

Year 5/6 Year B			
Spring Term 2 <sup>nd</sup> Half - Growth			
	Key Content	Year 5 Skills	Year 6 Skills
Writing	<p><b>DISCUSSION</b> – plastic pollution/Climate and food</p> <ul style="list-style-type: none"> <li>a statement of the issues involved and a preview of the main arguments;</li> <li>arguments for, with supporting evidence/examples;</li> <li>arguments against or alternative views, with supporting evidence/examples.</li> <li>Another common structure presents the arguments ‘for’ and ‘against’ alternatively.</li> <li>Discussion texts usually end with a summary and a statement of recommendation or conclusion. The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided.</li> </ul> <p><b>NARRATIVE</b>– The Secret Garden focus on dialogue</p> <ul style="list-style-type: none"> <li>told/written in first or third person (I, we, she, it, they);</li> <li>told/written in past tense (sometimes in present tense);</li> <li>chronological (plot or content have a chronology of events that happened in a particular order);</li> <li>main participants are characters with recognisable qualities, often stereotypical and contrasting (hero/villain);</li> <li>typical characters, settings and events are used in each genre;</li> <li>connectives are widely used to move the narrative along and to affect the reader/listener:                     <ul style="list-style-type: none"> <li>to signal time (later that day, once);</li> <li>to move the setting (meanwhile back at the cave, on the other side of the forest);</li> <li>to surprise or create suspense (suddenly, without warning).</li> </ul> </li> </ul> <p><b>POETRY</b> linked with Indian Rebellion</p> <ul style="list-style-type: none"> <li>Free-verse poetry that focuses upon:                     <ul style="list-style-type: none"> <li>Imagery: e.g. simile, metaphor, personification. The effective use of imagery is often a key ingredient in powerful, memorable poetry. Children usually begin using imagery by comparing one thing with another and by saying what something was like.</li> <li>Rich vocabulary: powerful nouns, verbs, adjectives, invented words and unusual word combinations.</li> <li>Sound effects: alliteration, assonance (repetition of the same vowel phoneme in the middle of a word, especially where rhyme is absent: cool/food) onomatopoeia (where the sound of a word suggests its meaning: hiss, splutter).</li> </ul> </li> </ul>	<p><b>COMPOSITION</b></p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and usually using other similar writing as models for their own</li> <li>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</li> <li>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</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>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</li> <li>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.</li> <li>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.</li> <li>precising longer passages identifying key ideas and reformulating them coherently in their own words.</li> <li>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.</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>evaluate writing against agreed success criteria, identifying strengths and areas for improvement linked to recent teaching and feeding back appropriately to the writet</li> <li>propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others’ writing</li> <li>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.</li> <li>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.</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> <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><b>COMPOSITION</b></p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own including a favourite poem</li> <li>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</li> <li>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</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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</li> <li>precising longer passages identifying key ideas, reformulating them coherently in their own words and justifying inclusions and exclusions</li> <li>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.</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>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.</li> <li>can almost always propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others’ writing.</li> <li>can almost always write using tense consistently and correctly throughout and write using deliberate changes of tense for effect in narrative.</li> <li>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</li> <li>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.</li> </ul> <p>Perform their 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		
