

Subject	Year 5					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme (Q) What was so revolutionary about the 1800s?	Theme (Q) Who was Fu Hao and how did she defeat her enemies?	Theme (Q) What did the Vikings want with England?	Theme (Q) Should the next Space Ex mission be to Mars?	Theme (Q) What is it like to be inside a volcano explosion?	Theme (Q) Could Chorley hold the next Glastonbury Festival?
Hook Class trip to the Lowry museum in Salford	Hook Oracle Bones in the class – can we work out the code?	Hook Viking Day with the Lancashire History service	Hook A class planetarium	Hook Large scale changes of materials experiments – mentos and coke	Hook A class festival, music, stages, food	
Class Read	Class Read	Class Read	Class Read	Class Read	Class Read	
Geography	<p><u>Topic: Counties and Cities in the UK, including 4 figure grid references</u></p> <p>Name and locate counties and cities of the United Kingdom and geographical regions identifying land-use patterns Use four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Vocabulary: UK land use patterns Four figure grid references within the UK and wider world</p> <p>British Values: Democracy Christian Values: Online Safety: using</p>				<p><u>Topic: South America and Volcanoes and Earthquakes</u></p> <p>Locate the world's countries, using maps to focus on South America (Brazil) focusing on key physical and human characteristics. Identify the significance of latitude and longitude. Understand geographical similarities and differences through the study of human and physical geography of a region within South America</p> <p>Describe and understand key aspects of: Physical geography, including: volcanoes and earthquakes Describe and understand key aspects of: Human geography, including: the distribution of food, minerals and water Use maps, atlases, globes and digital/computer mapping to locate</p> <p>British Values: Responsibility Christian Values: Online Safety: Cross Curricular write:</p>	<p><u>Topic: Use maps to find the best place in Chorley to hold a festival</u></p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs. Interpret data collected and present the information in a variety of ways including charts and graphs.</p>

	<p>digimaps, copyright</p> <p>Cross Curricular write:</p>					<p>countries and describe features studied</p> <ul style="list-style-type: none"> Choose the most appropriate map/globe for a specific purpose. <p>Vocabulary:</p> <p>South America-human and physical characteristics, Latitude, Longitude</p> <p>Volcanoes and earthquakes: convection currents, core, crust, earthquake, lava, magma, margin/boundary, mountain, pressure, Richter scale, tectonic plates, tremors, tsunami, vent, volcanic bombs, volcano</p> <p>British Values: Tolerance</p> <p>Christian Values: Showing compassion</p> <p>Online Safety: searching safely</p> <p>Cross Curricular write:</p> <p>Literacy unit is linked to volcanoes</p>						
Geography Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
History	<p><u>Topic: The Industrial Revolution</u></p> <p>What happened during the Industrial Revolution? How did it change the lives of ordinary people? What lasting effects did it have that link to our lives today? Identify where people, places and periods of time</p>		<p><u>Topic: Ancient China-Shang Dynasty</u></p> <p>What was life like in Ancient China? How do we know? What evidence has been found to help us learn about this? How long did the Shang Dynasty rule for? Why did it end?</p>		<p><u>Topic: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u></p> <p>Include: further Viking invasions and Danegeld, Anglo-Saxon laws and justice, Edward the Confessor and his death in</p>							

	<p>fit into a chronological framework. Describe links and contrasts within and across different periods of time including short-term and long-term time scales Discuss and debate historical issues. Use appropriate vocabulary when discussing and describing historical events. Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.</p> <p>Vocabulary:</p> <p>British Values: Liberty Christian Values: Acceptance of change Online Safety: Safe searching online Cross Curricular write: a NCR on the Industrial Revolution</p>		<p>Use dates and appropriate historical terms to sequence events and periods of time. Describe links and contrasts within and across different periods of time including short-term and long-term time scales Use appropriate vocabulary when discussing and describing historical events. Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.</p> <p>Vocabulary:</p> <p>British Values: Tolerance, respect Christian Values: Showing compassion, forgiveness Online Safety: Cross Curricular write: a diary of Fu Hao as she fights</p>		<p>1066 Describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor.</p> <p>Use appropriate vocabulary when discussing and describing historical events. Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. Choose relevant ways to communicate historical findings</p> <p>Vocabulary:</p> <p>British Values: Democracy, liberty Christian Values: Online Safety: Cross Curricular write: Non Fiction Literacy unit could be based on Vikings, if not, persuade the Vikings to invade</p>							
History Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
Science	<p>Topic: Forces and Magnets</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and</p>				<p>Topic: Earth and Space</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p>		<p>Topic: Properties and Changes of Materials and States of Matter</p> <p>Compare and group together everyday materials</p>		<p>Topic: Animals, including humans and Living Things and habitats</p> <p>Describe the changes as humans develop to old</p>			

friction that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Vocabulary:

Force, gravity, Earth, air resistance, water resistance, friction, mechanisms, simple machines, levers, pulleys, gears

Skills:

Ask questions: Design and make artefacts that use simple gears and/or springs and explore their effects.

Identify and Classify: Design and make artefacts that use simple gears and/or springs and explore their effects.

Fair testing: Exploring resistance in water by making and testing boats of different shapes.

Recording and presenting data: Exploring resistance in water by making and testing boats of different shapes.

British Values:

Christian Values: Self control, being peaceful and calm

Online Safety:

Cross Curricular write: an explanation of how Gravity works

Describe the movement of the Moon relative to the Earth.

Describe the Sun, Earth and Moon as approximately spherical bodies.

Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Vocabulary:

Earth, Sun, Moon, (Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune), spherical, solar system, rotates, star, orbit, planets

Skills:

Ask questions: Finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks. [research]

Recording and presenting data: Constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day.

British Values: liberty

Christian Values: achieving and persevering

Online Safety:

Cross Curricular write: the literacy unit this half term is linked to science

on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.

Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.

Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.

Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Vocabulary:

Thermal/electrical insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve, reversible/non-reversible change, burning, rusting, new material

Skills:

Ask questions: Discuss [research] the creative use of new materials such as

age. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.

