

Year 5/6 Year B			
Autumn Term 2 nd Half - Identity			
Key Content	Year 5 Skills	Year 6 Skills	
<p>Writing</p>	<p>NARRATIVE Suspense Story – Descriptive (characters) (Independent)</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>NON-CHRONOLOGICAL REPORT – Animal - Real (Taught piece)</p> <ul style="list-style-type: none"> Often written in the third person and present tense. Sometimes written in the past tense, as in a historical report. The passive voice is frequently used to avoid personalisation, to avoid naming the agent of a verb, to add variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing. Tends to focus on generic subjects (Dogs) rather than specific subjects Description is usually an important feature, including the language of comparison and contrast. Description is generally used for precision rather than to create an emotional response so imagery is not heavily used. <p>NON-CHRONOLOGICAL REPORT – Animal, made-up (Independent piece) As above</p> <p>BIOGRAPHY – Queen Victoria (Taught piece)</p> <ul style="list-style-type: none"> Describe and discuss the life of a real person Information is based on fact Formal Style of writing Follows a chronology of Introduction, Early life, Education/Career, Most Notable Achievement Death/Current Life, Conclusion Incidents highlight positive a negative effect Inclusion of bracketed dates and colons to introduce the paragraph with a sub-heading Use of commas for relative clauses Use of quotes 	<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 ISPACED 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.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 Perform their own compositions using appropriate intonation, volume, and movement so that meaning is clear, monitoring and maintaining audience attention, speaking loudly enough to be heard. 	<p>COMPOSITION</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own including a favourite poem in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed and use such themes in a sustained way to create convincing narratives noting and developing initial ideas through the addition of vocabulary and grammar structures, drawing on reading and research where necessary, organising concise notes paragraphs or sections of their choosing <p>Draft and write by:</p> <ul style="list-style-type: none"> using a wide range of devices to build cohesion within and across paragraphs achieving a logical sequence, signposting the reader and making references to prior details when concluding. in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action including what they have learnt about standard and non-standard english. almost always selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning e.g. the most appropriate synonym or newly acquired subject specialist vocabulary précising longer passages identifying key ideas, reformulating them coherently in their own words and justifying inclusions and exclusions using further organisational and presentational devices to structure text and to guide the reader e.g. pose questions as heading or sub-headings, use bullet points to organise material, integrate diagrams, charts or graphs; link closing to opening; include glossary, fact box etc. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> evaluate writing for overall impact and suitability for audience and purpose against agreed success criteria, identifying aspects for alteration linked to previous and recent teaching and feeding back appropriately with helpful details. can almost always propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others’ writing. can almost always write using tense consistently and correctly throughout and write using deliberate changes of tense for effect in narrative. proof-read for spelling and punctuation errors consistently and confidently spotting almost all of their own and others’ spelling and punctuation errors quickly and knows how to correct them can consciously choose the appropriate register (standard or colloquial language as appropriate) for writing to good effect, deploying this knowledge across a range of independent writing dependent upon its formality. Perform their own own compositions, using appropriate intonation, volume, and movement so that meaning is clear, almost always engaging and maintaining the audience even for longer compositions