GPS	<ul style="list-style-type: none"> <li>Spelling taught from Year 5 and 6 No Nonsense Spelling Guides – Teachers to follow units for each term supplemented by statutory exception word list</li> <li>Handwriting taught using Collins Guide as per handwriting policy.</li> <li>Grammar directed by English Appendix 2</li> </ul>	<p><b>SPELLING</b></p> <ul style="list-style-type: none"> <li>Spell some words with ‘silent’ letters: kn, mb, stle, mn, silent b words correctly: e.g. as at left, and solemn, debt.</li> <li>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.</li> <li>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</li> <li>Use further prefixes and suffixes and understand the guidelines for adding them e.g. applicable, adorable, reliable, changeable, noticeable.</li> <li>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</li> </ul> <p><b>HANDWRITING</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Use a consistent and fluent style that enables a swift and attractive style</li> </ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>Use a thesaurus to avoid repetition and common language choices</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>Converting nouns or adjectives into verbs using suffixes: e.g. -ate; -ise; -fy</li> <li>Use verb prefixes to generate new verbs: e.g. dis-, de-, mis-, over-, re-</li> </ul> <p><b>GRAMMAR</b> - Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>understanding that the passive tense can be used within formal writing</li> <li>Use devices to build cohesion, including adverbials of time, place and number being able to name all ISPACED starters</li> </ul> <p><b>PUNCTUATION</b></p> <ul style="list-style-type: none"> <li>Use brackets, dashes or commas to indicate parenthesis</li> <li>Use of commas to clarify meaning or avoid ambiguity</li> </ul> <p><b>SPELLING</b></p> <ul style="list-style-type: none"> <li>Spell some words with ‘silent’ letters: ps, psy, gn silent n words correctly: e.g. as left and government, environment.</li> <li>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/prophecy, morning/mourning</li> <li>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</li> <li>Use further prefixes and suffixes and understand the guidelines for adding them e.g. legible, preference, dependable.</li> <li>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</li> </ul> <p><b>HANDWRITING</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Use a consistent and fluent style that enables a swift and attractive style</li> </ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>Use a thesaurus to introduce varied and precise vocabulary</li> <li>using expanded noun phrases to convey complicated information concisely throughout a range of independent writing</li> <li>Converting nouns or adjectives into verbs using suffixes and explain their meaning: e.g. -ate, -ise, -ify</li> <li>Use verb prefixes to generate new verbs and explain their meaning: e.g. dis-, de-, mis-, over-, re-</li> </ul> <p><b>GRAMMAR</b> - Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>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</li> <li>confidently and consistently using modal verbs or adverbs to indicate degrees of possibility within a range of independent writing</li> <li>confidently and consistently using the perfect form of verbs to mark relationships of time and cause within a range of independent writing</li> <li>Consistently using passive verbs to affect the presentation of information in a sentence</li> </ul>

			<ul style="list-style-type: none"> <li>Devices to build cohesion, including adverbials of time, place and number using all ISPADCED starters throughout their independent writing</li> </ul> <p><b>PUNCTUATION</b></p> <ul style="list-style-type: none"> <li>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</li> <li>Use of the colon to introduce a list and use of semi-colons within lists</li> <li>Punctuation of bullet points to list information</li> <li>How hyphens can be used to avoid ambiguity</li> </ul>
Key Vocab	Nouns, Adjectives, Verbs, Adverbs, Expanded Noun phrases, Fronted Adverbials, Relative Clauses, Colons, semi-colons, rhetorical questions, parentheses, subtitles, Pronouns, Determiners, Sentence Practice, Coordinating Conjunctions, Subordinating Conjunctions, Conjunctions for Cohesion, Clauses, Phrases, Sentences, prefix, suffix, homophone		
Maths	<p><b>Year 5:</b> Volume Area Perimeter Geometry- angles within shapes Geometry: properties of 2-D and 3-D shapes Geometry: translation</p> <p><b>Year 6:</b> Volume Area Perimeter Geometry- angles within shapes Geometry: properties of 2-D and 3-D shapes Geometry: translation Make links with all of the above and calculations/algebra</p>	<p><b>Unit: Volume, area and perimeter (links with calculation)</b></p> <ul style="list-style-type: none"> <li>calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes</li> <li>estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water]</li> <li>measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</li> </ul> <p><b>Unit: Geometry: Angles</b></p> <ul style="list-style-type: none"> <li>know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</li> <li>draw given angles, and measure them in degrees (°)</li> <li>identify: angles at a point and one whole turn (total 360°); angles