

Year 5/6 Year B		
Autumn Term 1 st Half - Change		
Key Content	Year 5 Skills	Year 6 Skills
<p>Writing</p> <p>HISTORICAL DIARY – Chimney Sweep (Taught piece)</p> <ul style="list-style-type: none"> • orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...); • an account of the events that took place, often in chronological order (The first person to arrive was ...); • some additional detail about each event (He was surprised to see me.); • reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.) • Appropriate archaic language is used, including old-fashioned words that have fallen out of usage, e.g. Let me carry thy basket, old dame. • It can also include models of sentence grammar no longer commonly or informally used, e.g. That which you seek, you shall find in the forest. • Dashes should be used to add reflections and rhetorical questions <p>EXPLANATION TEXT – Industrial Revolution (Taught piece)</p> <ul style="list-style-type: none"> • A general statement to introduce the topic being explained. The steps or phases in a process are explained logically, in order. • Written in simple present tense. • Use of temporal conjunctions, e.g. first, then, after that, finally. • Use of causal conjunctions, e.g. so, because of this. • Interest the reader by talking directly to them (You’ll be surprised to know that ... Have you ever thought about the way that ...?) or by relating the subject to their own experience at the end <p>HISTORICAL DIARY – Link to Victorians? (Independent piece) As above</p> <p>EXPLANATION TEXT – Industrial Machine (own creation) (Independent piece) Topic – link with History As above</p> <p>NARRATIVE: Suspense Story – linked to Halloween (Taught)</p> <ul style="list-style-type: none"> • The narrator uses questions to exaggerate the mystery, e.g. Who could it be? Why had the car suddenly stopped? • Language is used to intensify the mystery, particularly adjectives and adverbials. Some typical vocabulary is associated with this narrative type (puzzling, strange, peculiar, baffling, weird, odd, secretive, unexplained, bewildering). • Use of pronouns to create mystery by avoiding naming or defining characters, especially when they first appear in the story. (First line: He climbed in through the window on the stroke of midnight. The wind howled and there was no moon.) • Use of the pronoun ‘it’ to suggest a non-human or mysterious character. (And that’s when I saw it, creeping carefully along behind the hedge. It wasn’t much taller than me.) 	<p>COMPOSITION</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> ➤ identifying the audience for and purpose of the writing, selecting the appropriate form and usually using other similar writing as models for their own ➤ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed and uses elements of these into their own work ➤ noting and developing initial ideas, drawing on reading and research where necessary, using quick and concise notes within their planning grouped into paragraphs or sections <p>Draft and write by:</p> <ul style="list-style-type: none"> ➤ using a wide range of devices to build cohesion within and across paragraphs deploying some hooking devices to create cohesion between paragraphs and a range of ISPAD devices throughout ➤ in narratives, describing settings, characters and atmosphere and attempting to integrate dialogue to convey character and advance the action, evoke atmosphere through detailed description, portray characters through meaningful interactions. ➤ usually selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning e.g. the most appropriate synonym or newly acquired subject specialist vocabulary. ➤ précising longer passages identifying key ideas and reformulating them coherently in their own words. ➤ using further organisational and presentational devices to structure text and to guide the reader e.g. pose questions as heading or sub-headings, use bullet points to organise material, integrate diagrams, charts or graphs. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ➤ evaluate writing against agreed success criteria, identifying strengths and areas for improvement linked to recent teaching and feeding back appropriately to the writer ➤ propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others’ writing ➤ can usually write using tense consistently and correctly throughout and write using deliberate changes of tense for effect in narrative, checking for these when editing: e.g. in flashbacks, letters and interviews. ➤ proof-read for spelling and punctuation errors usually spotting most of their own and others’ spelling and punctuation errors quickly and knows how to correct them. ➤ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ➤ Perform their own compositions using appropriate intonation, volume, and movement so that meaning is clear, monitoring and maintaining audience attention, speaking loudly enough to be heard. 	<p>COMPOSITION</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> ➤ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own including a favourite poem ➤ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed and use such themes in a sustained way to create convincing narratives ➤ noting and developing initial ideas through the addition of vocabulary and grammar structures, drawing on reading and research where necessary, organising concise notes paragraphs or sections of their choosing <p>Draft and write by:</p> <ul style="list-style-type: none"> ➤ using a wide range of devices to build cohesion within and across paragraphs achieving a logical sequence, signposting the reader and making references to prior details when concluding. ➤ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action including what they have learnt about standard and non-standard english. ➤ almost always selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning e.g. the most appropriate synonym or newly acquired subject specialist vocabulary ➤ précising longer passages identifying key ideas, reformulating them coherently in their own words and justifying inclusions and exclusions ➤ using further organisational and presentational devices to structure text and to guide the reader e.g. pose questions as heading or sub-headings, use bullet points to organise material, integrate diagrams, charts or graphs; link closing to opening; include glossary, fact box etc. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ➤ evaluate writing for overall impact and suitability for audience and purpose against agreed success criteria, identifying aspects for alteration linked to previous and recent teaching and feeding back appropriately with helpful details. ➤ can almost always propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others’ writing. ➤ can almost always write using tense consistently and correctly throughout and write using deliberate changes of tense for effect in narrative. ➤ proof-read for spelling and punctuation errors consistently and confidently spotting almost all of their own and others’ spelling and punctuation errors quickly and knows how to correct them ➤ can consciously choose the appropriate register (standard or colloquial language as appropriate) for writing to good effect, deploying this knowledge across a range of independent writing dependent upon its formality.