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

<p>Maths</p>	<ul style="list-style-type: none"> Fractions Decimals Measures <p>(Note: may be an overspill of previous unit of multiplication and division from the first half term depending on number of weeks for each half term)</p>	<p>Unit: Fractions</p> <ul style="list-style-type: none"> compare and order fractions whose denominators are all multiples of the same number recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $2/5 + 4/5 = 6/5$ or 1 and $1/5$] identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths read and write decimal numbers as fractions [for example, $0.71 = 71/100$] add and subtract fractions with the same denominator and denominators that are multiples of the same number multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates <p>Unit: Decimals and measures</p> <ul style="list-style-type: none"> recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents round decimals with two decimal places to the nearest whole number and to one decimal place solve problems involving number up to three decimal places multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) <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: Fractions</p> <ul style="list-style-type: none"> use common factors to simplify fractions; use common multiples to express fractions in the same denomination compare and order fractions, including fractions > 1 add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $1/4 \times 1/2 = 1/8$] divide proper fractions by whole numbers [for example, $1/3 \div 2 = 1/6$] associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $2/8$] recall and use equivalences between simple fractions and decimals, including in different contexts <p>Unit: Decimals and measures</p> <ul style="list-style-type: none"> identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate use, read, write and convert between standard units, converting measurements of length and mass from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places convert between miles and kilometres <p>Multiplication tables focus:</p> <ul style="list-style-type: none"> Application of multiplication and division facts to fractions, decimals and percentages
<p>Key Vocab</p>	<p>Year 5: Unit 1 proper / improper fraction, equivalent, reduced to , cancel, thousandths, in every, for every, denominator, numerator, common factors, common multiples, equivalence, decimal fraction, scaling Unit 2: decimal equivalents, conversion, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre</p> <p>Year 6:Unit 1 factorise, prime factor, digit total, simplest form, Unit 2: decimal fraction, conversion, miles, kilometres, decimal places</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>Key Poems:</p> <ul style="list-style-type: none"> The Eagle (Alfred Lord Tennyson); The Tiger (William Blake) <p>Key Stories:</p> <ul style="list-style-type: none"> <i>Don Quixote</i> (Miguel de Cervantes) <p>SAYINGS AND PHRASES</p> <p>Become familiar with the following sayings and phrases:</p> <ul style="list-style-type: none"> Eureka! Every cloud has a silver lining Few and far between Forty winks The grass is always greener 	<p>FLUENCY</p> <ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, across a wide range of texts. Pupil can decode most new words outside spoken vocabulary, making a good approximation of the word's pronunciation: e.g. 'obey' disobedience, obediently. <p>WIDTH OF READING (SHARED READING)</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books that they have read for themselves, expressing views and preferences, justifying them by reference to the text, drawing on, comparing and contrasting examples Reading books that are structured in different ways and reading for a range of purposes, with independence: e.g. manga and graphic novels, comical history series. 	<p>FLUENCY</p> <ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet <p>WIDTH OF READING (SHARED READING)</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, expressing views and preferences about authors, poets and genres, justifying them by reference to the text, drawing on, comparing and contrasting examples Reading books that are structured in different ways and reading for a range of purposes e.g. first person historical accounts, spy series, series set in alternative worlds, historical fiction. Making comparisons within and across books between versions of the same text, giving examples to support opinions: e.g. Stanley is a bit like

- 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.

Summarising:

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.

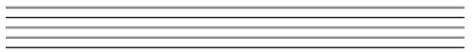
Summarising:

