

## Medium Term Planning – Year 5 Curriculum

YEAR 5	<b>Mayans</b> <b>How did Ancient civilisations develop?</b>	<b>India</b> <b>Where in the World?</b>	<b>Ancient Greeks</b> <b>What did the Greeks do for us?</b>
<b>LITERACY COVERAGE</b>	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
	<u>Narrative</u> Significant authors- Michael Morpurgo <u>Myths &amp; Legends</u> -King Midas	<u>Narrative</u> <u>Stories from another Culture</u> -The Cloud Tea monkeys <u>Film Narrative</u> – The piano	<u>Narrative - Older literature</u> -The Famous Five  <u>Diary</u> - The Trojan Horse
	<u>Non-Fiction</u> <u>Instructions Texts</u> -Mayan Pyramid Text <u>Non Chronological Report</u> - Fairy Penguin Text	<u>Non-Fiction</u> <u>Recount</u> - UFO sighting	<u>Non-Fiction</u> <u>Persuasive Writing</u> -Plymouth Leaflet
	<u>Poetry</u>	<u>Poetry</u> <u>Classic Narrative Poetry</u> -The Highwayman	<u>Poetry – choral performance</u>
<u>Big Writes</u>	<u>Big Writes</u>	<u>Big Writes</u>	

Transcription

Grammar

**Objective: To punctuate accurately**

Develop understanding of writing concepts by:

- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
- Using passive verbs to affect the presentation of information in a sentence.
- Using the perfect form of verbs to mark relationships of time and cause.
- Using expanded noun phrases to convey complicated information concisely.
- Convert nouns and adjectives into verbs using suffixes (-ate, -ise, -ify)
- To use devices to build cohesion within a paragraph (then, after that, this, firstly)

Indicate grammatical and other features by:

- Using commas to clarify meaning or avoid ambiguity in writing.
- Using hyphens to avoid ambiguity.
- Using brackets, dashes or commas to indicate parenthesis.
- Using semi-colons, colons or dashes to mark boundaries between independent clauses.
- Using a colon to introduce a list.
- Punctuating bullet points consistently.

Terminology for pupils

Modal verb, relative pronoun, relative clause, parenthesis, brackets, dash, cohesion, ambiguity

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- Using expanded noun phrases to convey complicated information concisely.
- Using modal verbs or adverbs to indicate degrees of possibility.
- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
- Verb prefixes (dis-, de-, mis-, over- and re -)
- Using modal verbs or adverbs to indicate degrees of possibility.
- To link ideas across paragraphs using adverbials of time (later) place (nearby) number (secondly) or tense choices (he had seen her before)

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Modal verb, relative pronoun, relative clause, parenthesis, brackets, dash, cohesion, ambiguity

	Spelling (See NC Spelling List)	<p><b>Objective: To spell correctly</b></p> <ul style="list-style-type: none"> <li>Use prefixes, applying guidelines for adding them.</li> <li>Spell some words with silent letters (knight, psalm solemn).</li> <li>Distinguish between homophones and other words that are often confused.</li> <li>Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.</li> <li>Use dictionaries to check spelling and meaning of words.</li> <li>Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary.</li> <li>Use a thesaurus.</li> </ul>	<p><b>Objective: To spell correctly</b></p> <ul style="list-style-type: none"> <li>Use prefixes, applying guidelines for adding them.</li> <li>Spell some words with silent letters (knight, psalm solemn).</li> <li>Distinguish between homophones and other words that are often confused.</li> <li>Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.</li> <li>Use dictionaries to check spelling and meaning of words.</li> <li>Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary.</li> <li>Use a thesaurus.</li> </ul>	<p><b>Objective: To spell correctly</b></p> <ul style="list-style-type: none"> <li>Use prefixes, applying guidelines for adding them.</li> <li>Spell some words with silent letters (knight, psalm solemn).</li> <li>Distinguish between homophones and other words that are often confused.</li> <li>Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.</li> <li>Use dictionaries to check spelling and meaning of words.</li> <li>Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary.</li> <li>Use a thesaurus.</li> </ul>
	Presentation	<p><b>Objective: To present neatly.</b></p> <ul style="list-style-type: none"> <li>Write fluently and legibly with a personal style.</li> </ul>	<p><b>Objective: To present neatly.</b></p> <ul style="list-style-type: none"> <li>Write fluently and legibly with a personal style.</li> </ul>	<p><b>Objective: To present neatly.</b></p> <ul style="list-style-type: none"> <li>Write fluently and legibly with a personal style.</li> </ul>
<u>Composition</u>	Purpose	<p><b>Objective: To write with purpose</b></p> <ul style="list-style-type: none"> <li>Identify the audience for writing.</li> <li>Choose the appropriate form of writing using the main features identified in reading.</li> <li>Note, develop and research ideas.</li> <li>Plan, draft, write, edit and improve.</li> </ul>	<p><b>Objective: To write with purpose</b></p> <ul style="list-style-type: none"> <li>Identify the audience for writing.</li> <li>Choose the appropriate form of writing using the main features identified in reading.</li> <li>Note, develop and research ideas.</li> <li>Plan, draft, write, edit and improve.</li> </ul>	<p><b>Objective: To write with purpose</b></p> <ul style="list-style-type: none"> <li>Identify the audience for writing.</li> <li>Choose the appropriate form of writing using the main features identified in reading.</li> <li>Note, develop and research ideas.</li> <li>Plan, draft, write, edit and improve.</li> </ul>
	Imaginative Description	<p><b>Objective: To use imaginative description</b></p> <ul style="list-style-type: none"> <li>Use the techniques that authors use to create characters, settings and plots.</li> <li>Create vivid images by using alliteration, similes, metaphors and personification.</li> <li>Interweave descriptions of characters, settings and atmosphere with dialogue.</li> </ul>	<p><b>Objective: To use imaginative description</b></p> <ul style="list-style-type: none"> <li>Use the techniques that authors use to create characters, settings and plots.</li> <li>Create vivid images by using alliteration, similes, metaphors and personification.</li> <li>Interweave descriptions of characters, settings and atmosphere with dialogue.</li> </ul>	<p><b>Objective: To use imaginative description</b></p> <ul style="list-style-type: none"> <li>Use the techniques that authors use to create characters, settings and plots.</li> <li>Create vivid images by using alliteration, similes, metaphors and personification.</li> <li>Interweave descriptions of characters, settings and atmosphere with dialogue.</li> </ul>

