

Year 5/6 Year A			
Autumn Term 1 st Half – Change			
	Key Content	Year 5 Skills	Year 6 Skills
Writing	<p>HISTORICAL DIARY– Robinson Crusoe (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 – Earth’s layer (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 – James Cook/Grace Darling (Independent piece) As above</p> <p>EXPLANATION TEXT - volcanoes/earthquakes/tsunamis (Independent piece) Topic – link with Geog 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 ISPAED devices throughout in narratives, describing settings, characters and atmosphere and attempting to integrate dialogue to convey character and advance the action, evoke atmosphere through detailed description, portray characters through meaningful interactions. usually selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning e.g. the most appropriate synonym or newly acquired subject specialist vocabulary. 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 writet propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others’ writing can usually write using tense consistently and correctly throughout and write using deliberate changes of tense for effect in narrative, checking for these when editing: e.g. in flashbacks, letters and interviews. proof-read for spelling and punctuation errors usually spotting most of their own and others’ spelling and punctuation errors quickly and knows how to correct them. ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>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>	<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. <p>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</p>
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>		

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			
GPS	<ul style="list-style-type: none"> Spelling taught from Year 5 and 6 No Nonsense Spelling Guides – Teachers to follow units for each term supplemented by statutory exception word list Handwriting taught using Collins Guide as per handwriting policy. Grammar directed by English Appendix 2 	<p>SPELLING</p> <ul style="list-style-type: none"> Spell some words with ‘silent’ letters: kn, mb, stle, mn, silent b words correctly: e.g. as at left, and solemn, debt. Continue to distinguish between homophones and other words which are often confused e.g. as at left and guessed/guest, serial/cereal, bridal/bridle, altar/alter, desert/dessert, draft/draught, stationary/stationery, principal/principle. Usually use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 Use further prefixes and suffixes and understand the guidelines for adding them e.g. applicable, adorable, reliable, changeable, noticeable. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary with pace to ensure the efficient checking of their own writing <p>HANDWRITING</p> <ul style="list-style-type: none"> Write legibly, fluently and with increasing speed by: making choices over letter shapes and joins to ensure fluency, legibility and good presentation and is increasing the pace of writing while sustaining neatness and accuracy Use a consistent and fluent style that enables a swift and attractive style <p>VOCABULARY</p> <ul style="list-style-type: none"> Use a thesaurus to avoid repetition and common language choices using expanded noun phrases to convey complicated information concisely Converting nouns or adjectives into verbs using suffixes: e.g. -ate; -ise; -fy Use verb prefixes to generate new verbs: e.g. dis-, de-, mis-, over-, re- <p>GRAMMAR - Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun using modal verbs or adverbs to indicate degrees of possibility using the perfect form of verbs to mark relationships of time and cause understanding that the passive tense can be used within formal writing Use devices to build cohesion, including adverbials of time, place and number being able to name all ISPACED starters <p>PUNCTUATION</p> <ul style="list-style-type: none"> Use brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity 	<p>SPELLING</p> <ul style="list-style-type: none"> Spell some words with ‘silent’ letters: ps, psy, gn silent n words correctly: e.g. as left and government, environment. Continue to distinguish between homophones and other words which are often confused e.g. at left and assent/ascent, decent/descent, compliment/complement, affect/effect, precede/proceed, devise/device, prophesy/prophesy, morning/mourning Confidently use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 Use further prefixes and suffixes and understand the guidelines for adding them e.g. legible, preference, dependable. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary with pace to ensure the efficient checking of their own writing <p>HANDWRITING</p> <ul style="list-style-type: none"> Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding when to use a presentation or note-taking style. Use a consistent and fluent style that enables a swift and attractive style <p>VOCABULARY</p> <ul style="list-style-type: none"> Use a thesaurus to introduce varied and precise vocabulary using expanded noun phrases to convey complicated information concisely throughout a range of independent writing Converting nouns or adjectives into verbs using suffixes and explain their meaning: e.g. -ate, -ise, -ify Use verb prefixes to generate new verbs and explain their meaning: e.g. dis-, de-, mis-, over-, re- <p>GRAMMAR - Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun correctly punctuating this with parenthesis confidently and consistently using modal verbs or adverbs to indicate degrees of possibility within a range of independent writing confidently and consistently using the perfect form of verbs to mark relationships of time and cause within a range of independent writing Consistently using passive verbs to affect the presentation of information in a sentence Devices to build cohesion, including adverbials of time, place and number using all ISPACED starters throughout their independent writing <p>PUNCTUATION</p> <ul style="list-style-type: none"> Use of the semi-colon, colon and dash to mark the boundary between independent clauses Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity
Key Vocab	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"> Number and 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 	<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