- 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

		<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 	
Key Vocab	Text, prediction, inference, retrieval, summary, evidence, independent, information, fiction, non-fiction, dictionary, contents, facts, opinion,		
Science	<p>CLASSIFYING LIVING THINGS</p> <p>Why do we classify? How does classification help us understand the natural world? Scientists have divided living things into five large groups called kingdoms, as follows: Plant; Animal; Fungus (Mushrooms, yeast, mould, mildew); Protist (algae, protozoans, amoeba, euglena); Prokaryote (blue-green algae, bacteria)</p> <p>Each Kingdom is divided into smaller groupings as follows: Kingdom; Phylum; Class; Order; Family; Genus; Species; Variety</p> <p>When classifying living things, scientists use special names made up of Latin words (or words made to sound like Latin words), which help scientists around the world understand each other and ensure that they are using the same names for the same living things</p> <ul style="list-style-type: none"> ➤ Homo Sapiens: the scientific name for the species to which human beings belong to (genus: Homo, species: Sapiens) ➤ Taxonomists: biologists who specialise in classification ➤ Different classes of vertebrates and major characteristics: fish, amphibians, reptiles, birds, mammals <p>TAXONOMIES</p> <p>Teachers: Introduce an example of how an animal is classified, in order for students to become familiar with the system of classification, not to memorise specific names. For example, a collie dog is classified as follows:</p> <ul style="list-style-type: none"> ▪ Kingdom: Animalia ▪ Phylum: Chordata (Subphylum: Vertebrata) ▪ Class: Mammalia (mammal) ▪ Order: Carnivora (eats meat) ▪ Family: Canidae (a group with doglike characteristics) ▪ Genus: Canis (a coyote, wolf, or dog) ▪ Species: Familiaris (a domestic dog) ▪ Variety: Collie (a breed of dog) 	<p>Completing a virtual animal sort:</p> <ul style="list-style-type: none"> ➤ With prompting, plan different types of scientific enquiries to answer questions ➤ Record data and results ➤ Record data using labelled diagrams, keys, tables and charts ➤ Use line graphs to record data ➤ Report and present findings from enquiries, including conclusions and, with prompting, suggest causal relationships ➤ With support, present findings from enquiries orally and in writing ➤ With prompting, identify that not all results may be trustworthy ➤ Suggest how evidence can support conclusions ➤ Suggest further comparative or fair tests 	<p>Completing a virtual animal sort:</p> <ul style="list-style-type: none"> ➤ Plan different types of scientific enquiries to answer questions ➤ Record data and results of increasing complexity using scientific diagrams and labels ➤ Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar charts ➤ Report and present findings from enquiries, including conclusions and causal relationships ➤ Report and presents findings from enquiries in oral and written forms such as displays and other presentation ➤ Report and present findings from enquiries, including explanations of, and degree of, trust in results ➤ Use test results to make predictions to set up further comparative and fair tests <ul style="list-style-type: none"> ➤ Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals ➤ Give reasons for classifying plants and animals based on specific characteristics
Key Vocab	Life cycle, offspring, adapt, Darwin		

Year 5/6 Year B			
Autumn Term 2 nd Half - Identity			
	Key Knowledge	Year 5 Skills	Year 6 Skills
History	<p>VICTORIAN ERA</p> <p>A. QUEEN VICTORIA - Young Queen, Coronation at 18 in 1837; first monarch to live at Buckingham Palace; marries first cousin Prince Albert of Saxe-Coburg Gotha; reign of 63 years</p> <p>B. OVERSAW PERIOD OF BRITISH ECONOMIC AND IMPERIAL GROWTH - The Great Exhibition, 1851; showcased global exhibits; emphasised British manufacturing capabilities</p> <p>C. VICTORIAN PARTY POLITICS - William Gladstone and Benjamin Disraeli; Gladstone and the development of 'Liberalism'</p> <p>SOCIAL AND POLITICAL REFORM</p> <p>A. SOCIAL PROBLEMS CAUSED BY INDUSTRIALISATION - Wide and evident gap between rich and poor</p> <p>B. POLITICAL REFORM - Battle of Peterloo ('Peterloo Massacre'); The 1832 Great Reform Act; Limited middle class enfranchisement</p> <p>D. SOCIAL REFORM - Social reforms after the 1832 Great Reform Act; 1833 Factory Act; minimum age to work; limited hours for children; 1847 Factory Act (the 'Ten Hours Act'); 1834 Poor Law reform; workhouses and 'less eligibility'; Health problems; Cholera epidemics; Public Health Act 1848; general and local boards of health; Improving sanitary conditions; London sewerage system</p> <p>E. POPULAR REFORM; Chartism; The Charter; six points; democratic ambitions; National Elementary Education Act, 1870; state education provision until age 12</p>	<ul style="list-style-type: none"> ➤ Develop chronologically secure knowledge and understanding of British, local and world history. ➤ Address and devise historically valid questions about significance. ➤ Address and devise historically valid questions about cause. ➤ Note connections, contrasts and trends over time. 	<ul style="list-style-type: none"> ➤ Develop chronologically secure knowledge and understanding of British, local and world history. ➤ Address and devise historically valid questions about significance. ➤ Address and devise historically valid questions about cause. ➤ Note connections, contrasts and trends over time.

