

Year 5/6 Year B			
Spring Term 1 <sup>st</sup> Half - Growth			
	Key Content	Year 5 Skills	Year 6 Skills
Writing	<p><b>BIOGRAPHY</b> – James Cook/Nelson Mandela (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 quotes</li> </ul> <p><b>NEWSPAPER REPORT</b> – Discovery of Australia</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 WRITING</b> – Great Barrier Reef Destruction/Ayres Rock access</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 ISPAECED 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 writer</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> <li>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.</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 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>

Vocab	<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>Poetry Alliteration, assonance, emotive language, end-stopped line, hyperbole, onomatopoeia, personification, rhetorical question, rhyme word, rhythm, simile, stanza, structure, theme tone, figurative language, imagery, syllables</p>		
GPS	<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>	<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> <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>	<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> <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	<p>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),</p> <p>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)</p>		
Maths	<p><b>Year 5:</b></p> <ul style="list-style-type: none"> <li>Percentages</li> <li>Statistics</li> <li>Ratio</li> </ul>	<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> </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> </ul>

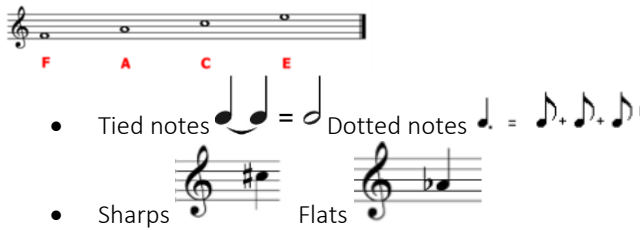




	<ul style="list-style-type: none"> <li>• Proportion</li> </ul> <p><b>Year 6:</b></p> <ul style="list-style-type: none"> <li>• Percentages</li> <li>• Statistics</li> <li>• Algebra</li> <li>• Ratio</li> <li>• Proportion</li> </ul>	<ul style="list-style-type: none"> <li>➤ solve problems which require knowing 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>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>	<ul style="list-style-type: none"> <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>➤ <b>enumerate possibilities of combinations of two variables.</b></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</p> <p><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>• Jabberwocky (Lewis Carroll); The Listeners (Walter De La Mare)</li> </ul> <p><b>Key Texts:</b></p> <ul style="list-style-type: none"> <li>• The Death of Arthur (Sir Thomas Malory)</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>• To kill two birds with one stone</li> <li>• Lock, stock and barrel</li> <li>• Make a mountain out of a molehill</li> <li>• A miss is as good as a mile</li> <li>• It's never too late to mend</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>	<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</li> </ul>

		<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>  <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</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 choice.</li> </ul>	<p>challenging views courteously e.g. suggesting alternative interpretations and being open to those suggested by others.</p> <ul style="list-style-type: none"> <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>  <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> <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>CELLS: STRUCTURES AND PROCESSES</b> -All living things are made up of cells</p> <ul style="list-style-type: none"> <li>• Structure of cells (both plant and animal)</li> <li>• Cell membrane: selectively allows substances in and out</li> <li>• Nucleus: surrounded by nuclear membrane, contains genetic material, divides for reproduction</li> <li>• Cytoplasm contains organelles, small structure that carry out the chemical activities of the cell, including mitochondria (which produce the cell's energy) and vacuoles (which store food, water, or wastes)</li> <li>• Plant cells, unlike animal cells, have cell walls and chloroplasts.</li> <li>• Cells without nuclei: monerans (bacteria)</li> <li>• Some organisms consist of only a single cell: for example, amoeba, protozoans, some algae.</li> <li>• Cells are shaped differently in order to perform different functions.</li> </ul>	<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>	<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>

	<ul style="list-style-type: none"> <li>Organisation of cells into tissues, organs, and systems: <ul style="list-style-type: none"> <li>In complex organisms, groups of cells form tissues (for example: in animals, skin tissue or muscle tissue; in plants, the skin of an onion or the bark of a tree).</li> <li>Tissues with similar functions form organs (for example: in some animals, the heart, stomach, or brain; in some plants, the root or flower).</li> <li>In complex organisms, organs work together in a system (recall, for example, from earlier studies of the human body, the digestive, circulatory, and respiratory systems)</li> </ul> </li> </ul>		
Key Vocab	Cells, Membrane, Nucleus, Reproduction, Cytoplasm, Organelles, Mitochondria, Vacuoles, Nuclei, Bacteria, Amoeba, Protozoan, Algae, Tissue, Organs		

