		Year 5/6 Year A		
		Summer Term 1 st Half – Democracy and Choice		
Key Content		Year 5 Skills	Year 6 Skills	
Writing	<p>EDITING EXISTING PIECES Year 6</p> <p>PLAYSCRIPTS - Shakespeare (Year 5 only)</p> <ul style="list-style-type: none"> Structural conventions for scripting vary, particularly in their layout on the page or screen but they usually include: <ul style="list-style-type: none"> name of character and the words they speak: <ul style="list-style-type: none"> MRS GRAY Hello dear. How are you? organisational information (Scene 2 The kitchen DAY); stage directions (ENTER Sita, dancing). Comic strip and some digital animations usually include speech bubbles within the images; interactive texts may include combinations of on-screen speech bubbles and audio dialogue, e.g. accessed by rollover or mouse click. <p>INSTRUCTIONS</p> <ul style="list-style-type: none"> Defining the goal or desired outcome. (How to make a board game.) Listing any material or equipment needed, in order. Providing simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal. Diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to connect the wires.) <p>BIOGRAPHY –Nelson Mandela</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>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 writer 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 	
	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. 	<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, 	<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,

	<ul style="list-style-type: none"> Grammar directed by English Appendix 2 	<p>bridal/bridle, altar/alter, desert/dessert, draft/draught, stationary/stationery, principal/principle.</p> <ul style="list-style-type: none"> 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>compliment/complement, affect/effect, precede/proceed, devise/device, prophesy/prophecy, morning/mourning</p> <ul style="list-style-type: none"> 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) , 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>Year 5: Calculation problems (In the form of whole 3-4 week project with all of Yr 5- lunar space project) Conversions between measures Time Timetables Metric and imperial units of measurement</p> <p>Year 6: Calculation problems Conversions (Note: This half term the SATs tests are taken, so units will be taught with preparation for this in mind)</p>	<p>Unit: Calculation problems</p> <ul style="list-style-type: none"> ➤ use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy ➤ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why ➤ solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign <p>Unit: Conversions and time</p> <ul style="list-style-type: none"> ➤ complete, read and interpret information in tables, including timetables ➤ solve problems involving converting between units of time ➤ understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints 	<p>Unit: Calculation problems</p> <ul style="list-style-type: none"> ➤ use their knowledge of the order of operations to carry out calculations involving the four operations ➤ express missing number problems algebraically ➤ solve problems involving addition, subtraction, multiplication and division ➤ use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy <p>Unit: Conversions</p> <ul style="list-style-type: none"> ➤ 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

		<ul style="list-style-type: none"> ➤ read Roman numerals to 1000 (M) and recognise years written in Roman numerals <p>Multiplication tables focus:</p> <ul style="list-style-type: none"> ➤ Application to multiples e.g. using multiplication and division facts to calculate equations involving multiples (200 x 9 etc) including a range of missing number problems 	<ul style="list-style-type: none"> ➤ use simple formulae ➤ express missing number problems algebraically <p>Multiplication tables focus:</p> <ul style="list-style-type: none"> ➤ Consolidation of all previous skills
Key Vocab	<p>Year 5: Unit 1: explain your reasoning, problem solving, application, Unit 2: imperial unit, conversions, equivalence, interpret, timetable, inches, pounds, pint, gallon</p> <p>Year 6 Unit 1: application, estimate, problem solve, reasoning Unit 2 yard, foot, feet, inch, inches, miles, tonne, pound, ounce</p>		
Reading	<p>See Medium Guided Reading Plans for an overview of the texts that children will be reading each week.</p> <p>Key Texts:</p> <ul style="list-style-type: none"> • The Happy Prince (Oscar Wilde) • Julius Caesar (William Shakespeare) <p>SAYINGS AND PHRASES</p> <p>Become familiar with the following sayings and phrases:</p> <ul style="list-style-type: none"> • Money burning a hole in your pocket. • Once in a blue moon • One picture is worth a thousand words. • Run-of-the-mill • Seeing is believing. 	<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. ➤ 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)</p> <p><i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i></p> <p>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>	<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 ➤ 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)</p> <p><i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i></p> <p>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

		<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 	<p>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> <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
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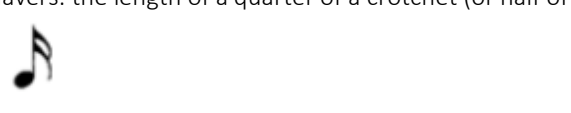

Key Vocab Text, prediction, inference, retrieval, summary, evidence, independent, information, fiction, non-fiction, dictionary, contents, facts, opinion,