at a point on a straight line and</li> <li>12</li> <li>a turn (total 180°); other multiples of 90°</li> <li>use the properties of rectangles to deduce related facts and find missing lengths and angles</li> </ul> <p><b>Unit: Geometry: Properties of shape</b></p> <ul style="list-style-type: none"> <li>distinguish between regular and irregular polygons based on reasoning about equal sides</li> <li>identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed</li> <li>identify 3-D shapes, including cubes and other cuboids, from 2-D representations</li> </ul> <p><b>Multiplication tables focus:</b></p> <ul style="list-style-type: none"> <li>Application to multiples e.g. using multiplication and division facts to calculate equations involving multiples (200 x 9 etc)</li> </ul>	<p><b>Unit: Volume, area and perimeter (links with calculation and algebra)</b></p> <ul style="list-style-type: none"> <li>recognise that shapes with the same areas can have different perimeters and vice versa</li> <li>recognise when it is possible to use formulae for area and volume of shapes</li> <li>use simple formulae</li> <li>calculate the area of parallelograms and triangles</li> <li>calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units [for example, mm<sup>3</sup> and km<sup>3</sup>]</li> <li>use, read, write and convert between standard units, converting measurements of volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</li> </ul> <p><b>Unit: Geometry: Angles (links with calculation and algebra)</b></p> <ul style="list-style-type: none"> <li>recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</li> <li>express missing number problems algebraically</li> <li>compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</li> </ul> <p><b>Unit: Geometry: Properties of shape</b></p> <ul style="list-style-type: none"> <li>describe positions on the full coordinate grid (all four quadrants)</li> <li>enumerate possibilities of combinations of two variables</li> <li>draw 2-D shapes using given dimensions and angles</li> <li>draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</li> <li>recognise, describe and build simple 3-D shapes, including making nets</li> <li>illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</li> <li>solve number and practical problems that involve all of the above</li> </ul> <p><b>Multiplication tables focus:</b></p> <ul style="list-style-type: none"> <li>Application of multiplication and division facts to fractions, decimals and percentages involving missing number problems</li> </ul>
Key Vocab	<p><b>Year 5 Unit 1</b> square metre (m<sup>2</sup>) square millimetre (mm<sup>2</sup>), area, perimeter, volume, cubic, cm<sup>3</sup> Estimate, composite, rectilinear <b>Unit 2</b> angles, degrees, turn, missing number, acute, obtuse, reflex, <b>Unit 3</b> radius Diameter, congruent, axis of symmetry, reflective symmetry, x-axis, y-axis, quadrant, explain your reasoning</p> <p><b>Year 6 Unit 1</b> centilitre, cubic centimetres (cm<sup>3</sup>), cubic metres (m<sup>3</sup>), cubic millimetres (mm<sup>3</sup>), cubic kilometres (km<sup>3</sup>), formula, <b>Unit 2</b> formula, equation, unknown, variable, reflex angle, <b>Unit 3</b> circumference concentric arc, net, open, closed, ,intersecting, intersection, plane kite, dodecahedron, net, open, closed</p>		

<p>Reading</p>	<p>See Medium Guided Reading Plans for an overview of the texts that children will be reading each week.</p> <p><b>Poems:</b></p> <ul style="list-style-type: none"> <li>Some Opposites (Richard Wilbur)</li> </ul> <p><b>Stories:</b></p> <ul style="list-style-type: none"> <li>The Secret Garden (Frances Hodgson Burnett)</li> <li>The Samurai's Daughter (Japanese)</li> </ul> <p><b>SAYINGS AND PHRASES</b></p> <p>Become familiar with the following sayings and phrases:</p> <ul style="list-style-type: none"> <li>Out of the frying pan and into the fire</li> <li>A penny saved is a penny earned</li> <li>Read between the lines</li> <li>Sit on the fence</li> <li>Steal his/her thunder</li> </ul>	<p><b>FLUENCY</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>WIDTH OF READING (SHARED READING)</b></p> <p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books that they have read for themselves, expressing views and preferences, justifying them by reference to the text, drawing on, comparing and contrasting examples</li> <li>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.</li> <li>Increasing their familiarity with a wide range of age-appropriate books and can identify some genres: e.g. fantasy, adventure, comedy, science fiction.</li> <li>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.</li> <li>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.</li> <li>Distinguish between statements of fact and opinion</li> </ul> <p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>Learning a wider range of poetry by heart</li> <li>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul> <p><b>Debate:</b></p> <ul style="list-style-type: none"> <li>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously e.g. asking other to justify their opinions and views with evidence for the text.