussion and annotated sketches <p><u>Make</u></p> <ul style="list-style-type: none"> select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p><u>Evaluate</u></p> <ul style="list-style-type: none"> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p><u>Cooking and Nutrition</u></p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed 	<ul style="list-style-type: none"> generate, develop, model and communicate their ideas through discussion and annotated sketches <p><u>Make</u></p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks accurately select from and use a wider range of materials and components <p><u>Evaluate</u></p> <ul style="list-style-type: none"> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures
<p>Geography</p>	<p>Focusing on volcanoes, tornados, earthquakes, tsunamis & extreme weather and learning why and how they occur. Researching the physical and human geography of the locations where extreme weather occurs. Writing a play script about a storm-chaser.</p>	<p>Locating Ancient Maya on the map - what do we mean by Central America and 'Mesoamerica'?</p> <p><u>N.C Statements</u> Pupils will be taught to: <u>Locational knowledge</u></p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and 	<p>Using fieldwork and photos to observe how the school has changed over time. Tracking Charles Darwin's voyage on the HMS Beagle by using atlases and other secondary sources. Learning about the biodiversity of certain countries</p>

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<p>Learning about plate tectonics.</p> <p><u>N.C Statements</u> Pupils will be taught to:</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p><u>Geographical skills and fieldwork</u></p>	<p>South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America 	<p><u>N.C Statements</u> Pupils will be taught to:</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
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	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 		
History	<p>Learning about natural disasters throughout history, both recent (e.g. the 2004 Boxing Day tsunami) or ancient (e.g. the eruption of Mount Vesuvius near Pompeii.)</p> <p><u>N.C Statements</u> Pupils will be taught about:</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age 	<p>Learning what daily life was like for a person from the Ancient Mayan civilisation and comparing Mayan life to life nowadays. Constructing a timeline of key events from the Mayan period. Learning about Frederick Catherwood and the way that his discoveries were documented.</p> <p><u>N.C Statements</u> Pupils will be taught about:</p> <ul style="list-style-type: none"> a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 	<p>Placing key events from the last 500 million years on a timeline, e.g. the Jurassic Period, Permian Period or Cambrian Explosion. Exploring the different stages of man, and looking at where these early humans lived. Studying the work of Carl Linnaeus and Charles Darwin</p> <p><u>N.C Statements</u> Pupils will be taught about:</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age
Computing	<p>Key skills and E-safety 5.4 We are Web Developers - making sense of the Internet and building a website 6.2 We are Computational Thinkers - mastering algorithms for searching, sorting and mathematics.</p> <p><u>N.C Statements</u> Pupils will be taught to:</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 	<p>Key skills and E-safety 5.3 We are Architects - creating a virtual space 5.6 We are VR Designers - Experimenting with virtual augmented reality</p> <p><u>N.C Statements</u> Pupils will be taught to:</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 	<p>Key skills and E-safety 6.3 We are Publishers - creating a year book or magazine 6.6 We are AI Developers - Learning about artificial intelligence and machine learning</p> <p><u>N.C Statements</u> Pupils will be taught to:</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

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	<ul style="list-style-type: none"> • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<ul style="list-style-type: none"> • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report 	<ul style="list-style-type: none"> • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report
<p>Music - Charanga scheme</p>	<p>Getting started with Music Tech</p> <p>Emotions and Musical Styles</p> <p>Christmas production</p> <p><u>N.C Statements</u> Pupils should be taught to:</p>	<p>Exploring key and time signatures</p> <p>Blown away recorder Book 2</p> <p><u>N.C Statements</u> Pupils should be taught to:</p>	<p>Words, meaning and expression</p> <p>Identifying important musical elements</p> <p>Y6 - Leaving concert</p> <p><u>N.C Statements</u> Pupils should be taught to:</p>

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	<ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations 	<ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 	<ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music
<p>PE</p>	<p>Tennis Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Swimming/ OAA All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively</p>	<p>Gymnastics Y6 Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Handball Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football,</p>	<p>Athletics Y6. All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics.</p>

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	<p>[for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Rugby Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Swimming/ Fitness All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Basketball Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Dance Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Cricket Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Rounders Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Dodgeball Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball,</p>
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			cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
<p>MFL - French (Y5 Wakefield)</p>	<p>Il y a + Directions Asking where places are and days of the week Christmas</p> <p><u>N.C Statements</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<p>Days of the week Months of the Year and numbers to 50 Je vais + verb (immediate future) Fruit Food items</p> <p><u>N.C Statements</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly 	<p>Breakfast and French desserts Days of the week/months and weather/seasons Where you live J'habite</p> <p><u>N.C Statements</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

