

## Year 5 Spring Term

English	English
<p><b><u>Reading:</u></b></p> <ul style="list-style-type: none"> <li>▪ recommending books that they have read to their peers, giving reasons for their choices</li> <li>▪ identifying and discussing themes and conventions in and across a wide range of writing</li> <li>▪ making comparisons within and across books</li> </ul> <p>Understand what they read by:</p> <ul style="list-style-type: none"> <li>▪ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>▪ asking questions to improve their understanding</li> <li>▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>▪ predicting what might happen from details stated and implied</li> <li>▪ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>▪ identifying how language, structure and presentation contribute to meaning</li> <li>▪ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>▪ distinguish between statements of fact and opinion</li> <li>▪ retrieve, record and present information from non-fiction</li> <li>▪ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>▪ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>▪ provide reasoned justifications for their views</li> </ul> <p><b><u>Handwriting</u></b></p> <ul style="list-style-type: none"> <li>▪ write legibly, fluently and with increasing speed by:</li> <li>▪ choosing which shape of a letter to use when given choices and deciding whether or not</li> </ul>	<p><b><u>Writing</u></b></p> <p><b><u>Transcription</u></b></p> <ul style="list-style-type: none"> <li>▪ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>▪ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>▪ noting and developing initial ideas, drawing on reading and research where necessary</li> <li>▪ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul> <p><b><u>Composition:</u></b></p> <ul style="list-style-type: none"> <li>▪ plan their writing by:</li> <li>▪ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>▪ noting and developing initial ideas, drawing on reading and research where necessary</li> <li>▪ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>▪ draft and write by:</li> <li>▪ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>▪ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>▪ précising longer passages</li> <li>▪ using a wide range of devices to build cohesion within and across paragraphs</li> <li>▪ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>▪ evaluate and edit by:</li> <li>▪ assessing the effectiveness of their own and others' writing</li> <li>▪ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>▪ ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>▪ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>▪ proof-read for spelling and punctuation errors</li> </ul>

- to join specific letters
- choosing the writing implement that is best suited for a task.

### Spelling

- Learn spellings from the Y3-4 and Y5-6 spelling lists from POS (The children will be taught a range of spelling rules from the National Curriculum, and the planning will reflect the needs of the students and the genres).
- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

### Vocabulary, Grammar and Punctuation:

Develop their understanding of the concepts set out in English Appendix 2 by:

- recognising vocabulary and structures that are appropriate for formal speech and writing
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2

Indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using brackets, dashes or commas to indicate parenthesis
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

### **Maths**

#### **Multiplication and Division**

- Multiplying a 4 digit number by a 1 digit number
- Multiplying a 2 digit number by a 2 digit number (area model)
- Multiplying a 2 digit number by a 2 digit number
- Multiplying a 3 digit number by a 2 digit number
- Multiplying 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
- Divide with remainders
- Efficient division
- Solve problems with multiplication and division

### **Maths**

#### **Decimals**

read and write decimal numbers as fractions [for example,  $0.71 = [\text{Fraction: } 71/100]$  ]  
 recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents  
 round decimals with 2 decimal places to the nearest whole number and to 1 decimal place  
 read, write, order and compare numbers with up to 3 decimal places  
 solve problems involving number up to 3 decimal places

#### **Measurement**

measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres  
 calculate and compare the area of rectangles (including squares), including using standard units, square centimetres ( $\text{cm}^2$ ) and square metres ( $\text{m}^2$ ), and estimate the area of irregular shapes

#### **Fractions**

- Multiply a unit fraction by an integer
- Multiply a non-unit fraction by an integer
- Multiply a mixed number by an integer
- Calculate a fraction of a quantity

#### **Statistics**

solve comparison, sum and difference problems using information presented in a line graph