</li> <li>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</li> </ul> <p><b>COMPREHENSION (VIPERS in Guided Reading)</b></p> <p><i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> <p><b>Inference:</b></p> <ul style="list-style-type: none"> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence using the APE or PEE approach</li> </ul> <p><b>Prediction:</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Explanation:</b></p> <ul style="list-style-type: none"> <li>Asking questions to improve their understanding e.g. I wonder why or if...</li> <li>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</li> </ul>	<p><b>FLUENCY</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>WIDTH OF READING (SHARED READING)</b></p> <p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, expressing views and preferences about authors, poets and genres, justifying them by reference to the text, drawing on, comparing and contrasting examples</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>Identifying and discussing themes and conventions in and across a wide range of age-appropriate texts: e.g. isolation, flashback in narrative.</li> <li>Distinguish between statements of fact and opinion</li> </ul> <p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>Learning a wider range of poetry by heart</li> <li>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul> <p><b>Debate:</b></p> <ul style="list-style-type: none"> <li>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously e.g. suggesting alternative interpretations and being open to those suggested by others.</li> <li>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.</li> </ul> <p><b>COMPREHENSION (VIPERS in Guided Reading)</b></p> <p><i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i></p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context e.g. dissolve, solution (in science), 'He dissolved in tears', Parliament was dissolved, there was no solution to the problem.</li> </ul> <p><b>Prediction</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Inference:</b></p> <ul style="list-style-type: none"> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence with three pieces of evidence</li> </ul> <p><b>Explanation:</b></p> <ul style="list-style-type: none"> <li>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?</li> </ul>
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


Key Vocab	Text, prediction, inference, retrieval, summary, evidence, independent, information, fiction, non-fiction, dictionary, contents, facts, opinion,
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Key Vocab	Text, prediction, inference, retrieval, summary, evidence, independent, information, fiction, non-fiction, dictionary, contents, facts, opinion,		
Science	<p><b>PLANT STRUCTURES AND PROCESSES</b></p> <p><b>A. STRUCTURE: NON-VASCULAR AND VASCULAR PLANTS</b></p> <ul style="list-style-type: none"> <li>• Non-vascular plants (for example: algae)</li> <li>• Vascular plants</li> <li>• Vascular plants have tube-like structures that allow water and dissolved nutrients to move through the plant</li> <li>• Parts and functions of vascular plants: roots, stems and buds, leaves</li> </ul> <p><b>B. PHOTOSYNTHESIS</b></p> <ul style="list-style-type: none"> <li>• Photosynthesis is an important life process that occurs in plant cells, but not animal cells (photo = light; synthesis = putting together). Unlike animals, plants make their own food, through the process of photosynthesis.</li> <li>• Role in photosynthesis of: energy from sunlight, chlorophyll, carbon dioxide and water, xylem and phloem, stomata, oxygen, sugar (glucose)</li> </ul> <p><b>C. REPRODUCTION IN PLANTS</b></p> <ul style="list-style-type: none"> <li>• Asexual reproduction</li> <li>• Example of algae</li> <li>• Vegetative reproduction: runners (for example: strawberries) and bulbs (for example: onions), growing plants from eyes, buds, leaves, roots, and stems</li> <li>• Sexual reproduction by spore bearing plants (for example: mosses and ferns)</li> <li>• Sexual reproduction of non-flowering seed plants: conifers (for example: pines), male and female cones, wind pollination</li> <li>• Sexual reproduction of flowering plants (for example: peas)</li> <li>• Functions of sepals and petals, stamen (male), anther, pistil (female), ovary (or ovule)</li> <li>• Process of seed and fruit production: pollen, wind, insect and bird pollination, fertilisation, growth of ovary, mature fruit</li> <li>• Seed germination and plant growth: seed coat, embryo and endosperm, germination (sprouting of new plant), monocots (for example: corn) and dicots (for example: beans)</li> </ul>	<ul style="list-style-type: none"> <li>➤ With prompting, plan different types of scientific enquiries to answer questions</li> <li>➤ With prompting, recognise and control variables where necessary</li> <li>➤ Select, with prompting, and use appropriate equipment