		<ul style="list-style-type: none"> ➤ 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 ➤ Roman numerals up to 1000 <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 ➤ 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. 	<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 ➤ 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, ≥ greater than or equal to, ≤ 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"> • Monday's Child Is Fair of Face (traditional) • Sky in the Pie (Roger McGough) <p>Key Texts:</p> <ul style="list-style-type: none"> • Robinson Crusoe (Daniel Defoe) <p>SAYINGS AND PHRASES</p> <p>Become familiar with the following sayings and phrases:</p> <ul style="list-style-type: none"> • Prevention is better than cure. • As the crow flies 	<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 	<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

- Beauty is only skin deep.
- The bigger they are, the harder they fall.
- Birds of a feather flock together.

- 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

Poetry:

- 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

Debate:

- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously e.g. asking other to justify their opinions and views with evidence for the text.
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

COMPREHENSION (VIPERS in Guided Reading)

Understand both the books that they can already read accurately and fluently and those that they listen to by:

Vocabulary:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

Inference:

- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence using the APE or PEE approach

Prediction:

- 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

Explanation:

- 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

Retrieval:

- 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.

- 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

Poetry:

- 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

Debate:

- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously e.g. suggesting alternative interpretations and being open to those suggested by others.
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, providing a thorough explanation of their points and prepare responses to likely conflicting opinions.

COMPREHENSION (VIPERS in Guided Reading)

Understand both the books that they can already read accurately and fluently and those that they listen to by:

Vocabulary

- 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.

Prediction

- 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

Inference:

- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence with three pieces of evidence

Explanation:

- 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




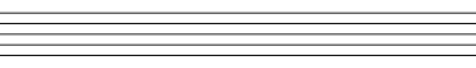




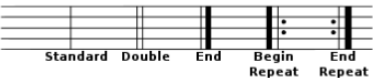
Retrieval:

- 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.

Summarising:

		<p>Summarising:</p> <ul style="list-style-type: none"> ➤ Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ➤ Recommend books that they have read to their peers, giving reasons for their choices 	<ul style="list-style-type: none"> ➤ 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>GEOLOGY</p> <p>A. THE EARTH'S LAYERS</p> <p>Crust, mantle, core (outer core and inner core)</p> <ul style="list-style-type: none"> ● Movement of tectonic plates ● Earthquakes ● Faults, San Andreas fault ● Measuring intensity: seismograph and Richter scale ● Tsunamis ● Volcanoes ● Magma ● Lava and lava flow ● Active, dormant and extinct ● Famous volcanoes: Vesuvius, Krakatoa, Mount St. Helens ● Hot springs and geysers: Old Faithful (in Yellowstone National Park, US) ● Theories of how the continents and oceans were formed: Pangaea and continental drift <p>B. HOW MOUNTAINS ARE FORMED</p> <ul style="list-style-type: none"> ● Folded mountains, fault-block mountains, dome-shaped mountains <p>C. ROCKS</p> <ul style="list-style-type: none"> ● Formation and characteristics of metamorphic, igneous, and sedimentary rock <p>D. WEATHERING AND EROSION</p> <ul style="list-style-type: none"> ● Physical and chemical weathering <p>Weathering and erosion by water, wind and glaciers</p>	<ul style="list-style-type: none"> ➤ Record data using labelled diagrams, keys, tables and charts ➤ Suggest how evidence can support conclusions 	<ul style="list-style-type: none"> ➤ 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
Key Vocab	Crust, Mantle, Core, Tectonic plates, Earthquakes, Fault (San Andreas), Seismograph, Richter Scale, Tsunami, Volcano, Magma, Larva, Active, dormant and extinct, Continental drift, Pangaea, Folded, Fault-block, Dome-shaped, Metamorphic, Igneous, Sedimentary, Weathering, Erosion, Physical, Chemical, Water, wind and glacier erosion, Formation, Soil, Topsoil, Subsoil, Bedrock		