	<b>Organisation</b>	<p><b>Objective: To organise writing appropriately and use paragraphs</b></p> <ul style="list-style-type: none"> <li>• Guide the reader by using a range of organisational devices, including a range of connectives.</li> <li>• Choose effective grammar and punctuation and propose changes to improve clarity.</li> <li>• Ensure correct use of tenses throughout a piece of writing.</li> <li>• Write paragraphs that give the reader a sense of clarity.</li> <li>• Write paragraphs that make sense if read alone.</li> <li>• Write cohesively at length.</li> </ul>	<p><b>Objective: To organise writing appropriately and use paragraphs</b></p> <ul style="list-style-type: none"> <li>• Guide the reader by using a range of organisational devices, including a range of connectives.</li> <li>• Choose effective grammar and punctuation and propose changes to improve clarity.</li> <li>• Ensure correct use of tenses throughout a piece of writing.</li> <li>• Write paragraphs that give the reader a sense of clarity.</li> <li>• Write paragraphs that make sense if read alone.</li> <li>• Write cohesively at length.</li> </ul>	<p><b>Objective: To organise writing appropriately and use paragraphs</b></p> <ul style="list-style-type: none"> <li>• Guide the reader by using a range of organisational devices, including a range of connectives.</li> <li>• Choose effective grammar and punctuation and propose changes to improve clarity.</li> <li>• Ensure correct use of tenses throughout a piece of writing.</li> <li>• Write paragraphs that give the reader a sense of clarity.</li> <li>• Write paragraphs that make sense if read alone.</li> <li>• Write cohesively at length.</li> </ul>
	<b>Sentence Construction</b>	<p><b>Objective: To use sentences appropriately</b> Write sentences that include:</p> <ul style="list-style-type: none"> <li>• relative clauses</li> <li>• modal verbs</li> <li>• relative pronouns</li> <li>• brackets</li> <li>• parenthesis</li> <li>• a mixture of active and passive voice</li> <li>• a clear subject and object</li> <li>• hyphens, colons and semi colons</li> <li>• bullet points.</li> </ul>	<p><b>Objective: To use sentences appropriately</b> Write sentences that include:</p> <ul style="list-style-type: none"> <li>• relative clauses</li> <li>• modal verbs</li> <li>• relative pronouns</li> <li>• brackets</li> <li>• parenthesis</li> <li>• a mixture of active and passive voice</li> <li>• a clear subject and object</li> <li>• hyphens, colons and semi colons</li> <li>• bullet points.</li> </ul>	<p><b>Objective: To use sentences appropriately</b> Write sentences that include:</p> <ul style="list-style-type: none"> <li>• relative clauses</li> <li>• modal verbs</li> <li>• relative pronouns</li> <li>• brackets</li> <li>• parenthesis</li> <li>• a mixture of active and passive voice</li> <li>• a clear subject and object</li> <li>• hyphens, colons and semi colons</li> <li>• bullet points.</li> </ul>
<b>Analyse and Presentation</b>	<b>Analysis</b>	<p><b>Objective: To analyse writing</b> Use and understand grammatical terminology when discussing writing and reading:</p> <ul style="list-style-type: none"> <li>• relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.</li> </ul>	<p><b>Objective: To analyse writing</b> Use and understand grammatical terminology when discussing writing and reading:</p> <ul style="list-style-type: none"> <li>• relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.</li> </ul>	<p><b>Objective: To analyse writing</b> Use and understand grammatical terminology when discussing writing and reading:</p> <ul style="list-style-type: none"> <li>• relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.</li> </ul>
	<b>Presentation</b>	<p><b>Objective: To present writing</b></p> <ul style="list-style-type: none"> <li>• Perform compositions, using appropriate intonation and volume.</li> </ul>	<p><b>Objective: To present writing</b></p> <ul style="list-style-type: none"> <li>• Perform compositions, using appropriate intonation and volume.</li> </ul>	<p><b>Objective: To present writing</b></p> <ul style="list-style-type: none"> <li>• Perform compositions, using appropriate intonation and volume.</li> </ul>

<b>Reading</b>	<b>Essential Opportunities</b>			
	<ul style="list-style-type: none"> <li>• Read and listen to a wide range of styles of text, including fairy stories, myths and legends.</li> <li>• Listen to and discuss a wide range of texts.</li> <li>• Learn poetry by heart.</li> <li>• Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.</li> </ul>		<ul style="list-style-type: none"> <li>• Take part in conversations about book</li> <li>• Learn a wide range of poetry by heart.</li> <li>• Use the school and community libraries.</li> <li>• Look at classification systems.</li> <li>• Look at books with a different alphabet to English.</li> <li>• Read and listen to whole books.</li> </ul>	
	<b>Accuracy</b>	<b>Objective: To read words accurately</b> <ul style="list-style-type: none"> <li>• Apply knowledge of root words, prefixes and suffixes.</li> </ul> (Note: this should be through normal reading rather than direct teaching.)	<b>Objective: To read words accurately</b> <ul style="list-style-type: none"> <li>• Apply knowledge of root words, prefixes and suffixes.</li> </ul> (Note: this should be through normal reading rather than direct teaching)	<b>Objective: To read words accurately</b> <ul style="list-style-type: none"> <li>• Apply knowledge of root words, prefixes and suffixes.</li> </ul> (Note: this should be through normal reading rather than direct teaching.)
<b>Understanding Texts</b>	<b>Objective: To understand texts</b> <ul style="list-style-type: none"> <li>• Recommend books to peers, giving reasons for choices.</li> <li>• Identify and discuss themes and conventions in and across a wide range of writing.</li> <li>• Make comparisons within and across books.</li> <li>• Learn a wide range of poetry by heart.</li> <li>• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> <li>• Check that the book makes sense, discussing understanding and exploring the meaning of words in context.</li> <li>• Ask questions to improve understanding.</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Predict what might happen from details stated and implied.</li> <li>• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>• Retrieve and record information from non-fiction.</li> <li>• Participate in discussion about books, taking turns and listening and responding to what others say.</li> </ul>	<b>Objective: To understand texts</b> <ul style="list-style-type: none"> <li>• Recommend books to peers, giving reasons for choices.</li> <li>• Identify and discuss themes and conventions in and across a wide range of writing.</li> <li>• Make comparisons within and across books.</li> <li>• Learn a wide range of poetry by heart.</li> <li>• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> <li>• Check that the book makes sense, discussing understanding and exploring the meaning of words in context.</li> <li>• Ask questions to improve understanding.</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Predict what might happen from details stated and implied.</li> <li>• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>• Retrieve and record information from non-fiction.</li> <li>• Participate in discussion about books, taking turns and listening and responding to what others say.</li> </ul>	<b>Objective: To understand texts</b> <ul style="list-style-type: none"> <li>• Recommend books to peers, giving reasons for choices.</li> <li>• Identify and discuss themes and conventions in and across a wide range of writing.</li> <li>• Make comparisons within and across books.</li> <li>• Learn a wide range of poetry by heart.</li> <li>• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> <li>• Check that the book makes sense, discussing understanding and exploring the meaning of words in context.</li> <li>• Ask questions to improve understanding.</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Predict what might happen from details stated and implied.</li> <li>• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>• Retrieve and record information from non-fiction.</li> <li>• Participate in discussion about books, taking turns and listening and responding to what others say.</li> </ul>	

