



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

| Year 5 | AUTUMN 1 | AUTUMN 2 |
|-----------------|---|----------------------------|
| | Topic Title Here | Topic Title Here |
| TRIPS/VISITS | | |
| Linked books | Viking Boy | Comic strips newspapers |
| ENGLISH READING | <p>WORD READING</p> <ul style="list-style-type: none"> 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. <p>COMPREHENSION</p> <p>Maintain positive attitudes to reading and an understanding of what they read 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 reading books that are structured in different ways and reading for a range of purposes 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 recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books 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>Understand what they read by:</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 asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction 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 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 provide reasoned justifications for their views | |



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ENGLISH WRITING

Transcription

- Pupils should be taught to:
- use further prefixes and suffixes and understand the guidance for adding them
- 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
- précising 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



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| ENGLISH | <ul style="list-style-type: none"> 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. <p>Handwriting Pupils should be taught to: Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> 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. | |
| ENGLISH SPOKEN LANGUAGE | Autobiographies Character studies | Comic strips Newspaper reports |
| ENGLISH SPOKEN LANGUAGE | Pupils should be taught to: <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication. | |
| MATHS | | |
| SCIENCE | <p>Living things and their habitats</p> <p>KNOWLEDGE</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals. <p>ENQUIRY</p> <ul style="list-style-type: none"> use my prior knowledge or findings to suggest a prediction for a new, unfamiliar investigation accurately measure using a variety of scientific apparatus | <p>Properties and changes of materials</p> <p>KNOWLEDGE</p> <ul style="list-style-type: none"> 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 know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating |



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| | <ul style="list-style-type: none"> design an experiment that is fair, safe and sees to investigate a clear variable in a practical way. | <ul style="list-style-type: none"> give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes 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. <p>ENQUIRY</p> <ul style="list-style-type: none"> use my prior knowledge or findings to suggest a prediction for a new, unfamiliar investigation accurately measure using a variety of scientific apparatus design an experiment that is fair, safe and sees to investigate a clear variable in a practical way. |
| <p>COMPUTING</p> | <p>* use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content * 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, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> | |
| | <p>Digital Skills and Media Creation</p> <ul style="list-style-type: none"> apply grammar and spell check tools carefully, knowing when to ignore use their digital/media creation skills to create high quality documents/presentations in a variety of ways and using a range of devices for a purpose produce spreadsheets including formulas, graphs & modelling to achieve a specified outcome continue typing with two hands/touch typing create videos using stop motion or other forms of animation understand how files are stored digitally and be able to move/organise them in different storage locations including creating new folders <p>Ongoing– development and application of basic keyboard skills; use of internet for research; using technology within other areas of the curriculum</p> | |
| <p>HISTORY</p> | <p>Anglo Saxons, Scots and Vikings</p> <p>To carry out a study into Britain's settlement by Anglo-Saxons and Scots. To understand the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. To choose some elements to study from the following suggestions:</p> <ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD410 and the fall of the western Roman Empire. Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Anglo-Saxon art and culture. | |



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| GEOGRAPHY | <ul style="list-style-type: none"> • Christian conversion – Canterbury, Iona and Lindisfarne • Viking raids and invasion • Resistance by Alfred the Great and Athelstan, first king of England • Further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066. <p>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> | |
| ART AND DESIGN | <p>Painting watercolours</p> <p>Poster paint</p> <p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> | <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> |



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| | <p>Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources. Produce increasingly accurate portraits</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>Cooking and nutrition:</p> <ul style="list-style-type: none"> • Understand and apply their principles of a healthy and varied diet. • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> | <p>Moving mechanisms.</p> <p>Design:</p> <ul style="list-style-type: none"> • 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. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p>Make:</p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately. • 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. <p>Evaluate:</p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Understand how key events and individuals in design and technology have helped shape the world. |



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| | | <p>Technical knowledge:</p> <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. <p>Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).</p> |
| MUSIC | | |
| PE | | |
| PSHE | <p>MMR14: Beginning & Belonging</p> <ul style="list-style-type: none"> * develop ideas about how to make the classroom a place where they can learn safely and happily * develop strategies for building collaborative relationships within the class and the school * recognise, for themselves and for others, the emotions involved in being in a new situation * Know how to make new people feel welcome in a range of situations in and out of school * develop strategies for themselves for coping with new situations * identify a range of sources of support and know how to seek help * develop approaches to offering help and support to others | <p>MMR16: Family & Friends</p> <ul style="list-style-type: none"> * identify who is in their network of people who are special to them and recognise how their relationships have changed and developed * develop ways of beginning new friendships and maintaining existing ones during times of change * recognise and value differences between individuals and how difference can be a positive aspect of their friendships * recognise the diversity of family patterns and how these can continue to change * recognise some of the pressures on relationships and develop strategies to manage them * identify some of the influences and pressures involved in group relationships and to develop strategies to manage these * to know how to access support from people in their network and from other people and places * identify ways in which they already do or could support others <p>Anti-bullying - all year groups to have an age appropriate focus on anti-bullying - linking to Anti-bullying Week in Nov</p> |
| | <p>Ev er y o n e' s W el c o</p> <p>How to Heal a Broken Wing – B Graham</p> <ul style="list-style-type: none"> * Empathy, recognise when someone needs help <p>The Cow who Climbed a Tree – G Merino</p> <ul style="list-style-type: none"> * exchanging dialogue, no outsiders | <p>Link to Remembrance:</p> <p>Where the Poppies Now Grow – H Robinson & M Impey</p> <ul style="list-style-type: none"> * Learning from the past <p>Rose Blanche – I McEwan & R Innocenti</p> <ul style="list-style-type: none"> * Justifying actions, discrimination (Jews) |