Vocabulary:

Puberty – the vocabulary to describe sexual characteristics
Life cycle, reproduce, sexual, sperm, fertilises, egg, live young, metamorphosis, asexual, plantlets, runners, bulbs, cuttings

Skills:

Ask questions and Observing: Observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times).

Ask questions: Asking pertinent questions and suggesting reasons for similarities & differences.

Answering questions: Researching the gestation periods of other animals and comparing them with humans.

(TN to discuss with year 5 teacher different animals to cover).

Comparing how different

								<p>polymers, super-sticky and super-thin materials</p> <p>Observing: Observing and comparing the changes that take place, for example, when burning different materials or baking bread or cakes.</p> <p>Fair testing: Carry out tests to answer questions such as 'Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?'</p> <p>Answering questions: Compare materials in order to make a switch in a circuit.</p> <p>British Values: respect Christian Values: Online Safety: Cross Curricular write:</p>	<p>animals reproduce and grow. (TN to discuss with year 5 teacher different animals to cover).</p> <p>Recording and presenting data: Finding out and recording the length and mass of a baby as it grows.</p> <p>British Values: Responsibility, tolerance Christian Values: acceptance Online Safety: Cross Curricular write: instructions on how to grow up</p>			
Science Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
RE	<p>Topic: 5.1 = How and why do Christians read the Bible?</p> <p>British Values: Tolerance, respect Christian Values: acceptance and being</p>		<p>Topic: 5.1 = NC faith unit : Sacred books/ texts (5hrs) ± Does the Christmas story appear in every Gospel? 5.2 = The Gospels of Matthew and Luke (4hrs)</p> <p>British Values: tolerance and respect Christian Values: being peaceful and calm</p>		<p>Topic: 5.3 = Jesus, teacher</p> <p>What qualities did Jesus have that made him a good teacher?</p> <p>British Values: tolerance and respect Christian Values: Lovely manners, acceptance,</p>		<p>Topic: 5.4 = Easter, victory (5 hrs)</p> <p>Why do Christians believe that Easter is a celebration of victory?</p> <p>British Values: tolerance and respect Christian Values: acceptance, self control,</p>		<p>Topic: 5.9 = Pentecost What happens next?</p> <p>British Values: tolerance and respect Christian Values: acceptance, being honest, forgiveness, being peaceful</p>		<p>Topic: 5.5 = Exploring the lives of Significant Women in the Old Testament (NC faith unit) (7 hrs)</p> <p>British Values: tolerance and respect Christian Values: acceptance, self control, forgiveness</p>	

	<p>peaceful and calm</p> <p>Online Safety:</p> <p>Cross Curricular write: Persuasive leaflet to advertise the bible</p>	<p>Online Safety:</p> <p>Cross Curricular write:</p>	<p>being honest, self control, forgiveness, being peaceful and calm</p> <p>Online Safety:</p> <p>Cross Curricular write:</p>	<p>forgiveness</p> <p>Online Safety:</p> <p>Cross Curricular write:</p>	<p>and calm</p> <p>Online Safety:</p> <p>Cross Curricular write: letter to give instruction for Christian way of life in modern world.</p>	<p>Online Safety:</p> <p>Cross Curricular write: Diary entry for a Biblical woman.</p>
Computing	<p>Programming: Coding Unit Purple Mash 5.1</p> <p>Design and write programs using sequence, repetition, selection and variables.</p> <p>Develop their computational thinking showing they can plan and decompose tasks; explain how the algorithms they write work and correct errors in their programs.</p> <p>Plan and write programs to control external devices such as sensors and motors and explain about the inputs and outputs used.</p> <p>Have an understanding of how a computer network works and the opportunities that it offers for communication and collaboration.</p> <p>Vocabulary: script, gradient, animate, animation, iteration, transition</p> <p>British Values:</p> <p>Christian Values:</p>	<p>Simulations and modelling using Microsoft excel on curriculum computers</p> <p>Create simple spreadsheet models to investigate real life problems.</p> <p>Taught through Literacy: Understand how search engines work. Understand about the use of operators in searching and continue developing their effective search techniques by using Boolean operators in their searches.</p> <p>British Values:</p> <p>Christian Values: achieving and persevering</p> <p>Online Safety:</p> <p>Cross Curricular write:</p>	<p>Animation and Sound using iMovie to create trailers including sounds inputted from other devices</p> <p>Select, use and combine a range of software and use a wider range of devices to create a variety of digital assets such as programs, systems, databases, spreadsheets and multimedia content for a defined purpose.</p> <p>Vocabulary: production, audio and video segments, timeline, transitions, publish, convert, hyperlink</p> <p>British Values:</p> <p>Christian Values:</p> <p>Online Safety: staying safe, not publishing our material online without consent</p> <p>Cross Curricular write:</p>	<p>Online safety using 'Fakebook' to create story characters from history topic. Explore as a class the issues that may arise from posting online in fake scenarios.</p> <p>Electronic communication, Zoom in pairs</p> <p>Use technology safely, respectfully and responsibly and continue to develop skills to identify risks involved with contact and content including developing an understanding of digital footprints.</p> <p>Know a range of ways of reporting concerns about content and contact involving the internet and other communication technologies.</p> <p>Understand what acceptable and unacceptable online behaviour is.</p> <p>Use strategies to verify the reliability and accuracy of information on the</p>	<p>Data handling using Data Loggers to record a range of sensors</p> <p>Select, use and combine a range of software and use a wider range of devices to create a variety of digital assets such as programs, systems, databases, spreadsheets and multimedia content for a defined purpose.</p> <p>British Values:</p> <p>Christian Values:</p> <p>Online Safety:</p> <p>Cross Curricular write:</p>	<p>Programming: Coding Unit Scratch</p> <p>Develop greater understanding of how to use selection and repetition in more complex programs.</p> <p>Further develop their computational thinking showing they can plan and decompose tasks; explain how the algorithms they write work and correct errors in their programs.</p> <p>Vocabulary: script, gradient, animate, animation, iteration, transition</p> <p>British Values:</p> <p>Christian Values: achieving and persevering</p> <p>Online Safety:</p> <p>Cross Curricular write:</p>