	Vocab: Coronation, Monarch, Palace, Exhibition, Manufacturing, Reform, Industrialisation, Massacre, Enfranchisement, Workhouse, Sanitary, Charter, Democracy		
Geog.	<p>SPATIAL SENSE</p> <p>A. READ MAPS AND GLOBES USING LONGITUDE AND LATITUDE, COORDINATES, DEGREES Time zones: Prime Meridian (0 degrees); Greenwich, England; 180° Line (International Date Line) Arctic Circle (imaginary lines and boundaries) and Antarctic Circle. From a round globe to a flat map.</p> <p>WORLD GEOGRAPHY</p> <p>I. NORTH AMERICA</p> <p>A. USA, CANADA, MEXICO</p> <ul style="list-style-type: none"> ➤ Climates: Arid, humid temperate, humid cold, tundra, Mediterranean (California/Southern Florida). ➤ Landscape ➤ Rocky Mountains, Appalachian Mountains, plains, prairies, Great Lakes (Superior, Huron, Michigan, Erie, Ontario) ➤ Important rivers: Mississippi and major tributaries (for example, Missouri River), Mackenzie, Yukon, Lawrence ➤ People and culture ➤ Indigenous Native American communities ➤ European settlers ➤ Latino settlers ➤ Asian settlers <p>The USA as a nation of immigrants, melting pot of cultures The United States; 48 continuous states, plus Alaska and Hawaii Canada - French and British heritage; French-speaking Quebec; Divided into provinces Settlements - New York City, Washington D.C., Chicago, Los Angeles, San Francisco, Boston, Houston, Miami, Seattle, Montreal, Toronto, Vancouver, Mexico City Economic activity - The USA as the largest economy in the world; American consumption (houses, cars, energy); Migrant labour from Latin American countries</p>	<ul style="list-style-type: none"> ➤ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night). ➤ Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. ➤ 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 ➤ Deepen an understanding of the interaction between physical and human processes. ➤ Describe and understand key aspects of human geography including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 	<ul style="list-style-type: none"> ➤ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night). ➤ Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. ➤ 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 ➤ Deepen an understanding of the interaction between physical and human processes. ➤ Describe and understand key aspects of human geography including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. ➤ 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
Vocabulary: Prime meridian, Longitude (Vertical lines), Latitude (Horizontal lines), Eastern Hemisphere, Western Hemisphere, Relief maps, peak, Glaciers, industry, arid, humid, temperate, agriculture services, tourism, recreation, tundra, steppe, climate, indigenous, culture, mountain, settler, settlement, immigrant, emigrant, state, province, heritage, Economy, Migrant			
Art	<p>VICTORIAN ART</p> <ul style="list-style-type: none"> ➤ William Morris: wallpaper, tiles, furniture, fabrics and books ➤ Sir Edward Coley Burne-Jones, The last sleep of Arthur in Avalon, 1881-98 (Museo de Arte de Ponce), Puerto Rico 	<p>Create own William Morris wallpaper</p> <ul style="list-style-type: none"> ➤ Developing/ Applying Ideas he/she can use a sketchbook to show how ideas have been improved. ➤ Drawing he/she can use pens to record minute detail. ➤ 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. ➤ Independent Artist he/she can choose a suitable format to work with: Portrait or Landscape. ➤ Drawing with pencil, he/she can use hard and soft lines to record detail in the distance, foreground & create shadow and avoid using an eraser. <p>Evaluate The last sleep of Arthur</p> <ul style="list-style-type: none"> ➤ Art in Context/History he/she can use stylistic features of well-known architects in their 3D work and explain how their work is similar/different. 	<p>Create own William Morris wallpaper</p> <ul style="list-style-type: none"> ➤ Developing/ Applying Ideas he/she can use a sketchbook to show how ideas have been improved. ➤ Drawing he/she can use pens to record minute detail. ➤ 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. ➤ Independent Artist he/she can choose a suitable format to work with: Portrait or Landscape. ➤ Drawing with pencil, he/she can use hard and soft lines to record detail in the distance, foreground & create shadow and avoid using an eraser. <p>Evaluate The last sleep of Arthur</p> <ul style="list-style-type: none"> ➤ Art in Context/History he/she can use stylistic features of well-known architects in their 3D work and explain how their work is similar/different.
Vocab			
DT	<p>BUILDING A STRUCTURE THAT CONTAINS A SIMPLE CIRCUIT</p> <ul style="list-style-type: none"> • Examining the work of Frederick Savage • Researching the working of a merry-go-round • Using simple circuit to drive a motor <p>RESEARCHING RATIONING DURING WWII</p> <ul style="list-style-type: none"> • Exploring how Nazi Germany created a food shortage • Examine the world wide nature of modern food production 	<ul style="list-style-type: none"> ➤ 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. ➤ Understands that food comes from all around the world 	<ul style="list-style-type: none"> ➤ 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.

