

Year 5/6 Year A			
Autumn Term 2 nd Half – Exploration and Survival			
Key Content	Year 5 Skills	Year 6 Skills	
<p>000Writing</p>	<p>NARRATIVE (characters): (Letters from the Lighthouse – links to refugees)</p> <ul style="list-style-type: none"> presented in spoken or written form; may be augmented/supplemented/partly presented using images told/written in first or third person (I, we, she, it, they); told/written in past tense (sometimes in present tense); chronological (plot or content have a chronology of events that happened in a particular order); main participants are characters with recognisable qualities, often stereotypical and contrasting (hero/villain); Dialogue used to show aspects of the characters typical characters, settings and events are used in each genre; connectives are widely used to move the narrative along and to affect the reader/listener: <ul style="list-style-type: none"> - to signal time (later that day, once); - to move the setting (meanwhile back at the cave, on the other side of the forest); - to surprise or create suspense (suddenly, without warning). <p>NON-CHRONOLOGICAL – Boats/life on boats (Taught piece)</p> <ul style="list-style-type: none"> Often written in the third person and present tense. Sometimes written in the past tense, as in a historical report. The passive voice is frequently used to avoid personalisation, to avoid naming the agent of a verb, to add variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing. Tends to focus on generic subjects (Dogs) rather than specific subjects Description is usually an important feature, including the language of comparison and contrast. Description is generally used for precision rather than to create an emotional response <p>NON-CHRONOLOGICAL – Animal, made-up (Independent piece)</p> <p>As above</p> <p>BIOGRAPHY– Charles Darwin/Winston Churchill (Taught piece)</p> <ul style="list-style-type: none"> Describe and discuss the life of a real person Information is based on fact Formal Style of writing Follows a chronology of Introduction, Early life, Education/Career, Most Notable Achievement Death/Current Life, Conclusion Incidents highlight positive a negative effect Inclusion of bracketed dates and colons to introduce the paragraph with a sub-heading Use of commas for relative clauses Use of quotes <p>HISTORICAL DIARY – WW2 – Dunkirk</p> <ul style="list-style-type: none"> orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...); an account of the events that took place, often in chronological order (The first person to arrive was ...); some additional detail about each event (He was surprised to see me.); reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.) Appropriate archaic language is used, including old-fashioned words that have fallen out of usage, e.g. Let me carry thy basket, old dame. It can also include models of sentence grammar no longer commonly or informally used, e.g. That which you seek, you shall find in the forest. 	<p>COMPOSITION</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and usually using other similar writing as models for their own 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 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> 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 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. 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. precising longer passages identifying key ideas and reformulating them coherently in their own words. 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. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> evaluate writing against agreed success criteria, identifying strengths and areas for improvement linked to recent teaching and feeding back appropriately to the writet propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others’ writing 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. 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. ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register 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>COMPOSITION</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> 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 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 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> 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. 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. 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 precising longer passages identifying key ideas, reformulating them coherently in their own words and justifying inclusions and exclusions 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. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> 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. can almost always propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others’ writing. can almost always write using tense consistently and correctly throughout and write using deliberate changes of tense for effect in narrative. 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 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. 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









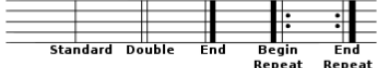
	<ul style="list-style-type: none"> Dashes should be used to add reflections and rhetorical questions 		
Vocab	<p>Adventure Narrative: hook, entertain, opening, setting, characters, build up, complication, resolution, ending, 'cliffhangers', first/third person, past tense, chronological, conjunctions that signal time dialogue advancing action, time shifts, flashbacks, conjunctions that shift attention, conjunctions used to inject suspense, foreshadowing, narrator, prologue</p> <p>Non-chronological Report: explain, describe, opening, general classification, technical classification (optional), description, qualities, conclusion, present tense, general, specific, formal language</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>		
