

English	English
<u>Reading:</u> - recommending books that they have read to their peers, giving reasons for their choices - identifying and discussing themes and conventions in and across a wide range of books - making comparisons within and across books - learning a range of poetry by heart - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience - understand what they read by: - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words and pictures in context - asking questions to improve their understanding - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - summarising the main ideas and identifying key details that support the main ideas - identifying how language, structure, visuals and presentation contribute to meaning - discuss and evaluate how authors use language and imagery, including figurative language, considering the impact on the reader - distinguish between statements of fact and opinion - participate in discussions about books that are read to them and those they can read for themselves, building on their own and others'	<u>Writing</u> <u>Transcription</u> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <u>Composition:</u> - plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed - draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - precising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

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ideas and challenging views courteously

- 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
- provide reasoned justifications for their views

Handwriting

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether 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.

- evaluate and edit by:
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors

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.

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Maths	Geography
Number – number and place value: ▪ read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit ▪ count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 ▪ round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 ▪ solve number problems and practical problems that involve all of the above ▪ read Roman numerals to 1000 (M) and recognise years written in Roman numerals. ▪ understanding and use of powers of ten Number – addition and subtraction: ▪ add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) ▪ add and subtract numbers mentally with increasingly large numbers ▪ use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy ▪ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. ▪ Use inverse operations to check calculations Number – multiplication and division: ▪ understand square, prime and cube numbers ▪ use of systematic systems to find factors and multiples ▪ multiplying by 10, 100 and 1000. ▪ dividing by 10, 100 and 1000	<u>Autumn 1 - Rivers</u> Describe and understand key aspects of rivers: <u>Physical knowledge</u> • the water cycle • the features of a river • understand the variety of uses rivers hold • UK rivers • rivers around the world <u>Human Geography</u> • understand how humans affect the world's oceans and environment. • explore signs of human activity by the river (on field trip) Year 5 will visit Teddington Lock and go aboard the Thames River Project boat where they will learn about sustainability, recycling and how the Lock works: • 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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Number – Fractions

- find fraction equivalent unit and non-unit fractions
- recognise equivalent fractions
- convert improper fractions to mixed numbers
- comparing and ordering fractions
- add and subtract fractions with the same denominator
- add fractions within 1 and of a total greater than 1
- add and subtract mixed numbers

Computing

iSafe

- To explore and identify methods of communication.
- To understand why people communicate.
- To understand the risks and benefits of various modes of communication.
- To understand the concept of personal and private information.
- To understand safety
- Rules and responsible behaviour when
- Using new technologies.
- To explore how and why we share information, give information and receive information
- To explore the validity of online content
- To begin to make sensible and considered judgements about whether to trust online content and people when online
- To understand how to chat safely and sensibly
- To explore the differences between online bullying and more traditional forms of bullying

Art

Drawing – William Morris

- To develop drawings from observation.
- To understand and explore decision making in creative processes.
- To develop drawn ideas through printmaking.
- To test and develop ideas using sketchbooks.
- To apply understanding of drawing processes to revisit and improve ideas.

iWeb

- To understand that the worldwide web is one of the services offered by the internet
- To know that the world wide web consists of many websites and web pages via the internet
- To understand that many people remix content to work on the worldwide web
- To know that HTML gives a website structure
- To change a picture on a website
- To read basic HTML code
- To understand HTML provides structure for web content
- To use research for the creation of a website
- To upload an image for insertion into a website

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Autumn 1 - Earth and Space

- describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth
- describe the Sun, Earth and Moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Autumn 2 - Properties and Changes of Materials

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Autumn 2 - Victorians

- To place events, people and changes into correct periods of time.
- To understand the life of Queen Victoria
- To know how towns and cities developed
- Consider how different Victorians lived
- To make comparisons between Victorians and modern life
- To compare and contrast Victorians leisure time with people in 21st Century
- To appreciate the inventiveness of Victorians

Design and Technology	PE
<u>Autumn 2 - Bridges</u> • Identify stronger and weaker shapes. • Recognise that supporting shapes can help increase the strength of a bridge, allowing it to hold more weight. • Identify beam, arch and truss bridges and describe their differences. • Use triangles to create simple truss bridges that support a load (weight). • Cut beams to the correct size, using a cutting mat. • Smooth down any rough-cut edges with sandpaper. • Follow each stage of the truss bridge creation as instructed by their teacher. • Complete a bridge, with varying ranges of accuracy and finish, supported by the teacher. • Identify some areas for improvement, reinforcing their bridges as necessary.	<u>Autumn 1 - Fitness</u> • To develop an awareness of what your body is able to do. • To develop speed and stamina. • To develop strength using my own body weight. • To develop co-ordination through skipping. • To perform actions that develop agility. • To develop control whilst balancing. <u>Autumn 1 - Netball</u> • To develop passing and moving to maintain possession. • To create and use space to support a teammate. • To change direction and speed to lose a defender. • To use defending skills to gain possession. • To develop the shooting action. • To use and apply skills, principles and tactics to a game situation. <u>Autumn 2 - Gymnastics</u> • To be able to perform symmetrical and asymmetrical balances. • To develop the straight, forward, straddle and backward roll. • To be able to explore different methods of travelling, linking actions in both canon and synchronisation. • To be able to perform progressions of inverted movements. • To explore matching and mirroring using actions both on the floor and on apparatus. • To be able to create a partner sequence using apparatus. <u>Autumn 2 - Football</u> • To dribble a ball under pressure maintaining possession. • To develop dribbling to maintain possession. • To choose when to pass and when to dribble. • To move into space to support a teammate.

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- To develop defending skills to gain possession.
- To apply rules, skills and principles to play in a tournament

PHSE

Autumn 1 - Family & Relationships

Religious Education

Autumn 1 – Hinduism

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- To understand the concept of marriage
- To begin to understand self-respect
- To begin to understand that family relationships can sometimes make children feel unhappy and what they can do if this happens
- To understand more about bullying and how to get help
- To recognise how attitudes to gender have changed over time
- To explore the impact of stereotypes and how they can lead to discrimination

Autumn 2 - Health and Wellbeing

- To use yoga poses and breathing to relax
- To understand the benefits of sleep
- To understand the purpose of failure
- To learn how to set short-term, medium-term and long-term goals
- To use vocabulary to describe their feelings and take responsibility for them
- To understand and be able to plan healthy meals
- To understand risks associated with the sun and how these can be avoided

- Identify and explain Hindu beliefs. Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.
- Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live. Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha etc.
- Give evidence and examples to show how Hindus put their beliefs into practice in different ways.
- Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.

Autumn 2 – Judaism

- To identify and explain Jewish beliefs about God.
- To give examples of some texts which say what God is like and explain how Jewish people interpret them.
- To make clear connections between Jewish beliefs about the Torah and how they use and treat it. To give evidence and examples to show how Jewish people put their beliefs into practice in different ways

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