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| | m e | | |
| British Values | Mutual Respect | | Tolerance of those with different faiths and beliefs |
| RE | <p>Believing U2.1 Why do some people think God exists?</p> <ul style="list-style-type: none"> Outline clearly a Christian understanding of what God is like, using examples and evidence. Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging. Express thoughtful ideas about the impact of believing or not believing in God on someone's life. Present different views on why people believe in God or not including their own ideas. | <p>Creation/Fall 2b.2 Creation and Science:Competing or complementary?</p> <ul style="list-style-type: none"> Outline the importance of Creation on the timeline of the 'big story' of the Bible .Identify what type of text some Christians say Genesis 1 is, and its purpose. Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. Make clear connections between Genesis 1 and Christian beliefs about God as Creator. Show understanding of why many Christians find science and faith go together. Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account. | |
| LOTC | | | |
| MFL (French) | <p>Do you have a pet?</p> <ul style="list-style-type: none"> Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. Tell somebody in French if they have or do not have a pet. Ask somebody else in French if they have a pet. Tell somebody in French the name of their pet. Attempt to create a longer phrase using the connectives ET ("and") or MAIS ("but"). | | |



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| Year 5 | SPRING 1 | SPRING 2 |
|-----------------|---|------------------|
| | Topic Title Here | Topic Title Here |
| TRIPS/VISITS | | |
| Linked books | Journey to the River Sea | |
| ENGLISH READING | <p>WORD READING</p> <ul style="list-style-type: none"> 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. <p>COMPREHENSION</p> <p>Maintain positive attitudes to reading and an understanding of what they read 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 reading books that are structured in different ways and reading for a range of purposes 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 recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books 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>Understand what they read by:</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 asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction 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 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 provide reasoned justifications for their views | |
| ENGLISH WRITING | <p>Transcription</p> <ul style="list-style-type: none"> Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them | |



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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
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- use dictionaries to check the spelling and meaning of words
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- 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
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
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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
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- 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



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| | <ul style="list-style-type: none"> • 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. <p>Handwriting Pupils should be taught to: Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • 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. | |
| | Instructions Non-chronological reports | Poetry Mystery Stories |
| ENGLISH SPOKEN LANGUAGE | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. | |
| MATHS | | |
| SCIENCE | <p>Animals, including humans KNOWLEDGE</p> <ul style="list-style-type: none"> • describe the changes as humans develop to old age. <p>ENQUIRY</p> <ul style="list-style-type: none"> • use my prior knowledge or findings to suggest a prediction for a new, unfamiliar investigation • accurately measure using a variety of scientific apparatus • design an experiment that is fair, safe and sees to investigate a clear variable in a practical way. | <p>Forces KNOWLEDGE</p> <ul style="list-style-type: none"> • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect <p>ENQUIRY</p> <ul style="list-style-type: none"> • use my prior knowledge or findings to suggest a prediction for a new, unfamiliar investigation • accurately measure using a variety of scientific apparatus |



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| | | <ul style="list-style-type: none"> design an experiment that is fair, safe and sees to investigate a clear variable in a practical way. |
| COMPUTING | <ul style="list-style-type: none"> * use technology safely, respectfully and responsibly * recognise acceptable and unacceptable behaviour * identify a range of ways to report concerns about content and contact (PSHE link – see PSHE Curriculum Plan) (Link with Safer Internet Day – Feb) | |
| | <p>E-Safety</p> <ul style="list-style-type: none"> * define different E-Safety terms such as cyberbullying, digital citizenship, reporting, click-bait, fake news etc * know how to evaluate and scrutinise information on the internet including checking the source * explain plagiarism and copyright. <p>Ongoing– development and application of basic keyboard skills; use of internet for research; using technology within other areas of the curriculum</p> | |
| HISTORY | <p>Mayan Civilization c. AD900</p> <p>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>Mexico</p> <p>Locational Knowledge 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>Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of Mexico</p> | |



