



## Queniborough C.E Primary School Year Group Plan (Greater Detail)

Year 5	AUTUMN 1	AUTUMN 2
	Anglo-Saxons and Vikings	
TRIPS/VISITS	Viking Day	
Linked books	Viking Boy	
ENGLISH READING	<p>WORD READING</p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> </ul> <p>COMPREHENSION</p> <p>Maintain positive attitudes to reading and an understanding of what they read by:</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</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>• recommending books that they have read to their peers, giving reasons for their choices</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• making comparisons within and across books</li> <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>Understand what they read by:</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> <li>• asking questions to improve their understanding</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction</li> <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</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> <li>• provide reasoned justifications for their views</li> </ul>	
ENGLISH WRITING	<p>Transcription</p> <ul style="list-style-type: none"> <li>• Pupils should be taught to:</li> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> </ul>	



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- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

### **Composition**

Pupils should be taught to:

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précisising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by:

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

### **Grammar and Vocabulary**

Pupils should be taught to:

Develop their understanding of the concepts set out in English Appendix 2 by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2

Indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

### **Handwriting**

Pupils should be taught to:

Write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.



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	Letters Character studies	Comic strips Newspaper reports Poetry (Remembrance)
ENGLISH SPOKEN LANGUAGE	Pupils should be taught to: <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication.</li> </ul>	
MATHS	<p><b><u>Reasoning with large whole numbers</u></b></p> <ul style="list-style-type: none"> <li>• read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit</li> <li>• count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</li> <li>• round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</li> <li>• solve number problems and practical problems that involve all of the above</li> </ul> <p>June 2020 version © Mathematics Mastery 2020</p> <ul style="list-style-type: none"> <li>• read Roman numerals to 1000 (M) and recognise years written in Roman numerals</li> </ul> <p><b><u>Integer addition and subtraction</u></b></p> <ul style="list-style-type: none"> <li>• add and subtract numbers mentally with increasingly large numbers</li> <li>• add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</li> </ul>	<p><b><u>Multiplication and division</u></b></p> <ul style="list-style-type: none"> <li>• identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</li> <li>• recognise and use square numbers and the notation for squared (2 )</li> <li>• know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</li> <li>• establish whether a number up to 100 is prime and recall prime numbers up to 19</li> <li>• multiply and divide whole numbers by 10, 100 and 1000</li> <li>• multiply and divide numbers mentally drawing upon known facts</li> <li>• solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</li> <li>• multiply numbers up to 4 digits by a one- or two-digit number using a formal written method</li> <li>• divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context</li> </ul>



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	<ul style="list-style-type: none"> <li>use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</li> <li>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> </ul> <p><b>Line graphs and timetables</b></p> <ul style="list-style-type: none"> <li>solve comparison, sum and difference problems using information presented in a line graph</li> <li>complete, read and interpret information in tables, including timetables</li> <li>solve problems involving converting between units of time</li> </ul>	<ul style="list-style-type: none"> <li>solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</li> </ul> <p><b>Perimeter and area</b></p> <ul style="list-style-type: none"> <li>measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</li> <li>calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of non-rectilinear shapes</li> </ul>
SCIENCE	<p><b>Living things and their habitats</b></p> <p>KNOWLEDGE</p> <ul style="list-style-type: none"> <li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>describe the life process of reproduction in some plants and animals.</li> </ul> <p>ENQUIRY</p> <ul style="list-style-type: none"> <li>use my prior knowledge or findings to suggest a prediction for a new, unfamiliar investigation</li> <li>accurately measure using a variety of scientific apparatus</li> <li>design an experiment that is fair, safe and sees to investigate a clear variable in a practical way.</li> </ul>	<p><b>Properties and changes of materials</b></p> <p>KNOWLEDGE</p> <ul style="list-style-type: none"> <li>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul> <p>ENQUIRY</p> <ul style="list-style-type: none"> <li>use my prior knowledge or findings to suggest a prediction for a new, unfamiliar investigation</li> <li>accurately measure using a variety of scientific apparatus</li> <li>design an experiment that is fair, safe and sees to investigate a clear variable in a practical way.</li> </ul>
COMPUTING	<p><b>Computing Systems and Networks – Sharing Information</b></p> <ul style="list-style-type: none"> <li>* explain that computers can be connected together to form systems</li> <li>* recognise the role of computer systems in our lives</li> <li>* recognise how information is transferred over the internet</li> </ul>	<p><b>Creating Media – Vector Drawing</b></p> <ul style="list-style-type: none"> <li>* identify that drawing tools can be used to produce different outcomes</li> <li>* create a vector drawing by combining shapes</li> <li>* use tools to achieve a desired effect</li> </ul>