Key Vocab Science	<p>ELECTRICITY</p> <p>Teachers: Through reading and observation, and <i>experiment</i>, examine the following:</p> <ul style="list-style-type: none"> ● Electricity as the charge of electrons ● Static electricity ● Electric current ● Electric circuits, and experiments with simple circuits (battery, wire, light bulb, filament, switch, fuse) ● Closed circuit, open circuit, short circuit ● Conductors and insulators ● Electromagnets: how they work and common uses ● Using electricity safely 	<ul style="list-style-type: none"> ➤ Recognise and control variables where necessary ➤ Take repeat readings when appropriate ➤ Take measurements with increasing accuracy and precision ➤ Take measurements using a range of scientific equipment 	<ul style="list-style-type: none"> ➤ Recognise and control variables where necessary ➤ Take repeat readings when appropriate ➤ Take measurements with increasing accuracy and precision ➤ Take measurements using a range of scientific equipment
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Key Vocab Charge of electrons, Static, Current, Circuits, Wire, Lightbulb, Filament, Cell, Switch, Fuse, Close/Open, Short circuit, Conductor, Insulator, Electro-magnets

Year 5/6 A	Year 5/6 Year A		
	Summer Term 1 st Half – Democracy and Choice		
	Key Knowledge	Year 5 Skills	Year 6 Skills
History	<p>FRENCH REVOLUTION</p> <ul style="list-style-type: none"> ● Louis XVI and Marie Antoinette at Versailles ● Division between rich and poor ● Marie Antoinette "Let them eat cake!" ● Only the poor working people paid taxes ● Debts from funding the American War of Independence led to a rise in taxes ● 14th July 1789 people of Paris stormed a prison called the Bastille and released its prisoners ● Revolution began followed by a reign of terror 	<ul style="list-style-type: none"> ➤ Develop chronologically secure knowledge and understanding of British, local and world history. ➤ Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms. ➤ Address and devise historically valid questions about significance. ➤ Address and devise historically valid questions about cause. 	<ul style="list-style-type: none"> ➤ Develop chronologically secure knowledge and understanding of British, local and world history. ➤ Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms. ➤ Address and devise historically valid questions about significance. ➤ Address and devise historically valid questions about cause.

	<ul style="list-style-type: none"> King and Queen beheaded and France becomes a republic (a nation ruled without a monarch) <p>NAPOLEON BONAPARTE AND THE FIRST FRENCH EMPIRE</p> <ul style="list-style-type: none"> Napoleon as military genius In 1804 he made himself 'Emperor' of France Planned invasion of England Horatio Nelson, admiral in the Royal Navy led the attack on Napoleon's navy Napoleon defeated at the Battle of Trafalgar (off the Spanish Coast at Cape Trafalgar) Death of Nelson Napoleon invades Spain Battle of Waterloo 		
	Vocab: Genius , Emperor , Invasion		
Geog.	<p>EAST OF ENGLAND HERTFORDSHIRE, BEDFORDSHIRE, CAMBRIDGESHIRE, NORFOLK, SUFFOLK, ESSEX</p> <ul style="list-style-type: none"> Flat or rolling land, climate, vegetable farming, Norfolk Broads, Cambridge, port of Felixstowe, Sutton Hoo 	<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 Deepen an understanding of the interaction between physical and human processes. 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. 	<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 Deepen an understanding of the interaction between physical and human processes. 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.
Vocabulary:	Port, Peak, Climate, Junction, Canal		
Art	<p>Art and Architecture of the Italian Renaissance</p> <p>Introduce the students to Renaissance art by reviewing previously observed works and also looking at:</p> <ul style="list-style-type: none"> 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) Raphael (Raffaello Sanzio da Urbino), The School of Athens, 1510-1511 (Vatican Museums and Galleries), Vatican City 	<ul style="list-style-type: none"> 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. Art in Context/History: he/she can use stylistic features of well-known architects in their 3D work and explain how their work is similar/different. Art in Context/History: he/she can explore the impact of well-known artists work on the society at the time 	<ul style="list-style-type: none"> 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. Art in Context/History: he/she can use stylistic features of well-known architects in their 3D work and explain how their work is similar/different.
DT	<p>FOOD: PLAN A NORFOLK DISH</p> <ul style="list-style-type: none"> Identify and source Norfolk grown ingredients Research Recipes or design own using available ingredients Use appropriate estimate ingredients, select appropriate tools and follow a recipe to make a savoury dish (linked to local ingredients) 	<ul style="list-style-type: none"> Design he/she can generate and develop his/her ideas through discussion. Design he/she can design products that are functional and designed for purpose. Food he/she understands how different foods are produced in different areas of the world. Food he/she understands that some foods are seasonal and can give some examples. 	<ul style="list-style-type: none"> Design he/she can generate and develop his/her ideas through discussion. Design he/she can design products that are functional and designed for purpose. Food he/she understands how different foods are produced in different areas of the world. Food he/she understands that some foods are seasonal and can give some examples.
Music	<p>ELEMENTS</p> <ul style="list-style-type: none"> Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.). Recognise a steady beat, accents, and the downbeat; play a steady beat and a simple rhythm pattern. Discriminate between fast and slow; gradually slowing down and getting faster. Discriminate between differences in pitch: high and low. Discriminate between loud and soft; gradually increasing and decreasing volume. Understand legato (smoothly flowing progression of notes) and staccato (crisp, distinct notes). Sing unaccompanied, accompanied, and in unison. <p>Recognise harmony; sing simple rounds and canons.</p> <ul style="list-style-type: none"> Recognise verse and chorus 	<ul style="list-style-type: none"> Listening and Context he/she can begin to explore reasons for composers' tempo choices. Listening and Context he/she can pick out details within a piece and recall these details from memory. Listening and Context he/she can compare pieces thinking about texture, structure, timbre and dynamics. Context he/she can pick out details within a piece and recall these details from memory. 	<ul style="list-style-type: none"> Listening and Context he/she can begin to explore reasons for composers' tempo choices. Listening and Context he/she can pick out details within a piece and recall these details from memory. Listening and Context he/she can compare pieces thinking about texture, structure, timbre and dynamics. Context he/she can pick out details within a piece and recall these details from memory.