	<b>Listening</b>	<p><b>Objective: To listen carefully and understand</b></p> <ul style="list-style-type: none"> <li>Understand how to answer questions that require more than a yes/no or single sentence response.</li> <li>Recognise and explain some idioms</li> <li>Understand irony (when it is obvious).</li> </ul>	<p><b>Objective: To listen carefully and understand</b></p> <ul style="list-style-type: none"> <li>Understand how to answer questions that require more than a yes/no or single sentence response.</li> <li>Recognise and explain some idioms</li> <li>Understand irony (when it is obvious).</li> </ul>	<p><b>Objective: To listen carefully and understand</b></p> <ul style="list-style-type: none"> <li>Understand how to answer questions that require more than a yes/no or single sentence response.</li> <li>Recognise and explain some idioms</li> <li>Understand irony (when it is obvious).</li> </ul>
<b>Communication</b>	<b>Developing vocabulary</b>	<p><b>Objective: To develop a wide and interesting vocabulary</b></p> <ul style="list-style-type: none"> <li>Use adventurous and sophisticated vocabulary.</li> <li>Explain the meaning of words, offering alternatives.</li> <li>Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity.</li> </ul>	<p><b>Objective: To develop a wide and interesting vocabulary</b></p> <ul style="list-style-type: none"> <li>Use adventurous and sophisticated vocabulary.</li> <li>Explain the meaning of words, offering alternatives.</li> <li>Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity.</li> </ul>	<p><b>Objective: To develop a wide and interesting vocabulary</b></p> <ul style="list-style-type: none"> <li>Use adventurous and sophisticated vocabulary.</li> <li>Explain the meaning of words, offering alternatives.</li> <li>Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity.</li> </ul>
	<b>Speaking</b>	<p><b>Objective: To speak with clarity</b></p> <ul style="list-style-type: none"> <li>Vary the length and structure of sentences.</li> <li>Ask questions and make suggestions to take an active part in discussions.</li> <li>Comment on the grammatical structure of a range of spoken and written accounts.</li> </ul>	<p><b>Objective: To speak with clarity</b></p> <ul style="list-style-type: none"> <li>Vary the length and structure of sentences.</li> <li>Ask questions and make suggestions to take an active part in discussions.</li> <li>Comment on the grammatical structure of a range of spoken and written accounts.</li> </ul>	<p><b>Objective: To speak with clarity</b></p> <ul style="list-style-type: none"> <li>Vary the length and structure of sentences.</li> <li>Ask questions and make suggestions to take an active part in discussions.</li> <li>Comment on the grammatical structure of a range of spoken and written accounts.</li> </ul>
	<b>Story Telling</b>	<p><b>Objective: To tell stories with structure</b></p> <ul style="list-style-type: none"> <li>Narrate detailed and exciting stories.</li> <li>Use the conventions and structure appropriate to the type of story being told.</li> <li>Interweave action, character descriptions, settings and dialogue.</li> </ul>	<p><b>Objective: To tell stories with structure</b></p> <ul style="list-style-type: none"> <li>Narrate detailed and exciting stories.</li> <li>Use the conventions and structure appropriate to the type of story being told.</li> <li>Interweave action, character descriptions, settings and dialogue.</li> </ul>	<p><b>Objective: To tell stories with structure</b></p> <ul style="list-style-type: none"> <li>Narrate detailed and exciting stories.</li> <li>Use the conventions and structure appropriate to the type of story being told.</li> <li>Interweave action, character descriptions, settings and dialogue.</li> </ul>
	<b>Conversation</b>	<p><b>Objective: To hold conversations and debates</b></p> <ul style="list-style-type: none"> <li>Negotiate and compromise by offering alternatives.</li> <li>Debate, using relevant details to support points.</li> <li>Offer alternative explanations when others don't understand.</li> </ul>	<p><b>Objective: To hold conversations and debates</b></p> <ul style="list-style-type: none"> <li>Negotiate and compromise by offering alternatives.</li> <li>Debate, using relevant details to support points.</li> <li>Offer alternative explanations when others don't understand.</li> </ul>	<p><b>Objective: To hold conversations and debates</b></p> <ul style="list-style-type: none"> <li>Negotiate and compromise by offering alternatives.</li> <li>Debate, using relevant details to support points.</li> <li>Offer alternative explanations when others don't understand.</li> </ul>

**Autumn Term 1**

NPV.58 Understand place value in 5-digit numbers by creating 5-digit numbers, placing them on a number line and solving place value additions and subtractions  
 NPV.59 Order and compare 5-digit numbers and say a number between  
 WAS.54 Use column addition to add two 4-digit numbers with answers > 10000  
 MAS.28 Add/subtract 2-digit numbers to/from 2-digit numbers by counting on/back  
 MAS.31 Add pairs of 2-digit numbers with a total  $\leq 198$   
 MAS.33 Subtract 2-digit from 2-digit numbers by counting up  
 MAS.15 Use number facts to 10 to solve problems including word problems  
 MAS.49 Count up to subtract any 3-digit from 3-digit number  
 MAS.60 Use counting up to subtract 4-digit numbers from near multiples of 1000  
 MAS.56 Use mental strategies to add 2-digit, 3-digit and 4-digit numbers  
 NPV.33 Understand place value in 3-digit numbers by creating 3-digit numbers, placing them on a number line and solving place value additions and subtractions  
 DPE.60 Match 2-place decimals to 1/100s, using a place value grid  
 DPE.61 Use place value to multiply and divide numbers by 10 and 100, involving 2-place decimals  
 DPE.62 Use place value to add and subtract  $0 \cdot 1$  and  $0 \cdot 01$  to and from decimal numbers  
 MMD.41 Use doubling and halving to multiply and divide by 4 and 8 and solve correspondence problems  
 MMD.65 Use advanced mental multiplication strategies  
 MEA.63 Read, write and convert time between analogue and digital 12 and 24 hour clocks  
 MEA.52 Compare durations of events to calculate the time taken by particular events or tasks  
 MEA.55 Use 24 hour clocks  
 MEA.65 Convert between different units of measure, e.g. kilometres to metres, metres to centimetres, etc.  
 MEA.67 Measure and calculate the perimeter of composite rectilinear shapes in m/cm