			<ul style="list-style-type: none"> ➤ Perform their own own compositions, using appropriate intonation, volume, and movement so that meaning is clear, almost always engaging and maintaining the audience even for longer compositions
Vocab	<p>Explanation: explain, general statement, series of logical steps, conclusion, simple present tense, conjunctions that signal time, causal conjunctions, formal language</p> <p>Suspense Narrative: hook, entertain, opening, setting, characters, build up, complication, resolution, ending, 'cliffhangers', first/third person, past tense, chronological, conjunctions that signal time dialogue advancing action, time shifts, flashbacks, conjunctions that shift attention, conjunctions used to inject suspense, foreshadowing, narrator, prologue</p> <p>Recount: retell, diary, orientation – scene setting, series of events, reorientation – a closing statement, summing up, past tense, chronological order, conjunctions that signal time, emotive language, rhetorical questions, reflection</p>		
GPS	<ul style="list-style-type: none"> • Spelling taught from Year 5 and 6 No Nonsense Spelling Guides – Teachers to follow units for each term supplemented by statutory exception word list • Handwriting taught using Collins Guide as per handwriting policy. • Grammar directed by English Appendix 2 	<p>SPELLING</p> <ul style="list-style-type: none"> • Spell some words with 'silent' letters: kn, mb, stle, mn, silent b words correctly: e.g. as at left, and solemn, debt. • Continue to distinguish between homophones and other words which are often confused e.g. as at left and guessed/guest, serial/cereal, bridal/bridle, altar/alter, desert/dessert, draft/draught, stationary/stationery, principal/principle. • Usually use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • Use further prefixes and suffixes and understand the guidelines for adding them e.g. applicable, adorable, reliable, changeable, noticeable. • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary with pace to ensure the efficient checking of their own writing <p>HANDWRITING</p> <ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed by: making choices over letter shapes and joins to ensure fluency, legibility and good presentation and is increasing the pace of writing while sustaining neatness and accuracy • Use a consistent and fluent style that enables a swift and attractive style <p>VOCABULARY</p> <ul style="list-style-type: none"> • Use a thesaurus to avoid repetition and common language choices • using expanded noun phrases to convey complicated information concisely • Converting nouns or adjectives into verbs using suffixes: e.g. -ate; -ise; -fy • Use verb prefixes to generate new verbs: e.g. dis-, de-, mis-, over-, re- <p>GRAMMAR - Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • using modal verbs or adverbs to indicate degrees of possibility • using the perfect form of verbs to mark relationships of time and cause • understanding that the passive tense can be used within formal writing • Use devices to build cohesion, including adverbials of time, place and number being able to name all ISPACED starters <p>PUNCTUATION</p> <ul style="list-style-type: none"> • Use brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity 	<p>SPELLING</p> <ul style="list-style-type: none"> • Spell some words with 'silent' letters: ps, psy, gn silent n words correctly: e.g. as left and government, environment. • Continue to distinguish between homophones and other words which are often confused e.g. at left and assent/ascent, decent/descent, compliment/complement, affect/effect, precede/proceed, devise/device, prophesy/prophesy, morning/mourning • Confidently use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • Use further prefixes and suffixes and understand the guidelines for adding them e.g. legible, preference, dependable. • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary with pace to ensure the efficient checking of their own writing <p>HANDWRITING</p> <ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding when to use a presentation or note-taking style. • Use a consistent and fluent style that enables a swift and attractive style <p>VOCABULARY</p> <ul style="list-style-type: none"> • Use a thesaurus to introduce varied and precise vocabulary • using expanded noun phrases to convey complicated information concisely throughout a range of independent writing • Converting nouns or adjectives into verbs using suffixes and explain their meaning: e.g. -ate, -ise, -ify • Use verb prefixes to generate new verbs and explain their meaning: e.g. dis-, de-, mis-, over-, re- <p>GRAMMAR - Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun correctly punctuating this with parenthesis • confidently and consistently using modal verbs or adverbs to indicate degrees of possibility within a range of independent writing • confidently and consistently using the perfect form of verbs to mark relationships of time and cause within a range of independent writing • Consistently using passive verbs to affect the presentation of information in a sentence

			<ul style="list-style-type: none"> • Devices to build cohesion, including adverbials of time, place and number using all ISPACED starters throughout their independent writing <p>PUNCTUATION</p> <ul style="list-style-type: none"> • Use of the semi-colon, colon and dash to mark the boundary between independent clauses • Use of the colon to introduce a list and use of semi-colons within lists • Punctuation of bullet points to list information • How hyphens can be used to avoid ambiguity
Key Vocab	Year 5 Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, subject, object, active, passive, paragraphs: topic, supporting, concluding, cohesion , cohesive devices (ISPACED) , Year 6 active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points, formal and informal structures/vocabulary, Standard English Paragraphs: topic, supporting, concluding, cohesion , cohesive devices (ISPACED)		