to take readings</li> <li>➤ Take precise measurements using standard units</li> <li>➤ Take and process repeat readings</li> <li>➤ Record data and results</li> <li>➤ Record data using labelled diagrams, keys, tables and charts</li> <li>➤ Use line graphs to record data</li> <li>➤ Report and present findings from enquiries, including conclusions and, with prompting, suggest causal relationships</li> <li>➤ With support, present findings from enquiries orally and in writing</li> <li>➤ With prompting, identify that not all results may be trustworthy</li> <li>➤ Suggest how evidence can support conclusions</li> <li>➤ Suggest further comparative or fair tests</li> </ul>	<ul style="list-style-type: none"> <li>➤ Plan different types of scientific enquiries to answer questions</li> <li>➤ Recognise and control variables where necessary</li> <li>➤ Take measurements using a range of scientific equipment</li> <li>➤ Take measurements with increasing accuracy and precision</li> <li>➤ Take repeat readings when appropriate</li> <li>➤ Record data and results of increasing complexity using scientific diagrams and labels</li> <li>➤ Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar charts</li> <li>➤ Record data and results of increasing complexity using line graphs</li> <li>➤ Report and present findings from enquiries, including conclusions and causal relationships</li> <li>➤ Report and presents findings from enquiries in oral and written forms such as displays and other presentation</li> <li>➤ Report and present findings from enquiries, including explanations of, and degree of, trust in results</li> <li>➤ Identify scientific evidence that has been used to support or refute ideas or arguments</li> <li>➤ Use test results to make predictions to set up further comparative and fair tests</li> </ul> <ul style="list-style-type: none"> <li>➤ Describe the ways in which nutrients and water are transported within plants and animals, including humans</li> <li>➤ Describe the life process of reproduction in some plants and animals</li> </ul>

Key Vocab	Non-Vascular, Vascular, Plants, Roots, Stems, Buds, Leaves, Photosynthesis, Energy, Sunlight, Chlorophyll, Carbon Dioxide, Water, Xylem, Phloem, Stomata, Oxygen, Sugar, Asexual, Algae, Vegetative, Spores, Conifer, Sepals, Petals, Stamen, Anther, Pistil, Ovary, Pollen, Pollination, Fertilisation, Germination, Monocots, Dicots,
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Year 5/6 B	Year 5/6 Year B		
	Spring Term 2 <sup>nd</sup> Half - Growth		
	Key Knowledge	Year 5 Skills	Year 6 Skills

History	<p><b>THE BRITISH EMPIRE - EAST INDIA COMPANY</b></p> <ul style="list-style-type: none"> <li>British influence across Asia through the East India Company (EIC) and Royal Navy</li> <li>Indian Rebellion of 1857</li> <li>Indian soldiers mutiny: long-term grievances and issue of tallow-greased cartridges</li> <li>British Raj</li> <li>End of the British East India Company</li> <li>British Crown takes control; Government of India Act 1858</li> <li>Queen Victoria crowned Empress of India</li> </ul>	<ul style="list-style-type: none"> <li>➤ Establish clear narratives within and across the periods they study. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content</li> <li>➤ Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</li> <li>➤ Develop chronologically secure knowledge and understanding of British, local and world history.</li> <li>➤ Address and devise historically valid questions about cause.</li> <li>➤ Address and devise historically valid questions about significance.</li> <li>➤ Understand how our knowledge of the past is constructed from a range of sources.</li> <li>➤ Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Establish clear narratives within and across the periods they study. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content</li> <li>➤ Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</li> <li>➤ Develop chronologically secure knowledge and understanding of British, local and world history.</li> <li>➤ Address and devise historically valid questions about cause.</li> <li>➤ Address and devise historically valid questions about significance.</li> <li>➤ Understand how our knowledge of the past is constructed from a range of sources.</li> <li>➤ Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</li> </ul>
Vocab: <a href="#">Empire</a> , <a href="#">Colony</a> , <a href="#">Penal Colony</a> , <a href="#">Settlement</a> , <a href="#">Convict</a> , <a href="#">Rebellion</a> , <a href="#">Mutiny</a> , <a href="#">Raj</a> , <a href="#">Empress</a>			