**Spring Term 1**

NPV.63 Understand place value in 6-digit numbers by creating 6-digit numbers, placing them on a number line and solving place value additions and subtractions  
 NPV.64 Order and compare 6-digit numbers and say a number between  
 NPV.62 Understand the effect of multiplying or dividing a given number by 10, 100 or 1000; answers < 100000 and with not more than 2 decimal places  
 DPE.65 Multiply and divide numbers by 10 and 100 to give 1- or 2-place decimal answers  
 DPE.62 Use place value to add and subtract  $0 \cdot 1$  and  $0 \cdot 01$  to and from decimal numbers  
 DPE.64 Round 1- and 2-place decimals up and down to the nearest whole number  
 DPE.66 Round 2-place decimals up or down to the nearest tenth  
 MAS.56 Use mental strategies to add 2-digit, 3-digit and 4-digit numbers  
 MAS.62 Add any pair of 1-place decimals  
 MAS.63 Work out what number to add to a 2-place decimal to make the next whole number  
 MAS.58 Understand addition and subtraction as inverses of each other and use this to find relationships  
 MAS.60 Use counting up to subtract 4-digit numbers from near multiples of 1000  
 MAS.50 Subtract 4-digit from 4-digit multiples of 1000 by counting up  
 WAS.58 Use expanded or compact decomposition to subtract numbers with up to 4-digits (harder)  
 MMD.62 Apply divisibility tests for 2, 3, 4, 5, 6, 9, 10 and 25  
 MMD.61 Identify factors and multiples, and begin to find common factors  
 MMD.55 Use mental strategies to solve multiplications including multiplying by 0 and 1, dividing by 1, multiplying together three numbers  
 MMD.57 Use mental strategies to solve divisions including dividing by 1  
 MMD.66 Use efficient mental division strategies to divide large numbers  
 NPV.68 Identify all the prime numbers less than 100 using Eratosthenes sieve  
 NPV.67 Identify square numbers up to 100, understand concept of a square root, relate square roots to square numbers

**Summer Term 1**

MAS.68 Use place value to add near integers including amounts of money  
 MAS.65 Use mental strategies to add amounts of money with 2 decimal places  
 MAS.66 Use number facts to add several amounts of money  
 MAS.67 Use counting up strategies to quickly calculate change  
 MAS.69 Use place value to subtract near integers including amounts of money  
 DPE.64 Round 1- and 2-place decimals up and down to the nearest whole number  
 FRP.65 Multiply fractions by whole numbers  
 FRP.66 Use the grid method to multiply mixed numbers by integers  
 WMD.63 Use short multiplication to multiply 3-digit numbers by 1-digit numbers  
 WMD.64 Use short multiplication to multiply 4-digit numbers by 1-digit numbers  
 WMD.70 Use long multiplication to multiply 2-digit and 3-digit numbers by 2-digit numbers (friendly numbers)  
 WMD.65 Begin to use long multiplication to multiply 2-digit and 3-digit numbers by teens numbers  
 DPE.68 Match 1-, 2- and 3-place decimals to 1/10s, 1/100s and 1/1000s, using a place value grid  
 DPE.70 Read, write and order 3-place decimals using a number line  
 DPE.72 Order and compare 3-place decimal numbers and write a number in between  
 DPE.69 Divide numbers by 10, 100 and 1000 to get answers with 3 decimal places, using a place value grid  
 DPE.68 Match 1-, 2- and 3-place decimals to 1/10s, 1/100s and 1/1000s, using a place value grid  
 DPE.70 Read, write and order 3-place decimals using a number line  
 DPE.72 Order and compare 3-place decimal numbers and write a number in between  
 DPE.69 Divide numbers by 10, 100 and 1000 to get answers with 3 decimal places, using a place value grid  
 DPE.64 Round 1- and 2-place decimals up and down to the nearest whole number  
 DPE.66 Round 2-place decimals up or down to the nearest tenth  
 NPV.55 Locate negative numbers on a number line and relate to temperature  
 NPV.56 Find numbers more or less than a given negative number and relate to temperature

WAS.48 Use expanded decomposition to subtract 3-digit from 3-digit numbers  
WAS.50 Use compact decomposition to subtract 3-digit from 3-digit numbers  
WAS.55 Use expanded or compact decomposition to subtract numbers with up to 4-digits (easier)  
MAS.49 Count up to subtract any 3-digit from 3-digit number  
MAS.55 Subtract 3-digit from 4-digit numbers by counting up  
MAS.67 Use counting up strategies to quickly calculate change

#### **Autumn Term 2**

MMD.62 Apply divisibility tests for 2, 3, 4, 5, 6, 9, 10 and 25  
MMD.63 Recognise common factors and relate these to common multiples  
MMD.61 Identify factors and multiples, and begin to find common factors  
FRP.55 Compare and order unit fractions and related fractions, using fraction walls and strips  
FRP.63 Place mixed fractions on a number line to compare fractions with the same denominator  
FRP.58 Use equivalent fractions to reduce any given fraction to its simplest form  
MMD.58 Understand multiplication and division as inverses of each other and use this to find relationships  
MMD.60 Multiply and divide multiples of 10, 100 and 1000 by 1-digit numbers  
WMD.49 Multiply 3-digit by 1-digit numbers using the ladder method  
WMD.60 Use the ladder method to multiply 4-digit by 1-digit numbers  
WMD.52 Divide 3-digit by 1-digit numbers using a written method drawn from mental strategies with integer remainders and answers < 50  
WMD.58 Divide 3-digit by 1-digit numbers using a written method drawn from mental strategies with answers > 50, and give answers as appropriate  
WMD.47 Divide numbers just beyond the tables, with remainders given as fractions where the fraction is obvious

GPS.58 Recognise that an equilateral triangle is a regular polygon with angles of 60°  
GPS.57 Compare and classify triangles, according to their properties  
MEA.37 Read relevant scales to the nearest numbered unit  
MEA.43 Measure, compare, add and subtract weights (masses) using kg/g  
MEA.65 Convert between different units of measure, e.g. kilometres to metres, metres to centimetres, etc.  
MEA.70 Recognise and estimate volume and capacity using ccs and ml  
STA.61 Interpret and present continuous data using line graphs  
WAS.62 Use column addition to add pairs of 2-place decimals, including amounts of money  
WAS.63 Use counting up on a number line to subtract 2-place decimals from 2-place decimals

#### **Spring Term 2**

WMD.56 Use the grid method to multiply 2-digit by 2-digit numbers and solve problems in which n objects are connected to m objects (distributive law)  
WMD.61 Use short division to divide 3-digit by 1-digit numbers with no remainders  
WMD.59 Understand when it is appropriate to round up or down after division  
WMD.62 Use short division to divide 3-digit by 1-digit numbers with integer remainders  
WMD.61 Use short division to divide 3-digit by 1-digit numbers with no remainders  
WMD.63 Use short multiplication to multiply 3-digit numbers by 1-digit numbers  
WMD.64 Use short multiplication to multiply 4-digit numbers by 1-digit numbers  
FRP.62 Understand fractions as operators and relate this to division; find non-unit fractions of large numbers  
GPS.24 Understand that 2D shapes with straight sides are polygons and so identify polygons  
GPS.42 Identify parallel and perpendicular lines in 2D shapes  
GPS.56 Compare and classify acute and obtuse angles; order angles up to 180°

GPD.55 Describe positions on a 2-dimensional grid as co-ordinates (1st quadrant)  
GPD.57 Plot points and draw sides to complete a polygon on a co-ordinate grid (1st quadrant)  
GPD.66 Identify and describe the position of a shape on a co-ordinate grid following a translation  
GPD.67 Identify and describe the position of a shape on a co-ordinate grid following a reflection  
GPD.71 Describe positions on a full co-ordinate grid  
GPD.72 Draw and translate simple shapes; reflect shapes in the axes  
GPS.67 Draw and construct 2D shapes with given dimensions and angles  
GPS.71 Know and use the properties of a square and rectangle and deduce related facts  
GPS.38 Make cuboids, cubes, tetrahedra and pyramids from nets  
GPS.63 Identify cubes and cuboids from 2D representations  
GPS.69 Identify 3D shapes from 2D representations  
WAS.65 Use compact column addition to add two or three 5-digit numbers  
WAS.68 Use column addition to add several numbers with up to 5-digits  
WAS.67 Use column subtraction to subtract 5-digit from 5-digit numbers, where there are not more than two 0s in the larger number  
WAS.70 Choose an appropriate written method to solve subtraction problems

