

St George's C of E Primary School Chorley PR7 3JU Subject	Year 5 – 2023/24					
	Community link – Christmas and Easter cards for the parish community. Delivered through church.					
	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1
	Theme (Q) What was so revolutionary about the industrial revolution?	Theme (Q) How has China changed the world?	Theme (Q) What lead to the battle of Hastings?	Theme (Q) When does Science fiction become Science?	Theme (Q) How powerful is our world?	Theme (Q) How responsible are we for our world?
Geography	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 History Squad	Hook Class trip to Jodrell Bank	Hook Make Volcanoes -Mentos and coke	Hook Brazil day
	<p><b><u>What is so revolutionary about the industrial revolution and why was the North West so important to it?</u></b></p> <p><b><u>Topic</u></b></p> <p>Industrial Revolution</p> <p>Substantive Concept</p> <p>Land use</p> <p><b><u>NC</u></b></p> <p><b>Locational knowledge:</b> Name and locate counties and cities of the United Kingdom and geographical regions identifying land-use patterns</p> <p><b>Geographical skills and Fieldwork:</b> 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><b><u>Why are there no volcanoes in England?</u></b></p> <p><b><u>Topic</u></b></p> <p>Volcanoes and Earthquakes</p> <p>Substantive Concept</p> <p>Mother Nature's destruction</p> <p><b><u>NC</u></b></p> <p><b>Locational knowledge:</b> Identify the significance of latitude and longitude.</p> <p><b>Human and physical Geography:</b></p> <p>Describe and understand key aspects of: Physical geography, including: volcanoes and earthquakes</p> <p>Describe and understand key aspects of: Human geography, including: the distribution of food, minerals and water</p> <p><b>Geographical skills and fieldwork:</b></p>	<p><b><u>How is life in Brazil different?</u></b></p> <p><b><u>Topic</u></b></p> <p>South America (Brazil)</p> <p>Substantive Concept</p> <p>Weather</p> <p>Landmarks</p> <p><b><u>NC</u></b></p> <p><b><u>Locational knowledge:</u></b> Locate the world's countries using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p><b>Place knowledge:</b> Understand geographical similarities and differences through the study of human and physical geography of a region within South America.</p>

	<p><a href="#">Key Vocabulary</a></p> <p>UK land use patterns</p> <p>Four figure grid references within the UK and wider world</p> <p><b>British Values:</b> Democracy  <b>Christian Values:</b>  <b>Online Safety:</b> using digimaps, copyright  <b>Cross Curricular write:</b></p> <p><i>Can I name and locate cities and countries in the United Kingdom?</i></p> <p><i>Can I use symbols and keys to build my knowledge of the United Kingdom?</i></p> <p><i>Can I describe and understand key aspects of physical and human geography?</i></p> <p><i>Can I use a 4 figure grid reference to build my knowledge of the United Kingdom?</i></p> <p><i>Can I develop my views and attitudes to critically evaluate responses to local geographical issues?</i></p>				<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><a href="#">Key Vocabulary</a></p> <p>Latitude, Longitude</p> <p><b>Volcanoes and earthquakes:</b> core, crust, earthquake, lava, magma, mountain, pressure, Richter scale, tectonic plates, tremors,</p> <p><b>British Values:</b> Tolerance  <b>Christian Values:</b> Showing compassion  <b>Online Safety:</b> searching safely  <b>Cross Curricular write:</b> Literacy unit is linked to volcanoes</p> <p><i>What is the Earth made of?</i></p> <p><i>What is a volcano and where can they be found?</i></p> <p><i>How are volcanoes formed?</i></p> <p><i>What are the features of a volcanic eruption?</i></p> <p><i>What are earthquakes and how are they formed?</i></p> <p><i>Can I locate the world's biggest earthquakes using latitude and longitude?</i></p>	<p><b>Human and physical geography:</b></p> <p>Describe the key aspects of physical geography including climate zones, biomes and vegetation belts.</p> <p><b>Geographical skills and fieldwork:</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world.</p> <p><a href="#">Key Vocabulary</a></p> <p>South America-human and physical characteristics,</p> <p>Climate,environmental region, fertile, tropical vegetation belt</p> <p>Six figure grid references</p> <p><b>British Values:</b> Responsibility  <b>Christian Values:</b>  <b>Online Safety:</b>  <b>Cross Curricular write:</b></p> <p><i>Where is South America located in the world?</i></p> <p><i>Which countries and capital cities make up South America?</i></p>
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Geography Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
History	<p><b><u>What is so revolutionary about the industrial revolution?</u></b></p> <p><u>SUBSTANTIVE CONCEPT</u> Civilisation</p> <p><u>Second ORDER CONCEPT:</u> Significance</p> <p><b>Topic:</b> The Industrial Revolution from a local perspective.</p> <p><u>National Curriculum – A local history study.</u></p> <p>Identify where people, places and periods of time fit into a chronological framework. Describe links and contrasts within and across different periods of time including short-term and long-term time scales</p>		<p><b><u>Who was Fu Hao and how did she defeat her enemies?</u></b></p> <p><u>SUBSTANTIVE CONCEPT</u> CIVILISATION</p> <p><u>SECOND ORDER CONCEPT</u> Sources and evidence</p> <p><b>Topic:</b> Ancient China-Shang Dynasty</p> <p><u>National Curriculum</u> The achievement of the earliest civilizations.</p> <p>Use dates and appropriate historical terms to sequence events and periods of time.</p> <p>Describe links and contrasts within and across different periods of time including short-term and long-term time scales</p> <p>Use appropriate vocabulary when discussing and describing historical events.</p>		<p><b><u>What events led to the Battle of Hastings?</u></b></p> <p><u>SUBSTANTIVE CONCEPT</u> INVASION</p> <p><u>SECOND ORDER CONCEPT</u> Causes</p> <p><b>Topic:</b> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><u>National Curriculum</u> The Viking and Anglo-Saxon struggle for the Kingdom of England</p> <p>Use appropriate vocabulary when discussing and describing historical events. Construct responses to historical questions and hypotheses that involve selection and organisation of</p>							