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| | <p>Geographical Skills and Fieldwork</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (South 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> | |
| ART AND DESIGN | <p style="text-align: center;">Drawing: charcoal, pencil</p> <p style="text-align: center;">- life drawings Use a variety of source material for their work.</p> <p style="text-align: center;">Work in a sustained and independent way from observation, experience and imagination.</p> <p style="text-align: center;">Use a sketchbook to develop ideas.</p> <p style="text-align: center;">Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p> <p style="text-align: center;">Printing</p> <p style="text-align: center;">Explore and use tone and texture</p> <p style="text-align: center;">life drawing</p> <p style="text-align: center;">Greek and Viking art</p> | <p style="text-align: center;">Tessellating shapes</p> <p style="text-align: center;">Explain a few techniques, inc' the use of blocks and relief printing.</p> <p style="text-align: center;">Choose the printing method appropriate to task.</p> <p style="text-align: center;">Build up layers and colours/textures.</p> <p style="text-align: center;">Organise their work in terms of pattern, repetition, symmetry or random printing styles.</p> <p style="text-align: center;">Choose inks and overlay colours.</p> <p style="text-align: center;">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.</p> <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p style="text-align: center;">Use ICT.</p> <p>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p> | |
| DT | <p>Cooking and nutrition:</p> <ul style="list-style-type: none"> • Understand and apply their principles of a healthy and varied diet. • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> | |
| MUSIC | | |
| PE | | |
| PSHE | <p>HSL19: Safety Contexts</p> <p>* Warning Zone Visit</p> | C9: Working Together |



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| | <p>* Cycle Proficiency</p> <ul style="list-style-type: none"> * talk about situations where staying safe is important * identify safety issues when cycling and develop understanding of how to stay safe on the roads * identify ways to stay safe in the sun and have strategies to keep themselves safe * identify a wider range of situations where they might encounter risk * understand the rules for keeping people safe at school * understand action to prevent a wider range of accidents <p>Online Safety - all year groups to have a focus on online safety through Computing – linking to Safer Internet Day in Feb</p> | <ul style="list-style-type: none"> * recognise their own strengths and skills and understand how they are perceived by others * challenge themselves and others to work on developing new skills * reflect on the experience of learning a new skill and how to apply it in different contexts * be aware of how their strengths may be useful in a range of different careers in the future * understand and practise some skills of a good communicator e.g. listening, debating, explain views and acknowledging those of others * understand and develop effective group work skills, including decision making, chairing and debating * recognise influences on their decision making, including the media * 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 * persevere and overcome barriers to achieving a task * evaluate a group task, learning from mistakes and suggesting changes to make in the future * give and receive positive and constructive feedback which can be applied to future learning |
| British Values | Rule of Law | Individual Liberty |
| RE | <p>Incarnation 2b.4 Was Jesus the Messiah?</p> <ul style="list-style-type: none"> ● Explain the place of Incarnation and Messiah within the 'big story' of the Bible. ● Identify Gospel and prophecy texts, using technical terms. ● Explain connections between biblical texts, Incarnation and Messiah, using theological terms. ● Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. ● Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. ● Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives. | <p>Gospel 2b.5 What would Jesus do?</p> <ul style="list-style-type: none"> ● Identify features of Gospel texts (for example, teachings, parable, narrative). ● Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. ● Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. ● Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own. |
| LOTC | | |
| MFL (French) | <p>What is the date?</p> <ul style="list-style-type: none"> ● Repeat and recognise the months of the year in French. ● Ask when somebody has a birthday and say when they have their birthday. ● Say the date in French. ● Create a French calendar. | |



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| | <ul style="list-style-type: none"> Recognise key dates in the French calendar. | |
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| Year 5 | SUMMER 1 | SUMMER 2 |
|------------------------|---|-------------------------|
| | Topic Title Here | Topic Title Here |
| TRIPS/VISITS | | |
| Linked books | The Secret Lake | |
| ENGLISH READING | <p>WORD READING</p> <ul style="list-style-type: none"> 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. <p>COMPREHENSION</p> <p>Maintain positive attitudes to reading and an understanding of what they read 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 reading books that are structured in different ways and reading for a range of purposes 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 recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books 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>Understand what they read by:</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 asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction 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 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 provide reasoned justifications for their views | |



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| ENGLISH WRITING | |
| | <p>Transcription</p> <ul style="list-style-type: none">• Pupils should be taught to:• use further prefixes and suffixes and understand the guidance for adding them• 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. <p>Composition</p> <p>Pupils should be taught to:</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• 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 <p>Draft and write by:</p> <ul style="list-style-type: none">• 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• précising 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] <p>Evaluate and edit by:</p> <ul style="list-style-type: none">• 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 <p>Grammar and Vocabulary</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">• 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 <p>Indicate grammatical and other features by:</p> |



