

Year 5/6 Year A			
Spring Term 1 <sup>st</sup> Half - Freedom			
Key Content	Year 5 Skills	Year 6 Skills	
<p><b>Writing</b></p>	<p><b>BIOGRAPHY</b> – Charles Darwin/James Cook (Independent)</p> <ul style="list-style-type: none"> <li>Describe and discuss the life of a real person</li> <li>Information is based on fact</li> <li>Formal Style of writing</li> <li>Follows a chronology of Introduction, Early life, Education/Career, Most Notable Achievement Death/Current Life, Conclusion</li> <li>Incidents highlight positive a negative effect</li> <li>Inclusion of bracketed dates and colons to introduce the paragraph with a sub-heading</li> <li>Use of commas for relative clauses</li> <li>Use of quote</li> </ul> <p><b>NEWSPAPER REPORT</b>–Boston Tea Party</p> <ul style="list-style-type: none"> <li>orientation paragraph including the 5w’s</li> <li>an account of the events that took place, often in chronological order (The first person to arrive was ...);</li> <li>additional detail about each event as the paragraphs extend(He was surprised to see me.);</li> <li>reorientation, e.g. a closing statement that may include elaboration. such as quotes using informal language in contrast to the formal language structure generally used</li> </ul> <p><b>PERSUASIVE SPEECH</b> – Abolition of Slavery (Taught piece)</p> <ul style="list-style-type: none"> <li>An opening statement (thesis) that sums up the viewpoint being presented.</li> <li>Strategically organised information presents and then elaborates on the desired viewpoint.</li> <li>A closing statement repeats and reinforces the original thesis. Often refers to generic rather than specific participants</li> <li>Uses logical rather than temporal connectives (This proves that ... So it’s clear ... Therefore ...).</li> <li>Tends to move from general to specific when key points are being presented.</li> <li>Use of rhetorical questions.</li> <li>Use of emotive and exaggerated language</li> </ul>	<p><b>COMPOSITION</b></p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and usually using other similar writing as models for their own</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed and uses elements of these into their own work</li> <li>noting and developing initial ideas, drawing on reading and research where necessary, using quick and concise notes within their planning grouped into paragraphs or sections</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>using a wide range of devices to build cohesion within and across paragraphs deploying some hooking devices to create cohesion between paragraphs and a range of ISPAED devices throughout</li> <li>in narratives, describing settings, characters and atmosphere and attempting to integrate dialogue to convey character and advance the action, evoke atmosphere through detailed description, portray characters through meaningful interactions.</li> <li>usually selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning e.g. the most appropriate synonym or newly acquired subject specialist vocabulary.</li> <li>precising longer passages identifying key ideas and reformulating them coherently in their own words.</li> <li>using further organisational and presentational devices to structure text and to guide the reader.e.g. pose questions as heading or sub-headings, use bullet points to organise material, integrate diagrams, charts or graphs.</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>evaluate writing against agreed success criteria, identifying strengths and areas for improvement linked to recent teaching and feeding back appropriately to the writet</li> <li>propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others’ writing</li> <li>can usually write using tense consistently and correctly throughout and write using deliberate changes of tense for effect in narrative, checking for these when editing: e.g. in flashbacks, letters and interviews.</li> <li>proof-read for spelling and punctuation errors usually spotting most of their own and others’ spelling and punctuation errors quickly and knows how to correct them.</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> </ul> <p>Perform their own compositions using appropriate intonation, volume, and movement so that meaning is clear, monitoring and maintaining audience attention, speaking loudly enough to be heard.</p>	<p><b>COMPOSITION</b></p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own including a favourite poem</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed and use such themes in a sustained way to create convincing narratives</li> <li>noting and developing initial ideas through the addition of vocabulary and grammar structures, drawing on reading and research where necessary, organising concise notes paragraphs or sections of their choosing</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>using a wide range of devices to build cohesion within and across paragraphs achieving a logical sequence, signposting the reader and making references to prior details when concluding.</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action including what they have learnt about standard and non-standard english.