	achieving and persevering Online Safety: password safety Cross Curricular write:						internet and understand copyright. Vocabulary: communication, environment, sources, validity, data, viewpoints, collaborate, implausible, copyright, authority, sponsored link advertising, publish spam, fake news, citation/cite British Values: respect for laws Christian Values: self control, lovely manners Online Safety: this unit is all online safety Cross Curricular write:					
Computing Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
DT					<u>Textiles: Making a Viking Pouch</u> <u>Understand seam allowance.</u> <u>Use prototype to make pattern.</u> Generate and communicate their ideas through discussion, annotated sketches, prototypes, pattern pieces. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Evaluate their ideas and products against their own design criteria and consider						<u>Structures: Making Festival tents/ Making Festival food boxes</u> Shell structure- disposable /recyclable lunchboxes party boxes Frame Structure- Festival Gazebo Generate and communicate their ideas through discussion, annotated sketches, prototypes, pattern pieces. Make design decisions, taking into account constraints such as time, resources and cost. Include Crumble	

			<p>the views of others to improve their work</p> <p>Vocabulary: Names of fabrics used or investigated Names of components used Names of tools used Names of stitches learned Selvage Raw edge Woven Felted Knitted Bonded Gusset Seam allowance Hem</p> <p>Also, see Art objectives below</p> <p>British Values: Christian Values: achieving and persevering Online Safety: Cross Curricular write:</p>			<p>Generate their own innovative ideas based on research.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Demonstrate resourcefulness when tackling problems</p> <p>Investigate and analyse a range of existing products</p> <p>how much product cost and how sustainable</p> <p>Apply their understanding of how to strengthen, structures</p> <p>Vocabulary: Stiffen Reinforce Stabilise Frame structure Shape vocabulary (maths) Apex, base, face, edge, Vertices Vertical Perpendicular Right angles Triangular Names of materials Names of tools used</p> <p>Food: Festival Food</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Vocabulary:</p>
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DT Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
Art and Design	<p>Lowry Drawing, Painting, 3D</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Drawing: Work in a sustained and independent way to create</p>				<p>Taught through DT: Use fabrics to create 3D structures.</p> <p>Use different grades of threads and needles.</p> <p>Vocabulary: Textiles overlap, layer,</p>		<p>Space Collage Painting, Printing, Collage</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Painting: Develop a painting from a drawing.</p>		<p>Beatriz Milhazes Drawing, Digital Media</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Drawing: Work in a sustained and independent way to create a detailed drawing. Develop close observation</p>			

	<p>a detailed drawing. Develop close observation skills using a variety of view finders. Use a journal to collect and develop ideas.</p> <p>Lines, Marks, Tone, Form and Texture: Experiment with wet media to make different marks, lines, patterns, textures and shapes.</p> <p>Perspective and Composition: Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p> <p>Painting: Develop a painting from a drawing.</p> <p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</p> <p>Colour: Mix and match colours to create atmosphere and light effects.</p> <p>3D: Shape, form, model and construct from observation or imagination.</p>			<p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</p> <p>Colour: Mix and match colours to create atmosphere and light effects.</p> <p>Printing: Create printing blocks by simplifying an initial journal idea</p> <p>Use relief or impressed method</p> <p>Collage: Use a range of media to create collages.</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work</p> <p>Vocabulary: Painting Complimentary and contrasting colours. Printing Simplifying,</p> <p>British Values: tolerance Christian Values: achieving and persevering Online Safety: Cross Curricular write:</p>	<p>skills using a variety of view finders. Use a journal to collect and develop ideas.</p> <p>Lines, Marks, Tone, Form and Texture: Explore colour mixing and blending techniques with coloured pencils.</p> <p>Digital Media: Record, collect and store visual information using digital cameras etc. Present recorded visual images using software e.g. Photostory, Powerpoint. Be able to Import an image (scanned, retrieved, taken) into a graphics package.</p> <p>Vocabulary: Drawing Close observation, viewfinder, dry and wet media, tonal contrast, horizon, focal point. Digital media Scan</p> <p>British Values: tolerance and respect Christian Values: achieving and persevering Online Safety: copyright of work and safe publishing of our own work Cross Curricular write:</p>	
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	<p>Use recycled, natural and man-made materials to create sculptures</p> <p>Vocabulary: Drawing Close observation, viewfinder, dry and wet media, tonal contrast, horizon, focal point. Painting Complimentary and contrasting colours 3D intricate</p> <p>British Values: liberty, responsibility Christian Values: achieving and persevering, self control, being peaceful and calm Online Safety: safe searching online Cross Curricular write: a biography of LS Lowry</p>											
Art and design assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
PSHE Following SCARF (life education plan)												

PSHE assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
Music	<p>Unit: Livin' On A Prayer Style: Rock Curriculum Objective: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.</p> <p>Topic and cross-curricular links: How Rock music developed from the Beatles onwards. Analysing performance.</p> <p>British Values: respect, tolerance Christian Values: achieving and persevering, lovely manners Online Safety: Cross Curricular write:</p>	<p>Unit: Classroom Jazz 1 Style: Jazz Curriculum Objective: Listen with attention to detail and recall sounds with increasing aural memory. Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Topic and cross-curricular links: History of music - Jazz in its historical context.</p> <p>British Values: respect, tolerance Christian Values: achieving and persevering, lovely manners Online Safety: Cross Curricular write:</p>	<p>Unit: Make You Feel My Love Style: Pop Ballads Curriculum Objective: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Topic and cross-curricular links: Historical context for ballads.</p> <p>British Values: respect, tolerance Christian Values: achieving and persevering, lovely manners Online Safety: Cross Curricular write:</p>	<p>Unit: Fresh Prince Of Bel-Air Style: Hip Hop Curriculum Objective: Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations.</p> <p>Topic and cross-curricular links: Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip Hop culture in general. Historical context of musical styles.</p> <p>British Values: respect, tolerance Christian Values: achieving and persevering, lovely manners Online Safety: Cross Curricular write:</p>	<p>Unit: Dancing In The Street Style: Motown Curriculum Objective: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Topic and cross-curricular links: The history of Motown and its importance in the development of Popular music. Civil rights.</p> <p>British Values: respect, tolerance Christian Values: achieving and persevering, lovely manners Online Safety: Cross Curricular write:</p>	<p>Unit: Reflect, Rewind and Replay Style: Western Classical music and your choice from Year 5 Curriculum Objective: Develop an understanding of the history of music.</p> <p>Topic and cross-curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p> <p>British Values: respect, tolerance Christian Values: achieving and persevering, lovely manners Online Safety: Cross Curricular write:</p>						