**GPS.54** Estimate and measure angles, recognising that they are measured in degrees

**GPS.55** Use a protractor to measure angles, including of a given size

**GPS.56** Compare and classify acute and obtuse angles; order angles up to 180°

**GPS.65** Draw a specified given angle and measure it in degrees

**GPS.68** Compare angles up to 360°, including reflex angles

**GPS.61** Recognise and identify angles that are multiples of 90°

**GPS.62** Recognise that angles on a straight line total 180° and angles round a point total 360°

**GPS.72** Know and use the terms radius and diameter; identify the radius and diameter of different circles

**GPS.73** Draw circles and arcs, including using compasses

**GPS.74** Draw circles and arcs with a given radius

**GPS.70** Find missing angles using angles round a point = 360° or angles on a straight line = 180°

NPV.58 Understand place value in 5-digit numbers by creating 5-digit numbers, placing them on a number line and solving place value additions and subtractions

NPV.61 Round 5-digit numbers up or down to the nearest 10, 100, 1000 or 10000

DPE.59 Locate and write 2- place decimals on a number line using length as a context

DPE.64 Round 1- and 2-place decimals up and down to the nearest whole number

DPE.63 Order and compare 1- and 2-place decimals and find a number between

FRP.58 Use equivalent fractions to reduce any given fraction to its simplest form

FRP.60 Recognise the equivalence of simple fractions and decimals

MAS.56 Use mental strategies to add 2-digit, 3-digit and 4-digit numbers

MAS.59 Add and subtract larger numbers using place value and number facts

MAS.55 Subtract 3-digit from 4-digit numbers by counting up

MAS.61 Use counting up as an efficient mental strategy with minimal jottings

MAS.58 Understand addition and subtraction as inverses of each other and use this to find relationships

GPS.68 Compare angles up to 360°, including reflex angles

GPS.59 Compare and classify quadrilaterals according to their properties

GPS.62 Recognise that angles on a straight line total 180° and angles round a point total 360°

GPS.64 Distinguish between regular and irregular polygons based on reasoning about equal sides and angles

MEA.29 Choose and use appropriate standard units to measure lengths and heights in any direction

MEA.30 Choose and use appropriate standard units to measure weights (mass)

MEA.31 Choose and use appropriate standard units to measure capacities

MEA.69 Understand and use basic equivalences between metric and imperial units; express these in approximate terms

FRP.48 Count in fractions, including equivalents

FRP.63 Place mixed fractions on a number line to compare fractions with the same denominator

FRP.64 Convert mixed numbers to improper fractions and vice versa

FRP.65 Multiply fractions by whole numbers

WAS.55 Use expanded or compact decomposition to subtract numbers with up to 4-digits (easier)

WAS.58 Use expanded or compact decomposition to subtract numbers with up to 4-digits (harder)

WAS.56 Use column addition to add several numbers with up to 4-digits with answers > 10000

WAS.64 Use column addition to add several numbers with up to 4-digits

## Summer Term 2

MMD.61 Identify factors and multiples, and begin to find common factors

FRP.60 Recognise the equivalence of simple fractions and decimals

FRP.68 Use equivalence to compare and order fractions that don't have the same denominator but are related

FRP.69 Use equivalence to add and subtract related fractions

FRP.65 Multiply fractions by whole numbers

FRP.66 Use the grid method to multiply mixed numbers by integers

WMD.62 Use short division to divide 3-digit by 1-digit numbers with integer remainders

WMD.67 Use short division to divide 4-digit by 1-digit numbers (harder numbers) with integer remainders

WMD.69 Understand that division can result in integer remainders, mixed numbers (e.g. 34 1/4), or answers accurate to one or two decimal places

WMD.65 Begin to use long multiplication to multiply 2-digit and 3-digit numbers by teens numbers

WMD.66 Begin to use long multiplication to multiply 4-digit numbers by teens numbers

MEA.66 Calculate and compare areas of squares and rectangles using standard units

MEA.67 Measure and calculate the perimeter of composite rectilinear shapes in m/cm

MEA.68 Estimate the area of irregular shapes using standard units

MEA.70 Recognise and estimate volume and capacity using cc and ml

DPE.67 Recognise the % symbol; understand what percentage means (fraction with a denominator of 100)

DPE.71 Relate percentages to fractions and find 10%, 20% and other easy percentages of whole numbers or amounts of money (whole pounds)

DPE.73 Understand equivalence between fractions, percentages and decimals e.g. 13% =  $0 \cdot 13 = 13/100$

FRP.60 Recognise the equivalence of simple fractions and decimals

NPV.69 Read Roman numerals to 1000 (M) and recognise dates

STA.61 Interpret and present continuous data using line graphs

STA.71 Solve comparison, sum and difference problems using information presented in line graphs

WAS.56 Use column addition to add several numbers with up to 4-digits with answers > 10000  
NPV.33 Understand place value in 3-digit numbers by creating 3-digit numbers, placing them on a number line and solving place value additions and subtractions  
WMD.48 Multiply 3-digit by 1-digit numbers using the grid method  
WMD.49 Multiply 3-digit by 1-digit numbers using the ladder method  
WMD.56 Use the grid method to multiply 2-digit by 2-digit numbers and solve problems in which n objects are connected to m objects (distributive law)  
WMD.58 Divide 3-digit by 1-digit numbers using a written method drawn from mental strategies with answers > 50, and give answers as appropriate  
MMD.57 Use mental strategies to solve divisions including dividing by 1  
MMD.60 Multiply and divide multiples of 10, 100 and 1000 by 1-digit numbers  
MMD.37 Understand division as the inverse of multiplication

STA.60 Use a line graph to compare changes in temperature over time  
STA.62 Solve comparison and difference problems using information presented in line graphs  
STA.65 Complete, read and interpret information in timetables  
MEA.52 Compare durations of events to calculate the time taken by particular events or tasks  
WMD.68 Solve problems involving multiplication and division including scaling by simple fractions and problems involving simple rates  
MMD.67 Use common factors and multiples to develop multiplication strategies with numbers  $\leq 1000$

### **Key vocabulary for geography in Years 5&6**

Climate zones, biomes & vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.  
Settlements, land use, trade links, distribution of natural resources, including energy, food, minerals and water supplies.  
North, south, east & west. North east, south east, south east, south west.  
Create maps to show Climate zones, population densities height of land.