</li> <li>almost always selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning e.g. the most appropriate synonym or newly acquired subject specialist vocabulary</li> <li>precising longer passages identifying key ideas, reformulating them coherently in their own words and justifying inclusions and exclusions</li> <li>using further organisational and presentational devices to structure text and to guide the reader e.g. pose questions as heading or sub-headings, use bullet points to organise material, integrate diagrams, charts or graphs; link closing to opening; include glossary, fact box etc.</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>evaluate writing for overall impact and suitability for audience and purpose against agreed success criteria, identifying aspects for alteration linked to previous and recent teaching and feeding back appropriately with helpful details.</li> <li>can almost always propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others’ writing.</li> <li>can almost always write using tense consistently and correctly throughout and write using deliberate changes of tense for effect in narrative.</li> <li>proof-read for spelling and punctuation errors consistently and confidently spotting almost all of their own and others’ spelling and punctuation errors quickly and knows how to correct them</li> <li>can consciously choose the appropriate register (standard or colloquial language as appropriate) for writing to good effect, deploying this knowledge across a range of independent writing dependent upon its formality.</li> </ul> <p>Perform their own own compositions, using appropriate intonation, volume, and movement so that meaning is clear, almost always engaging and maintaining the audience even for longer compositions</p>
<p><b>Vocab</b></p>	<p>Persuasion: argue, point of view, convince , emotive language, thesis, arguments, point plus elaboration, reiteration, summary, restatement , simple present tense, conjunctions that link ideas, generic, specific</p> <p>Biography: formal language, compound and complex sentences, conjunctions, past tense chronological order , early life, adulthood, legacy, setbacks, dates, facts, orientation and reorientation.</p> <p>Newspaper report: headline, captions, 5 w’s, sub-heading, recount , retell, diary , orientation – scene setting, chronology of events, reorientation – a closing statement , past tense, conjunctions that signal time.</p>		
<p><b>GPS</b></p>	<p><b>SPELLING</b></p> <ul style="list-style-type: none"> <li>Spell some words with ‘silent’ letters: kn, mb, stle, mn, silent b words correctly: e.g. as at left, and solemn, debt.</li> </ul>	<p><b>SPELLING</b></p> <ul style="list-style-type: none"> <li>Spell some words with ‘silent’ letters: ps, psy, gn silent n words correctly: e.g. as left and government, environment.</li> </ul>	

	<ul style="list-style-type: none"> <li>Spelling taught from Year 5 and 6 No Nonsense Spelling Guides – Teachers to follow units for each term supplemented by statutory exception word list</li> <li>Handwriting taught using Collins Guide as per handwriting policy.</li> <li>Grammar directed by English Appendix 2</li> </ul>	<ul style="list-style-type: none"> <li>Continue to distinguish between homophones and other words which are often confused e.g. as at left and guessed/guest, serial/cereal, bridal/bridle, altar/alter, desert/dessert, draft/draught, stationary/stationery, principal/principle.</li> <li>Usually 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</li> <li>Use further prefixes and suffixes and understand the guidelines for adding them e.g. applicable, adorable, reliable, changeable, noticeable.</li> <li>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary with pace to ensure the efficient checking of their own writing</li> </ul> <p><b>HANDWRITING</b></p> <ul style="list-style-type: none"> <li>Write legibly, fluently and with increasing speed by: making choices over letter shapes and joins to ensure fluency, legibility and good presentation and is increasing the pace of writing while sustaining neatness and accuracy</li> <li>Use a consistent and fluent style that enables a swift and attractive style</li> </ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>Use a thesaurus to avoid repetition and common language choices</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>Converting nouns or adjectives into verbs using suffixes: e.g. -ate; -ise; -fy</li> <li>Use verb prefixes to generate new verbs: e.g. dis-, de-, mis-, over-, re-</li> </ul> <p><b>GRAMMAR</b> - Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>understanding that the passive tense can be used within formal writing</li> <li>Use devices to build cohesion, including adverbials of time, place and number being able to name all ISPACED starters</li> </ul> <p><b>PUNCTUATION</b></p> <ul style="list-style-type: none"> <li>Use brackets, dashes or commas to indicate parenthesis</li> <li>Use of commas to clarify meaning or avoid ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>Continue to distinguish between homophones and other words which are often confused e.g. at left and assent/ascent, decent/descent, compliment/complement, affect/effect, precede/proceed, devise/device, prophesy/prophesy, morning/mourning</li> <li>Confidently 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</li> <li>Use further prefixes and suffixes and understand the guidelines for adding them e.g. legible, preference, dependable.