Maths	<ul style="list-style-type: none"> • Numbers and the number system: • Place value • Addition and subtraction • Multiplication and Division 	<p>Unit: Reasoning with number (including decimals)</p> <ul style="list-style-type: none"> ➤ read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit ➤ count forwards or backwards in steps of powers of 10 for any given number up to 1000 000 ➤ round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 ➤ solve number problems and practical problems that involve all of the above ➤ interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero ➤ read, write, order and compare numbers with up to 3 decimal places <p>Unit: Problem solving with addition and subtraction</p> <ul style="list-style-type: none"> ➤ add and subtract numbers mentally with increasingly large numbers ➤ add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) ➤ use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy ➤ Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why <p>Unit: Problem solving with multiplication and division</p> <ul style="list-style-type: none"> ➤ multiply and divide numbers mentally drawing upon known facts ➤ multiply and divide whole numbers by 10, 100 and 1000 ➤ 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 ➤ 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 ➤ identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers ➤ recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³) ➤ solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes ➤ solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign 	<p>Unit: Reasoning with number (including decimals)</p> <ul style="list-style-type: none"> ➤ read, write, order and compare numbers up to 10 000 000 and determine the value of each digit ➤ use negative numbers in context, and calculate intervals across zero ➤ round any whole number to a required degree of accuracy ➤ solve problems involving addition and subtraction ➤ identify the value of each digit in numbers given to 3 decimal places ➤ solve number problems and practical problems that involve all of the above <p>Unit: Problem solving with addition and subtraction</p> <ul style="list-style-type: none"> ➤ use their knowledge of the order of operations to carry out calculations involving the four operations ➤ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why ➤ express missing number problems algebraically (begin to introduce algebra concept through the use of letters instead of an empty box or question mark) ➤ use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy <p>Unit: Problem solving with multiplication and division</p> <ul style="list-style-type: none"> ➤ use their knowledge of the order of operations to carry out calculations involving the 4 operations ➤ multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication ➤ multiply one-digit numbers with up to two decimal places by whole numbers ➤ divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context ➤ divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context ➤ use written division methods in cases where the answer has up to two decimal places calculate and interpret the mean as an average ➤ identify common factors, common multiples and prime numbers ➤ perform mental calculations, including with mixed operations and large numbers










		<ul style="list-style-type: none"> ➤ know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers ➤ establish whether a number up to 100 is prime and recall prime numbers up to 19 ➤ Inverse to check answers <p>Multiplication tables focus:</p> <ul style="list-style-type: none"> ➤ Recall multiples of 12 in any order, including missing numbers and related division facts fluently. ➤ Recall multiples of all times tables up to 12x12 in any order, including missing numbers and related division facts with growing fluency. 	<ul style="list-style-type: none"> ➤ solve problems which require answers to be rounded to specified degrees of accuracy <p>Multiplication tables focus:</p> <ul style="list-style-type: none"> ➤ Application of multiplication and division facts to fractions, decimals and percentages
Key Vocab	<p>Year 5: Unit 1 factor pair, \geq greater than or equal to, \leq less than or equal to, ascending/ descending order, round to the nearest ten thousand, Unit 2: estimate, inverse, column, problem solving, multi-step Unit 3: multiples, factors, divisibility, square number, prime number, composite, cube number</p> <p>Year 6: Unit 1: degree of accuracy, digit total, digit value, round Unit 2: inverse, algebraically, algebra Unit 3: factor, multiples, common multiples, common factors, degree of accuracy, mixed operations</p>		
Reading	<p>See Medium Guided Reading Plans for an overview of the texts that children will be reading each week.</p> <p>Key Poems:</p> <ul style="list-style-type: none"> • Little Red Riding Hood and the Wolf (Roald Dahl) • A Ballad of London (Richard Le Gallienne) <p>Key Text:</p> <ul style="list-style-type: none"> • Oliver Twist (Charles Dickens) <p>SAYINGS AND PHRASES</p> <p>Become familiar with the following sayings and phrases:</p> <ul style="list-style-type: none"> • Birthday suit • Bite the hand that feeds you • Chip on your shoulder • Count your blessings • Eleventh hour 	<p>FLUENCY</p> <ul style="list-style-type: none"> ➤ Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, across a wide range of texts. Pupil can decode most new words outside spoken vocabulary, making a good approximation of the word's pronunciation: e.g. 