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	<ul style="list-style-type: none"> <li>* explain how sharing information online lets people in different places work together</li> <li>* contribute to a shared project online</li> <li>* evaluate different ways of working together online</li> </ul>	<ul style="list-style-type: none"> <li>* recognise that vector drawings consist of layers</li> <li>* group objects to make them easier to work with</li> <li>* evaluate my vector drawing</li> </ul>
HISTORY	<p><b>Anglo Saxons, Scots and Vikings</b></p> <p>To carry out a study into Britain's settlement by Anglo-Saxons and Scots.</p> <p>To understand the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>To choose some elements to study from the following suggestions:</p> <ul style="list-style-type: none"> <li>• Roman withdrawal from Britain in c. AD410 and the fall of the western Roman Empire.</li> <li>• Scots invasions from Ireland to north Britain (now Scotland)</li> <li>• Anglo-Saxon invasions, settlements and kingdoms: place names and village life.</li> <li>• Anglo-Saxon art and culture.</li> <li>• Christian conversion – Canterbury, Iona and Lindisfarne</li> <li>• Viking raids and invasion</li> <li>• Resistance by Alfred the Great and Athelstan, first king of England</li> <li>• Further Viking invasions and Danegeld</li> <li>• Anglo-Saxon laws and justice</li> <li>• Edward the Confessor and his death in 1066.</li> </ul> <p>To understand how our knowledge of the past is constructed from a range of sources.</p> <p>To use a wide range of historical words to explain the passing of time.</p> <p>To show an awareness of chronology, and order of events by making and using timelines.</p> <p>To know that the past can be divided into different periods of time and to know and plot these periods on a timeline.</p> <p>To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>To note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>To devise and answer historically valid questions about change, cause, similarity and difference, and significance.</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information using a range of primary and secondary sources.</p> <p>To carry out historical enquiries by analysing sources and making historical claims.</p> <p>To understand how and why contrasting arguments and interpretations of the past have been constructed.</p>	
GEOGRAPHY	<p><b>Anglo-Saxons, Scots and Vikings</b></p> <p><b>Locational Knowledge</b></p> <p>Name and locate counties and cities of UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time (build on Year 3, link to history)</p> <p><b>Human and Physical Geography</b></p> <p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones and mountains</p> <p>Human geography, including: types of settlement and land use (Link to history)</p> <p><b>Geographical Skills and Fieldwork</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (UK)</p> <p>Use the 4 points of a compass, 4-figure grid references, symbols and key to build their knowledge of UK</p>	



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	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.	
ART AND DESIGN	<p style="text-align: center;">Painting watercolours</p> <p style="text-align: center;">Poster paint</p> <p style="text-align: center;">Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources. Produce increasingly accurate portraits</p>	<p style="text-align: center;">Drawing: charcoal, pencil - life drawings      Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. Printing Explore and use tone and texture</p> <p style="text-align: center;">Christmas card art inspired by And Warhol's Christmas art</p>
	<p style="text-align: center;">Year 5 Ongoing skills</p> <p style="text-align: center;">Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	
DT	<p><b>How will your beast open its mouth?</b></p> <p>Design:</p> <ul style="list-style-type: none"> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p>Make:</p> <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately.</li> <li>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</li> </ul> <p>Evaluate:</p> <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products.</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>Understand how key events and individuals in design and technology have helped shape the world.</li> </ul> <p>Technical knowledge:</p> <ul style="list-style-type: none"> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> </ul> <p>Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).</p>	