	<p>Discuss and debate historical issues.</p> <p>Use appropriate vocabulary when discussing and describing historical events.</p> <p>Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.</p> <p><b>Key Vocabulary:</b> Industry, Revolution, Impact, Change, Capitalism, Socialism, Communism, Peasantry.</p> <p><b>British Values:</b> Liberty</p> <p><b>Christian Values:</b> Acceptance of change</p> <p><b>Online Safety:</b> Safe searching online</p> <p><b>Cross Curricular write:</b> a NCR on the Industrial Revolution</p> <p><i>What was the Industrial Revolution, and how significant was the cotton industry to Lancashire and beyond?</i></p> <p><i>Can I identify where people, places and periods of time fit into a chronological framework?</i></p> <p><i>How did the Industrial Revolution impact the population (a child case study, and a focus on North West?)</i></p> <p><i>What lasting effects did the Industrial Revolution have that link to our lives today,</i></p>	<p>Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.</p> <p><b>Key Vocabulary:</b> Dynasty, Emperor, Defeat, Ancient, Significant Years, AD, BC, CE, BCE, era, civilisations,</p> <p><b>British Values:</b> Tolerance, respect</p> <p><b>Christian Values:</b> Showing compassion, forgiveness</p> <p><b>Online Safety:</b></p> <p><b>Cross Curricular write:</b> a diary of Fu Hao as she fights</p> <p><i>Who was Fu Hao, and how did she defeat her enemies?</i></p> <p><i>What was life like for ordinary people during the Shang Dynasty?</i></p> <p><i>What was the social hierarchy of the Shang Dynasty?</i></p> <p><i>What Religious beliefs did the people of ancient china hold?</i></p> <p><i>What were the main achievements of the shang dynasty? (e.g invention)</i></p> <p><i>Why did the Shang dynasty end?</i></p> <p><i>What do the 4 Ancient Civilisations have in common? *3 lessons.</i></p> <p><i>Focus on Key achievements only</i></p>	<p>relevant historical information including dates and terms.</p> <p>Choose relevant ways to communicate historical findings</p> <p><b>Key Vocabulary:</b> Monarchy, Invasion, Anglo-Saxon, Viking Raids, Wealth, Normans, Institutions, Significant dates</p> <p><b>British Values:</b> Democracy, liberty</p> <p><b>Christian Values:</b></p> <p><b>Online Safety:</b></p> <p><b>Cross Curricular write:</b> Non Fiction Literacy unit could be based on Vikings, if not, persuade the Vikings to invade</p> <p><i>What events led to the Battle of Hastings?</i></p> <p><i>Can I use appropriate vocabulary when discussing and describing historical events?</i></p> <p><i>Can I describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England?</i></p> <p><i>How and when did England become a unified country?</i></p> <p><i>Can I construct responses to Explain that Edward came to the throne after 27 long years of Danish Groups of 3, gather information about Edward the Confessor under Present findings – add to group work</i></p>			
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	nationally and specifically in the north west?  What positive and negative effects did the Industrial Revolution have on the people of Lancashire?				historical questions? Was Edward the Confessor a good King?  Can I Choose relevant ways to communicate historical findings?									
History Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below		
Science	<u>How can we see forces if they are invisible?</u>  <u>Topic: Forces</u>  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 friction that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.  <u>Vocabulary:</u> Force, gravity, Earth, air resistance, water resistance, friction, mechanisms, simple machines, levers, pulleys, gears  <u>Skills:</u> 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.  <u>British Values:</u> <u>Christian Values:</u> Self control, being peaceful and calm <u>Online Safety:</u> <u>Cross Curricular write:</u> an explanation of how Gravity works  Why do objects fall to the ground?				<u>How and why do humans change?</u>  <u>Topic: Animals, including humans</u>  Describe the changes as humans develop to old age.  <u>Vocabulary:</u> Puberty – the vocabulary to describe sexual characteristics  <u>Skills:</u> Develop questions to ask an expert.  How and why do humans age?  How do our bodies change?				<u>How old would I be on another planet?</u>  <u>Topic: Earth and Space</u>  Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. 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.  <u>Vocabulary:</u> Earth, Sun, Moon, (Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune), spherical, solar system, rotates, star, orbit, planets  <u>Skills:</u> 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,		<u>Are all changes reversible? Why or why not?</u>  <u>Topic: Properties and Changes of Materials</u>  Compare and group together everyday materials 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.		<u>How do different living things reproduce?</u>  <u>Topic: Living Things and habitats</u>  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.  <u>Vocabulary:</u> Life cycle, reproduce, sexual, sperm, fertilises, egg, live young, metamorphosis, asexual, plantlets, runners, bulbs, cuttings  <u>Skills:</u> 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	

	<p><i>How does air resistance effects moving objects?</i></p> <p><i>How does water resistance effects moving objects?</i></p> <p><i>What if there was no friction?</i></p> <p><i>What are levers, pulleys and gears?</i></p> <p><i>Can a force be made bigger?</i></p>		<p>calibrated to show midday and the start and end of the school day.</p> <p><b>British Values:</b> liberty  <b>Christian Values:</b> achieving and persevering  <b>Online Safety:</b>  <b>Cross Curricular write:</b> the literacy unit this half term is linked to science</p> <p><i>What shape are the Earth, Sun and Moon?</i></p> <p><i>What planets are in our solar system?</i></p> <p><i>What are night and day?</i></p> <p><i>Can I explain why Stonehenge might tell the time?</i></p> <p><i>How do the Earth, other planets and the moon move relative to the Sun?</i></p>	<p><b>Vocabulary:</b>  Thermal/electrical insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve, reversible/non-reversible change, burning, rusting, new material  <b>Skills:</b>  Ask questions: Discuss [research] the creative use of new materials such as 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.  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?'  Answering questions: Compare materials in order to make a switch in a circuit.</p> <p><b>British Values:</b> respect  <b>Christian Values:</b>  <b>Online Safety:</b>  <b>Cross Curricular write:</b></p> <p><i>In what ways could I group or sort materials?</i></p> <p><i>Are some materials best suited for certain objects? Why ?</i></p> <p><i>What are irreversible and reversible changes? Can I un-bake a cake?</i></p> <p><i>How could I separate mixture?</i></p>	<p>periods of other animals and comparing them with humans.</p> <p>Comparing how different animals reproduce and grow.</p> <p>Recording and presenting data: Finding out and recording the length and mass of a baby as it grows.</p> <p><b>British Values:</b> Responsibility, tolerance  <b>Christian Values:</b> acceptance  <b>Online Safety:</b>  <b>Cross Curricular write:</b> instructions on how to grow up</p> <p><i>Are all life cycles the same?</i></p> <p><i>How are a birds and mammals life cycle different?</i></p> <p><i>Can I describe the life cycle of an insect and an amphibian?</i></p> <p><i>What is the same and different in life cycles of animals and humans?</i></p> <p><i>What is a gestation period? Why are they different for different animals (including humans)?</i></p> <p><i>How do plants reproduce?</i></p> <p><i>How do some animals reproduce?</i></p>
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									What is the difference between a solution and a mixture?  How can we purify materials?  Can we separate a solution?			
Science Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
RE	<u>Do you need a Bible to be a Christian?</u>  <u>Topic: 5.1 = How and why do Christians read the Bible?</u>  <u>Topic: 5.1 = NC faith unit : Sacred books/ texts</u>  <b>British Values:</b> Tolerance, respect <b>Christian Values:</b> acceptance and being peaceful and calm <b>Online Safety:</b> <b>Cross Curricular write:</b> Persuasive leaflet to advertise the bible		<u>Does the Christmas story appear in every Gospel?</u>  <u>5.2 = The Gospels of Matthew and Luke</u>  How do our celebrations reflect the true meaning of Christmas?  <b>British Values:</b> tolerance and respect <b>Christian Values:</b> being peaceful and calm <b>Online Safety:</b> <b>Cross Curricular write:</b>		<u>Why do Christians believe Jesus was a great teacher?</u>  <u>Topic: 5.3 = Jesus, teacher</u>  What qualities did Jesus have that made him a good teacher?  <b>British Values:</b> tolerance and respect <b>Christian Values:</b> Lovely manners, acceptance, being honest, self control, forgiveness, being peaceful and calm <b>Online Safety:</b> <b>Cross Curricular write:</b>		<u>Why do Christians believe that Easter is a celebration of victory?</u>  <u>Topic: 5.4 = Easter, victory</u>  Why do Christians believe that Easter is a celebration of victory?  <b>British Values:</b> tolerance and respect <b>Christian Values:</b> acceptance, self control, forgiveness <b>Online Safety:</b> <b>Cross Curricular write:</b>		<u>How did the news of Jesus resurrection spread around the world?</u>  <u>Topic: 5.9 = Pentecost What happens next?</u>  <b>British Values:</b> tolerance and respect <b>Christian Values:</b> acceptance, being honest, forgiveness, being peaceful and calm <b>Online Safety:</b> <b>Cross Curricular write:</b> letter to give instruction for Christian way of life in modern world.		<u>Did she make the right choice?</u>  <u>Topic: 5.5 = Exploring the lives of Significant Women in the Old Testament (NC faith unit)</u>  <b>British Values:</b> tolerance and respect <b>Christian Values:</b> acceptance, self control, forgiveness <b>Online Safety:</b> <b>Cross Curricular write:</b> Diary entry for a Biblical woman.	
Computing	Digital Literacy <b>Can I publish my work on the radio?</b> <i>Autumn 1:</i> Produce work for the radio and explore how to podcast, evaluate content and discuss copyright  <b>Disciplinary Knowledge</b> Can I independently, and with regard for eSafety, select and use appropriate communication tools to solve problems by collaborating and		Computer Science <b>Can Excel plan my class Christmas party?</b> <i>Autumn 1:</i> Simulations and modelling using Microsoft excel on curriculum computers and Purple Mash unit 5.3  <b>Disciplinary Knowledge</b> Can I explore the effects of changing variables in models and simulations in order to solve a problem?		Information Technology <b>Could I be the next Stephen Spielberg?</b> <i>Spring 1:</i> Sound using iMovie to create trailers including sounds inputted from other devices  <b>Link to Battle of Hastings and Viking battle cries.</b>  <b>Disciplinary Knowledge</b> Can I plan and create a short animated sequence to communicate a specific idea,		Digital Literacy <b>What issues can arise from posting online?</b> <b>Spring 2:</b> Online Safety, Project Evolve, Year 5, Managing Online Information (9 sessions)  <b>Disciplinary Knowledge</b> Can I locate and respond appropriately to the terms and conditions on websites?  Can I identify unsuitable posts (e.g. on blogs, a forum ...)		Information Technology <b>Can a computer tell me when a volcano is going to erupt?</b> <i>Summer 1:</i> Data handling using Data Loggers to record a range of sensors and Purple Mash Unit 5.4, Databases  <b>Disciplinary Knowledge</b> Can I use a datalogger's settings to log data over a chosen time span? (Science)		Computer Science <b>Can I use Scratch to recreate _____?</b> <i>Summer 2:</i> Programming using Scratch, but if needed can supplement with Purple Mash 5.1 depending on class  <b>Disciplinary Knowledge</b> Can I use repetition* and selection* in programs?  Can I use variables* in programs?	