Year 5/6 Year B			
Spring Term 1 <sup>st</sup> Half - Freedom			
	Key Knowledge	Year 5 Skills	Year 6 Skills
History	<p><b>THE BRITISH EMPIRE</b></p> <p><b>A. GROWTH OF BRITISH EMPIRE</b></p> <ul style="list-style-type: none"> <li>Early exploration and trade</li> <li>Plantation of Ireland</li> <li>East India Company</li> <li>Americas</li> <li>Jamestown 1607; colony of Virginia (see Year 2)</li> <li>James Cook discovers Australia in 1770</li> <li>Establishment of penal settlement; convict transportation</li> <li>Australian colonies valuable for wool and gold</li> </ul> <p><b>WORLD WAR 1 – Local Study</b></p> <p>Vocab: Empire, Colony, Penal, Settlement, Convict, Rebellion, Mutiny,</p>	<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>
Geog.	<p><b>AUSTRALIA</b></p> <p><b>A. GEOGRAPHY</b></p> <ul style="list-style-type: none"> <li>South Pacific Ocean</li> <li>Major rivers: the Murray and the Darling (Australia)</li> <li>Contrasting climate in different regions:</li> <li>Australia: climate differs regionally - dry outback, greener coastal areas</li> <li>Settlements located along the coasts, especially on the East Coast of Australia =</li> </ul> <p><b>B. AUSTRALIA</b></p> <ul style="list-style-type: none"> <li>Large cities: Canberra, Sydney, Adelaide, Melbourne, Brisbane, Cairns, Darwin, Perth, Alice Springs</li> <li>Important features: Ayers Rock, outback, Great Barrier Reef (world’s largest coral reef), tropical rainforest, beaches</li> <li>Aboriginal people: traditional music and dance, strong oral history, importance of ancestors, historic art including aboriginal rock engravings [cross-curricular connection with Year 4 Visual Arts]</li> <li>Unique animals: koala, kangaroo, platypus, emu, kookaburra bird</li> <li>British explorer James Cook was the first European to make contact with Australia (on eastern coastline)</li> <li>Australia used as a penal colony for British prisoners</li> <li>Gold rush in the 1850s and subsequent importance of mining</li> <li>Australia became an independent country that was a dominion of the British Empire (1907)</li> <li>New architecture: Sydney harbour bridge and the Sydney Opera House are well-known modern architectural pieces</li> </ul> <p>Vocabulary: South Pacific, Climate, Region, Pole, Aboriginal, Geyser, Circumnavigate, Commonwealth, penal colony, dominion</p>	<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>
Art	<p><b>ART AND ARCHITECTURE OF THE ITALIAN RENAISSANCE</b></p> <p>Introduce the students to Renaissance art by reviewing previously observed works and also looking at: Leonardo da Vinci’s Vitruvian Man (Year 2: Shape), Mona Lisa (Year 2: Portraits) and Last Supper (Year 2: Murals); Bruegel’s Peasant Wedding (Year 4: Space in Artworks); Dürer’s Self-Portrait (Year 2: Portraits and Self-Portraits);</p>	<p>Evaluate and Discuss Renaissance Paintings (Whole Term) and create own paintings in that style (pupils choose from paintings studied?)</p> <ul style="list-style-type: none"> <li>Painting he/she can create different effects e.g. wet paint to create a watercolour; texture by adding PVA or sawdust; using brushes in different ways with thickened paint.</li> </ul>	<p>Evaluate and Discuss Renaissance Paintings (Whole Term) and create own paintings in that style (pupils choose from paintings studied?)</p> <ul style="list-style-type: none"> <li>Painting he/she can create different effects e.g. wet paint to create a watercolour; texture by adding PVA or sawdust; using brushes in different ways with thickened paint.</li> </ul>