	<ul style="list-style-type: none"> Continue work with timbre and phrasing. Recognise theme and variations, and listen to Mozart, Variations on 'Ah vous dirai-je Maman' (familiarily known as 'Twinkle Twinkle Little Star'). Sing or play simple melodies. <p>Key Composers and Music: Franz Joseph Haydn (Symphony No.94 'Surprise')</p> <p>NOTATION Understand the following notation and terms whilst completing from Ukulele 5 :</p> <ul style="list-style-type: none"> Time signature 4 can be expressed as C ('Common' time) <p style="text-align: center;">4</p> <ul style="list-style-type: none"> Semi-quavers: the length of a quarter of a crotchet (or half of a quaver)  <ul style="list-style-type: none"> The number of beats for semi-breves, minims, crotchets, quavers, and semi-quavers 			
<p>Vocabulary: <i>Symphony, string family, brass, woodwind, percussion, violin, viola, cello, double bass, rhythm, melody, form, timbre, tempo, pulse, chords, texture, dynamics, beat, accent, volume, pitch, phrase, verse, chorus, speed</i></p>				
Computing	<p>We are game developers (creating a short tv advert - iPad/iMovie)</p> <p>Online Safety: We are respectful of copyright</p>	<ul style="list-style-type: none"> Use sequence, selection and repetition in programs; work with variables and various forms of input and output Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs... Use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour 	<ul style="list-style-type: none"> Use sequence, selection and repetition in programs; work with variables and various forms of input and output Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs... Use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour 	
RE	<p>Islam:</p> <ul style="list-style-type: none"> Identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this. 	<ul style="list-style-type: none"> Does belief in Akhirah (life after death) help Muslims lead good lives? Should religious people be sad when someone dies? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? 	<ul style="list-style-type: none"> Does belief in Akhirah (life after death) help Muslims lead good lives? Should religious people be sad when someone dies? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? 	
PE	<ul style="list-style-type: none"> Tennis Athletics OAA <p>See PE overview for timings</p>	<ul style="list-style-type: none"> Tennis – Year 5 unit To develop the forehand groundstroke To develop returning the ball using a forehand groundstroke To develop returning the ball using a backhand groundstroke To work co-operatively with a partner to keep a continuous rally going To develop the underarm serve and understand the rules of serving To develop the volley and understand when to use it To use a variety of strokes to outwit an opponent To work collaboratively with a partner to compete against others 	<ul style="list-style-type: none"> Athletics – Year 5 unit To be able to apply different speeds over varying distances To develop fluency and coordination when running for speed To develop technique in relay changeovers To develop power, control and consistency in jumping for distance To develop technique and coordination in the triple jump To develop throwing with force for longer distances To develop throwing with greater control and technique To develop officiating and performing skills 	<ul style="list-style-type: none"> OAA – Year 5/6 unit To be able to work effectively with a partner and small group To build communication and trust showing an awareness of safety To work as a team to solve problems To suggest ideas and listen to others To develop co-operation and teamwork skills To develop creating ideas and problem solving To develop strategies and planning To work as a team to solve problems To share ideas and work as a team to solve problems To develop critical thinking To develop trust To be able to listen to others and follow instructions To develop navigational skills and map reading To work effectively with a partner to complete a course

			<ul style="list-style-type: none"> To be able to use a map to navigate around a course To use a key to identify objects and locations 																								
PHSE	<ul style="list-style-type: none"> British/Go-givers: Moral Values: When is Enough, Enough? (<i>Links to Jewish Faith (3/4) & World War II</i>) Pastoral/Go-givers: Seeking a Refuge (<i>Links to World War II / Evacuation</i>) British/Educate Against Hate: Refugees – <i>Linked to Irish Potato Famine</i> Safeguarding/RNLI: <i>History of Boats & How Risky is this?</i> Safeguarding/St.John's: <i>Big First Aid Lesson Autumn 2017</i> 																										
MFL	Scene de plage (Beach scene)	<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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