'obey' disobedience, obediently. <p>WIDTH OF READING (SHARED READING)</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ➤ Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books that they have read for themselves, expressing views and preferences, justifying them by reference to the text, drawing on, comparing and contrasting examples ➤ Reading books that are structured in different ways and reading for a range of purposes, with independence: e.g. manga and graphic novels, comical history series. ➤ Increasing their familiarity with a wide range of age-appropriate books and can identify some genres: e.g. fantasy, adventure, comedy, science fiction. ➤ Identifying and discussing themes and conventions in and across a wide range of writing e.g. heroism or loss and continuing to learn the conventions of different types of writing such as first person in autobiography. They can explain 'heroism' or 'loss' in the context of the writing. ➤ Making comparisons within and across books, comparing characters, considering viewpoints of authors and of fictional characters: e.g. Ginger reminds me a bit of Tyke Tiler because neither of them can seem to stop getting into trouble at school. ➤ Distinguish between statements of fact and opinion <p>Poetry:</p> <ul style="list-style-type: none"> ➤ Learning a wider range of poetry by heart ➤ Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>Debate:</p> <ul style="list-style-type: none"> ➤ Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously e.g. asking other to justify their opinions and views with evidence for the text. 	<p>FLUENCY</p> <ul style="list-style-type: none"> ➤ Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet <p>WIDTH OF READING (SHARED READING)</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ➤ Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, expressing views and preferences about authors, poets and genres, justifying them by reference to the text, drawing on, comparing and contrasting examples ➤ Reading books that are structured in different ways and reading for a range of purposes e.g. first person historical accounts, spy series, series set in alternative worlds, historical fiction. ➤ Making comparisons within and across books between versions of the same text, giving examples to support opinions: e.g. Stanley is a bit like Sirius Black because they are both held captive even though they are innocent. ➤ Increasing their familiarity with a wide range of age-appropriate books and can independently identify, name and describe some genres: e.g. espionage, magical worlds, comedy. ➤ Identifying and discussing themes and conventions in and across a wide range of age-appropriate texts: e.g. isolation, flashback in narrative. ➤ Distinguish between statements of fact and opinion <p>Poetry:</p> <ul style="list-style-type: none"> ➤ Learning a wider range of poetry by heart ➤ Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>Debate:</p> <ul style="list-style-type: none"> ➤ Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously e.g. suggesting alternative interpretations and being open to those suggested by others. ➤ Explain and discuss their understanding of what they have read, including through formal presentations and debates, providing a

		<ul style="list-style-type: none"> ➤ Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. <p>COMPREHENSION (VIPERS in Guided Reading) <i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ➤ Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context <p>Inference:</p> <ul style="list-style-type: none"> ➤ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence using the APE or PEE approach <p>Prediction:</p> <ul style="list-style-type: none"> ➤ Predicting by usually read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader <p>Explanation:</p> <ul style="list-style-type: none"> ➤ Asking questions to improve their understanding e.g. I wonder why or if... ➤ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader e.g. I like the way the author uses animal-based images like Ginger having a furball of anxiety in her guts when she is in trouble at school ➤ Identifying how language, structure and presentation contribute to meaning e.g. can recognise organisational and language features of a range of non-fiction texts including explanation, balanced argument, persuasive argument and understands the fine distinctions between the conjunctions used in them like whereas, consequently.. ➤ Provide reasoned justifications for their views with at least two pieces of evidence <p>Retrieval:</p> <ul style="list-style-type: none"> ➤ Retrieve, record and present information from non-fiction Usually presents information in ways that are coherent and useful to themselves and others: e.g. has a range of models for making notes like spidergrams or a grid of boxes with labels. <p>Summarising:</p> <ul style="list-style-type: none"> ➤ Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ➤ Recommend books that they have read to their peers, giving reasons for their choices 	<p>thorough explanation of their points and prepare responses to likely conflicting opinions.</p> <p>COMPREHENSION (VIPERS in Guided Reading) <i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i></p> <p>Vocabulary</p> <ul style="list-style-type: none"> ➤ Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context e.g. dissolve, solution (in science), 'He dissolved in tears', Parliament was dissolved, there was no solution to the problem. <p>Prediction</p> <ul style="list-style-type: none"> ➤ Reading 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader and using this information to justify their opinion using APE <p>Inference:</p> <ul style="list-style-type: none"> ➤ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence with three pieces of evidence <p>Explanation:</p> <ul style="list-style-type: none"> ➤ Asking questions to improve their understanding e.g. Well, if the water all disappeared from Green Lake because of a curse, I wonder if it could be brought back again somehow? ➤ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ➤ Identifying how language, structure and presentation contribute to meaning and comment upon the authors intent when using this ➤ Provide reasoned justifications for their views with up to three points succinctly presented <p>Retrieval:</p> <ul style="list-style-type: none"> ➤ Retrieve, record and present information from non-fiction . Usually records information in a form that can be easily retrieved. Usually presents information in ways that are coherent and useful to themselves and others. <p>Summarising:</p> <ul style="list-style-type: none"> ➤ Independently, identify the main ideas in paragraphs and can usually produce a succinct summary, paraphrasing the main ideas. ➤ Recommend books through confidently sharing their opinions about age-appropriate books they have read independently and usually make appropriate recommendations to their peers, giving reasons for their choices: e.g. I would recommend Tolkien's..to..because
Key Vocab	Text, prediction, inference, retrieval, summary, evidence, independent, information, fiction, non-fiction, dictionary, contents, facts, opinion,		
Science	<p>CHEMISTRY: MATTER AND CHANGE A. ATOMS, MOLECULES, AND COMPOUNDS</p> <ul style="list-style-type: none"> ➤ Basics of atomic structure: nucleus, protons (positive charge), neutrons (neutral), electrons (negative charge) ➤ Atoms are constantly in motion, electrons move around the nucleus in paths called shells (or energy levels) ➤ Atoms may join together to form molecules or compounds. Common compounds and their formulas: <ul style="list-style-type: none"> ▪ Water H₂O ▪ Salt NaCl ▪ Carbon Dioxide CO₂ 	<ul style="list-style-type: none"> ➤ With prompting, plan different types of scientific enquiries to answer questions ➤ Record data using labelled diagrams, keys, tables and charts ➤ Suggest how evidence can support conclusions ➤ Report and present findings from enquiries, including conclusions and, with prompting, suggest causal relationship ➤ With support, present findings from enquiries orally and in writing ➤ Suggest how evidence can support conclusions ➤ Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution 	<ul style="list-style-type: none"> ➤ With prompting, plan different types of scientific enquiries to answer questions ➤ Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar charts ➤ Identify scientific evidence that has been used to support or refute ideas or arguments ➤ Report and present findings from enquiries, including conclusions and, with prompting, suggest causal relationship ➤ Report and presents findings from enquiries in oral and written forms such as displays and other presentation

	<p>B. ELEMENTS</p> <ul style="list-style-type: none"> ➤ Elements have atoms of only one kind, having the same number of protons. There are a little more than 100 different elements. ➤ The periodic table: organises elements with common properties <ul style="list-style-type: none"> ▪ Atomic symbol and atomic number ➤ Some well-known elements and their symbols <ul style="list-style-type: none"> ▪ Hydrogen H; Helium He; Carbon C; Nitrogen N; Oxygen O; Sodium Na; Aluminium Al; Silicon Si; Chlorine Cl; Iron Fe; Copper Cu; Silver Ag; Gold Au. ➤ Two important categories of elements: metals and non-metals <ul style="list-style-type: none"> ▪ Metals comprise about 2/3 of the known elements ▪ Properties of metals: most are shiny, ductile, malleable, conductive <p>C. CHEMICAL AND PHYSICAL CHANGE</p> <ul style="list-style-type: none"> ➤ Chemical change changes what a molecule is made up of and results in a new substance with a new molecular structure. Examples of chemical change: rusting of iron, burning of wood, milk turning sour ➤ Physical change changes only the properties or appearance of the substance, but does not change what the substance is made up of. Examples of physical change: cutting wood or paper, breaking glass, freezing water 	<ul style="list-style-type: none"> ➤ Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating ➤ 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 	<ul style="list-style-type: none"> ➤ Report and present findings from enquiries, including explanations of, and degree of, trust in results ➤ Identify scientific evidence that has been used to support or refute ideas or argument
Key Vocab	Atoms, molecules, compounds, nucleus, protons, neutrons and electrons, shells, compounds, formulae, (Water: H ₂ O, Salt: NaCl & Carbon Dioxide: CO ₂)		

Year 5/6 Year B			
Autumn Term 1 st Half - Change			
	Key Knowledge	Year 5 Skills	Year 6 Skills
History	<p>I. THE INDUSTRIAL REVOLUTION AND THE ECONOMY</p> <p>A. THE INDUSTRIAL REVOLUTION.</p> <ul style="list-style-type: none"> • James Watt's steam engine, 1778 • Transport developments • George Stephenson's Rocket; Stockton-Darlington Railway • Canals; aqueducts • Mechanisation of Industry • Invention of the power loom (1784), cotton mills in Lancashire; steam power • Gas lighting on streets • Coal mining: Particularly, the northeast of England, south of Scotland, Wales and the Midlands, • Social changes: Poor conditions, working hours and pay in factories, collieries and mills • Young children in factories, collieries and mills: Unionisation of workforce • Housing conditions very poor • Cholera epidemics were common 	<ul style="list-style-type: none"> ➤ Understand how our knowledge of the past is constructed from a range of sources. ➤ Address and devise historically valid questions about significance. ➤ Address and devise historically valid questions about cause. ➤ Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time. 	<ul style="list-style-type: none"> ➤ Understand how our knowledge of the past is constructed from a range of sources. ➤ Address and devise historically valid questions about significance. ➤ Address and devise historically valid questions about cause. ➤ Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.