	<p>Raphael (Raffaello Sanzio da Urbino), The School of Athens, 1510-1511 (Vatican Museums and Galleries), Vatican City</p> <p><b>A. UNDERSTAND THE TERM RENAISSANCE</b> (comes from the Italian word ‘Rinascita’ (meaning re-birth), applied to describe a regeneration of the arts along classical lines, which took place after the Middle—or so-called ‘Dark’ Ages)</p> <ul style="list-style-type: none"> <li>Recognise that Renaissance art is not only defined by style but reflects new attitudes, achievements and influences; namely:</li> <li>A shift in world view from medieval to Renaissance art, with a new emphasis on humanity and the natural world</li> <li>The influence of Greek and Roman art on Renaissance artists (a return to classical subject matter; idealisation of the human form; balance and proportion in design; the literal re-discovery of classical art works, such as Laocoon Group by Michelangelo, or Apollo Belvedere)</li> <li>The development of linear perspective during the Italian Renaissance (the vantage point or point-of view of the viewer; convergence of lines toward a vanishing point; the horizon line)</li> </ul> <p><b>B. OBSERVE AND DISCUSS A RANGE OF PAINTINGS BY ITALIAN RENAISSANCE ARTISTS</b></p> <p>Consider what makes them ‘Renaissance’ works, including:</p> <ul style="list-style-type: none"> <li>Sandro Botticelli, The Birth of Venus, c. 1485 (Uffizi, Florence)</li> <li>Raphael, Madonna of the Pinks (La Madonna dei Garofani), 1506-7 (National Gallery, London)</li> <li>Michelangelo, Sistine Chapel decorations, 1508-12 (Vatican, Rome)</li> </ul> <p><b>C. BECOME FAMILIAR WITH RENAISSANCE SCULPTURE</b></p> <ul style="list-style-type: none"> <li>Consider what makes sculptures ‘Renaissance’, including:</li> <li>Donatello, Saint George, (Bronze cast after stone original), c. 1415-17 (Orsanmichele—the Kitchen Garden of St Michael, Florence)</li> <li>Michelangelo, David, 1504 (Galleria dell’Accademia, Florence)</li> </ul> <p><b>D. BECOME FAMILIAR WITH RENAISSANCE ARCHITECTURE</b></p> <ul style="list-style-type: none"> <li>Consider—where possible—who the buildings were designed and built by, who used them and what for, and how they were decorated (often with works by important Renaissance artists):</li> <li>Il Duomo (Florence Cathedral), particularly Brunelleschi’s Dome which completed it in 1436 (consider the role of Cosimo de Medici as a patron, supporting Brunelleschi to win the commission over Ghiberti)</li> <li>Palazzo Pitti, Florence, begun 1458, (from 1549 chief residence of the Medici and the ruling families of the Grand Duchy of Tuscany)</li> <li>The Basilica of St Peter’s, Vatican City, Rome, 1506 (includes Michelangelo’s Pietà, and later additions by Bernini)</li> <li>Villa Farnesina, 1506-10 (Trastevere, Rome) (Retreat of Papal banker Agostino Chigi, who commissioned decorations from Raphael, del Piombo and Guilio Romano)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Painting he/she can create layers of paint to add detail to background colours.</li> <li>➤ Independent Artist he/she can select the most effective medium for different pieces of work and explain her choices.</li> <li>➤ Independent Artist he/she can make a clear plan for her working area and the equipment needed for a complete art project.</li> <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> </ul>	<ul style="list-style-type: none"> <li>➤ Painting he/she can create layers of paint to add detail to background colours.</li> <li>➤ Independent Artist he/she can select the most effective medium for different pieces of work and explain her choices.</li> <li>➤ Independent Artist he/she can make a clear plan for her working area and the equipment needed for a complete art project.</li> <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> </ul>
VOCAB	Renaissance, Classical, Figurative, Abstract, Genre, Perspective, Mural		
DT	<p><b>CREATE A SAVOURY OR SWEET FOOD</b></p> <ul style="list-style-type: none"> <li>Use appropriate estimate ingredients</li> <li>Select appropriate tools and follow a recipe to make a savoury dish (Linked to pancake day – or link to geog/history?)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Food he/she understands what different affects food types have on the body. e.g. The impact of eating too much sugar.</li> <li>➤ Food he/she can select the appropriate tools to follow a given recipe to make a savoury dish.</li> <li>➤ Food he/she can estimate amount of ingredients to an appropriate level of accuracy.</li> <li>➤ Evaluate he/she can evaluate existing products in relation to their purpose and audience.</li> <li>➤ Evaluate he/she can collect feedback from others to find out how to improve his/her product.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Food he/she understands what different affects food types have on the body. e.g. The impact of eating too much sugar.</li> <li>➤ Food he/she can select the appropriate tools to follow a given recipe to make a savoury dish.</li> <li>➤ Food he/she can estimate amount of ingredients to an appropriate level of accuracy.</li> <li>➤ Evaluate he/she can evaluate existing products in relation to their purpose and audience.</li> <li>➤ Evaluate he/she can collect feedback from others to find out how to improve his/her product.</li> </ul>