GPS	<ul style="list-style-type: none"> Spelling taught from Year 5 and 6 No Nonsense Spelling Guides – Teachers to follow units for each term supplemented by statutory exception word list Handwriting taught using Collins Guide as per handwriting policy. Grammar directed by English Appendix 2 	<p>SPELLING</p> <ul style="list-style-type: none"> Spell some words with 'silent' letters: kn, mb, stle, mn, silent b words correctly: e.g. as at left, and solemn, debt. 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. 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 Use further prefixes and suffixes and understand the guidelines for adding them e.g. applicable, adorable, reliable, changeable, noticeable. 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 <p>HANDWRITING</p> <ul style="list-style-type: none"> 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 Use a consistent and fluent style that enables a swift and attractive style <p>VOCABULARY</p> <ul style="list-style-type: none"> Use a thesaurus to avoid repetition and common language choices using expanded noun phrases to convey complicated information concisely Converting nouns or adjectives into verbs using suffixes: e.g. -ate; -ise; -fy Use verb prefixes to generate new verbs: e.g. dis-, de-, mis-, over-, re- <p>GRAMMAR - Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun using modal verbs or adverbs to indicate degrees of possibility using the perfect form of verbs to mark relationships of time and cause understanding that the passive tense can be used within formal writing Use devices to build cohesion, including adverbials of time, place and number being able to name all ISPACED starters <p>PUNCTUATION</p> <ul style="list-style-type: none"> Use brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity 	<p>SPELLING</p> <ul style="list-style-type: none"> Spell some words with 'silent' letters: ps, psy, gn silent n words correctly: e.g. as left and government, environment. 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 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 Use further prefixes and suffixes and understand the guidelines for adding them e.g. legible, preference, dependable. 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 <p>HANDWRITING</p> <ul style="list-style-type: none"> 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. Use a consistent and fluent style that enables a swift and attractive style <p>VOCABULARY</p> <ul style="list-style-type: none"> Use a thesaurus to introduce varied and precise vocabulary using expanded noun phrases to convey complicated information concisely throughout a range of independent writing Converting nouns or adjectives into verbs using suffixes and explain their meaning: e.g. -ate, -ise, -ify Use verb prefixes to generate new verbs and explain their meaning: e.g. dis-, de-, mis-, over-, re- <p>GRAMMAR - Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> 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 confidently and consistently using modal verbs or adverbs to indicate degrees of possibility within a range of independent writing confidently and consistently using the perfect form of verbs to mark relationships of time and cause within a range of independent writing Consistently using passive verbs to affect the presentation of information in a sentence Devices to build cohesion, including adverbials of time, place and number using all ISPACED starters throughout their independent writing <p>PUNCTUATION</p> <ul style="list-style-type: none"> Use of the semi-colon, colon and dash to mark the boundary between independent clauses Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity
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	<ul style="list-style-type: none"> Fractions Decimals Measures 	<p><u>Unit: Fractions</u></p> <ul style="list-style-type: none"> ➤ compare and order fractions whose denominators are all multiples of the same number 	<p><u>Unit: Fractions</u></p> <ul style="list-style-type: none"> ➤ use common factors to simplify fractions; use common multiples to express fractions in the same denomination ➤ compare and order fractions, including fractions > 1

	<p>(Note: may be an overspill of previous unit of multiplication and division from the first half term depending on number of weeks for each half term)</p>	<ul style="list-style-type: none"> ➤ recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $2/5 + 4/5 = 6/5$ or 1 and $1/5$] ➤ identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths ➤ read and write decimal numbers as fractions [for example, $0.71 = 71/100$] ➤ add and subtract fractions with the same denominator and denominators that are multiples of the same number" ➤ multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams ➤ solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates <p><u>Unit: Decimals and measures</u></p> <ul style="list-style-type: none"> ➤ recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents ➤ round decimals with two decimal places to the nearest whole number and to one decimal place ➤ solve problems involving number up to three decimal places ➤ multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 ➤ use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling ➤ convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) <p><u>Multiplication tables focus:</u></p> <ul style="list-style-type: none"> ➤ Consolidation ➤ Recall multiples of 12 in any order, including missing numbers and related division facts fluently. ➤ Recall multiples of all times tables up to 12x12 in any order, including missing numbers and related division facts with growing fluency. 	