</li> <li>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary with pace to ensure the efficient checking of their own writing</li> </ul> <p><b>HANDWRITING</b></p> <ul style="list-style-type: none"> <li>Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding when to use a presentation or note-taking style.</li> <li>Use a consistent and fluent style that enables a swift and attractive style</li> </ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>Use a thesaurus to introduce varied and precise vocabulary</li> <li>using expanded noun phrases to convey complicated information concisely throughout a range of independent writing</li> <li>Converting nouns or adjectives into verbs using suffixes and explain their meaning: e.g. -ate, -ise, -ify</li> <li>Use verb prefixes to generate new verbs and explain their meaning: e.g. dis-, de-, mis-, over-, re-</li> </ul> <p><b>GRAMMAR</b> - Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun correctly punctuating this with parenthesis</li> <li>confidently and consistently using modal verbs or adverbs to indicate degrees of possibility within a range of independent writing</li> <li>confidently and consistently using the perfect form of verbs to mark relationships of time and cause within a range of independent writing</li> <li>Consistently using passive verbs to affect the presentation of information in a sentence</li> <li>Devices to build cohesion, including adverbials of time, place and number using all ISPACED starters throughout their independent writing</li> </ul> <p><b>PUNCTUATION</b></p> <ul style="list-style-type: none"> <li>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</li> <li>Use of the colon to introduce a list and use of semi-colons within lists</li> <li>Punctuation of bullet points to list information</li> <li>How hyphens can be used to avoid ambiguity</li> </ul>
Key Vocab	Year 5 Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, subject, object, active, passive, paragraphs: topic, supporting, concluding, cohesion , cohesive devices (ISPACED) , Year 6 active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points, formal and informal structures/vocabulary, Standard English Paragraphs: topic, supporting, concluding, cohesion , cohesive devices (ISPACED)		
Maths	<p><b>Year 5:</b></p> Percentages Statistics Ratio Proportion <p><b>Year 6:</b></p> Percentages Statistics Algebra Ratio Proportion	<p><b>Unit: Percentages and statistics</b></p> <ul style="list-style-type: none"> <li>recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal</li> <li>solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{4}{5}</math> and those fractions with a denominator of a multiple of 10 or 25</li> <li>solve comparison, sum and difference problems using information presented in a line graph</li> </ul> <p><b>Unit: Problem solving with ratio and proportion</b></p> <ul style="list-style-type: none"> <li>solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</li> <li>solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates</li> </ul>	<p><b>Unit: Percentages and statistics</b></p> <ul style="list-style-type: none"> <li>recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</li> <li>solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison</li> <li>interpret and construct pie charts and line graphs and use these to solve problems</li> </ul> <p><b>Unit: Algebra</b></p> <ul style="list-style-type: none"> <li>generate and describe linear number sequences including with fractions</li> <li>express missing number problems algebraically across a range of operations</li> <li>find pairs of numbers that satisfy an equation with two unknowns</li> <li>use simple formulae</li> <li>enumerate possibilities of combinations of two variables.</li> </ul>

		<p><b>Multiplication tables focus</b></p> <ul style="list-style-type: none"> <li>➤ Application to multiples e.g. using multiplication and division facts to calculate equations involving multiples (200 x 9 etc)</li> </ul>	<p><b>Unit: Problem solving with ratio and proportion</b></p> <ul style="list-style-type: none"> <li>➤ solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</li> <li>➤ solve problems involving similar shapes where the scale factor is known or can be found</li> <li>➤ solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</li> </ul> <p><b>Multiplication tables focus</b></p> <ul style="list-style-type: none"> <li>➤ Application of multiplication and division facts to fractions, decimals and percentages involving missing number problems</li> </ul>
Key Vocab	<p><b>Year 5:</b> Unit 1: percentage, decimal equivalent, fraction equivalent, per cent %, database, bar line chart, line graph, maximum/ minimum value, outcome <b>Unit 2:</b> factors, multiples, squares and cubes, scaling problems  <b>Year 6:</b> equivalence, pie chart, mean (mode, median, range as estimates for this), statistics, distribution <b>Unit 2:</b> linear, algebraically, algebra, expression, equation, formula, unknown, enumerate number of possibilities, <b>Unit 3:</b> ratio, proportion, relative, integer, scaling,</p>		