Year 5/6 A	Year 5/6 Year A		
	Autumn Term 1 st Half - Change		
	Key Knowledge	Year 5 Skills	Year 6 Skills
History	<p>THE SPREAD OF ISLAM AND THE HOLY WARS</p> <p>ISLAM</p> <ul style="list-style-type: none"> Arab peoples unite to spread Islam in Northern Africa, through the eastern Roman Empire, and as far west as Spain. <p>DEVELOPMENT OF ISLAMIC CIVILISATION</p> <ul style="list-style-type: none"> Contributions to science and mathematics: Avicenna (Ibn Sina), Arabic numerals Thriving cities as centres of Islamic art and learning, such as Cordoba (Spain) <p>WARS BETWEEN MUSLIMS AND CHRISTIANS</p> <ul style="list-style-type: none"> The Holy Land, Jerusalem The Crusades Saladin and Richard the Lionheart <p>Growing trade and cultural exchange between east and west</p>	<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: Islam, Muslim, Muhammad, Qur'an, Civilisation, Theology, Religion, Prophet, Allah, Prayer, Fasting, Pilgrimage, Christian, Crusade			
Geog.	<p>MOUNTAINS OF THE WORLD</p> <p>Children should learn the names of some of the world's mountain ranges. They should also become familiar with the terms peak meaning the highest point of a mountain and range meaning a connected group of mountains.</p> <p>The Alps, The Himalayas, The Andes and The Appalachian Mountains, The Atlas Mountains.</p> <p>Compare with Norfolk – why are there no mountains in Norfolk?</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 Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region within North or South America. (Change to Asia / Africa so that we cover all continents by end of key stage) <i>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</i> 	<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 Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region within North or South America. (Change to Asia / Africa so that we cover all continents by end of key stage) <i>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</i>
Vocabulary: Prime meridian, Longitude (Vertical lines), Latitude (Horizontal lines), Eastern Hemisphere, Western Hemisphere, Relief maps, peak			
Art	<p>II. ISLAMIC ART AND ARCHITECTURE</p> <ul style="list-style-type: none"> Become familiar with examples of Islamic art, including illuminated manuscripts and illumination of the Qur'an (Koran). 	<ul style="list-style-type: none"> 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. Drawing With coloured pencil, he/she can layer colours to create depth of colour and tone. Drawing he/she can use pens to record minute detail. Developing/ Applying Ideas he/she can use a sketchbook to produce labelled diagrams for her 3D work. 	<ul style="list-style-type: none"> 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. Drawing With coloured pencil, he/she can layer colours to create depth of colour and tone. Drawing he/she can use pens to record minute detail. Developing/ Applying Ideas he/she can use a sketchbook to produce labelled diagrams for her 3D work.
DT	<p>II. ISLAMIC ART AND ARCHITECTURE</p> <ul style="list-style-type: none"> Note characteristic features of Islamic architecture, such as domes and minarets, in: The Dome of the Rock (Mosque of Omar), initial construction completed in AD 691 (Jerusalem) The Alhambra Palace, 1527 (Granada, Spain) The Taj Mahal, 1632 (Agra, India) 	<p>Design and Create Dome – Islamic Shrine:</p> <ul style="list-style-type: none"> Evaluate he/she can explore the impact of well-known designers and inventors and how their products helped to shape the world. Design he/she can design products that are innovative and appeal to individuals or groups. Design he/she can create an exploded diagram of his/her design. Make he/she can build frameworks using a range of materials: wood, card, corrugated plastic. Make he/she can use a glue gun with close supervision. Make he/she can cut internal shapes. Make he/she can select the most appropriate joint for his/her design. 	<p>Design and Create Dome – Islamic Shrine:</p> <ul style="list-style-type: none"> Evaluate he/she can explore the impact of well-known designers and inventors and how their products helped to shape the world. Design he/she can design products that are innovative and appeal to individuals or groups. Design he/she can create an exploded diagram of his/her design. Make he/she can build frameworks using a range of materials: wood, card, corrugated plastic. Make he/she can use a glue gun with close supervision. Make he/she can cut internal shapes. Make he/she can select the most appropriate joint for his/her design.