<ul style="list-style-type: none"> ➤ add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions ➤ multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $1/4 \times 1/2 = 1/8$] ➤ divide proper fractions by whole numbers [for example, $1/3 \div 2 = 1/6$] ➤ associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $2/8$] ➤ recall and use equivalences between simple fractions and decimals, including in different contexts <p><u>Unit: Decimals and measures</u></p> <ul style="list-style-type: none"> ➤ identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places ➤ solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate ➤ use, read, write and convert between standard units, converting measurements of length and mass from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places ➤ convert between miles and kilometres <p><u>Multiplication tables focus:</u></p> <ul style="list-style-type: none"> ➤ Application of multiplication and division facts to fractions, decimals and percentages
Key Vocab	<p>Year 5: Unit 1 proper / improper fraction, equivalent, reduced to , cancel, thousandths, in every, for every, denominator, numerator, common factors, common multiples, equivalence, decimal fraction, scaling Unit 2: decimal equivalents, conversion, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre</p> <p>Year 6:Unit 1 factorise, prime factor, digit total, simplest form, Unit 2: decimal fraction, conversion, miles, kilometres, decimal places</p>		
Reading	<p>See Medium Guided Reading Plans for an overview of the texts that children will be reading each week.</p> <p>Key Poems:</p> <ul style="list-style-type: none"> • Fog (Carl Sandberg); • The Pobble Who Has No Toes (Edward Lear); • The Rhinoceros (Ogden Nash) <p>Key Texts:</p> <ul style="list-style-type: none"> • Treasure Island (Robert Louis Stephenson); • Who was Charles Darwin? <p>SAYINGS AND PHRASES</p> <p>Become familiar with the following sayings and phrases:</p> <ul style="list-style-type: none"> • Blow hot and cold • Break the ice • Bull in a china shop • Bury the hatchet • Can't hold a candle to 	<p>FLUENCY</p> <ul style="list-style-type: none"> ➤ 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. <p>WIDTH OF READING (SHARED READING)</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ➤ 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 ➤ 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. ➤ Increasing their familiarity with a wide range of age-appropriate books and can identify some genres: e.g. fantasy, adventure, comedy, science fiction. ➤ 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. ➤ 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. 	<p>FLUENCY</p> <ul style="list-style-type: none"> ➤ 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 <p>WIDTH OF READING (SHARED READING)</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ➤ 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 ➤ 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. ➤ 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. ➤ 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. ➤ Identifying and discussing themes and conventions in and across a wide range of age-appropriate texts: e.g. isolation, flashback in narrative. ➤ Distinguish between statements of fact and opinion <p>Poetry:</p> <ul style="list-style-type: none"> ➤ Learning a wider range of poetry by heart

		<ul style="list-style-type: none"> ➤ Distinguish between statements of fact and opinion <p>Poetry:</p> <ul style="list-style-type: none"> ➤ Learning a wider range of poetry by heart ➤ Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>Debate:</p> <ul style="list-style-type: none"> ➤ 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. ➤ 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. <p>COMPREHENSION (VIPERS in Guided Reading) <i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ➤ Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context <p>Inference:</p> <ul style="list-style-type: none"> ➤ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence using the APE or PEE approach <p>Prediction:</p> <ul style="list-style-type: none"> ➤ 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 <p>Explanation:</p> <ul style="list-style-type: none"> ➤ Asking questions to improve their understanding e.g. I wonder why or if... ➤ 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 ➤ 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.. ➤ Provide reasoned justifications for their views with at least two pieces of evidence <p>Retrieval:</p> <ul style="list-style-type: none"> ➤ 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. <p>Summarising:</p> <ul style="list-style-type: none"> ➤ Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ➤ Recommend books that they have read to their peers, giving reasons for their choices 	<ul style="list-style-type: none"> ➤ 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 <p>Debate:</p> <ul style="list-style-type: none"> ➤ 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. ➤ 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. <p>COMPREHENSION (VIPERS in Guided Reading) <i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i></p> <p>Vocabulary</p> <ul style="list-style-type: none"> ➤ 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. <p>Prediction</p> <ul style="list-style-type: none"> ➤ 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 <p>Inference:</p> <ul style="list-style-type: none"> ➤ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence with three pieces of evidence <p>Explanation:</p> <ul style="list-style-type: none"> ➤ 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? ➤ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ➤ Identifying how language, structure and presentation contribute to meaning and comment upon the authors intent when using this ➤ Provide reasoned justifications for their views with up to three points succinctly presented <p>Retrieval:</p> <ul style="list-style-type: none"> ➤ 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. <p>Summarising:</p> <ul style="list-style-type: none"> ➤ Independently, identify the main ideas in paragraphs and can usually produce a succinct summary, paraphrasing the main ideas. ➤ 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