<p>PE</p>	<p><u>Invasion Games – Hockey</u></p> <p>To show passing a ball to a teammate using a hockey stick. To demonstrate dribbling and passing a ball using a hockey stick. To demonstrate shooting a ball at a goal. To select attacking tactics when playing a hockey type game. To demonstrate shooting a ball using a hockey stick. To apply similar attacking and defending tactics when playing. To play a role in a competitive modified game.</p> <p>British Values: respect, tolerance, laws Christian Values: achieving and persevering, acceptance, self control Online Safety: Cross Curricular write:</p>	<p><u>Sports Hall Athletics (ready for Jan comp)</u></p> <p>Louis</p> <p>To perform running techniques for short and long distances. To perform a pull and push throw. To take off and land one foot to one foot. To develop running for speed. To take off and land using a combination of jumps. To perform a sling throw. To take off and land using a hop, step and jump. To perform heave throw.</p> <p>British Values: respect, tolerance, laws Christian Values: achieving and persevering, acceptance, self control Online Safety: Cross Curricular write:</p>	<p><u>Gymnastics/Dance</u></p> <p><u>Gymnastics Skills:</u> To perform partner balances. To create a simple sequence of matched and mirrored partner balances. To know the difference between counter balance and counter tension. To perform a range of counter tension actions with a partner. To perform a range of counter balance actions with a partner. To create a gymnastics sequence with counter balances and counter tensions with a partner. To evaluate and recognise their own success.</p> <p><u>Dance Skills:</u> To set the scene, investigating words and actions which create an atmosphere. To convey a character through movement. Combine travel, turn, gesture and stillness to convey events and emotions. Explore contrasting actions. To create a sequence using travel, jump, turn, gesture and stillness. To retell the poem</p>	<p><u>Swimming</u></p> <p><u>Bikeability</u></p> <p><u>Orienteering</u></p> <p>To know that a map is a bird’s eye view plan of the ground. To know how to keep the map “set or “orientated” when they move. To know some of the symbols on a orienteering map To know how to keep the map “set or “orientated” when they move around a simple course. To run safely with a map around a simple orienteering course. To know the 8 points of a compass. To navigate to a control marker To navigate to a control marker on a simple course To record information accurately at the control marker To navigate to a control marker on a score event course To plan effectively to visit as many control markers in the time allowed. To understand how OAA can help their fitness and health</p>	<p><u>Swimming</u></p> <p><u>Striking and Fielding (rounders)</u></p> <p>To bowl underarm with accuracy To catch a ball when fielding. To strike a ball with a bat. To throw a ball overarm when fielding To bowl underarm with accuracy in a game To know where to strike a ball in a game. To use tactics in a rounders type game. To evaluate what was successful in a game.</p> <p>British Values: respect, tolerance, laws Christian Values: achieving and persevering, acceptance, self control Online Safety: Cross Curricular write:</p>	<p><u>Swimming</u></p> <p><u>Invasion Games (Hi 5 – preparing for Sept comp)</u></p> <p>To develop the skill of passing and catching a netball. To develop the skill of passing a netball using a shoulder pass. To develop the skill of shooting in netball To select appropriate strategies for attack To develop their ability to evaluate their own and others work and suggest ways to improve it. To choose and apply skills and tactics consistently in netball type competitive games. To develop their ability to evaluate their teams work and suggest ways to improve it.</p> <p>British Values: respect, tolerance, laws Christian Values: achieving and persevering, acceptance, self control Online Safety: Cross Curricular write:</p>
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				through movement linking travel, jump, turn, gesture and stillness. British Values: respect, tolerance, laws Christian Values: achieving and persevering, acceptance, self control Online Safety: Cross Curricular write:			To navigate to a control marker on a score event course British Values: respect, tolerance, laws Christian Values: achieving and persevering, acceptance, self control Online Safety: Cross Curricular write:					
PE Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
Maths	<u>Numbers to 1 000 000</u> <ul style="list-style-type: none"> Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. Count forwards and backwards in decimal steps. Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit. Read, write, order and compare numbers with up to 3 decimal places. Identify represent and estimate numbers using the number line. Find 0.01, 0.1, 1, 10, 100, 100 and other powers of 10 more or less than a 		<u>Whole Numbers – Multiplication and Division</u> <ul style="list-style-type: none"> Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method). Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19. 		<u>Graphs</u> <ul style="list-style-type: none"> Complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers and shapes). Complete, read and interpret information in tables and timetables. Solve comparison, sum and difference problems using information presented in all types of graph including a line graph. <i>Calculate and interpret the mode, median and range.</i> <u>Fractions</u> <ul style="list-style-type: none"> Recognise mixed numbers and improper fractions and convert from one form to the other. 		<u>Decimals</u> <ul style="list-style-type: none"> Identify the value of each digit to three decimal places. Round decimals with two decimal places to the nearest whole number and to one decimal place. Multiply/divide whole numbers and decimals by 10, 100 and 1000. Recall and use addition and subtraction facts for 1 and 10 (with decimal numbers to one decimal place). Derive and use addition and subtraction facts for 1 (with decimal numbers to two decimal places). Add and subtract numbers mentally with increasingly large 		<u>Geometry</u> <ul style="list-style-type: none"> Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Use the properties of rectangles to deduce related facts and find missing lengths and angles. Identify 3-D shapes from 2-D representations. Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Draw given angles, and measure them in degrees (°). Identify: <ul style="list-style-type: none"> angles at a point and one whole turn (total 360°). angles at a point on a 		<u>Measurements</u> <ul style="list-style-type: none"> Use, read and write standard units of length and mass. Continue to order temperatures including those below 0°C. Convert between different units of metric measure. Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. Continue to read, write and convert time between analogue and digital 12 and 24-hour clocks. Solve problems involving converting between units of time. 	