Geog.	<p><b>THE MIDLANDS</b></p> <p><b>A. EAST MIDLANDS: NOTTINGHAMSHIRE, DERBYSHIRE, LEICESTERSHIRE, RUTLAND, NORTHAMPTONSHIRE AND MOST OF LINCOLNSHIRE</b></p> <p><b>B. WESTMIDLANDS: STAFFORDSHIRE, GLOUCESTERSHIRE, WORCESTERSHIRE, WEST MIDLANDS, WARWICKSHIRE, HEREFORDSHIRE</b></p> <ul style="list-style-type: none"> <li>Birmingham, Spaghetti Junction, Grand Union Canal, mining industry (much declined), Peak District,</li> <li>Sherwood Forest, The Trent, Rolls-Royce (engines)</li> <li>Nottingham, Derby, Bourneville; home of Cadbury's chocolate, Malvern Hills, farming</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify the geographical regions and key topographical features of the UK (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time</li> <li>➤ Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world</li> <li>➤ Understand geographical similarities and differences and change through the study of human and physical geography of the UK</li> <li>➤ Use a range of methods including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify the geographical regions and key topographical features of the UK (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time</li> <li>➤ Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world</li> <li>➤ Understand geographical similarities and differences and change through the study of human and physical geography of the UK</li> <li>➤ Use a range of methods including sketch maps, plans and graphs, and digital technologies.</li> </ul>
Vocabulary: <a href="#">Port</a> , <a href="#">Peak</a> , <a href="#">Climate</a> , <a href="#">Junction</a> , <a href="#">Canal</a>			
Art	<p><b>TYPES OF ART: POTTERY - PRINTS AND PRINTMAKING</b> (Prints and printmaking provides an excellent opportunity to allow your students to create original artworks using the media and techniques they are examining. Specialist equipment is not necessary to experience print-making; mono-printing, for example, requires little other than paint, wooden sticks and paper, and desks or tablets that can be wiped down!)</p> <ul style="list-style-type: none"> <li>Understand that printmaking is an indirect art form, where the artist usually creates a design on a block or plate (or wood, plastic or metal), or even on a screen of silk, and this is transferred to a support—usually paper—after a pressing with ink. Printmaking can be a positive (relief), negative (intaglio) or stencil process.</li> <li>Appreciate that the benefit of printmaking is that it allows the creation of multiple versions of the same design. Artists like Rubens and Hogarth realised they could use this to spread their images to a wider audience, not least because paper prints were generally cheap and comparatively quick to produce.</li> <li>Find out about some of the various printmaking techniques, ranging from mono-printing, engraving, etching, screen-printing to lithography and brass rubbing.</li> <li>Recognise as products of printmaking (prints), and discuss: <ul style="list-style-type: none"> <li>- Albrecht Dürer, The Rhinoceros (woodcut) 1515 (British Museum, London)</li> <li>- Paulus Pontius after Rubens, Self-Portrait (of Rubens), 1630 (British Museum, London)</li> <li>- William Hogarth, Industry and Idleness Plate 1: The Fellow 'Prentices at their Looms, Plate 12: The Industrious 'Prentice Lord Mayor of London, 1747 (Tate Britain, London)</li> <li>- Henri de Toulouse-Lautrec, Troupe de Mlle Églantine, 1896 (colour lithograph), (V&amp;A, London)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Developing/ Applying Ideas - he/she can use a sketchbook to show how ideas have been improved.</li> <li>➤ Drawing - he/she can prepare a drawing surface to create a wax crayon image. E.g. colouring in a solid area; applying a top layer of black paint mixed with washing-up liquid; drawing by scraping into the surface with a sharp tool.</li> <li>➤ Independent artist – he/she can make a clear plan for their working area, and the equipment needed for a complete art project</li> <li>➤ 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.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Developing/ Applying Ideas - he/she can use a sketchbook to show how ideas have been improved.</li> <li>➤ Drawing - he/she can prepare a drawing surface to create a wax crayon image. E.g. colouring in a solid area; applying a top layer of black paint mixed with washing-up liquid; drawing by scraping into the surface with a sharp tool.</li> <li>➤ Independent artist – he/she can make a clear plan for their working area, and the equipment needed for a complete art project</li> <li>➤ 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.</li> </ul>

DT	<p><b>USE SIMPLE PULLEYS WITHIN A STRUCTURE</b></p> <ul style="list-style-type: none"> <li>Linked to the TES Crane Competition, pupils create a pulley system in a group</li> <li>Crane is tested to identify the project that is able to lift the largest amount</li> <li>Link back to study of Ancient Egypt and Ancient Greece in terms of lifting connected to Structures: Archimedes' Pulleys</li> </ul>	<ul style="list-style-type: none"> <li>Design – he/she can design products that are innovative and appeal to individuals or groups</li> <li>Design – he/she can create a prototype of his/her design</li> <li>Design – he/she can create an exploded diagram of his/her design</li> <li>Make he/she can build frameworks using a range of materials: wood, card, corrugated plastic.</li> <li>Make he/she can select the most appropriate joint for his/her design.