<p>Music</p>	<p>ELEMENTS</p> <ul style="list-style-type: none"> • Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.). • Discriminate between differences in pitch: high and low. • Discriminate between loud and soft; gradually increasing and decreasing volume. • Sing unaccompanied, accompanied, and in unison • Recognise harmony; sing simple rounds and canons. • Recognise verse and chorus • Continue work with timbre and phrasing. • Sing or play simple melodies. <p>NOTATION to be learnt Ukulele Step 1(3) Review the following notation:</p> <ul style="list-style-type: none"> • Crotchet  Minim  Semi-breve  • Stave  • Treble clef and names of lines and spaces in the treble clef  • Crotchet rest  Minim rest  Semibreve rest  <p>Understand the following notation</p> <ul style="list-style-type: none"> • Double bar line, bar, repeat signs  	<ul style="list-style-type: none"> ➤ Performing he/she can sing expressively combining dynamics, tempo and pitch. ➤ Performing he/she can take part in rounds. ➤ Performing he/she can lead a group performance. ➤ Composing he/she understands when to use varying volumes, pitch and expression in his/her voice to portray an idea or mood. ➤ Listening and Context he/she can compare pieces thinking about texture, structure, timbre and dynamics. ➤ Performing he/she can take part in three part harmonies and descants. ➤ Songs to be learnt: <ul style="list-style-type: none"> • Bear Necessities • I Wanna Be Like You 	<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. ➤ Songs to be learnt: <ul style="list-style-type: none"> • Bear Necessities • I Wanna Be Like You
<p>Vocabulary</p>	<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>		
<p>Computing</p>	<p>Year 5 Computer systems and networks - Sharing information</p> <ul style="list-style-type: none"> • Develop understanding of computer systems and how information is transferred between systems and devices • Consider small-scale systems as well as large-scale systems. • Explain the input, output, and process aspects of a variety of different real-world systems. • Take part in a collaborative online project with other class members and develop their skills in working together online. • Online Safety: We are Y5 Rule Writers 	<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 • 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 • 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 • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact • I can assess and justify when it is acceptable to use the work of others • I can give examples of content that is permitted to be reused 	
<p>RE</p>	<p>Islam – Beliefs and practices</p> <ul style="list-style-type: none"> ➤ We are learning to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way ➤ Muhammad: the prophet ➤ Allah, Qur’an ➤ Sacred city of Makkah, mosques ➤ ‘Five pillars’ of Islam ➤ Declaration of faith ➤ Prayer (five times daily), facing toward Makkah ➤ Fasting during Ramadan ➤ Help the needy 	<ul style="list-style-type: none"> ➤ What is the best way for a Muslim to show commitment to God? ➤ Do religious people lead better lives? ➤ Do all religious beliefs influence people to behave well towards others? 	<ul style="list-style-type: none"> ➤ What is the best way for a Muslim to show commitment to God? ➤ Do religious people lead better lives? ➤ Do all religious beliefs influence people to behave well towards others?

	○ Pilgrimage to Makkah			
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 ➤ To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament 	<ul style="list-style-type: none"> ➤ 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
PHSE	Online Safety: <ul style="list-style-type: none"> ➤ Your Amazing Brain: becoming a resilient learner ➤ Disaster: Quake ➤ Tsunami ➤ RNLI - Grace Darling ➤ British/Educate against hate – Global Community (links to disaster) ➤ British/Parliament: Magna Carta (links to Crusades) 		Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	
MFL	<ul style="list-style-type: none"> ● Classroom language ● Introduce question words (with gestures) ● Learning the 5 x table + song ● Asking for & giving the time ● To say 'at ... o'clock.' ● To describe what you usually have for breakfast. ● To learn how to communicate likes and dislikes. 	<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. 	

VOCAB

Quand je vais à l'école, ...	<i>When I go to school, ...</i>
Je passe devant ...	<i>I pass in front of ...</i>
Je traverse la rue	<i>I cross the road</i>
Je tourne	<i>I turn</i>
Je vais ...	<i>I go</i>
cinq minutes plus tard	<i>five minutes later</i>
finalement	<i>finally</i>
vrai, faux	<i>true, false</i>
il est une heure et demie, deux heures et demie, etc.	<i>it's half past one, half past two, etc.</i>
Je vais à l'école à huit heures et demie.	<i>I go to school at half past eight.</i>
à droite	<i>to/on the right</i>
à gauche	<i>to/on the left</i>
tout droit	<i>straight ahead</i>
Je ne comprends pas.	<i>I don't understand.</i>
Répétez, s'il vous plaît.	<i>Repeat, please. (formal or plural)</i>

le magasin	<i>the shop</i>
le café	<i>the café</i>
le musée	<i>the museum</i>
le bureau de poste	<i>the post office</i>
la rivière	<i>the river</i>
la gare	<i>the railway station</i>