<p>communicating with others within and beyond school? e.g., email, discussion forums, blogs, wikis, text messages and other digital communication tools.</p> <p>Can I make use of webcams and /or video conferencing?, e.g., to exchange ideas and collaborate on projects with external providers, another class or school, or abroad.</p> <p>Can I extend online publishing to a more global audience? e.g. creating and publishing web pages, blog and podcasting.</p> <p>Can I evaluate the effectiveness of a variety of digital communication tools for communicating and collaborating?</p> <p><b>Substantive Knowledge</b> Do I understand the potential benefits and risks of digital communication and that methods will vary according to purpose?</p> <p>Do I have understanding of which tools are better for communicating or collaborating and those that can be used both?</p> <p>Do I understand what open-source software is and the conditions of use when using it?</p> <p><b>Vocabulary:</b> Copyright, digital communication, global audience, collaboration, radio, podcast,</p> <p><b>British Values:</b></p>	<p>Can I make and test predictions?</p> <p>Can I enter formulae into a pre-prepared spreadsheet - explore the effects of changing variables?</p> <p>Can I develop simple spreadsheet models to investigate a real life problem?</p> <p>Can I create simple spreadsheet models to investigate a real life problem?</p> <p>Can I identify and enter the correct formulae into cells?</p> <p>Can I make predictions of the outcome of changing variables?</p> <p><b>Substantive Knowledge</b> Do I understand when and where it is appropriate to use a spreadsheet model or a simulation to support an investigation and explain my choices?</p> <p>Do I understand that spreadsheets can automate functions, making it easier to test variables, e.g. when planning a budget you can change the number of items and see the changes to total cost?</p> <p>Do I understand that spreadsheets can be used to explore mathematical models?</p> <p>Do I understand the need for accuracy and frequent checking when entering formulae?</p> <p>Do I understand the possible</p>	<p>using a storyboard and timeline?</p> <p>Can I design and create a short animated sequence?</p> <p>Can I independently select and use a variety of devices to record musical and non-musical sound?</p> <p>Can I independently select, edit, manipulate and combine sound files from a range of sources to create a composition which could be broadcast for a specific purpose and audience? e.g. a soundbyte or podcast.</p> <p>Can I upload and download projects to other devices and online space? e.g. VLE, blog or website, collaborating and communicating with audiences in locations beyond school.</p> <p>Can I create my own sounds and compositions to add to presentations, animations and films?</p> <p>Can I use ICT to produce music or sound effects for a specific purpose, considering the impact on the audience? e.g. length, style, genre</p> <p>Can I make use of transitions and special effects in video editing software, understanding the effect on the audience.</p> <p>Can I export images, presentations and movies in formats appropriate for the</p>	<p>pertaining to content and conduct?</p> <p>Can I identify inappropriate and unacceptable behavior when analysing resources such as videos, text-based scenarios and electronic communications?</p> <p>Can I continue to develop the skills to identify risks involved with contact, content and my own conduct whilst online?</p> <p>Can I use electronic communication and collaboration tools safely?</p> <p><b>Substantive Knowledge</b> Am I aware that file sharing is usually illegal due to copyright laws and can also spread viruses?</p> <p>Do I know a range of ways to report concerns about content and contact?</p> <p>Do I know what a 'strong' password / understand the importance of keeping personal data secure?</p> <p>Do I understand that electronic communication can be malicious or inappropriate and recognise when an attachment may be unsafe to open?</p> <p>Do I understand the benefits of developing a 'nickname' for online use where appropriate?</p> <p>Do I understand they have a right to be protected from inappropriate use of technology by others and the</p>	<p>Can I use a range of sensors including in a variety of situations in the course of scientific investigations? (Science)</p> <p>Can I use a datalogger to make and record accurate measurements or observations and produce graphical information to answer questions and solve simple problems? (Science)</p> <p>Am I able to design experiments which require use of dataloggers, recognising what measurements will be needed, how many repeats and the most appropriate means of recording data? (Science)</p> <p><b>Substantive Knowledge</b> Do I know when to choose dataloggers as the most appropriate tool for capturing data for a particular purpose and explain /justify my choices? (Science)</p> <p>Do I appreciate that use of technology can bring added accuracy to results but also that occasional anomalies may need moderation and further investigation? (Science)</p> <p><b>Vocabulary:</b> Datalogger, sensors, graphical information, measurements, interpret data</p> <p><b>British Values:</b> <b>Christian Values:</b> <b>Online Safety:</b> <b>Cross Curricular write:</b></p>	<p>Can I design and create programs using decomposition?</p> <p>Can I design programs to accomplish specific tasks or goals?</p> <p><b>Substantive Knowledge</b> Do I know the meaning of the key terms? – selection – variables – decomposition</p> <p>Do I know the meaning of logical reasoning?</p> <p><b>Vocabulary:</b> Flowchart, algorithm, control, output, symbol, start, stop, process, decision, loop, backdrop, script, block, repeat, sequence, consequence, debug, program, object, tool palette, program</p> <p><b>British Values:</b> <b>Christian Values:</b> achieving and persevering <b>Online Safety:</b> <b>Cross Curricular write:</b></p>
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	<b>Christian Values:</b> achieving and persevering <b>Online Safety:</b> password safety <b>Cross Curricular write:</b>		consequences of using inaccurate data or formulae?  <b>Vocabulary:</b> Average function, copy and paste, columns, cells, charts, formula, random tool, rows, spreadsheet, spin tool, timer  <b>British Values:</b> <b>Christian Values:</b> achieving and persevering <b>Online Safety:</b> <b>Cross Curricular write:</b>		purpose and use them in multimedia presentations?  <b>Substantive Knowledge</b> Am I aware of different sound file formats? e.g., MP3, WAV; save and use appropriately.  Do I know when it is appropriate to use sound/music to communicate with an audience?  <b>Vocabulary:</b> Sound formats, compositions, audience, communicate, download, upload,  <b>British Values:</b> <b>Christian Values:</b> <b>Online Safety:</b> staying safe, not publishing our material online without consent <b>Cross Curricular write:</b>		need to respect the rights of other users?  Do I understand the risks involved in arranging to meet and subsequently meeting anybody from the online world in the offline world?  <b>Vocabulary:</b> Spam, link, privacy, virus, scam, phishing, inbox, junk, sender, subject, secure, safe, account, online, private, social media, adverts, cyberbullying,  <b>British Values:</b> respect for laws <b>Christian Values:</b> self control, lovely manners <b>Online Safety:</b> this unit is all online safety <b>Cross Curricular write:</b>					
Computing Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
DT					<u>How are Viking pouches made?</u>  <b>Textiles: Making a Viking Pouch</b> <u>Understand seam allowance.</u> <u>Use prototype to make pattern.</u>  Do I know what a Viking pouch looks like?  Can I research and evaluate existing products?						<u>How can I make bridge to cross The Amazon river.</u>  <b>Structures: Making Festival tents/ Making Festival food boxes</b>  How can I make my bridge stable enough to stand alone?  Can I research and evaluate existing products?  What do different bridges look like and why?  What are bridges made from?	