Music	<p>Knowledge: ENGLISH FOLK MUSIC</p> <ul style="list-style-type: none"> Listen to Vaughan Williams English Folk Song Suite. Understand that folk music is passed on by each generation and generally not written down. Recognise folk songs that are still familiar today: Early One Morning Drunken Sailor (revise from Year 2) Scarborough Fair <p>NOTATION to be learnt Instruments: Ukulele 2 Review the following notation:</p> <ul style="list-style-type: none"> Crotchet  Minim  Semi-breve  Staff  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 take part in three-part harmonies and descants. Performing: he/she can lead a group in performance Listening and Context: he/she can begin to explore reasons for composers' tempo choices Listening and Context: he/she can pick out details within a piece and recall these details from memory. <p>Key songs to be learnt: : Vaughan Williams (English Folk Song Suite); Greensleeves; Early One Morning; Drunken Sailor (from Y2); Scarborough Fair</p>	<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 take part in three-part harmonies and descants. Performing: he/she can lead a group in performance Listening and Context: he/she can begin to explore reasons for composers' tempo choices Listening and Context: he/she can pick out details within a piece and recall these details from memory. 	
Vocabulary	Crotchet Minim Semi-breve Staff Treble clef Rest Repeat folk music			
Computing	<p>Content: We are computational thinkers - mastering algorithms for searching, sorting and mathematics)</p> <ul style="list-style-type: none"> Develop the ability to reason logically about algorithms Understand how some key algorithms can be expressed as programs Understand common algorithms for sorting and searching <p>Online Safety:</p> <ul style="list-style-type: none"> We are responsible for our actions <i>Anti-bullying week (mid-late November)</i> Understanding the impact of online behaviour We will not share inappropriate images Inappropriate use of technology and the internet - nude selfies 	<ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals Use sequence, selection and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals Use sequence, selection and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	
RE	<p>Christianity:</p> <ul style="list-style-type: none"> We are learning to analyse the Christian belief in the Virgin Birth and to assess the significance of this to Christians. 	<ul style="list-style-type: none"> Evaluate the different accounts of the Christmas story and understand that stories can be true in different ways Do sacred texts have to be 'true' to help people understand their religion? 	<ul style="list-style-type: none"> Evaluate the different accounts of the Christmas story and understand that stories can be true in different ways Do sacred texts have to be 'true' to help people understand their religion? 	
PE	<ul style="list-style-type: none"> Tag Rugby Basketball Gymnastics <p>See PE overview for timings</p>	<p>Gymnastics - Year 5 unit</p> <ul style="list-style-type: none"> 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 	<p>Tag Rugby – Year 5/6 unit</p> <ul style="list-style-type: none"> 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 	<p>Basketball – Year 5/6 unit</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> • Safeguarding/Go-givers: Microorganisms (<i>Links to Classification</i>) • World-view/Go-givers: Mary Seacole and Florence Nightingale: Pioneering Nurses (<i>Links to Microorganism and hygiene</i>) • British/Educated Against Hate: Stereotyping (<i>Links to Victorians and SRE</i>) • British/Parliament: Suffragettes • British/Parliament: WW1 and Parliament 																																						
MFL	<ul style="list-style-type: none"> • Notre monde (The world about us) 	<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. 																																				
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