- given number.
- Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
 - Round decimals with two decimal places to the nearest whole number and to one decimal place.
 - Multiply/divide whole numbers and decimals by 10, 100 and 1000.
 - Interpret negative numbers in context, count on and back with positive and negative whole numbers, including through zero.
 - Describe and extend number sequences including those with multiplication/division steps and where the step size is a decimal.
 - Read Roman numerals to 1000 (M); recognise years written as such.
 - Solve number and practical problems that involve all of the above.

Whole Numbers – Addition and Subtraction

- Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).

- Recognise and use square (2) and cube (3) numbers, and notation.
 - Use partitioning to double or halve any number, including decimals to two decimal places.
 - Multiply and divide numbers mentally drawing upon known facts.
 - Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
 - Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.
 - Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.
 - Use estimation/inverse to check answers to calculations; determine, in the context of a problem, an appropriate degree of accuracy.
 - Solve problems involving addition,
- Read and write decimal numbers as fractions (e.g. $0.71 = \frac{71}{100}$).
 - Count on and back in mixed number steps such as $1\frac{1}{2}$.
 - Compare and order fractions whose denominators are all multiples of the same number (including on a number line).
 - Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
 - Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
 - Add and subtract fractions with denominators that are the same and that are multiples of the same number (using diagrams).
 - Write statements > 1 as a mixed number (e.g. $1\frac{2}{5}$).
 - Use estimation/inverse to check answers to calculations; determine, in the context of a problem, an appropriate degree of accuracy.
 - Solve problems involving addition,

- numbers and decimals to two decimal places.
- Add and subtract whole numbers with more than 4 digits and decimals with two decimal places, including using formal written methods (columnar addition and subtraction).
 - Solve problems involving fractions and decimals to three places.
 - Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}$ and fractions with a denominator of a multiple of 10 or 25.

Percentage

- Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.
- Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}$ and fractions with

straight line and half a turn (total 180°). - other multiples of 90°.

Position and Movement

- Describe positions on the first quadrant of a coordinate grid.
- Plot specified points and complete shapes.
- 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.

British Values:

Christian Values: achieving and persevering,

Online Safety:

Cross Curricular write:

- Use all four operations to solve problems involving measure using decimal notation, including scaling.

Area and Perimeter

- Measure/calculate the perimeter of composite rectilinear shapes.
- Calculate and compare the area of rectangle, use standard units square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes.

Volume

- Estimate (and calculate) volume ((e.g., using 1 cm³ blocks to build cuboids (including cubes)) and capacity (e.g. using water).
- Understand the difference between liquid volume and solid volume.

British Values:

Christian Values: achieving and persevering,

Online Safety:

Cross Curricular write:

- *Select a mental strategy appropriate for the numbers involved in the calculation.*
- *Recall and use addition and subtraction facts for 1 and 10 (with decimal numbers to one decimal place).*
- *Derive and use addition and subtraction facts for 1 (with decimal numbers to two decimal places).*
- Add and subtract numbers mentally with increasingly large numbers *and decimals to two decimal places.*
- Add and subtract whole numbers with more than 4 digits *and decimals with two decimal places*, including using formal written methods (columnar addition and subtraction).
- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- *Solve addition and subtraction problems involving missing numbers.*

subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.

- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Word Problems

British Values:
Christian Values:
 achieving and persevering,
Online Safety:
Cross Curricular write:

- *Solve problems involving fractions and decimals to three places.*
- Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and fractions with a denominator of a multiple of 10 or 25.

British Values:
Christian Values:
 achieving and persevering,
Online Safety:
Cross Curricular write:

a denominator of a multiple of 10 or 25.

Roman Numerals

British Values:
Christian Values:
 achieving and persevering,
Online Safety:
Cross Curricular write:

British Values:
Christian Values:
achieving and persevering,
Online Safety:
Cross Curricular write:

Literacy

READING HIGHLIGHTED YELLOW

Listen to and discuss a range of poetry, fiction and non-fiction that they may not read themselves
Regularly listen to whole novels read aloud by the teacher from an increasing range of authors
Explore themes within and across texts eg loss, heroism, friendship
Make comparisons within a text eg characters' viewpoints of same event
Recommend books with reasons for choice
Read books and texts that are structured in different ways for a range of purposes
Express preferences about a wider range of books
Analyse the conventions of different types of writing eg use of first person in autobiographies
Use punctuation to determine intonation and expression when reading aloud to a range of audiences
Identify how language structure and presentation contribute to meaning eg formal letter, persuasive speech
Participate in discussions about books that are read to them and those that they can read for themselves, building on their own and others' ideas and challenging views courteously
Participate in debates on an issue related to reading (fiction or non-fiction)
Check that the book makes sense to them and demonstrate understanding
Demonstrate active reading strategies

WRITING HIGHLIGHTED GREEN

Identify audience and purpose and assess effectiveness of finished version in relation to this
Select the appropriate language
Use similar writing models
Note and develop ideas
Draw on reading and research
Select appropriate structure, vocabulary and grammar
Use different sentence structures with increasing control
Edit work suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning
Ensure consistent and correct use of tense throughout a piece of writing
Proof read for spelling and punctuation errors
Assess the effectiveness of own and other' writing in relation to audience and purpose
Demarcate complex sentences using commas in order to clarify meaning
Use expanded noun phrases to convey complicated information concisely eg carnivorous predators with surprisingly weak jaws and small teeth

SPELLING HIGHLIGHTED BLUE

To spell unstressed vowels in polysyllabic words
Develop self-checking and proof reading strategies

Spell words that they have not yet been taught by using what they have learnt about how spelling works in English

Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

Use a thesaurus

Spell words from the Statutory Year 5/6 word list

PERFORMANCE HIGHLIGHTED GREY

Learn a wider range of poems by heart

Use appropriate intonation and volume

Add movement

Ensure meaning is clear

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	<p>Novel as a theme- Hugo Cabret Text focus: endings</p> <ul style="list-style-type: none"> Create complex sentences by using relative clauses with pronouns who, and where e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The house, where the robberies had taken place, stood on the hill.</i> Use knowledge of root words to understand meanings of words. Apply knowledge of prefixes to understand meaning of new words. Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. Explore themes within and across texts e.g. loss, heroism, friendship. Making comparisons within a text e.g. characters' viewpoints 	<p>Stories from other cultures – China – The Firework Maker's Daughter Text focus: Character</p> <ul style="list-style-type: none"> Use suffixes to understand meanings e.g. <i>-ant, -ance, -ancy, -ent, -ence, -ency, -ible, -able, -ibly, -ably.</i> Explore themes within and across texts e.g. <i>other cultures, nature.</i> Make comparisons within a text e.g. characters' viewpoints of same events. Express preferences about a wider range of books including modern fiction and traditional stories. Explore meaning of words in context. Explain the effect on the reader of the authors' choice of language. Demonstrate active reading strategies e.g. generating questions to 	<p>Legends- Beowulf Text focus: Openings</p> <ul style="list-style-type: none"> Explore themes within and across texts e.g. heroism, friend or foe. Check that the text makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals. Explore meaning of words in context. Infer characters feelings, thoughts and motives from their actions and justifying inferences with evidence. Predict what might happen from information stated and implied. <p>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.</p>	<p>Science Fiction – from a range of texts Text focus: suspense</p> <ul style="list-style-type: none"> Apply knowledge of prefixes to understand meaning of new words. Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. Recommend books to their peers with reasons for choices. Express preferences about a wider range of books including modern fiction. Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals. Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal. Reread and read ahead to locate clues to 	<p>Films/Playscripts: Write a script for the Disney Short, Lava Note, this is a short unit (2 weeks max)</p> <ul style="list-style-type: none"> Justify opinions and elaborating by referring to the text (Point + Evidence + Explanation). Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Prepare playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. <ul style="list-style-type: none"> Demarcate complex sentences using commas and explore ambiguity of meaning. Identify and use brackets and dashes. Identifying the audience and purpose. Select the appropriate language and structures. 	<p>Classic Text: Jaberwocky Text focus: action scene</p> <ul style="list-style-type: none"> Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Participate in discussions about texts that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously. Reread and read ahead to locate clues to support understanding. Scan for key words and text mark to locate key information. Summarise main ideas drawn from more than one paragraph and identify key details which support this. Analyse the conventions of different types of writing. <ul style="list-style-type: none"> Create and punctuate

<p>of same events.</p> <ul style="list-style-type: none"> Read books that are structured in different ways for a range of purposes. Explore the meaning of words in context. Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal. Infer characters feelings, thoughts and motives from their actions and justifying inferences with evidence. Predict what might happen from information stated and implied. Summarise main ideas drawn from more than one paragraph and identifying key details which support this. Explain the effect on the reader of the authors' choice of language. Distinguish between statements of fact or opinion within a text. 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. Justifying opinions and elaborate by referring to the text (Point + 	<p>refine thinking, noting thoughts in a reading journal.</p> <ul style="list-style-type: none"> Infer characters feelings, thoughts and motives from their actions and justify inferences with evidence. Identify how language, structure and presentation contribute to meaning e.g. how letters and stories can persuade. Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs. Create and punctuate complex sentences using <i>-ed</i> openers. Create and punctuate complex sentences using <i>-ing</i> openers Plan their writing by noting and developing ideas. Draw on reading and research. Blend action, dialogue and description within and across paragraphs. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Ensure consistent and correct use of tense throughout a piece of writing. Ensure consistent subject and verb agreement. Think how authors 	<ul style="list-style-type: none"> Create and punctuate complex sentences using <i>'-ed'</i> openers. Identify the audience and purpose. Blending action, dialogue and description within and across paragraphs. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Assessing the effectiveness of own and others' writing in relation to audience and purpose. <p>Recognise and spell words with the /i/ sound spelt ei after c e.g. deceive, receive</p> <p>Outcome: Modelled: rewrite the legend of Beowulf Independent: write own Viking legend Cross curricular ideas: other Viking myths?</p>	<ul style="list-style-type: none"> Summarise main ideas drawn from more than one paragraph and identify key details which support this. Justify opinions and elaborate by referring to the text (Point + Evidence + Explanation). Link ideas across paragraphs using adverbials for time and place and numbers e.g. <i>Several hours later, on a nearby planet.</i> Investigate verb prefixes e.g. <i>auto-, tele-, anti-, inter-, trans-</i>. Identify the audience and purpose. Select the appropriate language and structures. Think how authors develop characters and settings (in books, films and performances). Select the appropriate language and structures. Perform own compositions for different audiences using appropriate intonation and volume. <p>Recognise and spell words ending in <i>ent nce/ency</i></p> <p>Outcome: Modelled: story mountain,</p>	<ul style="list-style-type: none"> Note and developing ideas. Think how authors develop characters and settings in films and performances Assess the effectiveness of own and others' writing in relation to audience and purpose. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. <p>Spell some words with silent letters eg knight, psalm and solemn</p> <p>Outcome: Modelled: write a film script for the silent short (Lava, Disney) Independent: write their own film script for a play/film based at a volcano Cross curricular ideas:</p>	<ul style="list-style-type: none"> complex sentences using simile starters. Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly.</i> Using devices to build cohesion Identify the audience and purpose. Select the appropriate language and structures. Use similar writing models. Blend action, dialogue and description within and across paragraphs. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. <p>Use suffixes <i>ate, ise, ify</i> to convert nouns and adjectives into verbs</p> <p>Outcome: Modelled: Independent: Cross curricular ideas:</p> <p>To be decided</p>
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Evidence + Explanation).

- Plan their writing by:
- Using similar writing models.
- Thinking how authors develop characters and settings (in books, films and performances).
- Blend action, dialogue and description within and across paragraphs.
- Create and punctuate complex sentences using *-ing* openers.
- Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.
- Ensure consistent and correct use of tense throughout a piece of writing.
- Ensure consistent subject and verb agreement.
- Proofread for spelling and punctuation errors.