Music	<p><b>A. ELEMENTS using</b> Charanga – Lean on me</p> <ul style="list-style-type: none"> <li>Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).</li> <li>Recognise a steady beat, accents, and the downbeat; play a steady beat and a simple rhythm pattern.</li> <li>Discriminate between fast and slow; gradually slowing down and getting faster.</li> <li>Discriminate between differences in pitch: high and low.</li> <li>Discriminate between loud and soft; gradually increasing and decreasing volume.</li> <li>Understand legato (smoothly flowing progression of notes) and staccato (crisp, distinct notes).</li> <li>Sing unaccompanied, accompanied, and in unison. Recognise harmony; sing simple rounds and canons.</li> <li>Recognise verse and chorus</li> <li>Continue work with timbre and phrasing.</li> <li>Recognise theme and variations, and listen to Mozart, Variations on ‘Ah vous dirai-je Maman’ (familarly known as ‘Twinkle Twinkle Little Star’).</li> <li>Sing or play simple melodies.</li> </ul> <p><b>NOTATION Instruments:</b> Ukulele 5</p> <ul style="list-style-type: none"> <li>Moderately soft: mp Moderately loud: mf</li> <li>Middle C in the treble clef</li> </ul>  <ul style="list-style-type: none"> <li>Tied notes  = Dotted notes </li> <li>Sharps  Flats </li> <li>Da Capo (D.C.): meaning ‘from the beginning’</li> <li>Da Capo al fine (D.C. al fine): meaning ‘repeat from beginning to the fine (end) mark’</li> </ul>	<ul style="list-style-type: none"> <li>➤ Composing he/she is starting to interpretmusical notation. e.g. Crochet = 1 beat, minim = 2 beats.</li> <li>➤ Composing he/she can compose melodicand 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 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>Songs to learn: Waltzin’ Matlida (links with Geog – Australia)</p>	<ul style="list-style-type: none"> <li>➤ Composing he/she is starting to interpretmusical 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 begin to explore reasons for composers' tempo choices.</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: <i>rhythm, melody, form, timbre, tempo, pulse, chords, texture, dynamics, beat, accent, volume, pitch, phrase, verse, chorus, speed</i>				
Computing	<p><b>Content: We are Network technicians</b> – exploring networks including internet</p> <ul style="list-style-type: none"> <li>Understand the basic hardware needed for computer networks</li> <li>Understand key features of internet communication protocols</li> <li>Develop a basic understanding of how domain names are converted to numerical IP addresses</li> </ul> <p><b>Online Safety:</b> We are safe social networkers</p>	<ul style="list-style-type: none"> <li>➤ Understand computer networks including the internet... and the opportunities they offer for communication and collaboration</li> <li>➤ Use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understand computer networks including the internet... and the opportunities they offer for communication and collaboration</li> <li>➤ Use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>	
RE	<p><b>Hinduism: Belief and Meaning:</b></p> <ul style="list-style-type: none"> <li>➤ We are learning to understand the Hindu belief that there is one God with many different aspects</li> </ul>	<ul style="list-style-type: none"> <li>➤ How can Brahman be everywhere and in everything?</li> <li>➤ Do sacred texts have to be ‘true’ to help people understand their religion?</li> <li>➤ Can the arts help communicate religious beliefs?</li> </ul>	<ul style="list-style-type: none"> <li>➤ How can Brahman be everywhere and in everything?</li> <li>➤ Do sacred texts have to be ‘true’ to help people understand their religion?</li> <li>➤ Can the arts help communicate religious beliefs?</li> </ul>	
PE	<ul style="list-style-type: none"> <li><b>Dance</b></li> <li><b>Cricket changed to OAA</b></li> <li><b>Volleyball</b></li> </ul>	<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> </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>

	See PE overview for timings	<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 consider movements that flow smoothly in their choreography</li> <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>World-view/Go-givers:</b> Strong Societies (<i>Links with Australia</i>)</li> <li><b>World-view/Go-givers:</b> Nelson Mandela (<i>Links to Slavery &amp; Martin Luther King</i>)</li> <li><b>Health/Go-givers:</b> Understanding Cancer (<i>Links with Science</i>)</li> <li><b>SRE/Schools Out:</b> Keith Haring Art (<i>Links with Art &amp; LGBT Month Feb</i>)</li> </ul>																																									
MFL	Bon appétite, bonne santé (Healthy eating)		<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>																																						
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