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MUSIC	<ul style="list-style-type: none"><li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li><li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li><li>• listen with attention to detail and recall sounds with increasing aural memory</li><li>• use and understand staff and other musical notations</li><li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li><li>• develop an understanding of the history of music.</li></ul>	<ul style="list-style-type: none"><li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li><li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li><li>• listen with attention to detail and recall sounds with increasing aural memory</li><li>• use and understand staff and other musical notations</li><li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li><li>• develop an understanding of the history of music.</li></ul>
PE		
PSHE	MMR 56: Beginning & Belonging 2020	
	<ul style="list-style-type: none"><li>* develop ideas to help school feel a safer, happier place and develop an awareness of how my own actions may impact on the feelings of others</li><li>* develop strategies for building collaborative relationships within the class and the school</li><li>* recognise the emotions people might feel in a new situation and how to support them</li><li>* Know how to make new people feel welcome in a range of situations in and out of school</li><li>* develop their own strategies for coping with emotions and developing resilience in new situations</li><li>* identify a range of sources of support and know how to seek help</li><li>* be able to ask for help and support for others, report concerns and keep trying until they are heard</li></ul>	<ul style="list-style-type: none"><li>* explain the characteristics of healthy friendships on and offline and identify elements which may be healthy or unhealthy</li><li>* explore the concepts of trust and loyalty in changing relationships on and offline</li><li>* explore skills for choosing, making and developing new friendships, including online friendships</li><li>* recognise some of the pressures on friendships and family relationships and to develop strategies to manage them</li><li>* understand how communication, empathy and compromise all contribute to resolving conflict</li><li>* understand when people should give and get consent in both online and offline situations</li><li>* understand that families are committed to supporting each other as the needs of members change</li><li>* identify people in their network, on and offline, to explore how these relationships have change and people support each other</li></ul> <p><b>Anti-bullying</b> - all year groups to have an age appropriate focus on anti-bullying - linking to Anti-bullying Week in Nov</p>
	<div>Ever yo ne 's W el co m e</div> <div><p>How to Heal a Broken Wing – B Graham</p><ul style="list-style-type: none"><li>* Empathy, recognise when someone needs help</li></ul><p>The Cow who Climbed a Tree – G Merino</p><ul style="list-style-type: none"><li>* exchanging dialogue, no outsiders</li></ul></div>	<p>Link to Remembrance:</p> <p>Where the Poppies Now Grow – H Robinson &amp; M Impey</p> <ul style="list-style-type: none"><li>* Learning from the past</li></ul> <p>Rose Blanche – I McEwan &amp; R Innocenti</p> <ul style="list-style-type: none"><li>* Justifying actions, discrimination (Jews)</li></ul>



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British Values	Mutual Respect	Tolerance of those with different faiths and beliefs
RE	<ul style="list-style-type: none"> <li>U2.1: What does it mean if Christians believe God is holy and loving?</li> </ul>	<ul style="list-style-type: none"> <li>U2.8: What does it mean to be a Muslim in Britain today?</li> </ul>
LOTC		
MFL (French)	<p><b>Do you have a pet?</b></p> <ul style="list-style-type: none"> <li>Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French.</li> <li>Tell somebody in French if they have or do not have a pet.</li> <li>Ask somebody else in French if they have a pet.</li> <li>Tell somebody in French the name of their pet.</li> <li>Attempt to create a longer phrase using the connectives ET ("and") or MAIS ("but").</li> </ul>	<p><b>Clothes-Les Vetements</b></p> <ul style="list-style-type: none"> <li>Repeat and recognise the vocabulary for a variety of clothes in French.</li> <li>Use the appropriate genders and articles for these clothes.</li> <li>Use the verb PORTER in French with increasing confidence.</li> <li>Say what they wear in different weather/situations.</li> <li>Describe clothes in terms of their colour and apply adjectival agreement.</li> <li>Use the possessives with increased accuracy</li> </ul>

Year 5	SPRING 1	SPRING 2
	Maya Civilisations	
TRIPS/VISITS		
Linked books		
ENGLISH READING	<p>WORD READING</p> <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> </ul> <p>COMPREHENSION</p> <p>Maintain positive attitudes to reading and an understanding of what they read by:</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</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> </ul>	





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ENGLISH WRITING	<p><b>Transcription</b></p> <ul style="list-style-type: none"> <li>• Pupils should be taught to:</li> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• 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 dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus.</li> </ul> <p><b>Composition</b></p> <p>Pupils should be taught to:</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</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• précising longer passages</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural,</li> </ul>