Recognise and spell words ending in *ant/ance/ancy*

Outcomes:

Modelled: A chapter of the book, getting the invention working
Independent: similar plot based on <https://www.literacyshe d.com/red misstake.html>

develop characters and settings in books.

Recognise and spell words ending in *ably/ibly*

Outcome:

Modelled:
Independent:
Cross curricular ideas:

Teacher to decide on a chapter to model and then do independently after reading text

focussing on suspense building in the story
Independent: watch a suspense clip on literacy shed, then use suspense skills to write
Cross curricular ideas:

	Cross curricular ideas: a scientist or an invention in science					
Fiction Links	<p>British Values:</p> <p>Christian Values: Acceptance, being honest, forgiveness</p> <p>Online Safety: Vlogs and Instagram links in unit-discuss social media, bullying etc</p>	<p>British Values:</p> <p>Christian Values: lovely manners</p> <p>Online Safety:</p>	<p>British Values:</p> <p>Christian Values: achieving and persevering,</p> <p>Online Safety:</p>	<p>British Values: Individual Liberty</p> <p>Christian Values: Tolerance and Respect Mutual Respect</p> <p>Online Safety:</p>	<p>British Values:</p> <p>Christian Values: Lovely manners, acceptance, being honest, self control, forgiveness,</p> <p>Online Safety:</p>	<p>British Values:</p> <p>Christian Values:</p> <p>Online Safety:</p>
Poetry	<p>Classic Poetry The Highwayman (to include diary writing)</p> <ul style="list-style-type: none"> Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. Discuss and evaluate how authors use language including figurative language, considering the impact on the reader. Explore, recognise and use the terms <i>metaphor, simile, imagery</i>. Explain the effect on the reader of the authors' choice of language. <ul style="list-style-type: none"> Create and punctuate sentences using simile starters. Select the appropriate 	<p>Poems with a Structure- Haiku/Limericks</p> <ul style="list-style-type: none"> Listen to and discuss a range of poetry which they might not choose to read themselves. Analyse the conventions of different types of writing. Read texts that are structured in different ways for a range of purposes. Learn a wider range of poems by heart. Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. Explore meaning of words in context. <ul style="list-style-type: none"> Identify the audience and purpose. Select the appropriate language and 				<p>Poems with Figurative Language</p> <ul style="list-style-type: none"> Participate in discussions about poems that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously. Discuss and evaluate how authors use language including figurative language, considering the impact on the reader. Explore, recognise and use the terms <i>metaphor, simile, imagery</i>. Explain the effect on the reader of the authors' choice of language. Learn a wider range of poems by heart. Prepare poems to read aloud and perform,

	<p>language and structures.</p> <ul style="list-style-type: none"> Use similar writing models Assess the effectiveness of own and others' writing in relation to audience and purpose. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. <p>Recognise and spell words from the Year 4 list – review</p> <p>Outcomes: Modelled: Independent: Cross curricular ideas:</p> <p>See non-fiction unit below</p>	<p>structures.</p> <ul style="list-style-type: none"> Use similar writing models. Note and develop ideas. Assess the effectiveness of own and others' writing in relation to audience and purpose. Suggest changes to vocabulary and to enhance effects. Perform own compositions for different audiences. <p>Outcome: Modelled: Christmas limericks and haikus Independent: A Haiku to put on Christmas card Cross curricular ideas:</p>				<p>showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.</p> <ul style="list-style-type: none"> Select the appropriate language and structures. Use similar writing models. Assess the effectiveness of own and others' writing in relation to audience and purpose. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Perform own compositions for different audiences: <ul style="list-style-type: none"> Using appropriate intonation and volume. Adding movement. Ensuring meaning is clear. <p>Outcome: Modelled: Independent: Cross curricular ideas:</p> <p>As above</p>
Poetry Links	<p>British Values: Christian Values: self control, forgiveness Online Safety:</p>					<p>British Values: Christian Values: Online Safety: privacy, commenting, photoshop</p>
Non-fiction	<p>Recount: Diary Based on the Highway Man</p>	<p>Non-chronological Report: The Shang Dynasty</p>	<p>Persuasion: Link to Viking Topic or choose a topic that is relevant to</p>	<p>Recount: Newspaper article about a space</p>	<p>Hybrid Unit: Volcanoes Focus on explanation texts, with instruction and</p>	<p>Debate – Should we have a festival in Chorley?</p>

- Read books and texts that are structured in different ways for a range of purposes.
- Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals.
- Explore meaning of words in context.
- Demonstrate active reading strategies e.g. generate questions to refine thinking, note thoughts in a reading journal.
- Scan for key words and text mark to locate key information.
- Identify how language, structure and presentation contribute to meaning.
- Distinguish between statements of fact or opinion within a text.
- Use knowledge of root words to understand meanings of words.
- Use devices to build cohesion within a paragraph e.g. *firstly, then, presently, subsequently*.
- Link ideas across paragraphs using adverbials for place e.g. *On the side of the head ...* and numbers, e.g. *Secondly, ...*
- Selecting the appropriate language and structures.

- Use punctuation to determine intonation and expression when reading aloud to a range of audiences.
- Read books and texts that are structured in different ways for a range of purposes.
- Check that the book makes sense to them and demonstrate understanding e.g. *through discussion, use of reading journals*.
- Distinguish between statements of fact or opinion within a text.
- Reread and read ahead to locate clues to support understanding.
- Scan for key words and text mark to locate key information.
- Summarise main ideas drawn from more than one paragraph and identify key details which support this.
- Create and punctuate complex sentences using *-ed* openers.
- Create and punctuate complex sentences using *-ing* openers.
- Select the appropriate language and structures.
- Use similar writing models.
- Note and developing ideas.
- Draw on reading and research.
- Use organisation and

the time

- Analyse the conventions of different types of writing e.g. formal presentations, persuasion.
- Scanning for key words and text marking to locate key information.
- Identifying how language, structure and presentation contribute to meaning e.g. persuasive speech.
- Explaining the effect on the reader of the authors' choice of language.
- Preparing formal presentation individually or in groups.
- Using notes to support presentation of information.
- Responding to questions generated by a presentation.
- Explore, collect and use modal verbs to indicate degrees of possibility e.g. *might, could, shall, will, must*.
- Select the appropriate language and structures for audience and purpose.
- Note and develop ideas.
- Draw on reading and research.
- Select appropriate grammar and vocabulary.
- Suggesting changes to

expedition (e.g. Space Ex 2020)