Key Vocab	Text, prediction, inference, retrieval, summary, evidence, independent, information, fiction, non-fiction, dictionary, contents, facts, opinion,		
Science	<p>EVOLUTION</p> <ul style="list-style-type: none"> ● Animals have offspring that are of the same kind but often offspring have different appearances ● Animals and plants have adapted to suit the environment within which they live ● Adaptation may lead to evolution: Darwin's finches 	<ul style="list-style-type: none"> ➤ Report and present findings from enquiries, including conclusions and, with prompting, suggest causal relationship ➤ With support, present findings from enquiries orally and in writing ➤ Suggest how evidence can support conclusions 	<ul style="list-style-type: none"> ➤ Report and present findings from enquiries, including conclusions and, with prompting, suggest causal relationship ➤ Report and presents findings from enquiries in oral and written forms such as displays and other presentation ➤ Report and present findings from enquiries, including explanations of, and degree of, trust in results ➤ Report and present findings from enquiries, including conclusions and causal relationships

			➤ Identify scientific evidence that has been used to support or refute ideas or arguments
Key Vocab	Life cycle, offspring, adapt, Darwin		

Year 5/6 Year A			
Autumn Term 2 nd - Half Exploration and Survival			
	Key Knowledge	Year 5 Skills	Year 6 Skills
History	<p>HOW DID BRITAIN GAIN AN EMPIRE?</p> <ul style="list-style-type: none"> Global trade Colonies established abroad where Britain had built forts and towns for merchants and soldiers to live British merchants exchanged British-made goods for new exotic luxuries British ports including Liverpool, Glasgow and Bristol became rich The Seven Years War Britain went to war with France, battles were fought in trading colonies around the world East India Company Rule Britannia <p>The Royal Navy</p> <ul style="list-style-type: none"> Impressment; forcing men to serve in the Royal Navy Life of a sailor; diet, scurvy, punishments <p>JAMES COOK [Builds on UK History—The Age of Reason, History and Geography, Year 5]</p>	<ul style="list-style-type: none"> ➤ Develop chronologically secure knowledge and understanding of British, local and world history. ➤ Address and devise historically valid questions about significance. ➤ Address and devise historically valid questions about cause. ➤ Note connections, contrasts and trends over time. 	<ul style="list-style-type: none"> ➤ Develop chronologically secure knowledge and understanding of British, local and world history. ➤ Address and devise historically valid questions about significance. ➤ Address and devise historically valid questions about cause. ➤ Note connections, contrasts and trends over time.
Vocab:	Colony, Luxuries, Merchants, Port, Impressment, Scurvy, Diet		
Geog.	<p>World Geography: South America and Central America</p> <p>South American countries:</p> <ul style="list-style-type: none"> Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Falkland Islands (UK), French Guiana, Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela <p>Central American countries:</p> <ul style="list-style-type: none"> Belize, Costa Rica, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama <p>Important geographical features: Panama Canal, Amazon River, Amazon rainforest, Andes mountains, Patagonia, Galapagos Islands</p> <p>Indigenous peoples: Maya (Mexico, Guatemala), Quechua (Peru, Ecuador, Bolivia)</p> <p>Music and dancing: salsa, bachata, merengue, tango</p> <p>Biodiversity of animals: Galapagos Islands of Ecuador; Amazon Rainforest</p>	<ul style="list-style-type: none"> ➤ Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. ➤ Use a range of methods including sketch maps, plans and graphs, and digital technologies. ➤ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ➤ Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region within North or South America. ➤ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. 	<ul style="list-style-type: none"> ➤ Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. ➤ Use a range of methods including sketch maps, plans and graphs, and digital technologies. ➤ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ➤ Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region within North or South America. ➤ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
Vocabulary:	Glaciers, industry, arid, humid, temperate, agriculture, services, tourism, recreation, tundra, steppe, climate, indigenous, culture, mountain, settler, settlement, immigrant, emigrant, state, province, heritage, Economy, Migrant, Biodiversity, Rainforest		