					<p>How are the Viking pouches different to bags and purses today?</p> <p>Can I design a prototype?</p> <p>Can I investigate the materials and tools needed to create my prototype?</p> <p>Can I create my prototype?</p> <p>Can I evaluate my work?</p> <p>Can I name fabrics used or investigated?</p> <p>Can I name components used?</p> <p>Can I name tools I have used?</p> <p>Can I name the stitches learned?</p> <p><b>Vocabulary:</b> 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><b>British Values:</b> <b>Christian Values:</b> achieving and persevering <b>Online Safety:</b> <b>Cross Curricular write:</b></p>						<p>What material would make the most effective bridge?</p> <p>Can I design a prototype?</p> <p>Can I investigate materials and tools needed to create my prototype?</p> <p>Which ways will I join the materials together?</p> <p>Can I create my prototype?</p> <p>Can I evaluate my work?</p> <p>How will I test my bridge?</p> <p>How could I make my designs better?</p> <p><b>Vocabulary:</b> 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><b>British Values:</b> respect, tolerance, liberty <b>Christian Values:</b> achieving and persevering <b>Online Safety:</b> <b>Cross Curricular write:</b></p>	
	DT Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD

Art and Design	<p><b>Why is Lowry’s work important to the people of Salford?</b></p> <p><b>Lowry</b> <b>Drawing, Painting, 3D</b></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><b>Drawing:</b> Work in a sustained and independent way to create 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><b>Painting:</b> Develop a painting from a drawing.</p>		<p><b>Taught through DT:</b> Use fabrics to create 3D structures.</p> <p>Use different grades of threads and needles.</p> <p><b>Vocabulary:</b> <a href="#">Textiles</a> <a href="#">overlap</a>, <a href="#">layer</a>,</p>		<p><b><u>How can different media work together in one piece of art?</u></b></p> <p><b>Space Collage</b> <b>Painting, Printing,</b></p> <p><b>Collage</b> 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><b>Painting:</b> 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><b>Printing:</b> Create printing blocks by simplifying an initial journal idea</p> <p>Use relief or impressed method</p> <p><b>Collage:</b> 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><b><u>How can maths be used in a piece of artwork?</u></b></p> <p><b>Beatriz Milhazes</b> <b>Drawing, Digital Media</b></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><b>Drawing:</b> Work in a sustained and independent way to create 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: Explore colour mixing and blending techniques with coloured pencils.</p> <p><b>Digital Media:</b> 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><b>Vocabulary:</b> <a href="#">Drawing</a></p>					



<p>PSHE Following SCARF (life education plan)</p>	<p><b>Me and My Relationships</b></p> <p><i>How do friendships change as we grow?</i></p> <p>Collaboration Challenge!</p> <p>Give and take</p> <p>How good a friend are you?</p> <p>Our emotional needs</p> <p>Communication</p> <p>Taking notice of our feelings.</p>		<p><b>Valuing Difference</b></p> <p>How do we treat others with respect?</p> <p>Happy being me</p> <p>Kind conversations</p> <p>The land of the Red People</p> <p>It could happen to anyone</p> <p>Boys will be Boys challenging work-place gender stereotypes</p>		<p><b>Keeping Myself Safe</b></p> <p>How can we best manage risk?</p> <p>Jay's dilemma</p> <p>Spot bullying</p> <p>Ella's diary dilemma</p> <p>Decision dilemmas</p> <p>Drugs: true or false?</p> <p>Smoking: what is normal?</p> <p>Would you risk it?</p>		<p><b>Rights and Responsibilities</b></p> <p>How can our choices make a difference to others and the environment?</p> <p>What's the story?</p> <p>Fact or opinion?</p> <p>Rights, responsibilities and duties</p> <p>Mo makes a difference</p> <p>Spending wisely</p> <p>Lend us a fiver!</p>		<p><b>Being My Best</b></p> <p>How can we keep healthy as we grow?</p> <p>Getting fit</p> <p>It all adds up!</p> <p>My school community (2)</p> <p>Independence and responsibility</p> <p>Basic first aid</p>		<p><b>Growing and Changing</b></p> <p>How will we grow and change?</p> <p>How are they feeling?</p> <p>Changing bodies and feelings</p> <p>Growing up and changing bodies</p> <p>Help! I'm a teenager - get me out of here!</p> <p>Dear Ash</p> <p>Stop, start, stereotypes</p>	
<p>PSHE assessment</p>	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
<p>Music</p> <p><i>Charanga – Lancashire Music scheme all plans, skills and knowledge included in the scheme.</i></p>	<p><b>Getting Started with Music Tech</b></p> <p><u>How Does Music Bring Us Together?</u></p> <p>Technology has always been a part of music and has played an important part in the way music has evolved over time. We often tend to think of 'tech' as anything to do with modern IT and everything since the digital age. It is easy to forget and to take for granted that instruments such as the piano are wonders of technology themselves and were created long before the 20th century that gave birth to</p>		<p><b>Christmas Production</b></p> <p>Year 5 learn and perform the infant Christmas production for parents, friends, family and guardians.</p>		<p><b>Exploring Key &amp; Time Signatures</b></p> <p><u>How Does Music Improve Our World?</u></p> <p>The theory documentation and learning resources for this unit go into more detail on time and key signatures.</p>		<p><b>Easter Songs</b></p> <p>Year 5 form part of the choir for the Year 4 Easter production, they sing in the pews of our local church performing to parents, family, friends and guardians.</p>		<p><b>Words, Meaning and Expression</b></p> <p><u>How Does Music Shape Our Way of Life?</u></p> <p>You will continue to learn about all the Foundational Elements of Music with a focus on expression of musical meaning through words.</p>		<p><b>Identifying Important Musical Elements</b></p> <p><u>How Does Music Connect Us with the Environment?</u></p> <p>This Scheme is designed as a Spiral curriculum. We know that all the musical elements are important, but as we embed that musical learning we can focus on and identify elements that are important for what we might be doing within a specific lesson.</p>	