- Read books and texts that are structured in different ways for a range of purposes.
- Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals.
- Explore meaning of words in context.
- Demonstrate active reading strategies e.g. generate questions to refine thinking, note thoughts in a reading journal.
- Scan for key words and text mark to locate key information.
- Identify how language, structure and presentation contribute to meaning.
- Distinguish between statements of fact or opinion within a text.
- Use knowledge of root words to understand meanings of words.
- Use devices to build cohesion within a paragraph e.g. *firstly, then, presently, subsequently*.
- Link ideas across paragraphs using adverbials for place e.g. *On the side of the head ...* and numbers, e.g. *Secondly, ...*
- Selecting the

recount

- Analyse the conventions of different types of writing.
- Read texts that are structured in different ways for a range of purposes.
- Exploring meaning of words in context.
- Reread and read ahead to locate clues to support understanding.
- Scan for key words and text mark to locate key information.
- Identify how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, considering the impact on the reader.
- Explaining the effect on the reader of the authors' choice of language.
- Distinguish between statements of fact or opinion within a 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.
- Prepare formal presentations individually or in groups.
- Use notes to support presentation of information.
- Respond to questions generated by a

- 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.
- Prepare formal presentations individually or in groups.
- Use notes to support presentation of information.
- Respond to questions generated by a presentation.
- Participate in debates on an issue related to reading.
- Provide reasoned justifications for their views.
- Justify opinions and elaborate by referring to the text (*Point + Evidence + Explanation*).
- Explore, collect and use modal verbs to indicate degrees of possibility e.g. *might, could, shall, will, must*.
- Identify the audience and purpose.
- Select the appropriate language and structures.
- Use similar writing models.
- Use devices to build cohesion, e.g. *firstly, furthermore, as a consequence*.
- Select appropriate

- Using similar writing models.
- Use organisation and presentational devices e.g. headings, sub headings, bullet points, diagrams, text boxes.
- Proofread for spelling and punctuation errors.

Investigate verb prefixes eg mis, over

Outcomes:

Modelled: Diary of the Highway Man
 Independent: Diary of another Highway Character
 Cross curricular ideas: Diary of someone from the industrial revolution or Lowry as he paints

- presentational devices e.g. headings, sub headings, bullet points, diagrams, text boxes.
- Proofread for spelling and punctuation errors.
- Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.

Recognise and spell words ending in able/ible

Outcome:

Modelled: NCR on the Shang Dynasty
 Independent: NCR on a particular aspect of the Shany Dynasty (e.g. Fu Hao)
 Cross curricular ideas: NCR on forces, magnets?

- grammar, vocabulary and punctuation to enhance effects and clarify meaning.

Recognise and spell words containing the letter string ough

Outcome:

Modelled: Persuasive letter – I'm a Viking and I think we should invade England
 Independent: Persuasive reply – I'm English and I don't think you should invade us
 Cross curricular ideas:

Or

Outcome:

Modelled: Choose something relevant on the news
 Independent: Persuade me of the opposite view point
 Cross curricular ideas:

- appropriate language and structures.
- Using similar writing models.
- Use organisation and presentational devices e.g. headings, sub headings, bullet points, diagrams, text boxes.
- Proofread for spelling and punctuation errors.

Investigate verb prefixes eg dis, re, pre

Outcome:

Modelled: A newspaper recount of the SpaceX mission to the ISS in 2020
 Independent: A newspaper recount of the SpaceX descent?
 Cross curricular ideas: Newspaper recount of something the class has done to be put on school newsletter?

- presentation.
- Justify opinions and elaborate by referring to the text (Point + Evidence + Explanation).

- Create complex sentences by using relative clauses with pronouns which, and whose e.g. *The robberies, which had taken place over the past month, remained unsolved. The residents, whose lives had been terrorised by the burglars, longed to be sleep soundly once more.*
- Plan their writing by:
 - Identifying the audience and purpose.
 - Selecting the appropriate language and structures.
 - Noting and developing ideas.
 - Drawing on reading and research.
- Using organisation and presentational devices e.g. headings, sub headings, bullet points, diagrams, text boxes.
- Assess the effectiveness of own and others' writing in relation to audience and purpose.
- Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.
- Proofread for spelling and punctuation errors.

To spell further suffixes e.g. ll in full becoming l

- grammar and vocabulary.
- Perform own compositions for different audiences:
 - Using appropriate intonation and volume.
 - Adding movement.
 - Ensuring meaning is clear

To spell the suffixes al, ary, ic

Outcome:

Modelled: Should we hold the next Glastonbury festival in Chorley?
 Independent: Should St George's invest in a ??icecream van?? For the summer fair?
 Cross curricular ideas:

					<p>Outcome: Modelled: An A3 spread of explanation/instructions/NCR about volcanoes Independent: Choose a specific volcano in South America for them to focus their independent write on (with specific emphasis on the explanation part) Cross curricular ideas: instructions linked to collage or art</p>	
Fiction Links	<p>British Values: Christian Values: Online Safety:</p>	<p>British Values: Christian Values: Online Safety: privacy, bullying, commenting, photoshop</p>	<p>British Values: Christian Values: self control, forgiveness Online Safety: fake news, understanding that things are easily changed on the internet, question what is real</p>	<p>British Values: Individual Liberty, Tolerance and Respect, Mutual Respect Christian Values: Achieving and persevering, lovely manners, self control Online Safety:</p>	<p>British Values: Christian Values: Online Safety: privacy, bullying, commenting,</p>	<p>British Values: Democracy Individual Liberty Tolerance and Respect Mutual Respect The Rule of Law Christian Values: Achieving and persevering, lovely manners, self control Online Safety:</p>