Art	<p>LANGUAGE OF ART: STYLE</p> <ul style="list-style-type: none"> Understand the meaning of 'style' as a noun and, in the context of art, as a term to refer to how something looks. Practice applying the term 'style' to describe contrasting works of art already known to students, comparing two works, for example: Stubbs's Whistlejacket [from Year 3 - Form] (often described as smooth in style since no brushstrokes are visible and the colours have been carefully blended) Munch's The Scream [from Year 4 - Design] (which can be described as rough or broad in style as the brushstrokes are evident and the paint appears to have been hastily applied and the colours are unmixed) 	<ul style="list-style-type: none"> ➤ Developing/Applying ideas – he/she can use a sketchbook to show how ideas have been improved ➤ Drawing with pencil – he/she can use hard and soft lines to record detail in the distance, foreground and create shadow and avoid using an eraser ➤ Drawing with coloured pencil – he/she can layer colours to create depth of colour and tone ➤ Drawing with pastel/charcoal, he/she can use the tip to create detail ➤ Drawing with pastel/charcoal, he/she can use blending and overlaying colours to create soft backgrounds, using fingers to smudge ➤ 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 	<ul style="list-style-type: none"> ➤ Developing/Applying ideas – he/she can use a sketchbook to show how ideas have been improved ➤ Drawing with pencil – he/she can use hard and soft lines to record detail in the distance, foreground and create shadow and avoid using an eraser ➤ Drawing with pastel/charcoal, he/she can use the tip to create detail ➤ Drawing with pastel/charcoal, he/she can use blending and overlaying colours to create soft backgrounds, using fingers to smudge ➤ 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
Vocab	Form, Tone, Style, Shade/Shadow, Highlights, Mid-tone, Cast shadow, Tints/shades, Chiaroscuro, Ground, Underpainting		
DT	<p>CREATE A SHELL STRUCTURE FOR STRENGTH</p> <ul style="list-style-type: none"> Examine the design of Anderson Shelters Consider the materials that will provide the greatest level of strength Build frames using a range of materials and select most appropriate ways to join (link to Anderson shelters) 	<ul style="list-style-type: none"> ➤ Design: he/she can create an exploded diagram of his/her design. ➤ Make: he/she can build frameworks using a range of materials: wood, card, corrugated plastic. ➤ Make: he/she can use a glue gun with close supervision. ➤ Make: he/she can cut internal shapes. 	<ul style="list-style-type: none"> ➤ Design: he/she can design products that are innovative and appeal to individuals or groups. ➤ Design: he/she can create an exploded diagram of his/her design. ➤ Make: he/she can build frameworks using a range of materials: wood, card, corrugated plastic.

		<ul style="list-style-type: none"> ➤ Make: he/she can select the most appropriate joint for his/her design. 	<ul style="list-style-type: none"> ➤ Make: he/she can use a glue gun with close supervision. ➤ Make: he/she can cut internal shapes. ➤ Make: he/she can select the most appropriate joint for his/her design. 	
Music	<p>Knowledge: Vocal ranges Teachers: Students should learn to recognise and name the different vocal ranges, and apply their knowledge by beginning part singing. Recognise vocal ranges of the adult female voice:</p> <ul style="list-style-type: none"> • High = soprano • Middle = mezzo soprano • Low = alto <p>Recognise vocal ranges of the male voice:</p> <ul style="list-style-type: none"> • High = tenor • Middle = baritone • Low = bass <p>Key Composers and Music:</p> <ul style="list-style-type: none"> • Mozart, The Magic Flute (selections from) <p>NOTATION to be learnt Instruments: Ukulele 4</p> <p>Review the following notation:</p> <ul style="list-style-type: none"> • Crotchet  Minim  Semi-breve  • Stave  • Treble clef and names of lines and spaces in the treble clef  • Crotchet rest  Minim rest  Semibreve rest  <p>Understand the following notation</p> <ul style="list-style-type: none"> • Double bar line, bar, repeat signs  	<ul style="list-style-type: none"> ➤ Performing he/she can sing expressively combining dynamics, tempo and pitch. ➤ Performing he/she can take part in rounds. ➤ Performing he/she can lead a group performance. ➤ Composing he/she understands when to use varying volumes, pitch and expression in his/her voice to portray an idea or mood. ➤ Listening and Context he/she can compare pieces thinking about texture, structure, timbre and dynamics. ➤ Performing he/she can take part in three part harmonies and descants. 	<ul style="list-style-type: none"> ➤ Performing he/she can sing expressively combining dynamics, tempo and pitch. ➤ Performing he/she can take part in rounds. ➤ Performing he/she can lead a group performance. ➤ Composing he/she understands when to use varying volumes, pitch and expression in his/her voice to portray an idea or mood. ➤ Listening and Context he/she can compare pieces thinking about texture, structure, timbre and dynamics. ➤ Performing he/she can take part in three part harmonies and descants. 	
Vocabulary	Vocal range Soprano Mezzo Soprano Alto Tenor Baritone Bass Crotchet Minim Semi-breve Stave Treble clef Rest Repeat			
Computing	<p>Content: We are cryptographers (cracking codes - scratch/black chamber)</p> <ul style="list-style-type: none"> • Encrypt and decrypt messages in simple ciphers • Understand the need for private information to be encrypted • Appreciate the need to use complex passwords and to keep them secure <p>Online Safety: We are responsible for our actions (E-safety)</p>	<ul style="list-style-type: none"> ➤ Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs ➤ Understand computer networks including the Internet. ➤ Use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour. 		