	microchips, modern computers and the internet.											
Music Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
Languages	<p><u>Ca Va?</u> <u>How are you?</u></p> <p><u>Salut</u> Revision of greetings and describing others</p> <p>Curriculum objectives, amongst others: explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p><b>British Values:</b> respect, tolerance <b>Christian Values:</b> achieving and persevering <b>Online Safety:</b> <b>Cross Curricular write:</b></p>		<p><u>Que lest ton sujet prefere?</u> <u>What is your favourite subject?</u></p> <p><u>A l'ecole</u> School subjects, opinions, telling the time</p> <p>Curriculum objectives, amongst others: broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material</p> <p><b>British Values:</b> respect, tolerance <b>Christian Values:</b> achieving and persevering <b>Online Safety:</b> <b>Cross Curricular write:</b></p>		<p><u>Tu-aimes les frites?</u> <u>Do you like chips?</u></p> <p><u>La nourriture</u> Asking for food, opinions</p> <p>Curriculum objectives, amongst others: broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary present ideas and information orally to a range of audiences engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p><b>British Values:</b> respect, tolerance <b>Christian Values:</b> achieving and persevering <b>Online Safety:</b> <b>Cross Curricular write:</b></p>		<p><u>Le supermarche s'il vous plait?</u> <u>Where is the supermarket?</u></p> <p><u>En ville</u> Places in town, directions</p> <p>Curriculum objectives, amongst others: broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p><b>British Values:</b> respect, tolerance <b>Christian Values:</b> achieving and persevering <b>Online Safety:</b> <b>Cross Curricular write:</b></p>		<p><u>Qu'est-ce que tu vas faire en vacances?</u> <u>What will you do on holiday?</u></p> <p><u>En vacances</u> Holiday conversations, activities</p> <p>Curriculum objectives, amongst others: write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p><b>British Values:</b> respect, tolerance <b>Christian Values:</b> achieving and persevering <b>Online Safety:</b> <b>Cross Curricular write:</b></p>		<p><u>Qu'est-ce que'il fait?</u> <u>What is he doing?</u></p> <p><u>Chez moi</u> Rooms in house, activities</p> <p>Curriculum objectives, amongst others: present ideas and information orally to a range of audiences</p> <p><b>British Values:</b> respect, tolerance <b>Christian Values:</b> achieving and persevering <b>Online Safety:</b> <b>Cross Curricular write:</b></p>	

Languages Assessment												
	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
PE	<u>Does teamwork really matter when it is one person who scores a goal?</u>  <u>Invasion Games – Hockey</u>  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.  <b>British Values:</b> respect, tolerance, laws <b>Christian Values:</b> achieving and persevering, acceptance, self control <b>Online Safety:</b> <b>Cross Curricular write:</b>		<u>What is the difference between track and field?</u>  <u>Sports Hall Athletics</u>  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.  <b>British Values:</b> respect, tolerance, laws <b>Christian Values:</b> achieving and persevering, acceptance, self control <b>Online Safety:</b> <b>Cross Curricular write:</b>		<u>What would it take to be in Diversity?</u>  <u>Dance</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 through movement linking travel, jump, turn, gesture and stillness.  <b>British Values:</b> respect, tolerance, laws <b>Christian Values:</b> achieving and persevering, acceptance, self control <b>Online Safety:</b> <b>Cross Curricular write:</b>		<u>What does it take to be a gymnast?</u>  <u>Swimming</u>  <u>Gymnastics</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  <b>British Values:</b> respect, tolerance, laws <b>Christian Values:</b> achieving and persevering, acceptance, self control <b>Online Safety:</b> <b>Cross Curricular write:</b>		<u>How can teamwork play an important part in rounders?</u>  <u>Swimming</u>  <u>Striking and Fielding (rounders)</u>  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.  <b>British Values:</b> respect, tolerance, laws <b>Christian Values:</b> achieving and persevering, acceptance, self control <b>Online Safety:</b> <b>Cross Curricular write:</b>		<u>How can a map stop me from getting lost?</u>  <u>Swimming</u> <u>Orienteering</u>  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>To navigate to a control marker on a score event course</p> <p><b>British Values:</b> respect, tolerance, laws</p> <p><b>Christian Values:</b> achieving and persevering, acceptance, self control</p> <p><b>Online Safety:</b></p> <p><b>Cross Curricular write:</b></p>	
PE Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
Maths	<p><b><u>Numbers to 1 000 000</u></b></p> <ul style="list-style-type: none"><li>Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.</li><li>Count forwards and backwards in decimal steps.</li><li>Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.</li><li>Read, write, order and compare numbers with up to 3 decimal places.</li><li>Identify represent and estimate numbers using the number line.</li><li>Find 0.01, 0.1, 1, 10, 100, 100 and other powers of 10 more or less than a given number.</li><li>Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.</li></ul>		<p><b><u>Whole Numbers – Multiplication and Division</u></b></p> <ul style="list-style-type: none"><li>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).</li><li>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</li><li>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</li><li>Establish whether a number up to 100 is prime and recall prime numbers up to 19.</li><li>Recognise and use square (²) and cube (³) numbers, and notation.</li><li>Use partitioning to double or halve any number,</li></ul>		<p><b><u>Graphs</u></b></p> <ul style="list-style-type: none"><li>Complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers and shapes).</li><li>Complete, read and interpret information in tables and timetables.</li><li>Solve comparison, sum and difference problems using information presented in all types of graph including a line graph.</li></ul> <p>Calculate and interpret the mode, median and range.</p> <p><b><u>Fractions</u></b></p> <ul style="list-style-type: none"><li>Recognise mixed numbers and improper fractions and convert from one form to the other.</li><li>Read and write decimal numbers as fractions (e.g. <math>0.71=\frac{71}{100}</math>).</li><li>Count on and back in mixed number steps such as <math>1\frac{1}{2}</math>.</li></ul>		<p><b><u>Decimals</u></b></p> <ul style="list-style-type: none"><li>Identify the value of each digit to three decimal places.</li><li>Round decimals with two decimal places to the nearest whole number and to one decimal place.</li><li>Multiply/divide whole numbers and decimals by 10, 100 and 1000.</li><li>Recall and use addition and subtraction facts for 1 and 10 (with decimal numbers to one decimal place).</li><li>Derive and use addition and subtraction facts for 1 (with decimal numbers to two decimal places).</li><li>Add and subtract numbers mentally with increasingly large numbers and decimals to two decimal places.</li><li>Add and subtract whole numbers with more than 4 digits and decimals with two decimal places, including</li></ul>		<p><b><u>Geometry</u></b></p> <ul style="list-style-type: none"><li>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</li><li>Use the properties of rectangles to deduce related facts and find missing lengths and angles.</li><li>Identify 3-D shapes from 2-D representations.</li><li>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.</li><li>Draw given angles, and measure them in degrees (°).</li><li>Identify:<ul style="list-style-type: none"><li>angles at a point and one whole turn (total 360°).</li><li>angles at a point on a straight line and half a turn (total 180°).</li><li>other multiples of 90°.</li></ul></li></ul> <p><b><u>Position and Movement</u></b></p>		<p><b><u>Measurements</u></b></p> <ul style="list-style-type: none"><li>Use, read and write standard units of length and mass.</li><li>Continue to order temperatures including those below 0°C.</li><li>Convert between different units of metric measure.</li><li>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</li><li>Continue to read, write and convert time between analogue and digital 12 and 24-hour clocks.</li><li>Solve problems involving converting between units of time.</li><li>Use all four operations to solve problems involving measure using decimal notation, including scaling.</li></ul> <p><b><u>Area and Perimeter</u></b></p>	