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	<ul style="list-style-type: none"> write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English 	<ul style="list-style-type: none"> describe people, places, things and actions orally* and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English 	<ul style="list-style-type: none"> write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English
PSCHE	<p>Jigsaw - Being me in my world Y5</p> <p>Celebrating difference Y5</p> <p>Explore how aid agencies & charities respond to natural disasters & what individuals can do Reducing carbon footprint</p>	<p>Jigsaw - Dreams and goals Y5</p> <p>Healthy me Y5</p>	<p>Jigsaw - Relationships Y5</p> <p>Changing Me Y5</p>
RE	<p>Unit 4: How and why do some people inspire others? <i>(2018-2023 syllabus)</i></p> <p>Unit 12: How does faith enable resilience? <i>(2018-2023 syllabus)</i></p>	<p>Unit 7: What helps Hindu people as they try to be good? <i>(2018-2023 syllabus)</i></p> <p>Unit 5: How do Christians decide how to live? 'What would Jesus do?' <i>(2018-2023 syllabus)</i></p>	<p>Unit 2: Creation and science: conflicting or complementary? <i>(2018-2023 syllabus)</i></p> <p>Unit 3: What matters most to Humanists and Christians? <i>(2018-2023 syllabus)</i></p>
Science <u>On-going</u> Gather, record, classify, present data, record findings, present findings	<p>Creating electrical circuits and thinking about what life would be like without electricity. Planning and carrying out an investigation where one variable is changed. Learning about reversible and irreversible changes, and how some materials react with others. Baking soda and vinegar/coke and mentos experiment.</p> <p>N.C Statements Electricity (Y6 N.C)</p>	<p>Recognising how light travels, and carrying out an investigation involving the angle of incidence and the angle of reflection. Pupils will also be measuring shadows and moving light sources closer to, or further away from, an object. Creating a PowerPoint presentation to explain the role of the circulatory system.</p> <p>N.C Statements Light (Y6 N.C)</p>	<p>Learning about fossils, and making replicas of animal fossils. Finding out about inheritance, and understanding how certain traits and characteristics are passed from one generation to another. Learning how animals are adapted to their environment and designing a new 'adapted' creature.</p> <p>N.C Statements Evolution & Inheritance (Y6 N.C)</p>

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<p>using evidence to support these</p>	<ul style="list-style-type: none"> • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • 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 • Use recognised symbols when representing a simple circuit in a diagram. 	<ul style="list-style-type: none"> • Recognise that light appears to travel in straight lines • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <p>Working scientifically: Using shadows to tell the time, shadow theatre, refraction etc.</p> <p><u>Animals including humans (Y6 N.C)</u></p> <ul style="list-style-type: none"> • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • Describe the ways in which nutrients and water are transported within animals, including humans. 	<ul style="list-style-type: none"> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <p>Working scientifically: Charles Darwin Study Galapagos islands</p> <p><u>Living things and their habitats (Y5 N.C)</u></p> <ul style="list-style-type: none"> • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird – repeated in Year B • Describe the life process of reproduction in some plants and animals – repeated in Year B <p><u>Animals, including humans (Y5 N.C)</u></p> <ul style="list-style-type: none"> • Describe the changes as humans develop to old age – repeated in Year B
<p>Visits/ Visitor suggestions</p>	<p>Science Day - Volcanoes</p>	<p>Visit to Cadbury World VR experience</p>	<p>Trip to Tring Natural History Museum Y5 Residential</p>

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Comments	Maths - input data into bar graphs to show temperatures English text - Running Wild Michael Morpurgo (Tsunami)	Maths - Mayan number system English texts: The Chocolate tree - A Mayan Folktale by Linda Lowery and Richard Keep The Hero Twins - Against the Lords of Death (A Mayan Myth) - Dan Jolley Other English opps - instructions for Pok-ta-Pok game Recipe for hot chocolate	English text - What Mr Darwin Saw - by Mick Manning and Brita Granstrom Evolution Revolution - Robert Winston Non-Fiction Produce a Welcome brochure to welcome children & parents to Edith Cavell Primary
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