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<ul style="list-style-type: none"> <li>Calculate fractions of amounts</li> <li>Finding the whole number in fractions</li> <li>Use of fractions as operators</li> </ul>	<p>complete, read and interpret information in tables, including timetables</p>
<h3>History</h3>	<h3>Religious Education</h3>
<p><b>Victorians</b> describe the impact of the Industrial Revolution on the Victorian era and beyond, describe life in the mines and factories for children, describe various reform acts which came into place reflect on the impact the Victorian era had on civilisation thereafter</p> <p><b>Ancient Greeks</b> describe civilisation in Ancient Greece explain how the Ancient Greeks influenced the world through sport, architecture, warfare, democracy, religion and literature.</p>	<p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>Identify some different types of biblical texts, using technical terms accurately</li> <li>Explain connections between biblical texts and Christian ideas of God, using biblical terms</li> <li>Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed.</li> <li>Show how Christians put their beliefs into practice in worship.</li> <li>Class visit to local church.</li> <li>Introduction to Humanism</li> </ul> <p>Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p>
<h3>Computing</h3> <p><b>iCrypto</b> Understand that messages can be encrypted using a range of methods. Know that privacy online is maintained using encryption and decryption. Suggest a range of scenarios where it is important to secure data using encryption methods. Use simple encryption methods to encode and decode messages with a key. Know that codes can be broken by identifying patterns in letters and words.</p> <p><b>iProgramme</b> Write an amend computer programs. Program a number of algorithms that achieve a specific outcome. Use repetition, variables and conditional statements in computer programs. Test computer programs and correct any errors.</p>	<h3>Art and Design</h3> <p><b>Lowry</b></p> <p>Try a variety of materials and compositions for the backgrounds of their drawings. Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. Create a successful print. Use art vocabulary to talk about and compare portraits. Identify key facts. Explain their opinion of an artwork. Experiment with materials and techniques Create a painting that's inspired by an artist. Show they have considered the effect created by their choice of materials and techniques and composition in their final piece.</p>

<p><b>Science</b></p> <p><b>Forces</b></p> <p>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p><b>Science</b></p> <p><b>Working Scientifically</b></p> <p>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>using test results to make predictions to set up further comparative and fair tests</p> <p>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>identifying scientific evidence that has been used to support or refute ideas or arguments.</p>
<p><b>Design Technology</b></p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> <li>▪ develop the creative, technical and practical expertise needed to perform</li> </ul>	<p><b>PE</b></p> <p>Pupils will continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They will learn to communicate, collaborate and compete with each other. They will</p>

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<p>everyday tasks confidently</p> <ul style="list-style-type: none"> <li>▪ analyse, evaluate and test their ideas and products and the work of others.</li> <li>○ Create a soft toy</li> <li>○ Plan and design a suitable figure for production</li> <li>○ Develop sewing skills</li> </ul>	<p>develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils will be taught the following through badminton, playing invasion games (such as football and hockey) and their school trip to 'Hindleap Warren':</p> <ul style="list-style-type: none"> <li>▪ use running, jumping, throwing and catching in isolation and in combination</li> <li>▪ play competitive games (badminton &amp; netball), modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>▪ develop flexibility, strength, technique, control and balance</li> <li>▪ take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>
<h3>Languages</h3> <p>Recognise number words in written form. Correctly pronounce two-digit numbers that have been generated randomly. Recall vocabulary by matching the correct pictures to the appropriate words. Join in with a story, using gestures and key vocabulary. Correctly sort word-cards by gender and apply the appropriate article. Highlight a range of known and easily recognisable vocabulary in a text.</p>	<h3>Music</h3> <p>Sing in time and in tune with other people and the backing track. Remember the lyrics to a song. Identify the structure of a piece of music and match this to non-standard notation. Improvise their own piece of music. Play a melody with reasonable accuracy. Perform with confidence and in time with others. Compose and play a melody using stave notation. Contribute meaningfully to the group performance and composition. Use hieroglyphic notation to show the structure of their piece.</p>
<h3>PSHE</h3> <h4>Safety</h4> <p>Understand what is safe to share online and what to do before sending a message. Identify possible dangers online, suggesting ways to stay safe, using the web to research relevant information. Assess a casualty's condition; calmly, comfort and reassure a casualty who is bleeding; and seek medical help if required. Understand that other people can influence our decisions, but we have the right to make our own choices.</p> <h4>Citizenship</h4> <p>Understand what happens when someone breaks the law. Understand what rights are and that freedom of expression is one of these rights. Understand how reducing the use of materials and energy helps the environment, and what individuals can do to support this. Understand how people contribute to society and how this is recognised. Understand the role of pressure groups.</p>	



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Understand the basics of how parliament works including the parts of parliament.