Vocabulary: Aqueduct, Steam, Transport, Canal, Mechanisation, Colliery, Mill, Union, Workforce, Cholera, Epidemic			

Geog.	<p>UK GEOGRAPHY</p> <p>I. NORTH EAST</p> <p>A. NORTHUMBERLAND, TYNE AND WEAR, DURHAM Northumberland National Park, Cheviot Hills, Hadrian’s Wall, former ship building (Sunderland, Newcastle-upon-Tyne), Durham</p> <p>II. NORTH WEST</p> <p>A. CUMBRIA, LANCASHIRE, GREATER MANCHESTER, MERSEYSIDE Lake District, Scafell Pike (largest peak in England), William Wordsworth, Beatrix Potter, Sellafield nuclear power station, textile industry, Liverpool, Manchester</p>	<ul style="list-style-type: none"> ➤ Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. ➤ Describe and understand key aspects of physical geography, including: rivers, (Coasts) mountains, volcanoes and earthquakes, and the water cycle ➤ Use a range of methods including sketch maps, plans and graphs, and digital technologies. ➤ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ➤ Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. ➤ Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region within Asia 	<ul style="list-style-type: none"> ➤ Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. ➤ Describe and understand key aspects of physical geography, including: rivers, (Coasts) mountains, volcanoes and earthquakes, and the water cycle ➤ Use a range of methods including sketch maps, plans and graphs, and digital technologies. ➤ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ➤ Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. ➤ Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region within Asia
Vocabulary:	peninsula, loch, volcanic, glen, textiles, parliament, firth		
Art	<p>VICTORIAN ART</p> <ul style="list-style-type: none"> ➤ Augustus Welby Pugin ‘a Catholic town in 1440’ and ‘a town in 1840’, Contrasts: Or A Parallel between the Noble Edifices of the Middle Ages and Corresponding Buildings of the Present Day, 1836 (Cambridge University Press, 2013) 	<p>Evaluate Existing pieces – create own using charcoal</p> <ul style="list-style-type: none"> ➤ Art in Context/History he/she can use observational skills to replicate images by well-known artists and explain how their work is similar/different. ➤ Art in Context/History he/she can use stylistic features of well-known architects in their 3D work and explain how their work is similar/different. ➤ Drawing With pastel/charcoal, he/she can use the tip to create detail. ➤ Drawing With pastel/charcoal, he/she can use blending and overlaying colours to create soft backgrounds, using fingers to smudge. ➤ Drawing with pencil, he/she can use hard and soft lines to record detail in the distance, foreground & create shadow and avoid using an eraser. 	<p>Evaluate Existing pieces – create own using charcoal</p> <ul style="list-style-type: none"> ➤ Art in Context/History he/she can use observational skills to replicate images by well-known artists and explain how their work is similar/different. ➤ Art in Context/History he/she can use stylistic features of well-known architects in their 3D work and explain how their work is similar/different. ➤ Drawing With pastel/charcoal, he/she can use the tip to create detail. ➤ Drawing With pastel/charcoal, he/she can use blending and overlaying colours to create soft backgrounds, using fingers to smudge. ➤ Drawing with pencil, he/she can use hard and soft lines to record detail in the distance, foreground & create shadow and avoid using an eraser.
DT	<p>VICTORIAN ARCHITECTURE</p> <ul style="list-style-type: none"> ➤ Gothic Revival: a return to the gothic style of architecture from the Middle Ages ➤ The Houses of Parliament: designed in a gothic style 	<p>Create Gothic Arched window with stain glass.</p> <ul style="list-style-type: none"> ➤ Design he/she can design products that are innovative and appeal to individuals or groups. ➤ Make he/she can build frameworks using a range of materials: wood, card, corrugated plastic. ➤ Make he/she can use a glue gun with close supervision. ➤ Evaluate he/she can evaluate existing products in relation to their purpose and audience. ➤ Evaluate he/she can collect feedback from others to find out how to improve his/her product. ➤ Evaluate he/she can explore the impact of well-known designers and inventors and how their products helped to shape the world. ➤ 	<p>Create Gothic Arched window with stain glass.</p> <ul style="list-style-type: none"> ➤ Design he/she can design products that are innovative and appeal to individuals or groups. ➤ Make he/she can build frameworks using a range of materials: wood, card, corrugated plastic. ➤ Make he/she can use a glue gun with close supervision. ➤ Evaluate he/she can evaluate existing products in relation to their purpose and audience. ➤ Evaluate he/she can collect feedback from others to find out how to improve his/her product. ➤ Evaluate he/she can explore the impact of well-known designers and inventors and how their products helped to shape the world.