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	<ul style="list-style-type: none"> <li>distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> </ul> <p><b>Grammar and Vocabulary</b> Pupils should be taught to: Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul> <p><b>Handwriting</b> Pupils should be taught to: Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul>		
	<div>Instructions Play Scripts</div> <div>Mystery stories</div>		
<p style="text-align: center;">ENGLISH SPOKEN LANGUAGE</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication.</li> </ul>		
<p style="text-align: center;">MATHS</p>	<table> <tr> <td data-bbox="385 1149 1294 1265"> <p><b><u>Fractions and decimals</u></b></p> <ul style="list-style-type: none"> <li>compare and order fractions whose denominators are all multiples of the same number</li> </ul> </td><td data-bbox="1294 1149 2168 1265"> <p><b><u>Fractions and percentages</u></b></p> <ul style="list-style-type: none"> <li>add and subtract fractions with the same denominator and denominators that are multiples of the same number</li> </ul> </td></tr> </table>	<p><b><u>Fractions and decimals</u></b></p> <ul style="list-style-type: none"> <li>compare and order fractions whose denominators are all multiples of the same number</li> </ul>	<p><b><u>Fractions and percentages</u></b></p> <ul style="list-style-type: none"> <li>add and subtract fractions with the same denominator and denominators that are multiples of the same number</li> </ul>
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	<ul style="list-style-type: none"> <li>recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</li> <li>recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt; 1</math> as a mixed number [for example, <math>2\frac{5}{5} + 4\frac{5}{5} = 6\frac{5}{5} = 11\frac{5}{5}</math>]</li> <li>identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</li> <li>read and write decimal numbers as fractions [for example, <math>0.71 = \frac{71}{100}</math>]</li> <li>round decimals with two decimal places to the nearest whole number and to one decimal place</li> <li>read, write, order and compare numbers with up to three decimal places</li> </ul> <p><b><u>Angles</u></b></p> <ul style="list-style-type: none"> <li>know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</li> <li>draw given angles, and measure them in degrees (<math>^{\circ}</math>)</li> <li>identify: angles at a point and one whole turn (total <math>360^{\circ}</math>); angles at a point on a straight line and <math>1\frac{1}{2}</math> a turn (total <math>180^{\circ}</math>); other multiples of <math>90^{\circ}</math></li> </ul>	<ul style="list-style-type: none"> <li>multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</li> <li>solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates</li> <li>recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal</li> <li>solve problems which require knowing percentage and decimal equivalents of <math>1\frac{1}{2}</math>, <math>1\frac{1}{4}</math>, <math>1\frac{1}{5}</math>, <math>2\frac{1}{5}</math>, <math>4\frac{1}{5}</math> and fraction and decimal equivalents of percentages that are multiples of 10 and 25</li> <li>solve problems involving number up to three decimal places</li> <li>use all four operations to solve problems involving measure (for example length, mass, volume, money) using decimal notation, including scaling</li> <li>associate a fraction with division (Y6) June 2020 version © Mathematics Mastery 2020 use common factors to simplify fractions; use common multiples to express fractions in the same denomination (Y6)</li> </ul> <p><b><u>Transformations</u></b></p> <ul style="list-style-type: none"> <li>identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed</li> <li>use the properties of rectangles to deduce related facts and find missing lengths and angles</li> <li>describe positions on the full coordinate grid (all four quadrants) (Y6)</li> <li>interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</li> <li>use negative numbers in context, and calculate intervals across zero (Y6)</li> </ul>
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## Queniborough C.E Primary School Year Group Plan (Greater Detail)