### **Key vocabulary for history in Years 5 & 6.**

Dates, time period, era, chronology, continuity, change, century, decade, legacy  
Show an awareness of propaganda  
Describe the social, ethnic, cultural and religious diversity of past society  
Describe the features of the past including ideas, beliefs, attitudes and experiences of men, women and children.  
Identify periods of rapid change

**Who were the Mayans?**

**Objective: To investigate places**

- Identify and describe how the physical features affect the human activity within a location.
- Name and locate the countries of North and South America and identify their main physical and human characteristics

**To communicate geographically**

Describe and understand key aspects of:

- **physical geography**, including: climate zones, mountains, volcanoes and earthquakes and the water cycle.

**An Indian Village**

**Objective: To investigate places**

- To understand geographical similarities and differences in a non-European country.

**Objective: to investigate places**

- Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.

**Fair Trade**

**To investigate patterns**

- Describe how countries and geographical regions are interconnected and interdependent.
- Describe geographical diversity across the world.
- Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
- Understand some of the reasons for geographical similarities and differences between countries.
- Describe how locations around the world are changing and explain some of the reasons for change.
- 

**To communicate geographically**

Describe and understand key aspects of:

- **human geography**, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.
- Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.

**Ancient Greece**

**Objective: to investigate places**

- Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. (Ancient Greek Empire)

**Mayans****Objective: To investigate**

A non-European society that provides contrasts with British history.

**Objective: To investigate and interpret the past**

- Seek out and analyse a wide range of evidence in order to justify claims about the past.
- Understand that no single source of evidence gives the full answer to questions about the past.

**Objective: To communicate historically**

Use appropriate historical vocabulary to communicate, including:

- dates
- time period
- era
- chronology
- change
- century
- decade
- Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.

Use original ways to present information

**Ancient Greece****Objective: To investigate and interpret the past**

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- Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.  
Use original ways to present information

**Living Things in their Habitat**  
**Animals Including Humans**

**Objective: To work scientifically**

- Plan enquiries, including recognising and controlling variables where necessary.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.
- Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.

**Properties and Changes of Materials**

**Objective: To work scientifically**

- Plan enquiries, including recognising and controlling variables where necessary.
- Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.
- Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.
- Present findings in written form, displays and other presentations.
- Use test results to make predictions to set up further comparative and fair tests.
- Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.

**Earth and Space**

**Forces**

**Objective: To work scientifically**

- Plan enquiries, including recognising and controlling variables where necessary.
- Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.
- Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.
- Present findings in written form, displays and other presentations.
- Use test results to make predictions to set up further comparative and fair tests.
- Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.

**Objective: To investigate living things**

- 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

**Objective: To understand animals and humans**

- Describe the changes as humans develop from birth to old age. (Compare with other animals)

- Describe magnets as having two poles.
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.
- Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets.
- Understand how 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, oxidation and the action of acid on bicarbonate of soda.

**Objective: To understand the Earth's movement in space**

- Describe the movements 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.

**Objective: To understand movement, forces and magnets**

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces.
- Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.
- Understand that some mechanisms, as gears, pulleys, levers and springs, allow a smaller force to have a greater effect.

Plymouth Agreed Syllabus

**Unit 2.1 What does it mean if Christians believe God is holy and loving?**

- \*Identify some different types of biblical texts
- \*Explain connections between biblical texts and Christian ideas
- \*Make connections between Bible texts and about what Christians believe
- \*Show how Christians put their beliefs into practice in worship
- \*Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today.

**Unit 2.8 What does it mean to be a Muslim in Britain today?**

- \*Explain Muslim beliefs about God
- \*Describe ways in which Muslim sources guide Muslim living
- \*Make connections between Muslim beliefs and Ibadah
- \*Give evidence to show how Muslims put their beliefs into practice in different ways
- Make connections between Muslim beliefs studied and Muslim ways of living today
- \*Consider the value of submission, obedience, generosity, self-control and worship in their lives of Muslims today.

Plymouth Agreed Syllabus

**Unit 2.3 Why do Christians believe Jesus was the messiah?**

- \*Explain the place of incarnation and Messiah within the 'big story' of the Bible
- \*Identify Gospel and prophecy texts
- Make connections between biblical texts, incarnation and Messiah
- \*Show how Christians put their beliefs about Jesus's incarnation into practice
- \*Comment on the idea that Jesus is the Messiah makes sense in the wider story of the Bible
- \*Consider the idea of Jesus as the Messiah to the world today

**Unit 2.9 Why is the Torah so important to Jewish people?**

- \*Identify and explain Jewish beliefs about God
- \*Give examples of texts that say what God is like
- \*Make connections between Jewish beliefs and the Torah
- \*Make connections between Jewish Commandments and how Jews live
- \*Consider how Jewish people put their beliefs in practice in different ways
- \*Make connections between Jewish beliefs and how they are important to Jewish people today

Plymouth Agreed Syllabus

**Unit 2.4 Christians and how to live: 'What would Jesus do?'**

- \*Identify features of Gospel texts
- \*Suggest meanings of Gospel texts
- \*Make connections between Gospel texts
- \*Make connections between Christian teachings and the issues, problems and opportunities in the world today
- \*Articulate own responses to what they have learned.

**Unit 2.10 What matters most to Humanists and Christians?**

- \*Identify beliefs about why people are good and bad
- \*Make links with sources of authority that tell people how to be good
- \*Make connections between Christian and Humanist ideas
- \*Suggest why it might be useful to follow a moral code
- \*Consider questions about how and why people should be good
- \*Make connections between the values studied and their own lives.

**Unit 5.1 Developing an interactive game**

**We are game developers (Switched on Computing 5.1)**

- I can create original artwork and sound for a game
- I can design and create a computer program for a computer game, which uses sequence, selection, repetition with variables and various forms of input and output.**
- I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs**
- I can make a series of small changes to improve my game

**Unit 5.2 Cracking Codes**

**We are Cryptographers (Switched on Computing 5.2)**

- I am familiar with semaphore and Morse code
- I can understand the need for private messages to be encrypted
- I understand encrypt and decrypt messages in simple ciphers
- I can appreciate the need to use complex passwords and to keep them secure
- I can understand how encryption works on the web

**I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.**

**Unit 5.3: Fusing Geometry and Art**

**We are Artists (Switched on Computing 5.3)**

- I can develop an appreciation of the links between geometry and art
- I can become familiar with the tools and techniques of a vector graphics package
- I can develop an understanding of turtle graphics
- I can experiment with tools available,
- I can refine and develop my work
- I can set my own criteria to evaluate it
- I can accept and act on feedback from peers
- I can develop some awareness of computer-generated art, in particular fractal-based landscapes.

**I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.**

**Unit 5.6 Creating a virtual space**

**We are architects (Switched on Computing 5.6)**

- I can understand the work of architects, designers and engineers working in 3D
- I can develop a familiarity with a simple CAD (computer added design) tool
- I can develop a social awareness by exploring and experimenting with a 3D virtual environment
- I can develop an aesthetic awareness

**I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.**

**PoaP Unit:** More Complex Switches and **Monitoring and Control (Electrical Systems)**

### Key learning in design and technology

#### Prior learning

- Understanding of the essential characteristics of a series circuit and experience of creating a battery-powered, functional, electrical product.
- Initial experience of using computer control software and an interface box or a standalone box, e.g. writing and modifying a program to make a light flash on and off.