Reading	<p>See Medium Guided Reading Plans for an overview of the texts that children will be reading each week.</p> <p><b>Poems:</b></p> <ul style="list-style-type: none"> <li>• If we must die (Claude McKay)</li> </ul> <p><b>Key Texts:</b></p> <ul style="list-style-type: none"> <li>• A Voyage to Lilliput from Gulliver’s Travels (Jonathan Swift)</li> </ul> <p><b>SAYINGS AND PHRASES</b></p> <p>Become familiar with the following sayings and phrases:</p> <ul style="list-style-type: none"> <li>• Don’t count all your chickens before they hatch.</li> <li>• Don’t put all your eggs in one basket.</li> <li>• Gone to pot</li> <li>• Half a loaf is better than none.</li> <li>• More haste less speed</li> </ul>	<p><b>FLUENCY</b></p> <ul style="list-style-type: none"> <li>➤ Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, across a wide range of texts. Pupil can decode most new words outside spoken vocabulary, making a good approximation of the word's pronunciation: e.g. 'obey' disobedience, obediently.</li> </ul> <p><b>WIDTH OF READING (SHARED READING)</b></p> <p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"> <li>➤ Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books that they have read for themselves, expressing views and preferences, justifying them by reference to the text, drawing on, comparing and contrasting examples</li> <li>➤ Reading books that are structured in different ways and reading for a range of purposes, with independence: e.g. manga and graphic novels, comical history series.</li> <li>➤ Increasing their familiarity with a wide range of age-appropriate books and can identify some genres: e.g. fantasy, adventure, comedy, science fiction.</li> <li>➤ Identifying and discussing themes and conventions in and across a wide range of writing e.g. heroism or loss and continuing to learn the conventions of different types of writing such as first person in autobiography. They can explain 'heroism' or 'loss' in the context of the writing.</li> <li>➤ Making comparisons within and across books, comparing characters, considering viewpoints of authors and of fictional characters: e.g. Ginger reminds me a bit of Tyke Tiler because neither of them can seem to stop getting into trouble at school.</li> <li>➤ Distinguish between statements of fact and opinion</li> </ul> <p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>➤ Learning a wider range of poetry by heart</li> <li>➤ 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</li> </ul> <p><b>Debate:</b></p> <ul style="list-style-type: none"> <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 e.g. asking other to justify their opinions and views with evidence for the text.</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> </ul> <p><b>COMPREHENSION (VIPERS in Guided Reading)</b></p> <p><i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i></p> <p><b>Vocabulary:</b></p>	<p><b>FLUENCY</b></p> <ul style="list-style-type: none"> <li>➤ Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</li> </ul> <p><b>WIDTH OF READING (SHARED READING)</b></p> <p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"> <li>➤ Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, expressing views and preferences about authors, poets and genres, justifying them by reference to the text, drawing on, comparing and contrasting examples</li> <li>➤ Reading books that are structured in different ways and reading for a range of purposes e.g. first person historical accounts, spy series, series set in alternative worlds, historical fiction.</li> <li>➤ Making comparisons within and across books between versions of the same text, giving examples to support opinions: e.g. Stanley is a bit like Sirius Black because they are both held captive even though they are innocent.</li> <li>➤ Increasing their familiarity with a wide range of age-appropriate books and can independently identify, name and describe some genres: e.g. espionage, magical worlds, comedy.</li> <li>➤ Identifying and discussing themes and conventions in and across a wide range of age-appropriate texts: e.g. isolation, flashback in narrative.</li> <li>➤ Distinguish between statements of fact and opinion</li> </ul> <p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>➤ Learning a wider range of poetry by heart</li> <li>➤ 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</li> </ul> <p><b>Debate:</b></p> <ul style="list-style-type: none"> <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 e.g. suggesting alternative interpretations and being open to those suggested by others.</li> <li>➤ Explain and discuss their understanding of what they have read, including through formal presentations and debates, providing a thorough explanation of their points and prepare responses to likely conflicting opinions.</li> </ul> <p><b>COMPREHENSION (VIPERS in Guided Reading)</b></p> <p><i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i></p> <p><b>Vocabulary</b></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 e.g. dissolve, solution (in science), 'He dissolved in tears', Parliament was dissolved, there was no solution to the problem.</li> </ul> <p><b>Prediction</b></p> <ul style="list-style-type: none"> <li>➤ Reading 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader and using this information to justify their opinion using APE</li> </ul>