SCIENCE	<p><b>Animals, including humans</b> KNOWLEDGE</p> <ul style="list-style-type: none"> <li>describe the changes as humans develop to old age.</li> </ul> <p>ENQUIRY</p> <ul style="list-style-type: none"> <li>use my prior knowledge or findings to suggest a prediction for a new, unfamiliar investigation</li> <li>accurately measure using a variety of scientific apparatus</li> <li>design an experiment that is fair, safe and sees to investigate a clear variable in a practical way.</li> </ul>	<p><b>Forces</b> KNOWLEDGE</p> <ul style="list-style-type: none"> <li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</li> </ul> <p>ENQUIRY</p> <ul style="list-style-type: none"> <li>use my prior knowledge or findings to suggest a prediction for a new, unfamiliar investigation</li> <li>accurately measure using a variety of scientific apparatus</li> <li>design an experiment that is fair, safe and sees to investigate a clear variable in a practical way.</li> </ul>
COMPUTING	<p><b>Programming B – Selection in Quizzes</b></p> <ul style="list-style-type: none"> <li>* explain how selection is used in computer programs</li> <li>* relate that a conditional statement connects a condition to an outcome</li> <li>* explain how selection directs the flow of a program</li> <li>* design a program which uses selection</li> <li>* create a program which uses selection</li> <li>* evaluate my program</li> </ul>	<p><b>Data and Information – Flat-file Databases</b></p> <ul style="list-style-type: none"> <li>* use a form to record information</li> <li>* compare paper and computer-based databases</li> <li>* outline how grouping and then sorting data allows us to answer questions</li> <li>* explain that tools can be used to select specific data</li> <li>* explain that computer programs can be used to compare data visually</li> <li>* apply my knowledge of a database to ask and answer real-world questions</li> </ul>
HISTORY	<p><b>Mayan Civilization c. AD900</b> To compare and contrast Mayan civilization and British history. To understand how our knowledge of the past is constructed from a range of sources. To use a wide range of historical words to explain the passing of time. To show an awareness of chronology, and order of events by making and using timelines. To know that the past can be divided into different periods of time and to know and plot these periods on a timeline. To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. To note connections, contrasts and trends over time and develop the appropriate use of historical terms. To devise and answer historically valid questions about change, cause, similarity and difference, and significance. To construct informed responses that involve thoughtful selection and organisation of relevant historical information using a range of primary and secondary sources. To carry out historical enquiries by analysing sources and making historical claims. To understand how and why contrasting arguments and interpretations of the past have been constructed.</p>	
GEOGRAPHY	<p><b>Mexico</b></p> <p><b>Locational Knowledge</b> Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p><b>Place Knowledge</b> Understand geographical similarities and differences through the study of human and physical geography of Mexico</p> <p><b>Geographical Skills and Fieldwork</b></p>	



## Queniborough C.E Primary School Year Group Plan (Greater Detail)

	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (North America)</p> <p>Use the 8 points of a compass, 6-figure grid references, symbols and key to build their knowledge of UK and wider world</p> <p><b>QPS Fieldwork</b></p> <p>Study and plan safe routes to get to school. What is your safest way to get to school? Where is the best place to live to have the safest route to school? Which member of the class has the safest route to school? (H)</p>	
ART AND DESIGN	<p>3D form – sculptures, masks</p> <p>modroc Describe the different qualities involved in modelling, sculpture and construction. Use recycled and man-made materials to create sculpture. Plan a sculpture through drawing and other preparatory work.</p> <p>life drawing Inspired by Frida Kahlo</p>	<p>Tessellating shapes</p> <p>Explain a few techniques, inc' the use of blocks and relief printing. Choose the printing method appropriate to task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours. Create pattern for a purpose</p>
	<p>Year 5 Ongoing skills</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	
DT	<p><b>How should your puppet tell the story?</b> <b>Research, design, make and evaluate</b></p> <p>Design:</p> <ul style="list-style-type: none"> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p>Make:</p> <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately.</li> <li>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</li> </ul> <p>Evaluate:</p> <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products.</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>Understand how key events and individuals in design and technology have helped shape the world.</li> </ul> <p>Technical knowledge:</p> <ul style="list-style-type: none"> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).</li> </ul>	