#### Designing

- Use research to develop a design specification for a functional product that responds automatically to changes in the environment. Take account of constraints including time, resources and cost.
- Generate and develop innovative ideas and share and clarify these through discussion.
- Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams.

#### Making

- Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components.
- Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product.
- Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment.

#### Evaluating

- Continually evaluate and modify the working features of the product to match the initial design specification.
- Test the system to demonstrate its effectiveness for the intended user and purpose.
  - Investigate famous inventors who developed ground-breaking electrical systems and components.

#### Technical knowledge and understanding

- Understand and use electrical systems in their products.
- Apply their understanding of computing to program, monitor and control their products.
- Know and use technical vocabulary relevant to the project.

**Objective: to master practical skills - Indian Food**

#### Food

- Understand about seasonality in relation to food products and the source of different food products.
- Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms)
- Write a step-by-step recipe, including a list of ingredients, equipment and utensils
- Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.
- Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.
- Demonstrate a range of baking and cooking techniques.
- Create and refine recipes, including ingredients, methods, cooking times and temperatures.

**Objective: to design, make evaluate and improve**

- Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).
- Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.
- Evaluate the design of products so as to suggest improvements to the user experience.
- Ensure products have a high quality finish, using art skills where appropriate.
- Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.
- Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.

**Objective: to take inspiration from design throughout history**

- Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification that improves upon existing products.
- Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.

**PoaP Unit:**

Using computer-aided design (CAD) in textiles

#### Prior learning

- Experience of basic stitching, joining textiles and finishing techniques.
- Experience of making and using simple pattern pieces.

#### Designing

- Generate innovative ideas by carrying out research including surveys, interviews and questionnaires.
- Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer-aided design.
- Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.

#### Making

- Produce detailed lists of equipment and fabrics relevant to their tasks.
- Formulate step-by-step plans and, if appropriate, allocate tasks within a team.
- Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.

#### Evaluating

- Investigate and analyse textile products linked to their final product.
- Compare the final product to the original design specification.
- Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.
- Consider the views of others to improve their work.

#### Technical knowledge and understanding

- A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.
- Fabrics can be strengthened, stiffened and reinforced where appropriate.

Mayan tiles

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, and sculpture with a range of materials (e.g. pencil, paint, clay)
- About great artists, architects and designers in history.

Indian Silk Painting

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing and painting with a range of materials (e.g. pencil, paint, crayons)

Greek Masks

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, paint, wire, newspaper.)
- About great artists, architects and designers in history.

Music

Charanga

Term 1: Livin' On A Prayer

Term 2: Classroom Jazz 1

**Singing practice:** Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

**Assembly:** Listen with concentration and understanding to a range of high-quality live and recorded music

Charanga

Term 3: Make You Feel My Love

Term 4: The Fresh Prince of Bel Air

**Singing practice:** Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

**Assembly:** Listen with concentration and understanding to a range of high-quality live and recorded music

Charanga

Term 5: Dancing in the Street

Term 6: Reflect, Rewind, Replay

**Singing practice:** Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

**Assembly:** Listen with concentration and understanding to a range of high-quality live and recorded music

**Objective: To develop practical skills in order to participate, compete and lead a healthy lifestyle**

**Invasion Games – Hockey (Power of PE)**

- Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).
- Work alone, or with team mates in order to gain points or possession.
- Strike a bowled or volleyed ball with accuracy.
- Field, defend and attack tactically by anticipating the direction of play.
- Choose the most appropriate tactics for a game.
- Uphold the spirit of fair play and respect in all competitive situations.
- Lead others when called upon and act as a good role model within a team.
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

**REAL PE units 9 and 12**

- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
- Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).
- Work alone, or with team mates in order to gain points or possession.
- Strike a bowled or volleyed ball with accuracy
- Uphold the spirit of fair play and respect in all competitive situations.
- Lead others when called upon and act as a good role model within a team.

**Gymnastics (Kingsbury)**

- **Develop flexibility, strength, technique, control and balance**
- **Compare their performances with previous ones and demonstrate improvement to achieve their personal best.**

**Objective: To develop practical skills in order to participate, compete and lead a healthy lifestyle**

**Bell boating**

- Take part in outdoor and adventurous activity challenges both individually and within a team
- Perform safe self-rescue in different water-based

**Net/Court Wall Games – Tennis (Power of PE)**

- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
- Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).
- Work alone, or with team mates in order to gain points or possession.
- Strike a bowled or volleyed ball with accuracy
- Uphold the spirit of fair play and respect in all competitive situations.
- Lead others when called upon and act as a good role model within a team..
- Field, defend and attack tactically by anticipating the direction of play.
- Choose the most appropriate tactics for a game.

**REAL PE – Funs station 1,6,5,7**

- Develop flexibility, strength, technique, control and balance
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).
- Work alone, or with team mates in order to gain points or possession.
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
- Choose the most appropriate tactics for a game.
- Uphold the spirit of fair play and respect in all competitive situations.
- Field, defend and attack tactically by anticipating the direction of play.

**Objective: To develop practical skills in order to participate, compete and lead a healthy lifestyle**

**-Striking and Fielding Games – Rounders (Power of PE)**

- Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).
- Work alone, or with team mates in order to gain points or possession.
- Strike a bowled or volleyed ball with accuracy.
- Use forehand and backhand when playing racket games.
- Field, defend and attack tactically by anticipating the direction of play.
- Choose the most appropriate tactics for a game.
- Uphold the spirit of fair play and respect in all competitive situations.
- Lead others when called upon and act as a good role model within a team.
- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.
- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

**REAL PE - units 4,10,11,8**

- Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).
- Work alone, or with team mates in order to gain points or possession.
- Field, defend and attack tactically by anticipating the direction of play.
- Choose the most appropriate tactics for a game.
- Uphold the spirit of fair play and respect in all competitive situations.
- Lead others when called upon and act as a good role model within a team.
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
- Strike a bowled or volleyed ball with accuracy