		<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> </ul> <p><b>Inference:</b></p> <ul style="list-style-type: none"> <li>➤ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence using the APE or PEE approach</li> </ul> <p><b>Prediction:</b></p> <ul style="list-style-type: none"> <li>➤ Predicting by usually read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader</li> </ul> <p><b>Explanation:</b></p> <ul style="list-style-type: none"> <li>➤ Asking questions to improve their understanding e.g. I wonder why or if...</li> <li>➤ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader e.g. I like the way the author uses animal-based images like Ginger having a furball of anxiety in her guts when she is in trouble at school</li> <li>➤ Identifying how language, structure and presentation contribute to meaning e.g. can recognise organisational and language features of a range of non-fiction texts including explanation, balanced argument, persuasive argument and understands the fine distinctions between the conjunctions used in them like whereas, consequently..</li> <li>➤ Provide reasoned justifications for their views with at least two pieces of evidence</li> </ul> <p><b>Retrieval:</b></p> <ul style="list-style-type: none"> <li>➤ Retrieve, record and present information from non-fiction Usually presents information in ways that are coherent and useful to themselves and others: e.g. has a range of models for making notes like spidergrams or a grid of boxes with labels.</li> </ul> <p><b>Summarising:</b></p> <ul style="list-style-type: none"> <li>➤ Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>➤ Recommend books that they have read to their peers, giving reasons for their choices</li> </ul>	<p><b>Inference:</b></p> <ul style="list-style-type: none"> <li>➤ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence with three pieces of evidence</li> </ul> <p><b>Explanation:</b></p> <ul style="list-style-type: none"> <li>➤ Asking questions to improve their understanding e.g. Well, if the water all disappeared from Green Lake because of a curse, I wonder if it could be brought back again somehow?</li> <li>➤ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>➤ Identifying how language, structure and presentation contribute to meaning and comment upon the authors intent when using this</li> <li>➤ Provide reasoned justifications for their views with up to three points succinctly presented</li> </ul> <p><b>Retrieval:</b></p> <ul style="list-style-type: none"> <li>➤ Retrieve, record and present information from non-fiction . Usually records information in a form that can be easily retrieved. Usually presents information in ways that are coherent and useful to themselves and others.</li> </ul> <p><b>Summarising:</b></p> <ul style="list-style-type: none"> <li>➤ Independently, identify the main ideas in paragraphs and can usually produce a succinct summary, paraphrasing the main ideas.</li> <li>➤ Recommend books through confidently sharing their opinions about age-appropriate books they have read independently and usually make appropriate recommendations to their peers, giving reasons for their choices: e.g. I would recommend Tolkien's..to..because</li> </ul>
Key Vocab	Text, prediction, inference, retrieval, summary, evidence, independent, information, fiction, non-fiction, dictionary, contents, facts, opinion,		
Science	<p><b>METEOROLOGY</b></p> <p>The water cycle (review from Year 3): evaporation, condensation, precipitation</p> <ul style="list-style-type: none"> <li>● Clouds: cirrus, stratus, cumulus (review from Year 3)</li> <li>● The atmosphere</li> <li>● Troposphere, stratosphere, mesosphere, thermosphere, exosphere</li> <li>● How the Sun and the Earth heat the atmosphere</li> <li>● Air movement: wind direction and speed, prevailing winds, air pressure, low and high pressure, air masses</li> <li>● Cold and warm fronts: thunderheads, lightning and electric charge, thunder, tornadoes, hurricanes</li> <li>● Forecasting the weather: barometers (relation between changes in atmospheric pressure and weather), weather maps, weather satellites.</li> <li>● Weather and climate: 'weather' refers to daily changes in temperature, rainfall, sunshine, etc., while 'climate' refers to weather trends that are longer than the cycle of the seasons.</li> </ul>	<p>Water Cycle Investigation:</p> <ul style="list-style-type: none"> <li>➤ With prompting, plan different types of scientific enquiries to answer questions</li> <li>➤ Suggest further comparative or fair tests</li> </ul>	<p>Water Cycle Investigation:</p> <ul style="list-style-type: none"> <li>➤ Plan different types of scientific enquiries to answer questions</li> <li>➤ Use test results to make predictions to set up further comparative and fair tests</li> </ul>
Key Vocab	Water cycle, Evaporation, Condensation, Precipitation, Clouds, Cirrus, Stratus, Cumulus, Atmosphere, Troposphere, Stratosphere, Mesosphere, Thermosphere, Exosphere, Wind, Prevailing, Air pressure (low/high), Air Masses, Fronts, Occluded, Thunder heads, Lightning, Tornadoes, Hurricanes, Barometer, Weather map, Satellite, Climate		

Year 5/6 A	Year 5/6 Year A		
			Spring Term 1 <sup>st</sup> Half - Freedom