</li> <li>Make he/she can use more complex mechanical systems in his/her products e.g. Pulleys and linkages.</li> <li>Make he/she can cut accurately to 1mm: strip wood, dowel &amp; square section.</li> <li>Evaluate he/she can evaluate existing products in relation to their purpose and audience.</li> <li>Evaluate he/she can collect feedback from others to find out how to improve his/her product.</li> <li>Evaluate he/she can explore the impact of well known designers and inventors and how their products helped to shape the world.</li> </ul>	<ul style="list-style-type: none"> <li>Design – he/she can design products that are innovative and appeal to individuals or groups</li> <li>Design – he/she can create a prototype of his/her design</li> <li>Design – he/she can create an exploded diagram of his/her design</li> <li>Make he/she can build frameworks using a range of materials: wood, card, corrugated plastic.</li> <li>Make he/she can select the most appropriate joint for his/her design.</li> <li>Make he/she can cut accurately to 1mm: strip wood, dowel &amp; square section.</li> <li>Evaluate he/she can evaluate existing products in relation to their purpose and audience.</li> <li>Evaluate he/she can collect feedback from others to find out how to improve his/her product.</li> <li>Evaluate he/she can explore the impact of well known designers and inventors and how their products helped to shape the world</li> </ul>	
Music	<p><b>Key Composers and Music:</b></p> <ul style="list-style-type: none"> <li>Sumer is Icumen In;</li> <li>Handel 'Hallelujah Chorus' from the Messiah</li> </ul> <p><b>NOTATION Instruments:</b> Ukulele 7</p> <ul style="list-style-type: none"> <li>Moderately soft: mp Moderately loud: mf</li> <li>Middle C in the treble clef</li> </ul>  <ul style="list-style-type: none"> <li>Tied notes  = Dotted notes </li> <li>Sharps  Flats </li> <li>Da Capo (D.C.): meaning 'from the beginning'</li> <li>Da Capo al fine (D.C. al fine): meaning 'repeat from beginning to the fine (end) mark'</li> </ul>	<ul style="list-style-type: none"> <li>Composing he/she is starting to interpret musical notation. e.g. Crochet = 1 beat, minim = 2 beats.</li> <li>Composing he/she can compose melodic and rhythmic phrases.</li> <li>Composing he/she can layer sounds to create effects.</li> <li>Performing he/she can perform his/her own compositions from memory. <ul style="list-style-type: none"> <li>Listening and Context he/she can begin to explore reasons for composers' tempo choices.</li> <li>Listening and Context he/she can compare pieces thinking about texture, structure, timbre and dynamics.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Composing he/she is starting to interpret musical notation. e.g. Crochet = 1 beat, minim = 2 beats.</li> <li>Composing he/she can compose melodic and rhythmic phrases.</li> <li>Composing he/she can layer sounds to create effects.</li> <li>Performing he/she can perform his/her own compositions from memory. <ul style="list-style-type: none"> <li>Listening and Context he/she can begin to explore reasons for composers' tempo choices.</li> <li>Listening and Context he/she can compare pieces thinking about texture, structure, timbre and dynamics.</li> </ul> </li> </ul>	
Vocabulary: <i>Symphony, string family, brass, woodwind, percussion, violin, viola, cello, double bass, rhythm, melody, form, timbre, tempo, pulse, chords, texture, dynamics, beat, accent, volume, pitch, phrase, verse, chorus, speed</i>				
Computing	<p><b>Content: We are Travel Writers</b> -using a media and mapping to document a trip</p> <ul style="list-style-type: none"> <li>Research a location online using a range of resources appropriately</li> <li>Understand the safe use of mobile technology, including GPS</li> <li>Capture images, audio and video while on location</li> </ul> <p><b>Online Safety:</b> We are respectful of others</p>	<ul style="list-style-type: none"> <li>Understand computer networks, including the internet, and the opportunities they offer for communication and collaboration</li> <li>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>Select use and combine a variety of software (including internet services)...</li> <li>Use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>	<ul style="list-style-type: none"> <li>Understand computer networks, including the internet, and the opportunities they offer for communication and collaboration</li> <li>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>Select use and combine a variety of software (including internet services)...</li> <li>Use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>	
RE	<p><b>Christianity:</b></p> <ul style="list-style-type: none"> <li>We are learning to question whether God intended Jesus to be crucified, or whether Jesus' crucifixion was the consequences of events during Holy Week</li> </ul>	<ul style="list-style-type: none"> <li><b>Did God intend Jesus to be crucified and if so was Jesus aware of this?</b></li> <li>Do sacred texts have to be 'true' to help people understand their religion?</li> </ul>	<ul style="list-style-type: none"> <li><b>Did God intend Jesus to be crucified and if so was Jesus aware of this?</b></li> <li>Do sacred texts have to be 'true' to help people understand their religion?</li> </ul>	