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| ENGLISH | <ul style="list-style-type: none"> • 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. <p>Handwriting Pupils should be taught to: Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • 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. | |
| ENGLISH SPOKEN LANGUAGE | Advertisements Playscripts | Chronological reports Newspapers |
| ENGLISH SPOKEN LANGUAGE | Pupils should be taught to: <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. | |
| MATHS | | |
| SCIENCE | <p>Space KNOWLEDGE</p> <ul style="list-style-type: none"> • describe the movement of the Earth, and other planets, relative to the Sun in the solar system • describe the movement of the Moon relative to the Earth • describe the Sun, Earth and Moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky. <p>ENQUIRY</p> <ul style="list-style-type: none"> • use my prior knowledge or findings to suggest a prediction for a new, unfamiliar investigation • accurately measure using a variety of scientific apparatus | |



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| | <ul style="list-style-type: none"> design an experiment that is fair, safe and sees to investigate a clear variable in a practical way. |
| COMPUTING | <ul style="list-style-type: none"> * design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts * use sequence, selection and repetition in programs; work with variables and various forms of input and output * use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs * understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration |
| | <p>Computing</p> <ul style="list-style-type: none"> * understand that code can be created separately, then combined and ran as required during a program * recognise that objects can interact with each other and ask for certain code to run * understand that variables can be used to store data in a range of ways and this can be accessed when a program is running * create an on-screen simulation for a real-life device/object * control a physical device to complete a given task with simple inputs and outputs * explain how computer networks work, including the internet <p>Ongoing– development and application of basic keyboard skills; use of internet for research; using technology within other areas of the curriculum</p> |
| 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 | |
| ART AND DESIGN | <p>Inspiration taken from Paul Nash 1889 - 1946 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.</p> <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p> |



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| | <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Use ICT.</p> <p>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p> | |
| DT | <p>Research, design, make and evaluate</p> <p>Design:</p> <ul style="list-style-type: none">• 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.• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p>Make:</p> <ul style="list-style-type: none">• Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately.• 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. <p>Evaluate:</p> <ul style="list-style-type: none">• Investigate and analyse a range of existing products.• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.• Understand how key events and individuals in design and technology have helped shape the world. <p>Technical knowledge:</p> <ul style="list-style-type: none">• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.• Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages). | |



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| MUSIC | | |
| PE | | |
| PSHE | <p>CIT56: Diversity & Communities 2020</p> <ul style="list-style-type: none"> * explore the elements that make up people’s identities and how others’ perceptions can influence identity * explore how perceptions of gender amongst peer and the media affect identity, emotions, friendships, behaviour and choices * explore the variety of origins, national identities, religious beliefs, cultural traditions and lifestyles locally and in the UK * understand why people should show respect for those with different lifestyles, beliefs, traditions and explore ways to demonstrate respect * recognise the negative effects of stereotyping and how they might lead to prejudice * recognise the different local and wider communities they belong to, and explore the contribution that belonging makes to well-being and happiness * understand the role of volunteers and voluntary organisations * understand some ways for caring for the wider environment and the contribution they can make <p>Everyone’s Welcome:</p> <p>And Tango Makes Three – J Richardson & P Parnell</p> <ul style="list-style-type: none"> * Accept that people are different from me | <p>HSL20: Relationships & Sex Education</p> <ul style="list-style-type: none"> * identify male and female sexual parts confidently and describe their functions * know terminology for sexual parts appropriate for use in different situations * know and understand about the physical changes that take place at puberty, and how to manage them * understand that physical change happens in a variety of ways and at different rates * understand how the media, families and friends can influence attitudes to their bodies * know about aspects of personal hygiene relevant to puberty and the implications of these * understand that safe routines can stop the spread of viruses and bacteria |
| British Values | Democracy | |
| RE | <p>Living U2.6 What does it mean to be a Muslim in Britain today?</p> <ul style="list-style-type: none"> • Make connections between Muslim practice of the 5 Pillars and their beliefs about God and the Prophet Mohammad. • Describe and reflect on the significance of the Holy Qur'an to Muslims. • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. • Make connections between the key functions of the mosque and the beliefs of muslims. | <p>God 2b.1 What does it mean if God is holy and loving?</p> <ul style="list-style-type: none"> • Identify some different types of biblical texts, using technical terms accurately. • Explain connections between biblical texts and Christian ideas of God, using • theological terms. • Make clear connections between Bible texts studied and what Christians believe • about God; for example, through how churches are designed. • Show how Christians put their beliefs into practice in worship. |



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| | | <ul style="list-style-type: none">• Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. |
| LOT | | |
| MFL (French) | The Weather <ul style="list-style-type: none">• Repeat and recognise the vocabulary for weather in French.• Ask what the weather is like today.• Say what the weather is like today.• Create a French weather map.• Describe the weather in different regions of France using a weather map with symbols. | |