RE	<p>Christianity:</p> <ul style="list-style-type: none"> • Christianity Analyse the Christian belief in the Virgin Birth and to assess the significance of this to Christians 	<ul style="list-style-type: none"> ➤ Analyse the Christian belief in the Virgin Birth and assess the significance of this to Christians. ➤ How significant is it that Mary was Jesus' mother? ➤ Do sacred texts have to be 'true' to help people understand their religion? 	<ul style="list-style-type: none"> ➤ Analyse the Christian belief in the Virgin Birth and assess the significance of this to Christians. ➤ How significant is it that Mary was Jesus' mother? ➤ Do sacred texts have to be 'true' to help people understand their religion? 	
PE	<ul style="list-style-type: none"> • Tag Rugby • Basketball • Gymnastics <p>See PE overview for timings</p>	<ul style="list-style-type: none"> ➤ Gymnastics - Year 5 unit ➤ To be able to perform symmetrical and asymmetrical balances ➤ To develop the straight, barrel, forward, straddle and backward roll ➤ To be able to explore different methods of travelling, linking actions in both canon and synchronisation ➤ To be able to perform progressions of inverted movements 	<ul style="list-style-type: none"> ➤ Tag Rugby – Year 5/6 unit ➤ To develop attacking principles, knowing when to run and when to pass ➤ To be able to throw accurately and catch a tag rugby ball with control ➤ To be able to use the 'forward pass' and 'offside' rules ➤ To be able to play games using tagging rules ➤ To be able to lose a defender 	<ul style="list-style-type: none"> ➤ Basketball – Year 5/6 unit ➤ To be able to dribble the ball abiding by the double dribble and travelling rules ➤ To develop protective dribbling against an opponent ➤ To use a variety of passes in a game situation ➤ To be able to move into a space to support a teammate ➤ To be able to choose when to pass and when to dribble

		<ul style="list-style-type: none"> ➤ To be able to perform progressions of a handstand ➤ To explore matching and mirroring using actions both on the floor and on apparatus ➤ To be able to create a partner sequence using apparatus 	<ul style="list-style-type: none"> ➤ To draw defence and know when to pass ➤ To be able to work as a defending unit to prevent attackers from scoring ➤ To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament 	<ul style="list-style-type: none"> ➤ To be able to track an opponent and use defensive techniques to win the ball ➤ To be able to perform a set shot and a jump shot ➤ To be able to apply the rules and tactics you have learnt to play in a basketball tournament 																																																																				
PHSE	<ul style="list-style-type: none"> • British/Go-givers: Moral Values: When is Enough, Enough? (Links to Jewish Faith (3/4) & World War II) • Pastoral/Go-givers: Seeking a Refuge (Links to World War II / Evacuation) • British/Educate Against Hate: Refugees – Linked to Irish Potato Famine • Safeguarding/RNLI: History of Boats & How Risky is this? • Safeguarding/St.John's: Big First Aid Lesson Autumn 2017 																																																																							
MFL	<ul style="list-style-type: none"> • Les Planetes (The Planets) 	<ul style="list-style-type: none"> ➤ S & L - can tell simple stories in the language. ➤ S & L - can find patterns in spelling, sounds and meanings of words when listening to songs and rhymes. ➤ S & L - can take part in short conversations, seeking and conveying information and opinions in simple terms. ➤ S & L - can participate in a conversation, where they can ask questions, respond to others and seek help ➤ S & L - can identify and note the main points and specific details, including opinions in longer spoken passages. ➤ R - can use a bilingual dictionary or glossary, or can use context to work out what unfamiliar words mean. ➤ R - can identify examples of basic grammatical rules in the chosen language e.g. Feminine, masculine. ➤ W - can adapt his/her recalled phrases to create new sentences and express ideas clearly. 	<ul style="list-style-type: none"> ➤ S & L - can refer to recent experiences or future plans, as well as everyday activities and interests. ➤ S & L - can prepare a short presentation to describe people, places, things or actions. ➤ S & L - can generate questions about the topics covered. ➤ S & L - can use accurate pronunciation in spoken tasks and use intonation to make his/her meaning clear. ➤ R - can read a variety of fiction and non-fiction and glean information from them. ➤ R - can read a text in the language and explain the main points and some smaller details. ➤ W - can produce short pieces of W -, in simple sentences, that seek and convey information and opinions. ➤ W - can demonstrate an understanding of basic grammatical rules for the language in his/her written work. 																																																																					
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