	Key Knowledge	Year 5 Skills	Year 6 Skills
History	<p><b>AMERICAN REVOLUTION PROVOCATIONS</b></p> <ul style="list-style-type: none"> <li>British taxes, 'No taxation without representation'</li> <li>Boston Tea Party</li> </ul> <p><b>THE DECLARATION OF INDEPENDENCE</b></p> <ul style="list-style-type: none"> <li>Declaration of Independence; adopted July 4, 1776</li> <li>The proposition that 'All men are created equal'</li> <li>The responsibility of government to protect the 'unalienable rights' of the people <ul style="list-style-type: none"> <li>Natural rights: 'Life, liberty, and the pursuit of happiness'</li> </ul> </li> <li>The 'right of the people... to institute new government'</li> </ul> <p><b>THE REVOLUTION</b></p> <ul style="list-style-type: none"> <li>The French enter the war in support of the Americans</li> <li>British surrender at York Town</li> <li>Creation of the USA with George Washington as President</li> </ul>	<ul style="list-style-type: none"> <li>Develop chronologically secure knowledge and understanding of British, local and world history.</li> <li>Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</li> <li>Address and devise historically valid questions about significance.</li> <li>Address and devise historically valid questions about cause.</li> </ul>	<ul style="list-style-type: none"> <li>Develop chronologically secure knowledge and understanding of British, local and world history.</li> <li>Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</li> <li>Address and devise historically valid questions about significance.</li> <li>Address and devise historically valid questions about cause.</li> </ul>
Vocab: Revolution, Liberty, Democracy, Represent, National identity, Provocation, Independence, Declaration, USA			
Geog.	<p><i>(Links to American Independence through Treaty of Waitangi &amp; James Cook and Australia)</i></p> <p><b>NEW ZEALAND</b></p> <ul style="list-style-type: none"> <li>Large cities: Auckland, Christchurch</li> <li>Important features:</li> <li>Geysers in Rotorua on the North Island [cross-curricular connection with Year 2 History and Geography: geysers in Yellowstone National Park in the US and in Iceland]</li> <li>Māori people and culture: elaborate mythology, traditional dancing (see rugby and the haka below),</li> <li>History</li> <li>British explorer James Cook was the first to circumnavigate New Zealand</li> <li>New Zealand as a member of the British Commonwealth</li> <li>First country in the world to grant all women the right to vote (1893)</li> <li>Sports</li> <li>Rugby: All Blacks rugby team, Māori participation in rugby and the national team's performance of the haka (traditional Māori challenge) before matches</li> </ul> <p><b>SOUTH PACIFIC ISLANDS</b></p> <ul style="list-style-type: none"> <li>James Cook as an explorer and a cartographer who was the first to map South Pacific Islands from New Zealand to Hawaii</li> </ul>	<ul style="list-style-type: none"> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).</li> <li>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.</li> <li>Use a range of methods including sketch maps, plans and graphs, and digital technologies.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Deepen an understanding of the interaction between physical and human processes.</li> <li>Describe and understand key aspects of human geography including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).</li> <li>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.</li> <li>Use a range of methods including sketch maps, plans and graphs, and digital technologies.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Deepen an understanding of the interaction between physical and human processes.</li> <li>Describe and understand key aspects of human geography including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul>
Vocabulary: South Pacific, Climate, Region, Pole, Aboriginal, Geysers, Maori, Circumnavigate, Commonwealth, Haka			
Art	<p><b>LANGUAGE OF ART: STYLE</b></p> <ul style="list-style-type: none"> <li>Rococo Vs Modernism</li> <li>Modernism and Abstract Art</li> <li>Marcel Breuer, Wassily Chairs, 1925-1926 (Bauhaus) Dessau, Germany</li> <li>Thomas Chippendale, Ribbon-backed Chair, made 1850-1880 from Chippendale's design of 1754 (V&amp;A Museum, London, UK)</li> <li>Colour theory</li> <li>Theo van Doesburg, Contra-Composition of Dissonances XVI (Haags Gemeente Museum)</li> </ul> <p>The Hague, Netherlands</p>	<ul style="list-style-type: none"> <li>Art in Context/History: he/she can use observational skills to replicate images by well-known artists and explain how their work is similar/different</li> <li>Art in Context/History: he/she can use stylistic features of well-known architects in their 3D work and explain how their work is similar/different</li> <li>Art in Context/History: he/she can explore the impact of well-known artists work on the society at the time</li> </ul>	<ul style="list-style-type: none"> <li>Art in Context/History: he/she can use observational skills to replicate images by well-known artists and explain how their work is similar/different</li> <li>Art in Context/History: he/she can use stylistic features of well-known architects in their 3D work and explain how their work is similar/different</li> </ul>
