AUTUMN 2023-24: MILEPOST 3 Term 2 TOPIC UNIT: MAGICAL MATERIALS

|  | Wk 1: 30.10 .23 | Wk 2: 06.11 .23 | Wk3: 13.11.23 | Wk 4: 20.11.23 | Wk 5: 27.11.23 | Wk 6: 04.12.23 | Wk 7: 11.12.23 | Wk 8: 18.12.23 |
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|  | $1^{\text {st }}$ Entry Point <br> $2^{\text {nd }}$ Parents Evening <br> (Late - 5:00- <br> 7:30pm) | $7^{\text {th }}$ Parents Evening (Early -4:00-6:30pm) $10^{\text {th }}$ Armistice Day in school | Anti-bullying week <br> $17^{\text {th }}$ Children in <br> Need Day <br> $15^{\text {th }}$ Year 6 Writing <br> Moderation at <br> Malmesbury <br> Secondary | $24^{\text {th }}$ Child Flu Vaccine Day | Y6 MOCK SATS WEEK | $6^{\text {th }}$ Year 6-Walk <br> Safe 1:15-2:15pm | $12^{\text {th }}-\mathrm{Y} 5$ 'Open Afternoon' <br> $13^{\text {th }}$ Christmas <br> Jumper Day and Christmas Dinner Day <br> $14^{\text {th }}$ Christmas Service at the Abbey (am) $14^{\text {th }}-$ Y6 ${ }^{\text {O }}$ Open Afternoon' | $20^{\text {th }} \text { Last day of }$ $\text { term } 2$ |
| $\begin{aligned} & \text { ENGLISH } \\ & (\mathrm{Y} 5) \end{aligned}$ | Dictionary and thesaurus skills | Adventure Story Writing - 'Adventures are the pits' |  |  | Instruction/Explanation Writing (Cooking - linked to DT) |  |  | Christmas |
| $\begin{aligned} & \text { ENGLISH } \\ & \text { (y6) } \end{aligned}$ | Narrative writing - The Journey |  |  |  | Poetry |  | Y6 Christmas Service - Wishes | Christmas |
| SPAG (Y5) | WALT: use interesting sentence openers | WALT: use conjunctions in our writing | WALT: Use correct punctuation including speech punctuation | WALT: Use interesting words instead of 'said' | WALT: recognise modal verbs | WALT: Use colons accurately |  |  |
| $\begin{aligned} & \hline \text { SPELLING } \\ & \text { PATTERN (Y5) } \end{aligned}$ | -ious/-tious endings | Words with silent letters (1) | Words with silent letters (2) | - ment endings | Modal verbs | Adverbs of possibility and frequency |  |  |
| SPELLING GH | Words with silent letter b. | Words with silent letter b. | Words ending in suffix-ible. | Words ending in suffix-ible. | Words ending in suffix -able. | Words ending in suffix -able. | Words with a silent letter $t$. | Words with a silent letter $t$. |
| SPAG (Y6) | WALT understand how to use parenthesis | WALT understand how to use colons, semicolons and dashes | WALT use figurative language | WALT investigate relative clauses | WALT: investigate prepositions | WALT: investigate determiners and possessive pronouns | WALT: identify the subject and object in a sentence |  |
| $\begin{aligned} & \hline \text { SPELLING } \\ & \text { PATTERN (y6) } \end{aligned}$ | Words ending in 'able' (1) | Words ending in 'able' (2) | Words ending in 'ably' | Word families based on common words (1) | Word families based on common words (2) | Words using the prefix 'micro' or 'mini' |  |  |
| MATHS (Y5) | Multiplication and Division A |  |  | Fractions A |  |  |  |  |
| MATHS (Y6) | Addition, Subtraction, Multiplication \& Division | Fractions A |  | Fractions B |  | Converting Units | Ratio |  |
|  | ENTRY POINT: <br> (Wednesday- all <br> day) <br> DH - Introduction <br> PG \& RWY - Fire <br>  <br> Explain the Theme) <br>  <br> gases <br> JE - Ice-cream | RWy <br> Science <br> LESSON 1: <br> WALT investigate the properties of different materials <br> (Including their hardness, transparency, flexibility, electrical | JE/JB <br> Science <br> LESSON 3: <br> WALT investigate thermal conductors and insulators <br> Science <br> LESSON 4: <br> WALT plan an experiment to show | PG <br> Science <br> LESSON 5: <br> WALT investigate which materials are soluble or insoluble in water <br> (Which materials will dissolve in a liquid to form a solution) | GH <br> Science <br> LESSON 7: <br> WALT investigate how to separate materials in a mixture (sieving and filtering) <br> Science <br> LESSON 8: | DH <br> Science <br> LESSON 8: <br> WALT identify reversible and irreversible changes DT <br> LESSON 1 | DH <br> DT <br> LESSON 3: <br> WALT write a step by step recipe for a product (muffin/cupcake) \& DT LESSON 4 and 5: |  |