## Queniborough C.E Primary School Year Group Plan (Greater Detail)

MUSIC	<ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>	<ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>
PE		
PSHE	HSL: Managing Safety & Risks 56 2020* <b>Cycle Proficiency</b>	Online Safety
	<ul style="list-style-type: none"> <li>* explore positive and negative aspects of risk taking</li> <li>* understand the benefits and consequences of taking physical, social and emotional risks</li> <li>* explore situations where they have responsibility for their own safety and that of others</li> <li>* understand and practise a range of strategies to reduce risk</li> <li>* learn ways of getting help from known and unknown adults in an emergency (even when getting attention is difficult)</li> <li>* identify a wider range of situations where they might encounter risk</li> <li>* understand and practise basic procedures for first aid and making an emergency call</li> <li>* understand their growing responsibility and possible actions to a wider range of accidents at home and at school</li> <li>* identify new risky situations due to increased independence and consider safety implications</li> <li>* identify safety issues when cycling and develop understanding of how to stay safe on the roads</li> <li>* identify some benefits of being outside and have strategies to keep themselves safe in the sun</li> </ul>	<p>* know and explain how to stay safe when playing games online</p> <p>* understand the purpose of age ratings for social media / games</p> <p>* consider the impact of time spent online and the risks of excessive time online</p> <p>* know who to report to and where to seek help if things on the internet cause worry or concern</p> <p>There are elements of online safety taught through the computing curriculum and PSHCE curriculum.</p> <p>There is a whole school focus on anti-bullying (including cyber bullying) during Anti-Bullying Week in November and on online safety for Safer Internet Day in February.</p> <p>Online safety should also be reactive – for example: if children ask questions, there are stories in the media, issues within specific classes that may require specific teaching / focus</p> <p>Project Evolve <a href="https://swgfl.org.uk/services/project-evolve/">https://swgfl.org.uk/services/project-evolve/</a></p> <p>CEOP thinkuknow Band Runner Google Internet Legends</p>
		<p style="text-align: center;">CIT: Working Together 2020</p> <ul style="list-style-type: none"> <li>* recognise their own strengths and skills and understand how they are perceived by others</li> <li>* challenge themselves and others to work on developing new skills</li> <li>* reflect on the experience of learning a new skill and how to apply it in different contexts</li> <li>* be aware of how their strengths may be useful in a range of different careers in the future</li> <li>* understand and practise some skills of a good communicator e.g. listening, debating, explain views and acknowledging those of others</li> <li>* understand and develop effective group work skills, including decision making, chairing and debating</li> <li>* recognise influences on their decision making, including the media</li> <li>* be aware of the range of different strengths and skills people bring to a group and know how their own strengths and skills complement those of others</li> <li>* persevere and overcome barriers to achieving a task</li> <li>* evaluate a group task, including their own and others' contribution, the overall process and final results</li> </ul>



## Queniborough C.E Primary School Year Group Plan (Greater Detail)

British Values	Rule of Law	Individual Liberty
RE	<ul style="list-style-type: none"> <li>U2.3: Why do Christians believe Jesus was the Messiah?</li> </ul>	<ul style="list-style-type: none"> <li>U2.9: Why is the Torah so important to Jewish people?</li> </ul>
LOTC		
MFL (French)	<p><b>What is the date?</b></p> <ul style="list-style-type: none"> <li>Repeat and recognise the months of the year in French.</li> <li>Ask when somebody has a birthday and say when they have their birthday.</li> <li>Say the date in French.</li> <li>Create a French calendar.</li> <li>Recognise key dates in the French calendar.</li> </ul>	<p><b>Family En Famille</b></p> <ul style="list-style-type: none"> <li>Continue applying the knowledge, skills and understanding of the language covered in unit one.</li> <li>Say the nouns in French for members of their family.</li> <li>Tell somebody in French the members and age of a fictitious, historical or television family as a model to present and practise family vocabulary.</li> <li>Continue to count, reaching 100, to enable students to say the age of various family members.</li> <li>Understand the concept of mon, ma and mes in French.</li> </ul>

Year 5	SUMMER 1	SUMMER 2
	Space	
TRIPS/VISITS	Space centre	
Linked books	George's key to the universe	
ENGLISH READING	<p>WORD READING</p> <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> </ul> <p>COMPREHENSION</p> <p>Maintain positive attitudes to reading and an understanding of what they read by:</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</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>recommending books that they have read to their peers, giving reasons for their choices</li> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> <li>making comparisons within and across books</li> <li>learning a wider range of poetry by heart</li> </ul>	