Music	<p>ELEMENTS OF MUSIC</p> <p>A. ELEMENTS</p> <ul style="list-style-type: none"> ➤ Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.). ➤ Recognise a steady beat, accents, and the downbeat; play a steady beat, a simple rhythm pattern, and syncopation patterns. ➤ Discriminate between fast and slow; gradually slowing down and getting faster; accelerando and ritardando. ➤ Discriminate between differences in pitch: high and low. ➤ Discriminate between loud and soft; gradually increasing and decreasing volume; crescendo and diminuendo 	<ul style="list-style-type: none"> ➤ Performing he/she can sing expressively combining dynamics, tempo and pitch. ➤ Performing he/she can take part in rounds. ➤ Performing he/she can lead a group performance. ➤ Composing he/she understands when to use varying volumes, pitch and expression in his/her voice to portray an idea or mood. ➤ Listening and Context he/she can compare pieces thinking about texture, structure, timbre and dynamics. ➤ Performing he/she can take part in three part harmonies and descants. 	<ul style="list-style-type: none"> ➤ Performing he/she can sing expressively combining dynamics, tempo and pitch. ➤ Performing he/she can take part in rounds. ➤ Performing he/she can lead a group performance. ➤ Composing he/she understands when to use varying volumes, pitch and expression in his/her voice to portray an idea or mood. ➤ Listening and Context he/she can compare pieces thinking about texture, structure, timbre and dynamics. ➤ Performing he/she can take part in three part harmonies and descants.

	<ul style="list-style-type: none"> ➤ Understand legato (smoothly flowing progression of notes) and staccato (crisp, distinct notes). ➤ Sing unaccompanied, accompanied, and in unison. ➤ Recognise harmony; sing rounds and canons; two- and three-part singing. ➤ Recognise verse and refrain. ➤ Recognise theme and variations. <p>NOTATION to be learnt ukulele Step 1</p> <p>Review the following notation:</p> <ul style="list-style-type: none"> • Crotchet  Minim  Semi-breve  • Stave  • Treble clef and names of lines and spaces in the treble clef  • Crotchet rest  Minim rest  Semibreve rest  <p>Understand the following notation</p> <ul style="list-style-type: none"> • Double bar line, bar, repeat signs  	<p>Songs to be learnt:</p> <ul style="list-style-type: none"> ➤ The Blaydon Races [Cross-curricular connection with Year 6 British History] ➤ Food Glorious Food (Oliver – Victorians) 		
<p>Vocabulary: Rhythm, Melody, Harmony, Form, Timbre, Pitch, Rhythm, Syncopated, Accelerando, Ritardando, Crescendo, Diminuendo, Legato, Staccato, Rounds, Canons, Harmony, Verse, Refrain Minim Semi-breve Stave Treble clef Rest Repeat</p>				
Computing	<p>We are adventure gamers (making a text based adventure game)</p> <ul style="list-style-type: none"> • Use commands to display text on screen, accept typed user input, store and retrieve data using variables and select from a list • Plan a text based adventure with multiple 'rooms' and user interaction • Thoroughly debug it. <p>Online Safety: We are Rule Writers</p>	<ul style="list-style-type: none"> ➤ Design, write and debug programs that accomplish specific goals, including controlling or simulation 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 ➤ Use technology safely, respectfully and responsibly; ➤ recognise acceptable/unacceptable behaviour; ➤ identify a range of ways to report concerns about content and contact. 	<ul style="list-style-type: none"> ➤ Design, write and debug programs that accomplish specific goals, including controlling or simulation 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 ➤ Use technology safely, respectfully and responsibly; ➤ recognise acceptable/unacceptable behaviour; ➤ identify a range of ways to report concerns about content and contact. 	
RE	<p>Sikhism - How far would a Sikh go for his/her religion?</p> <ul style="list-style-type: none"> • We are learning to compare the different ways Sikhs put their religion into practice 	<ul style="list-style-type: none"> ➤ Do religious people lead better lives? ➤ Is religion the most important influence and inspiration in everyone's life? 	<ul style="list-style-type: none"> ➤ Do religious people lead better lives? ➤ Is religion the most important influence and inspiration in everyone's life? 	