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|  | DH-Explain the <br>  <br> Knowledge Harvest | conductivity plus <br> response to magnets). <br> Science <br> LESSON 2: <br> WALT investigate the uses of different materials | which materials conduct heat | Science <br> LESSON 6: <br> WALT investigate what can affect how a material dissolves | WALT investigate how to recover a substance from a solution (evaporating) | WALT research different cake options <br> \& DT <br> LESSON 2 <br> WALT design a product (Christmas themed muffin/cupcake) | WALT make, decorate and present a product (muffin/cupcake) \& WALT evaluate a product <br> EXIT POINT: <br> Open Afternoon Year 5 and Year 6 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| RE (Y5) INCARNATION | WALT: Discuss helping in different situations | WALT: explore who the Jews had for a leader | WALT: examine written evidence | WALT: find evidence in text | WALT: identify what we know about the Christmas story | WALT: explore and respect beliefs of Christians |  |  |
| RE (Y6) <br> Nobody <br> Stands <br> Nowhere | WALT express our own view of different images | WALT explore why some people do not believe in God | WALT consider what different people believe happens when we die | WALT create our own worldview image | WALT identify what is the true meaning of Christmas | Prepare for Christmas Service | Christmas Service at the Abbey |  |
| PSHRE (Y5) <br> Family and Relationships | WALT: Understand how to form and maintain positive relationships | WALT: Explore the ups and downs of friendships | WALT: begin to understand selfrespect | WALT: Understand more about bullying and how to get help | WALT: recognise how attitudes to gender have changed over time | WALT: Explore the impact of stereotypes and how they can lead to discrimination. | Assessment of <br> Families and <br> Relationships Block |  |
| PSHRE (16) <br> Family and <br> Relationships | WALT understand what we mean by respect | WALT: understand respectful relationships | WALT: investigate gender stereotypes | WALT: understand the importance of challenging stereotypes | WALT understand how to resolve disputes and conflict | WALT: begin to understand how to deal with change and loss |  |  |
| PE (Y5) | Circuits - Matt | Netball-GH \& JE |  |  |  |  |  |  |
| PE (Y6) | Netball (PG) and Circuit | $s$ (Matt) |  |  |  |  |  |  |
| MUSIC (Y6) | Happy |  |  |  |  |  |  |  |
| MUSIC (Y5) | Livin' on A Prayer |  |  |  |  |  |  |  |
| FRENCH (Y5) <br> 'Les Legumes' | [EYFS'KS1 'MOVING UP'] <br> Lesson 1: recall and spell 5 different vegetables | Lesson 2: recall and spell A FURTHER 5 different vegetables | Lesson 3: consolidate all 10 vegetables \& learn how to say 'a kilo of' plus a vegetable. | Lesson 4: say a short phrase, using the structure 'I would like' plus a quantity of various vegetables. | Lesson 5: use conjunction 'and' to make longer and more interesting sentences. | Lesson 6: revise and consolidate language covered | Lesson 7: <br> Complete end of unit assessment |  |
| FRENCH (Y6) <br> 'Ma Famille' | Lesson 1: learn the nouns for family members | Lesson 2: learn how to use the possessive pronoun 'mine' | Lesson 3: introduce the vocabulary to be able to ask a question | Lesson 4: learn how to say 'What their names are | Lesson 5 (A): revise numbers 1 to 100 | Lesson 5 (B): learn to say how old family members are | Lesson 6: revise numbers 1 to 100 | Lesson 7: <br> revise/consolidate language covered and complete end of unit assessment |