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	<ul style="list-style-type: none"><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>Understand what they read by:</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><li>• asking questions to improve their understanding</li><li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>• predicting what might happen from details stated and implied</li><li>• summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li><li>• identifying how language, structure and presentation contribute to meaning</li><li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li><li>• distinguish between statements of fact and opinion</li><li>• retrieve, record and present information from non-fiction</li><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</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><li>• provide reasoned justifications for their views</li></ul>
ENGLISH WRITING	<p><b>Transcription</b></p> <ul style="list-style-type: none"><li>• Pupils should be taught to:</li><li>• use further prefixes and suffixes and understand the guidance for adding them</li><li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li><li>• continue to distinguish between homophones and other words which are often confused</li><li>• 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 dictionaries to check the spelling and meaning of words</li><li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li><li>• use a thesaurus.</li></ul> <p><b>Composition</b></p> <p>Pupils should be taught to:</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</li><li>• noting and developing initial ideas, drawing on reading and research where necessary</li><li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li></ul> <p>Draft and write by:</p> <ul style="list-style-type: none"><li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li><li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li><li>• précisising longer passages</li><li>• using a wide range of devices to build cohesion within and across paragraphs</li><li>• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li></ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"><li>• assessing the effectiveness of their own and others' writing</li><li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li><li>• ensuring the consistent and correct use of tense throughout a piece of writing</li><li>• ensuring correct subject and verb agreement when using singular and plural,</li><li>• distinguishing between the language of speech and writing and choosing the appropriate register</li><li>• proof-read for spelling and punctuation errors</li></ul> <p><b>Grammar and Vocabulary</b></p> <p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"><li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li></ul>





## Queniborough C.E Primary School Year Group Plan (Greater Detail)

	<ul style="list-style-type: none"> <li>• using passive verbs to affect the presentation of information in a sentence</li> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using hyphens to avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>• using a colon to introduce a list</li> <li>• punctuating bullet points consistently</li> <li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul> <p><b>Handwriting</b> Pupils should be taught to: Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul>	
	Non-chronological reports	Advertisements Poetry
ENGLISH SPOKEN LANGUAGE	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication.</li> </ul>	
MATHS	<p><b>Converting units of measure</b></p> <ul style="list-style-type: none"> <li>• convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram)</li> <li>• multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</li> </ul>	<p><b>2-D and 3-D shape</b></p> <ul style="list-style-type: none"> <li>• distinguish between regular and irregular polygons based on reasoning about equal sides and angle</li> <li>• use the properties of rectangles to deduce related facts and find missing lengths and angles</li> <li>• identify 3-D shapes, including cubes and other cuboids, from 2-D representations</li> </ul>



## Queniborough C.E Primary School Year Group Plan (Greater Detail)

	<ul style="list-style-type: none"> <li>understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</li> </ul> <p><b>Calculating with whole numbers and decimals</b></p> <ul style="list-style-type: none"> <li>use all four operations to solve problems involving measure (for example length, mass, volume, money) using decimal notation, including scaling</li> <li>solve problems involving number up to three decimal places</li> <li>multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</li> <li>multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</li> </ul>	<ul style="list-style-type: none"> <li>recognise, describe and build simple 3-D shapes, including making nets (Y6)</li> <li>illustrate and name parts of circles, including radius, diameter and circumference and know that diameter is twice the radius. (Y6)</li> </ul> <p><b>Volume</b></p> <ul style="list-style-type: none"> <li>estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water]</li> <li>recognise and use cube numbers and the notation for cubed (3 ) Unit 14 Problem solving (2 weeks)</li> </ul> <p><b>Problem solving</b></p> <ul style="list-style-type: none"> <li>consolidation and application opportunities</li> </ul>
SCIENCE	<p><b>Space KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>describe the movement of the Moon relative to the Earth</li> <li>describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.</li> </ul> <p><b>ENQUIRY</b></p> <ul style="list-style-type: none"> <li>use my prior knowledge or findings to suggest a prediction for a new, unfamiliar investigation</li> <li>accurately measure using a variety of scientific apparatus</li> <li>design an experiment that is fair, safe and sees to investigate a clear variable in a practical way.</li> </ul>	
COMPUTING	<p><b>Creating Media – Video Editing</b></p> <ul style="list-style-type: none"> <li>* explain what makes a video effective</li> <li>* identify digital devices that can record video</li> <li>* capture video using a range of techniques</li> <li>* create a storyboard</li> <li>* identify that video can be improved through reshooting and editing</li> <li>* consider the impact of the choices made when making and sharing a video</li> </ul>	<p><b>Programming B – Sensing (moved from Y6)</b></p> <ul style="list-style-type: none"> <li>* create a program to run on a controllable device</li> <li>* explain that selection can control the flow of a program</li> <li>* update a variable with a user input</li> <li>* use an conditional statement to compare a variable to a value</li> <li>* design a project that uses inputs and outputs on a controllable device</li> <li>* develop a program to use inputs and outputs on a controllable device</li> </ul>
HISTORY	<p>Optional unit not part of history curriculum – History of Space To study philosophers and scientists To develop an understand how theories of Space have changed over time</p>	
GEOGRAPHY		