	<ul style="list-style-type: none"> <li>Round decimals with two decimal places to the nearest whole number and to one decimal place.</li> <li>Multiply/divide whole numbers and decimals by 10, 100 and 1000.</li> <li>Interpret negative numbers in context, count on and back with positive and negative whole numbers, including through zero.</li> <li><i>Describe and extend number sequences including those with multiplication/division steps and where the step size is a decimal.</i></li> <li>Read Roman numerals to 1000 (M); recognise years written as such.</li> <li>Solve number and practical problems that involve all of the above.</li> </ul> <p><b>Whole Numbers – Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li><i>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).</i></li> <li><i>Select a mental strategy appropriate for the numbers involved in the calculation.</i></li> <li><i>Recall and use addition and subtraction facts for 1 and 10 (with decimal numbers to one decimal place).</i></li> <li><i>Derive and use addition and subtraction facts for 1 (with decimal numbers to two decimal places).</i></li> </ul>	<p><i>including decimals to two decimal places.</i></p> <ul style="list-style-type: none"> <li>Multiply and divide numbers mentally drawing upon known facts.</li> <li>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.</li> <li>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.</li> <li>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.</li> <li><i>Use estimation/inverse to check answers to calculations; determine, in the context of a problem, an appropriate degree of accuracy.</i></li> <li>Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.</li> <li>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</li> </ul> <p><b>Word Problems</b></p>	<ul style="list-style-type: none"> <li>Compare and order fractions whose denominators are all multiples of the same number (<i>including on a number line</i>).</li> <li>Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.</li> <li>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</li> <li>Add and subtract fractions with denominators that are the same and that are multiples of the same number (<i>using diagrams</i>).</li> <li>Write statements <math>&gt; 1</math> as a mixed number (e.g. <math>\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}</math>).</li> <li>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</li> <li><i>Solve problems involving fractions and decimals to three places.</i></li> <li>Solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{4}{5}</math> and fractions with a denominator of a multiple of 10 or 25.</li> </ul> <p><b>British Values:</b>  <b>Christian Values:</b> achieving and persevering,  <b>Online Safety:</b>  <b>Cross Curricular write:</b></p>	<p>using formal written methods (columnar addition and subtraction).</p> <ul style="list-style-type: none"> <li><i>Solve problems involving fractions and decimals to three places.</i></li> <li>Solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{4}{5}</math> and fractions with a denominator of a multiple of 10 or 25.</li> </ul> <p><b>Percentage</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{4}{5}</math> and fractions with a denominator of a multiple of 10 or 25.</li> </ul> <p><b>Roman Numerals</b></p> <p><b>British Values:</b>  <b>Christian Values:</b> achieving and persevering,  <b>Online Safety:</b>  <b>Cross Curricular write:</b></p>	<ul style="list-style-type: none"> <li><i>Describe positions on the first quadrant of a coordinate grid.</i></li> <li><i>Plot specified points and complete shapes.</i></li> <li>Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</li> </ul> <p><b>British Values:</b>  <b>Christian Values:</b> achieving and persevering,  <b>Online Safety:</b>  <b>Cross Curricular write:</b></p>	<ul style="list-style-type: none"> <li>Measure/calculate the perimeter of composite rectilinear shapes.</li> <li>Calculate and compare the area of rectangle, use standard units square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes.</li> </ul> <p><b>Volume</b></p> <ul style="list-style-type: none"> <li>Estimate (<i>and calculate</i>) volume ((e.g., using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)) and capacity (e.g. using water).</li> <li><i>Understand the difference between liquid volume and solid volume.</i></li> </ul> <p><b>British Values:</b>  <b>Christian Values:</b> achieving and persevering,  <b>Online Safety:</b>  <b>Cross Curricular write:</b></p>
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	<ul style="list-style-type: none"> <li>▪ Add and subtract numbers mentally with increasingly large numbers <i>and decimals to two decimal places</i>.</li> <li>▪ Add and subtract whole numbers with more than 4 digits <i>and decimals with two decimal places</i>, including using formal written methods (columnar addition and subtraction).</li> <li>▪ Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</li> <li>▪ Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</li> <li>▪ <i>Solve addition and subtraction problems involving missing numbers.</i></li> </ul> <p> <b>British Values:</b>  <b>Christian Values:</b> achieving and persevering,  <b>Online Safety:</b>  <b>Cross Curricular write:</b> </p>					
Literacy	<p><b>READING HIGHLIGHTED YELLOW</b></p> <p>           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         </p>					

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's 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

Guided Reading Text:  
Cogheart

#### Autumn 2

Guided Reading Text: Running  
on the Roof of the World.

#### Spring 1

Guided Reading Text:  
SheWolf

#### Spring 2

Guided Reading Text: Mae  
Jemison  
  
The Kid who came from Space

#### Summer 1

Guided Reading Text: Into the  
Volcano

#### Summer 2

Guided Reading Text: The  
Explorer by Katherine Rundell

Can my story entertain  
listeners on the radio?

Novel as a theme- Hugo  
Cabret

Can I portray a character from  
a story over the radio?

Stories from other cultures –  
China – The Kite Rider

Why do you listen to legends  
from the past?

Legends- Beowolf

Can I build suspense in my  
writing?

Science Fiction – from a range  
of texts

Can I write my own version of  
a classic text?

Classic Poetry -  
The Highwayman

Can my poem make people  
laugh?