DT	<p><b>CONSTRUCTING STRUCTURE FOR STRENGTH</b></p> <ul style="list-style-type: none"> <li>Build frames using a range of materials an</li> </ul>	<ul style="list-style-type: none"> <li>Design: he/she can create an exploded diagram of his/her design.</li> </ul>	<ul style="list-style-type: none"> <li>Design: he/she can design products that are innovative and appeal to individuals or groups.</li> </ul>

	<ul style="list-style-type: none"> <li>Select materials for strength</li> <li>Select most appropriate ways to join</li> <li>Study the design of the Anderson shelters</li> </ul>	<ul style="list-style-type: none"> <li>Make: he/she can build frameworks using a range of materials: wood, card, corrugated plastic.</li> <li>Make: he/she can use a glue gun with close supervision.</li> <li>Make: he/she can cut internal shapes.</li> <li>Make: he/she can select the most appropriate joint for his/her design.</li> </ul>	<ul style="list-style-type: none"> <li>Design: he/she can create an exploded diagram of his/her design.</li> <li>Make: he/she can build frameworks using a range of materials: wood, card, corrugated plastic.</li> <li>Make: he/she can use a glue gun with close supervision.</li> <li>Make: he/she can cut internal shapes.</li> <li>Make: he/she can select the most appropriate joint for his/her design.</li> </ul>	
Music	<p><b>Knowledge:</b> Dimension of music – rhythm, melody, form, timbre, tempo, pulse, chords, texture, dynamics</p> <p><b>NOTATION</b> Review the following notation <b>Charanga</b> Ukulele 5</p> <ul style="list-style-type: none"> <li>Crotchet  Minim  Semi-breve </li> <li>Staff </li> <li>Treble clef and names of lines and spaces in the treble clef </li> <li>Crotchet rest  Minim rest  Semibreve rest </li> </ul> <p>Understand the following notation</p> <ul style="list-style-type: none"> <li>Double bar line, bar, repeat signs </li> <li>Quaver: the length of half a crotchet </li> <li>Time signature: 4/4 quadruple time, as in four crotchet beats </li> <li>Time signature: 2/4 duple time, as in two crotchet beats </li> <li>Time signature: 3/4 triple time, as in three crotchet beats </li> <li>Soft: <i>p</i> Very soft: <i>pp</i> Loud: <i>f</i> Very loud: <i>ff</i></li> </ul>	<ul style="list-style-type: none"> <li>Composing he/she is starting to interpret musical notation. e.g. Crochet = 1 beat, minim = 2 beats.</li> <li>Composing he/she can compose melodic and rhythmic phrases</li> <li>Performing he/she can perform his/her own compositions from memory.</li> <li>Listening and Context he/she can begin to explore reasons for composers' tempo choices.</li> <li>Listening and Context he/she can pick out details within a piece and recall these details from memory.</li> <li>Listening and Context he/she can compare pieces thinking about texture, structure, timbre and dynamics.</li> <li>Context he/she can pick out details within a piece and recall these details from memory.</li> </ul> <p><b>Songs:</b> British Grenadiers; Heart of Oak (links with Y5 British history)</p>	<ul style="list-style-type: none"> <li>Listening and Context he/she can begin to explore reasons for composers' tempo choices.</li> <li>Composing he/she is starting to interpret musical notation. e.g. Crochet = 1 beat, minim = 2 beats.</li> <li>Performing he/she can perform his/her own compositions from memory.</li> <li>Listening and Context he/she can pick out details within a piece and recall these details from memory.</li> <li>Listening and Context he/she can compare pieces thinking about texture, structure, timbre and dynamics.</li> <li>Context he/she can pick out details within a piece and recall these details from memory.</li> </ul>	
Vocabulary: Crotchet Minim Semi-breve Staff Treble clef Rest Repeat Time signatures (4/4, 2/4, 3/4) Soft Very soft Loud Very loud Moderately soft Moderately loud Middle C Tide notes Dotted Sharps Flats Di Capo Di Capo Delfino Semi quavers Semi brev				
Computing	<p><b>Content: We are advertisers</b> (creating a short tv advert - iPad/iMovie)</p> <ul style="list-style-type: none"> <li>Storyboard an effective advert for a cause</li> <li>Work collaboratively to shoot suitable original footage and source additional content, acknowledging intellectual property rights</li> <li>Work collaboratively to edit the assembled content to make an effective advert</li> </ul> <p><b>Online Safety:</b> We are safe social networkers</p>	<ul style="list-style-type: none"> <li>Use sequence, selection and repetition in programs; work with variables and various forms of input and output</li> <li>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...</li> <li>Use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Use sequence, selection and repetition in programs; work with variables and various forms of input and output</li> <li>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...</li> <li>Use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour</li> </ul>	