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ART AND DESIGN	<p style="text-align: center;">Inspiration taken from Wallis Kandinsky  Vocabulary -hue, tint, tone, shades and mood  Explore the use of texture in colour – colour for purposes  colour to express feelings  Using music as a stimuli to create space art</p>	
	<p style="text-align: center;">Year 5 Ongoing skills</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.  Question and make thoughtful observations about starting points and select ideas and processes to use in their work.  Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.  Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.  Adapt their work according to their views and describe how they might develop it further.  Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.  Use ICT.  Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	
DT	<p><b>How do you take your tea?</b></p> <p>Cooking and nutrition:</p> <ul style="list-style-type: none"> <li>• Understand and apply their principles of a healthy and varied diet.</li> <li>• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>• Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	
MUSIC	<ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>	<ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>
PE		
PSHE	<p>CIT56: Diversity &amp; Communities 2020</p> <p>* explore the elements that make up people's identities and how others' perceptions can influence identity</p>	<p>HSL: Relationships &amp; Sex Education 5</p> <p>* identify male and female sexual parts confidently and describe their functions. (BS)  * know terminology for sexual parts appropriate for use in different situations. (BS)</p>



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	<ul style="list-style-type: none"> <li>* explore how perceptions of gender amongst peer and the media affect identity, emotions, friendships, behaviour and choices</li> <li>* explore the variety of origins, national identities, religious beliefs, cultural traditions and lifestyles locally and in the UK</li> <li>* understand why people should show respect for those with different lifestyles, beliefs, traditions and explore ways to demonstrate respect</li> <li>* recognise the negative effects of stereotyping and how they might lead to prejudice</li> <li>* recognise the different local and wider communities they belong to, and explore the contribution that belonging makes to well-being and happiness</li> <li>* understand the role of volunteers and voluntary organisations</li> <li>* understand some ways for caring for the wider environment and the contribution they can make</li> </ul> <p>Everyone's Welcome:</p> <p>And Tango Makes Three – J Richardson &amp; P Parnell</p> <ul style="list-style-type: none"> <li>* Accept that people are different from me</li> </ul>	<ul style="list-style-type: none"> <li>* know and understand about the physical changes that take place at puberty and how to manage them. (CAB)</li> <li>* understand that physical changes affect people in a variety of ways and at different rates. (CAB)</li> <li>* To understand how the media, families and friends can influence attitudes to their bodies.</li> <li>* know about aspects of personal hygiene relevant to puberty and the implications of these.</li> <li>* To understand that safe routines can stop the spread of viruses and bacteria. (HP)</li> </ul>
British Values	Democracy	
RE	<ul style="list-style-type: none"> <li>• U2.4: Christians and how to live: 'What would Jesus do?'</li> </ul>	<ul style="list-style-type: none"> <li>• U2.10: What matters most to humanists and Christians?</li> </ul>
LOTC		
MFL (French)	<p><b>The Weather</b></p> <ul style="list-style-type: none"> <li>• Repeat and recognise the vocabulary for weather in French.</li> <li>• Ask what the weather is like today.</li> <li>• Say what the weather is like today.</li> <li>• Create a French weather map.</li> <li>• Describe the weather in different regions of France using a weather map with symbols.</li> </ul>	<p><b>In the classroom</b> <b>En classe</b></p> <ul style="list-style-type: none"> <li>• Recognise and repeat from memory simple classroom objects and use the correct gender</li> <li>• Say what they have and do not have in their pencil case.</li> <li>• Recognise and respond to simple classroom commands and praise.</li> </ul>