Classic Text: Jaberwocky  
Text focus: action scene

	<ul style="list-style-type: none"> <li>Create complex sentences by using relative clauses with pronouns who, and where e.g. <i>Sam, <b>who</b> had remembered his wellies, was first to jump in the river. The house, <b>where</b> the robberies had taken place, stood on the hill.</i></li> <li>Use knowledge of root words to understand meanings of words.</li> <li>Apply knowledge of prefixes to understand meaning of new words.</li> <li>Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.</li> <li>Explore themes within and across texts e.g. loss, heroism, friendship.</li> <li>Making comparisons within a text e.g. characters' viewpoints of same events.</li> <li>Read books that are structured in different ways for a range of purposes.</li> <li>Explore the meaning of words in context.</li> <li>Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal.</li> <li>Infer characters feelings, thoughts and motives from their actions and justifying inferences with evidence.</li> <li>Predict what might happen from information stated and implied.</li> <li>Summarise main ideas drawn from more than one paragraph and identifying key details which support this.</li> <li>Explain the effect on the reader of the authors' choice of language.</li> </ul>	<ul style="list-style-type: none"> <li>Use suffixes to understand meanings e.g. <i>-ant, -ance, -ancy, -ent, -ence, -ency, -ible, -able, -ibly, -ably.</i></li> <li>Explore themes within and across texts e.g. <i>other cultures, nature.</i></li> <li>Make comparisons within a text e.g. characters' viewpoints of same events.</li> <li>Express preferences about a wider range of books including modern fiction and traditional stories.</li> <li>Explore meaning of words in context. Explain the effect on the reader of the authors' choice of language.</li> <li>Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal.</li> <li>Infer characters feelings, thoughts and motives from their actions and justify inferences with evidence.</li> <li>Identify how language, structure and presentation contribute to meaning e.g. how letters and stories can persuade.</li> <li>Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs.</li> <li>Create and punctuate complex sentences using <i>-ed</i> openers.</li> <li>Create and punctuate complex sentences using <i>-ing</i> openers</li> <li>Plan their writing by noting and developing ideas.</li> <li>Draw on reading and research.</li> </ul>	<ul style="list-style-type: none"> <li>Explore themes within and across texts e.g. heroism, friend or foe.</li> <li>Check that the text makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals.</li> <li>Explore meaning of words in context.</li> <li>Infer characters feelings, thoughts and motives from their actions and justifying inferences with evidence.</li> <li>Predict what might happen from information stated and implied.</li> </ul> <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> <ul style="list-style-type: none"> <li>Create and punctuate complex sentences using <i>'ed'</i> openers.</li> <li>Identify the audience and purpose.</li> <li>Blending action, dialogue and description within and across paragraphs.</li> <li>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> <li>Assessing the effectiveness of own and others' writing in relation to audience and purpose.</li> </ul> <p>Recognise and spell words with the /i/ sound spelt ei after c e.g. deceive, receive</p> <p><b>Outcome:</b></p>	<ul style="list-style-type: none"> <li>Apply knowledge of prefixes to understand meaning of new words.</li> <li>Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.</li> <li>Recommend books to their peers with reasons for choices.</li> <li>Express preferences about a wider range of books including modern fiction.</li> <li>Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals.</li> <li>Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal.</li> <li>Reread and read ahead to locate clues to support understanding.</li> <li>Summarise main ideas drawn from more than one paragraph and identify key details which support this.</li> <li>Justify opinions and elaborate by referring to the text (Point + Evidence + Explanation).</li> <li>Link ideas across paragraphs using adverbials for time and place and numbers e.g. <i>Several hours later, on a nearby planet.</i></li> <li>Investigate verb prefixes e.g. <i>auto-, tele-, anti-, inter-, trans-</i></li> <li>Identify the audience and purpose.</li> <li>Select the appropriate language and structures.</li> <li>Think how authors develop characters and settings (in</li> </ul>	<ul style="list-style-type: none"> <li>Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.</li> <li>Discuss and evaluate how authors use language including figurative language, considering the impact on the reader.</li> <li>Explore, recognise and use the terms <i>metaphor, simile, imagery.</i></li> <li>Explain the effect on the reader of the authors' choice of language.</li> <li>Explore meaning of words in context.</li> <li>Demonstrate active reading strategies e.g. generate questions to refine thinking, note thoughts in a reading journal.</li> <li>Scan for key words and text mark to locate key information.</li> <li>Identify how language, structure and presentation contribute to meaning.</li> <li>Create and punctuate sentences using simile starters.</li> <li>Select the appropriate language and structures.</li> <li>Use similar writing models</li> <li>Assess the effectiveness of own and others' writing in relation to audience and purpose.</li> <li>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> <li>Link ideas across paragraphs using adverbials for place e.g. <i>On the side of</i></li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Scan for key words and text mark to locate key information.</li> <li>Summarise main ideas drawn from more than one paragraph and identify key details which support this.</li> <li>Analyse the conventions of different types of writing. Discuss and evaluate how authors use language including figurative language, considering the impact on the reader.</li> <li>Explore, recognise and use the terms <i>metaphor, simile, imagery.</i></li> <li>Explain the effect on the reader of the authors' choice of language.</li> <li>Learn a wider range of poems by heart.</li> <li>Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.</li> <li>Create and punctuate complex sentences using simile starters.</li> <li>Using devices to build cohesion.</li> <li>Identify the audience and purpose.</li> <li>Select the appropriate language and structures.</li> <li>Use similar writing models.</li> </ul>
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<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>Justifying opinions and elaborate by referring to the text (Point + Evidence + Explanation).</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>Using similar writing models.</li> <li>Thinking how authors develop characters and settings (in books, films and performances).</li> <li>Blend action, dialogue and description within and across paragraphs.</li> <li>Create and punctuate complex sentences using <i>-ing</i> openers.</li> <li>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> <li>Ensure consistent and correct use of tense throughout a piece of writing.</li> <li>Ensure consistent subject and verb agreement.</li> <li>Proofread for spelling and punctuation errors.</li> </ul> <p><b>Recognise and spell words ending in <i>ant/ance/ancy</i></b></p> <p><b>Outcomes:</b> Modelled: Mechanical man moving narrative.</p> <p>Independent: Same part of the story.</p>	<ul style="list-style-type: none"> <li>Blend action, dialogue and description within and across paragraphs.</li> <li>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> <li>Ensure consistent and correct use of tense throughout a piece of writing.</li> <li>Ensure consistent subject and verb agreement.</li> <li>Think how authors develop characters and settings in books.</li> </ul> <p><b>Recognise and spell words ending in <i>ably/ibly</i></b></p> <p><b>Outcome:</b> Modelled: The First Flight Independent: The First Flight Cross curricular ideas: Story linked to RE.</p> <p><b>Can I write a scene for the Christmas play?</b></p> <p>Note, this is a short unit (2 weeks max)</p> <ul style="list-style-type: none"> <li>Justify opinions and elaborate by referring to the text (Point + Evidence + Explanation).</li> <li>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> <li>Prepare playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.</li> </ul>	<p>Modelled: rewrite the legend of Beowulf Independent: Beowulf Cross curricular ideas: write own Viking legend</p> <p><b>Can my writing persuade others?</b></p> <p><b>Persuasion: Link to Viking Topic or choose a topic that is relevant to the time</b></p> <ul style="list-style-type: none"> <li>Analyse the conventions of different types of writing e.g. formal presentations, persuasion.</li> <li>Scanning for key words and text marking to locate key information.</li> <li>Identifying how language, structure and presentation contribute to meaning e.g. persuasive speech.</li> <li>Explaining the effect on the reader of the authors' choice of language.</li> <li>Preparing formal presentation individually or in groups.</li> <li>Using notes to support presentation of information.</li> <li>Responding to questions generated by a presentation.</li> <li>Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must.</li> <li>Select the appropriate language and structures for audience and purpose.</li> <li>Note and develop ideas.</li> <li>Draw on reading and research.</li> </ul>	<p>books, films and performances).</p> <ul style="list-style-type: none"> <li>Select the appropriate language and structures.</li> <li>Perform own compositions for different audiences using appropriate intonation and volume.</li> </ul> <p><b>Recognise and spell words ending in <i>ent/nce/ency</i></b></p> <p><b>Outcome:</b> Modelled: narrative about seeing an alien. Seeing and creature. Independent: same as modelled. Cross curricular ideas:</p> <p><b>Can I inform and entertain with my newspaper report?</b></p> <ul style="list-style-type: none"> <li>Read books and texts that are structured in different ways for a range of purposes.</li> <li>Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals.</li> <li>Explore meaning of words in context.</li> <li>Demonstrate active reading strategies e.g. generate questions to refine thinking, note thoughts in a reading journal.</li> <li>Scan for key words and text mark to locate key information.</li> <li>Identify how language, structure and presentation contribute to meaning.</li> </ul>	<p><i>the head ... and numbers, e.g. Secondly, ...