

## Number and Place Value

- Place value
- Multiplying and dividing by 10, 100 and 1000.
- Using known facts to solve calculations

## Calculations and Problem Solving

- Using and applying the four operations
- Problem solving and reasoning with the four operations.
- Choosing effective mental calculations strategies
- Formal written method for long division
- Multiplying fractions
- Dividing fractions
- Fraction problem solving
- Addition and subtraction up to 5 digit numbers.
- Reasoning with all four operations
- Order of operations and algebra
- Ratio and proportion
- Algebra and sequence

## Mathematics

### Fractions

- Multiplying fractions
- Dividing fractions
- Fraction problem solving

### Statistics

- Interpret line graphs and pie charts
- Calculate and interpret mean average
- Constructing pie charts

### Measure

- Exploring relationships between perimeter and area
- Volume
- Measures

### Geometry

- Revise and revisit

### Reading

#### VOCABULARY

- Use a range of strategies to understand the meaning of new vocabulary
- Analyses, and explains the impact of authors' techniques and use of language

#### RETRIEVING

- Retrieves information, referring to more than one place in the text
- Recognises how the author of non-fiction texts expresses, sequences and links points
- Explains how poets and other writers create shades of meaning, justifying own views with reference to the text

#### SUMMARISING

- Summarises competing views
- Analyses dialogue at certain points in a story and summarises its purpose

#### INFERRING

- Analyses why and how scene changes are made
- Distinguishes between implicit and explicit points of view
- Explains the intent of the author

#### ANALYSING

- Justifies personal response to narratives

## Literacy, Language and Oracy

### AUTHORIAL INTENT

- Justifies agreement or disagreement with narrator's point of view

### COMPARING

- Explains how a personal response has altered at various points across a text

### Writing

- Write a narrative with characterisation
- Write an explanation text
- Write a newspaper report including quotes
- Write a persuasive argument
- Write a discussion that includes multiple different viewpoints.
- Read, write and respond to narrative poetry

### Speaking & Listening

- Use a range of verbal techniques to present arguments and narratives
- Participate in whole-class debate
- Make notes when listening
- Analyse and evaluate how speakers present points
- Understand and use a variety of ways to criticise constructively
- Improvise using a range of drama strategies

### Grammar

- Select appropriate vocabulary for formal and informal writing.
- Know how synonyms and antonyms are related by meaning
- Link idea across paragraphs using a wider range of cohesive devices (e.g. repetition of a word or phrase; adverbials like on the other hand...)
- Use a broad range of punctuation
- Use a range of layout devices (e.g. headings, sub-headings, columns, bullets, tables)

### Spelling

- Year 5/6 word list
- Homophones
- Adding suffixes beginning with vowel letters to words ending in -fer
- Words with silent letters
- ough
- /shul/, /shun/, /shus/

## Science and Technology

### Science

#### Light

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

#### Electricity

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram

### Spanish

Recap on days of the week (Mon-Sun)

Recap on Months

Que fecha es? – What is the date?

Children to verbalise the date in Spanish

Write the full date in Spanish

To learn useful time phrases – Yesterday / later / Evening/ Morning / Tomorrow

Questions – What? When? Why? Where?

Children to formulate basic questions using the four W's

Questions – How? How much? How many? Which? Who?

Children to formulate basic questions from last week

Children to be provided with questions to translate into English

Role play Questions as reporters covering a basic story

## Faith and Belief (Christianity and Buddhism)

**Identity and belonging** Explore and compare the life of contemporary key leaders and the qualities of leadership. Examine challenges, commitments and guidance, identifying the impact of faith on how followers live. (e.g. considering the Eightfold Path, how do Buddhists try to follow Buddha's example.) What might be the most difficult aspects of being Buddhist, Christian or Humanist in Britain today?

### Prayer, Worship

**and Reflection** Engage with prayers from different religions, traditions and worldviews.

Explore the role and interpretation of prayer, reflection, meditation and stillness and the impact on individuals. Consider what a multi-faith prayer space might look like, looking beyond formal physical sacred space and construct of prayer and reflection (e.g. through secular music and poetry), as a form of expression. Learn about the importance of meditation and mindfulness are central to Buddhism.

## Physical and Emotional Health

### GAMES: NET AND WALL GAMES

- Hit the ball with purpose, varying the speed, height and directions
- Hit the ball from both sides of the body
- Play a version of a net game showing tactical awareness and knowledge of rules and scoring

### DANCE

- Perform a range of dance styles with consistency
- Explore, improvise and choose appropriate material to create a new motif in a chosen dance style
- Select and use a range of compositional ideas to create a dance

## Art and Creativity

### Art (sculpture: mod rock)

- Independently plan and create a sculpture.
- Evaluate and edit using artistic language.
- Use a variety of tools
- Use imagination and experience to inform work
- Link to Antony Gormley

### D&T (food)

- Generate and explore through research to develop a design brief
- Write a recipe including ingredients and utensils
- Make, decorate and present a food for an indented purpose
- Evaluate a range of relevant products

### Music

- Rhythm notation
- Syncopated rhythms
- Singing songs with syncopated rhythms
- Treble clef notation
- Playing on tuned percussion reading notation

## Citizenship, Ethics and Emotional Health (PSHE/SRE)

### Relationships

#### Living in the Wider World

**L3.** to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child

**L4.** that these universal rights are there to protect everyone and have primacy both over national law and family and community practices

**L5.** to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)

#### Health and Wellbeing

**H20.** about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers

## Place and Time

### Geographic Skills

- Locate and describe physical environments in the UK and how they have changed over time (highest, longest, biggest challenge: rivers, mountains, waterfalls etc)
- Understand how climate and vegetation are connected in biomes
- Understand how food production is influenced by climate
- Describe and understand a range of key physical processes and the resulting landscape features
- Understand how a mountain region was formed
- Understand where our energy and natural resources come from
- Explain some ways biomes are valuable, why they are under threat and how they can be protected
- Understand how human activity is influenced by climate and weather
- Understand hazards from physical environments (e.g. avalanches)
- Explain several threats to wildlife/habitats.