PE	<ul style="list-style-type: none"> • Tag Rugby • Basketball • Gymnastics <p>See PE overview for timings</p>	<ul style="list-style-type: none"> ➤ Gymnastics - Year 5 unit ➤ To be able to perform symmetrical and asymmetrical balances ➤ To develop the straight, barrel, forward, straddle and backward roll ➤ To be able to explore different methods of travelling, linking actions in both canon and synchronisation ➤ To be able to perform progressions of inverted movements ➤ To be able to perform progressions of a handstand ➤ To explore matching and mirroring using actions both on the floor and on apparatus ➤ To be able to create a partner sequence using apparatus 	<ul style="list-style-type: none"> ➤ Tag Rugby – Year 5/6 unit ➤ To develop attacking principles, knowing when to run and when to pass ➤ To be able to throw accurately and catch a tag rugby ball with control ➤ To be able to use the 'forward pass' and 'offside' rules ➤ To be able to play games using tagging rules ➤ To be able to lose a defender ➤ To draw defence and know when to pass ➤ To be able to work as a defending unit to prevent attackers from scoring 	<ul style="list-style-type: none"> ➤ Basketball – Year 5/6 unit ➤ To be able to dribble the ball abiding by the double dribble and travelling rules ➤ To develop protective dribbling against an opponent ➤ To use a variety of passes in a game situation ➤ To be able to move into a space to support a teammate ➤ To be able to choose when to pass and when to dribble ➤ To be able to track an opponent and use defensive techniques to win the ball ➤ To be able to perform a set shot and a jump shot ➤ To be able to apply the rules and tactics you have learnt to play in a basketball tournament

				➤ To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament
PHSE	<ul style="list-style-type: none"> • Transition/Go-givers: Rules • SRE/Go-givers: Your Amazing Brain: Becoming a Resilient Learner • British/Go-givers: The Benefit System (<i>Linked to Workhouses and Victorian Reform</i>) • World-view/Go-givers: The Right to Education (Links to Victorian Reform) • World-view/Go-givers: The GAP Exposed: Child Labour • British/Educate Against Hate: Liverpool (Links to Merseyside and Slavery) 			
MFL	<ul style="list-style-type: none"> • Notre école (Our school) 	<ul style="list-style-type: none"> ➤ S & L - can tell simple stories in the language. ➤ S & L - can find patterns in spelling, sounds and meanings of words when listening to songs and rhymes. ➤ S & L - can take part in short conversations, seeking and conveying information and opinions in simple terms. ➤ S & L - can participate in a conversation, where they can ask questions, respond to others and seek help ➤ S & L - can identify and note the main points and specific details, including opinions in longer spoken passages. ➤ R - can use a bilingual dictionary or glossary, or can use context to work out what unfamiliar words mean. ➤ R - can identify examples of basic grammatical rules in the chosen language e.g. Feminine, masculine. ➤ W - can adapt his/her recalled phrases to create new sentences and express ideas clearly. 	<ul style="list-style-type: none"> ➤ S & L - can refer to recent experiences or future plans, as well as everyday activities and interests. ➤ S & L - can prepare a short presentation to describe people, places, things or actions. ➤ S & L - can generate questions about the topics covered. ➤ S & L - can use accurate pronunciation in spoken tasks and use intonation to make his/her meaning clear. ➤ R - can read a variety of fiction and non-fiction and glean information from them. ➤ R - can read a text in the language and explain the main points and some smaller details. ➤ W - can produce short pieces of W -, in simple sentences, that seek and convey information and opinions. ➤ W - can demonstrate an understanding of basic grammatical rules for the language in his/her written work. 	
	<p>la salle de classe <i>the classroom</i> l'entrée principale (f.) <i>the main entrance</i> la cour <i>the playground</i> le terrain de sport <i>the sports field</i> Je cherche ... <i>I'm looking for ...</i> Je cours. <i>I run/I'm running.</i> Je travaille. <i>I work/I'm working.</i> ici <i>here</i> là <i>there</i> Voici <i>here it is</i> Voilà <i>there it is</i> il est deux heures et quart <i>it's quarter past two</i> il est deux heures moins <i>it's quarter to two</i> le quart il est deux heures cinq/ dix/vingt/vingt-cinq <i>it's five/ten/twenty/ twenty-five past two</i> il est deux heures moins cinq/dix/vingt/vingt-cinq <i>it's five/ten/twenty/ twenty-five to two</i> le déjeuner <i>lunch(time)</i> le professeur <i>the teacher (general term)</i> le maître, la maîtresse <i>primary school teacher</i> Il/Elle a ... <i>He/She has ...</i></p>	<p>la grande salle <i>the hall</i> la bibliothèque <i>the library</i> la cuisine <i>the kitchen</i> le bureau <i>the office</i> le parking <i>the car park</i> la salle des profs <i>the staffroom</i> la maternelle <i>the infant school</i></p>		