</i></p> <p><b>Outcomes:</b> Modelled: turn part of the poem into a story. Independent: See modelled. Cross curricular ideas: Link to RE. Pentecost narrative.</p> <p><b>Can we use multiple text types to excite and inform Class 7 about volcanoes?</b></p> <p><b>Hybrid Unit: Volcanoes Focus on explanation texts, with instruction and recount</b></p> <ul style="list-style-type: none"> <li>Analyse the conventions of different types of writing.</li> <li>Read texts that are structured in different ways for a range of purposes.</li> <li>Exploring meaning of words in context.</li> <li>Reread and read ahead to locate clues to support understanding.</li> <li>Scan for key words and text mark to locate key information.</li> <li>Identify how language, structure and presentation contribute to meaning.</li> <li>Discuss and evaluate how authors use language, considering the impact on the reader.</li> <li>Explaining the effect on the reader of the authors' choice of language.</li> <li>Distinguish between statements of fact or opinion within a text.</li> <li>Explain and discuss their understanding of what they have read, including through formal presentations and debates,</li> </ul>	<ul style="list-style-type: none"> <li>Blend action, dialogue and description within and across paragraphs.</li> <li>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> <li>Select the appropriate language and structures.</li> <li>Assess the effectiveness of own and others' writing in relation to audience and purpose.</li> <li>Perform own compositions for different audiences: <ul style="list-style-type: none"> <li>Using appropriate intonation and volume.</li> </ul> </li> </ul> <p><b>Outcome:</b> Modelled: To write a descriptive nonsense poem with action from a different action story based on the Jabberwock Independent: See modelled Cross curricular ideas:</p> <p>To be decided</p> <p><b>Debate/Discussion – Palm Oil – link to geography topic of Brazil.</b></p> <ul style="list-style-type: none"> <li>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes.</li> <li>Prepare formal presentations individually or in groups.</li> <li>Use notes to support presentation of information.</li> <li>Respond to questions generated by a presentation.</li> </ul>
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<p><a href="https://www.literacyshe d.com/redmistake.htm">https://www.literacyshe d.com/redmistake.htm</a></p> <p>Cross curricular ideas: a scientist or an invention in science.</p> <p><b>Non-chronological Report: The Industrial Revolution.</b></p> <p><b>Can I teach C8 about the Industrial Revolution?</b></p> <ul style="list-style-type: none"> <li>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> <li>Read books and texts that are structured in different ways for a range of purposes.</li> <li>Check that the book makes sense to them and demonstrate understanding e.g. <i>through discussion, use of reading journals</i>.</li> <li>Distinguish between statements of fact or opinion within a text.</li> <li>Reread and read ahead to locate clues to support understanding.</li> <li>Scan for key words and text mark to locate key information.</li> <li>Summarise main ideas drawn from more than one paragraph and identify key details which support this.</li> <li>Create and punctuate complex sentences using -ed openers.</li> <li>Create and punctuate complex sentences using -ing openers.</li> <li>Select the appropriate language and structures.</li> </ul>	<p><b>Demarcate complex sentences using commas and explore ambiguity of meaning.</b></p> <ul style="list-style-type: none"> <li>Identify and use brackets and dashes.</li> <li>Identifying the audience and purpose.</li> <li>Select the appropriate language and structures.</li> <li>Note and developing ideas.</li> <li>Think how authors develop characters and settings in films and performances.</li> <li>Assess the effectiveness of own and others' writing in relation to audience and purpose.</li> <li>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> </ul> <p><b>Outcome:</b> Modelled: Christmas play Independent: write their own film script for a play.</p> <p>Cross curricular ideas: Running on the roof of the world – turn into a playscript.</p> <p><b><u>Why does a Haiku have a structure of 5,7,5?</u></b></p> <p><b>Poems with a Structure- Haiku/Limericks – SHORT UNIT WITH CHRISTMAS CARDS</b></p> <ul style="list-style-type: none"> <li>Listen to and discuss a range of poetry which they might not choose to read themselves.</li> <li>Analyse the conventions of different types of writing.</li> <li>Read texts that are structured in different ways for a range of purposes.</li> <li>Learn a wider range of poems by heart.</li> </ul>	<ul style="list-style-type: none"> <li>Select appropriate grammar and vocabulary.</li> <li>Suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> </ul> <p><b>Recognise and spell words containing the letter string ough</b></p> <p><b>Outcome:</b> Modelled: Persuasive speech – battle cry Independent: Persuasive speech. Cross curricular ideas: Link to previous history topic of China.</p> <p><b>Online Safety:</b> fake news, understanding that things are easily changed on the internet, question what is real</p>	<ul style="list-style-type: none"> <li>Distinguish between statements of fact or opinion within a text.</li> <li>Use knowledge of root words to understand meanings of words.</li> <li>Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, subsequently</i>.</li> <li>Link ideas across paragraphs using adverbials for place e.g. <i>On the side of the head ...</i> and numbers, e.g. <i>Secondly, ...</i></li> <li>Selecting the appropriate language and structures.</li> <li>Using similar writing models.</li> <li>Use organisation and presentational devices e.g. headings, sub headings, bullet points, diagrams, text boxes.</li> <li>Proofread for spelling and punctuation errors.</li> </ul> <p><b>Outcome:</b> Modelled: A newspaper article about an alien invasion. Independent: A newspaper recount of the SpaceX descent? Cross curricular ideas: Newspaper article about a Viking king/battle.</p> <p><b>British Values:</b> Individual Liberty Tolerance and Respect Mutual Respect <b>Christian Values:</b> acceptance</p> <p><b>British Values:</b> Individual Liberty, Tolerance and Respect, Mutual Respect</p>	<p>maintaining a focus on the topic and using notes where necessary.</p> <ul style="list-style-type: none"> <li>Prepare formal presentations individually or in groups.</li> <li>Use notes to support presentation of information.</li> <li>Respond to questions generated by a presentation.</li> <li>Justify opinions and elaborate by referring to the text (Point + Evidence + Explanation).</li> <li>Create complex sentences by using relative clauses with pronouns which, and whose e.g. <i>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.</i></li> <li>Plan their writing by: <ul style="list-style-type: none"> <li>Identifying the audience and purpose.</li> <li>Selecting the appropriate language and structures.</li> <li>Noting and developing ideas.</li> <li>Drawing on reading and research.</li> </ul> </li> <li>Using organisation and presentational devices e.g. <i>headings, sub headings, bullet points, diagrams, text boxes.</i></li> <li>Assess the effectiveness of own and others' writing in relation to audience and purpose.</li> <li>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in debates on an issue related to reading.</li> <li>Provide reasoned justifications for their views.</li> </ul> <p>Justify opinions and elaborate by referring to the text (<i>Point + Evidence + Explanation</i>).</p> <ul style="list-style-type: none"> <li>Explore, collect and use modal verbs to indicate degrees of possibility e.g. <i>might, could, shall, will, must</i>.</li> <li>Identify the audience and purpose.</li> <li>Select the appropriate language and structures.</li> <li>Use similar writing models.</li> <li>Use devices to build cohesion, e.g. <i>firstly, furthermore, as a consequence</i>.</li> <li>Select appropriate grammar and vocabulary.</li> <li>Perform own compositions for different audiences: <ul style="list-style-type: none"> <li>Using appropriate intonation and volume.</li> <li>Adding movement.</li> <li>Ensuring meaning is clear</li> </ul> </li> </ul> <p><b>Outcome:</b> Modelled: Should Palm oil be banned? Independent: ? Cross curricular ideas:</p> <p><b>Online Safety:</b> privacy, commenting, photoshop</p> <p><b>British Values:</b> Democracy Individual Liberty Tolerance and Respect Mutual Respect The Rule of Law</p>
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	<ul style="list-style-type: none"> <li>Use similar writing models.</li> <li>Note and developing ideas.</li> <li>Draw on reading and research.</li> <li>Use organisation and presentational devices e.g. <i>headings, sub headings, bullet points, diagrams, text boxes</i>.</li> <li>Proofread for spelling and punctuation errors.</li> <li>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> </ul> <p><b>Outcome:</b> Modelled: NCR on the Industrial Revolution. Independent: NCR on the Industrial Revolution Cross curricular ideas: NCR on forces.</p> <p><b>Christian Values:</b> Acceptance, being honest, forgiveness <b>Online Safety:</b> Vlogs and Instagram links in unit- discuss social media, bullying etc</p> <p><b>Christian Values:</b> self control, forgiveness</p>	<ul style="list-style-type: none"> <li>Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.</li> <li>Explore meaning of words in context.</li> <li>Identify the audience and purpose.</li> <li>Select the appropriate language and structures.</li> <li>Use similar writing models.</li> <li>Note and develop ideas.</li> <li>Assess the effectiveness of own and others' writing in relation to audience and purpose.</li> <li>Suggest changes to vocabulary and to enhance effects.</li> <li>Perform own compositions for different audiences.</li> </ul> <p><b>Outcome:</b> Modelled: Christmas limericks and haikus Independent: A Haiku to put on Christmas card Cross curricular ideas:</p> <p><b>Christian Values:</b> lovely manners <b>Online Safety:</b> privacy, bullying, commenting, photoshop</p>		<p><b>Christian Values:</b> Achieving and persevering, lovely manners, self control</p>	<ul style="list-style-type: none"> <li>Proofread for spelling and punctuation errors.</li> </ul> <p><b>Outcome:</b> 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> <p><b>Christian Values:</b> Lovely manners, acceptance, being honest, self control, forgiveness,</p> <p><b>Online Safety:</b> privacy, bullying, commenting,</p>	<p><b>Christian Values:</b> Achieving and persevering, lovely manners, self control <b>Online Safety:</b></p>
Community		Invite guests to Christmas production. Christmas cards for church.		Easter Cards for Church.	Derian House – Art/craft project	