RE	<p><b>Christianity: Belief and Meaning.</b></p> <ul style="list-style-type: none"> <li>We are learning to evaluate different beliefs about eternity and to understand the Christian perspective on this</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate different beliefs about eternity and to understand the Christian perspective on this.</li> <li>Is anything ever eternal?</li> <li>Should religious people be sad when someone dies?</li> <li>How well do funeral and mourning rituals tell you about what a religion believes and about what happens after death?</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate different beliefs about eternity and to understand the Christian perspective on this.</li> <li>Is anything ever eternal?</li> <li>Should religious people be sad when someone dies?</li> <li>How well do funeral and mourning rituals tell you about what a religion believes and about what happens after death?</li> </ul>	
PE	<ul style="list-style-type: none"> <li>Dance</li> <li>Cricket</li> <li>Volleyball</li> </ul> <p>See PE overview for timings</p>	<ul style="list-style-type: none"> <li><b>Cricket – Year 5/6 unit</b></li> <li>To develop throwing accuracy and catching skills</li> <li>To develop underarm bowling accuracy</li> <li>To develop batting accuracy and directional batting</li> <li>To develop catching skills (close/deep catching and wicket keeping)</li> <li>To develop overarm bowling technique and accuracy</li> </ul>	<ul style="list-style-type: none"> <li><b>Dance – Year 5 unit</b></li> <li>To create a dance in random structure and perform the actions showing quality and control</li> <li>To be able to change the dynamics of an action</li> <li>To provide and use feedback to improve on performance</li> <li>To understand and use relationships and space</li> <li>To link poses with transitions</li> <li>To be able to create group poses</li> <li>To consider movements that flow smoothly in their choreography</li> </ul>	<ul style="list-style-type: none"> <li><b>Volleyball – Year 5/6 unit</b></li> <li>To be able to use the ready position</li> <li>To develop the fast catch volley</li> <li>To be able to volley the ball</li> <li>To be able to use a dig shot</li> <li>To be able to rally over the net</li> <li>To be able to underarm serve</li> </ul>

	<ul style="list-style-type: none"> <li>To be able to use defensive and driving hitting techniques</li> <li>To develop a variety of fielding techniques and to use them within a game</li> <li>To develop long and short barriers and apply them to a game situation</li> </ul>	<ul style="list-style-type: none"> <li>To use varying levels</li> <li>To use unison and canon when creating and linking poses</li> <li>To use dynamics when performing</li> <li>To copy and repeat movements in the style of Rock 'n' Roll</li> <li>To be able to copy and repeat actions with quality and control</li> <li>To work with a partner, keeping in time with each other and the music</li> <li>To work collaboratively with a partner and a group to create a dance in the style of Rock 'n' Roll</li> </ul>	<ul style="list-style-type: none"> <li>To be able use the scoring system and understand when to rotate</li> <li>To be able to play in a volleyball tournament</li> </ul>
PHSE	<ul style="list-style-type: none"> <li><b>British/Go-givers:</b> Moral Values: When is Enough, Enough? (Links to Jewish Faith (3/4) &amp; World War II)</li> <li><b>Pastoral/Go-givers:</b> Seeking a Refuge (Links to World War II / Evacuation)</li> <li><b>British/Educate Against Hate:</b> Refugees – Linked to Irish Potato Famine</li> <li><b>Safeguarding/RNLI:</b> History of Boats &amp; How Risky is this?</li> <li><b>Safeguarding/St.John's:</b> Big First Aid Lesson Autumn 2017</li> </ul>		
MFL	Le retour du printemps (The return of Spring)	<ul style="list-style-type: none"> <li>S &amp; L - can tell simple stories in the language.</li> <li>S &amp; L - can find patterns in spelling, sounds and meanings of words when listening to songs and rhymes.</li> <li>S &amp; L - can take part in short conversations, seeking and conveying information and opinions in simple terms.</li> <li>S &amp; L - can participate in a conversation, where they can ask questions, respond to others and seek help</li> <li>S &amp; L - can identify and note the main points and specific details, including opinions in longer spoken passages.</li> <li>R - can use a bilingual dictionary or glossary, or can use context to work out what unfamiliar words mean.</li> <li>R - can identify examples of basic grammatical rules in the chosen language e.g. Feminine, masculine.</li> <li>W - can adapt his/her recalled phrases to create new sentences and express ideas clearly.</li> </ul>	<ul style="list-style-type: none"> <li>S &amp; L - can refer to recent experiences or future plans, as well as everyday activities and interests.</li> <li>S &amp; L - can prepare a short presentation to describe people, places, things or actions.</li> <li>S &amp; L - can generate questions about the topics covered.</li> <li>S &amp; L - can use accurate pronunciation in spoken tasks and use intonation to make his/her meaning clear.</li> <li>R - can read a variety of fiction and non-fiction and glean information from them.</li> <li>R - can read a text in the language and explain the main points and some smaller details.</li> <li>W - can produce short pieces of W -, in simple sentences, that seek and convey information and opinions.</li> <li>W - can demonstrate an understanding of basic grammatical rules for the language in his/her written work.</li> </ul>