PE	<ul style="list-style-type: none"> <li><b>Dance</b></li> <li><b>Cricket</b></li> <li><b>Volleyball</b></li> </ul> <p>See PE overview for timings</p>	<ul style="list-style-type: none"> <li><b>Cricket – Year 5/6 unit</b></li> <li>To develop throwing accuracy and catching skills</li> <li>To develop underarm bowling accuracy</li> <li>To develop batting accuracy and directional batting</li> <li>To develop catching skills (close/deep catching and wicket keeping)</li> <li>To develop overarm bowling technique and accuracy</li> </ul>	<ul style="list-style-type: none"> <li><b>Dance – Year 5 unit</b></li> <li>To create a dance in random structure and perform the actions showing quality and control</li> <li>To be able to change the dynamics of an action</li> <li>To provide and use feedback to improve on performance</li> <li>To understand and use relationships and space</li> <li>To link poses with transitions</li> <li>To be able to create group poses</li> <li>To consider movements that flow smoothly in their choreography</li> </ul>	<ul style="list-style-type: none"> <li><b>Volleyball – Year 5/6 unit</b></li> <li>To be able to use the ready position</li> <li>To develop the fast catch volley</li> <li>To be able to volley the ball</li> <li>To be able to use a dig shot</li> <li>To be able to rally over the net</li> <li>To be able to underarm serve</li> </ul>

	<ul style="list-style-type: none"> <li>To be able to use defensive and driving hitting techniques</li> <li>To develop a variety of fielding techniques and to use them within a game</li> <li>To develop long and short barriers and apply them to a game situation</li> </ul>	<ul style="list-style-type: none"> <li>To use varying levels</li> <li>To use unison and canon when creating and linking poses</li> <li>To use dynamics when performing</li> <li>To copy and repeat movements in the style of Rock 'n' Roll</li> <li>To be able to copy and repeat actions with quality and control</li> <li>To work with a partner, keeping in time with each other and the music</li> <li>To work collaboratively with a partner and a group to create a dance in the style of Rock 'n' Roll</li> </ul>	<ul style="list-style-type: none"> <li>To be able use the scoring system and understand when to rotate</li> <li>To be able to play in a volleyball tournament</li> </ul>																														
PHSE	<ul style="list-style-type: none"> <li><b>Safeguarding/Go-givers:</b> Internet Detectives (Links to geocaching)</li> <li><b>Safeguarding/Educate Against Hate:</b> Location Data (Links to geocaching)</li> <li><b>British Values/Go-givers:</b> Rights and Responsibilities: Freedom (Links to Bill of Rights-3/4- Revolution and Central America – Haiti)</li> <li><b>Environment/Go-givers:</b> Climate change (links to Sustainable Development)</li> </ul>																																
MFL	Monter un café (Setting up a café)	<ul style="list-style-type: none"> <li>➤ S &amp; L - can tell simple stories in the language.</li> <li>➤ S &amp; L - can find patterns in spelling, sounds and meanings of words when listening to songs and rhymes.</li> <li>➤ S &amp; L - can take part in short conversations, seeking and conveying information and opinions in simple terms.</li> <li>➤ S &amp; L - can participate in a conversation, where they can ask questions, respond to others and seek help</li> <li>➤ S &amp; L - can identify and note the main points and specific details, including opinions in longer spoken passages.</li> <li>➤ R - can use a bilingual dictionary or glossary, or can use context to work out what unfamiliar words mean.</li> <li>➤ R - can identify examples of basic grammatical rules in the chosen language e.g. Feminine, masculine.</li> <li>➤ W - can adapt his/her recalled phrases to create new sentences and express ideas clearly.</li> </ul>	<ul style="list-style-type: none"> <li>➤ S &amp; L - can refer to recent experiences or future plans, as well as everyday activities and interests.</li> <li>➤ S &amp; L - can prepare a short presentation to describe people, places, things or actions.</li> <li>➤ S &amp; L - can generate questions about the topics covered.</li> <li>➤ S &amp; L - can use accurate pronunciation in spoken tasks and use intonation to make his/her meaning clear.</li> <li>➤ R - can read a variety of fiction and non-fiction and glean information from them.</li> <li>➤ R - can read a text in the language and explain the main points and some smaller details.</li> <li>➤ W - can produce short pieces of W -, in simple sentences, that seek and convey information and opinions.</li> <li>➤ W - can demonstrate an understanding of basic grammatical rules for the language in his/her written work.</li> </ul>																														
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