			<p><b>Dance – Power of PE</b></p> <ul style="list-style-type: none"> <li>• Compose creative and imaginative dance sequences using a range of movement</li> <li>• Perform expressively and hold a precise and strong body posture.</li> <li>• Perform and create complex sequences.</li> <li>• Express an idea in original and imaginative ways.</li> <li>• Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</li> <li>• Develop flexibility, strength, technique, control and balance</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b>Athletics – Power of PE</b></p> <ul style="list-style-type: none"> <li>• Combine sprinting with low hurdles over 60 metres.</li> <li>• Choose the best place for running over a variety of distances.</li> <li>• Throw accurately and refine performance by analysing technique and body shape.</li> <li>• Show control in take off and landings when jumping.</li> <li>• Compete with others and keep track of personal best performances, setting targets for improvement situations</li> <li>• Compare their performance with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>French</b></p>	<p><b>Objective: To read fluently</b></p> <ul style="list-style-type: none"> <li>• Read and understand the main points and some of the detail in short written texts.</li> <li>• Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</li> <li>• Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.</li> </ul> <p><b>Objective: To speak confidently</b></p> <ul style="list-style-type: none"> <li>• Understand the main points and opinions in spoken passages.</li> <li>• Give a short prepared talk that includes opinions.</li> <li>• Take part in conversations to seek and give information.</li> <li>• Refer to recent experiences or future plans, everyday activities and interests.</li> <li>•</li> </ul> <p><b>Objective: To understand the culture of the countries in which the language is spoken</b></p> <ul style="list-style-type: none"> <li>• Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.</li> </ul> <p><b>Objective: To write imaginatively</b></p> <ul style="list-style-type: none"> <li>• Write short texts on familiar topics.</li> <li>• Use knowledge of grammar to enhance or change the meaning of phrases.</li> <li>• Use dictionaries or glossaries to check words.</li> <li>• Refer to recent experiences or future plans, as well as to everyday activities.</li> </ul>		

1: Classroom instructions and opinions  
2: Sports and opinions  
3: Sports, opinions and sports clothing  
4: Revise 'avoir'  
5: Revise 'avoir' with negative/ adjectival agreement  
6: Emperor's new clothes. Masculine and feminine forms  
7: Weather  
8: Describing the weather  
9: Hobbies  
10: Revise hobbies. Pets  
11: Pets Fox and Crow story  
12: Poems  
Christmas: the snowman

O5.1 Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts.  
 O5.2 Understand and express simple opinions.  
 KAL Develop accuracy in pronunciation and intonation  
 LLS Pronounce/ read aloud new words.  
 LLS Use actions and rhymes to aid memorisation.  
 KAL Manipulate language by changing an element in a sentence.  
 IU5.1 Look at further aspects of everyday lives from the perspective of someone from another country.  
 LLS Practise new language with a friend.  
 L5.3 Write words, phrases and short sentences, using a reference.  
 LLS Apply grammatical knowledge to make sentences.  
 O5.3 Listen attentively and understand more complex phrases and sentences.  
 L5.1 Re-read frequently a variety of short texts.  
 KAL Understand and use negatives.  
 KAL Recognise the typical conventions of word order in the foreign language.  
 LLS Use a dictionary or a word list.  
 L5.2 Make simple sentences and short texts.  
 IU 5.2 Recognise similarities and differences between places (geographical features and places in different countries).  
 O5.4 Prepare a short presentation on a familiar topic.  
 IU 5.3 Compare symbols, objects or products which represent their own culture with those of another country.  
 LLS Plan and prepare – analyse what needs to be done to carry out a task.

13: Baby Elephant story. Verb être  
14: Numbers 1-31, sums  
Months and dates revision  
15: Revise 1-31, practise sums  
16: Schools subjects and French schools  
17: Schools subjects, preferences  
18: Tortoise birthday story, verb 'aller'  
19: Revise 'aller'  
Transport  
20: Transport types  
21: Classroom items  
Easter: Mardi Gras

O4.4 Listen for sounds, rhyme and rhythm.  
 L4.1 Read and understand a range of familiar written phrases.  
 L5.1 Re-read frequently a variety of short texts.  
 L5.3 Write words, phrases and short sentences, using a reference (use a bilingual dictionary).  
 KAL Understand and use negatives.  
 LLS Apply grammatical knowledge to build sentences.  
 LLS Use a dictionary or a word list.  
 O5.1 Prepare and practise a simple conversation, reusing familiar vocabulary.  
 O5.3 Listen attentively.  
 KAL Manipulate language by changing an element in a sentence.  
 LLS Practise new language with a friend.  
 O5.1 Focus on correct pronunciation.  
 KAL Develop accuracy in pronunciation and intonation.  
 KAL Recognise patterns in simple sentences..  
 O5.2 Understand and express simple opinions.  
 KAL Develop accuracy in pronunciation and intonation.  
 IUC 5.1 Look at further aspects of their everyday lives from the perspective of someone from another country.  
 LLS Look and listen for visual and aural clues.  
 L5.2 Make simple sentences and short texts:  
 • make a sentence using single word cards  
 • make a short text using word and phrase cards.  
 KAL Apply knowledge of rules when building sentences.  
 O5.4 Prepare a short presentation on a familiar topic.  
 LLS Use actions and rhymes to aid memorisation.  
 LLS Use context and previous knowledge to help understanding.  
 IU 5.1 Look at further aspects of their everyday lives from the perspective of someone from another country  
 • reflect on cultural issues using empathy and imagination to understand other people's experiences.

22: Possessive adjectives  
 23: Prepositions  
 24: Revise prepositions  
 25: Pronunciation  
 26: Revision of 'aller' . Simple future  
 27: Revise 'simple future'  
 Speaking practice  
 28: Revision  
 29: Assessments  
 30: West Africa project

O5.4 Prepare a short presentation on a familiar topic.  
 L5.3 Write words, phrases and short sentences, using a reference.  
 LLS Use actions and rhymes to aid memorisation.  
 LLS Use context and previous knowledge to help understanding.  
 L5.2 Make simple sentences and short texts.  
 KAL Recognise patterns in simple sentences.  
 LLS Apply grammatical knowledge to make sentences.  
 O5.3 Listen attentively and understand more complex phrases and sentences.  
 KAL develop accuracy in pronunciation and intonation.  
 KAL Recognise patterns in simple sentences.  
 KAL develop accuracy in pronunciation and intonation.  
 LLS Look and listen for visual and aural clues.  
 KAL Develop accuracy in pronunciation and intonation.  
 L5.1 Prepare and practise a simple conversation.  
 KAL Develop accuracy in pronunciation and intonation.  
 O5.1 Prepare and practise a simple conversation.  
 O5.2 Understand and express simple opinions.  
 KAL Recognise patterns in simple sentences.  
 LLS Plan and prepare – analyse what needs to be done to carry out a task  
 LLS Apply grammatical knowledge to make sentences.  
 KAL Understand and use negatives.  
 L5.1 Read a variety of short texts.  
 L5.3 Write words, phrases and short sentences.  
 KAL Apply knowledge of rules when building sentences.  
 LLS Look and listen for visual and aural clues.

	<p>KAL Apply knowledge of rules when building sentences. LLS Use context and previous knowledge to help understanding. L5.1 Read a variety of short texts. IUC Compare products (stories) in their own culture with those of a different country. IU 5.1 Reflect on cultural issues using empathy and imagination to understand other people's experiences. IU 5.3 Compare symbols, objects or products which represent their own culture with those of another country . LLS Use context and previous knowledge to determine meaning</p>	<p>IU 5.3 Compare symbols, objects or products which represent their own culture with those of another country</p>	
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**Jigsaw****Being Me in My World**

- \*Planning the forthcoming year
- \*Being a citizen
- \*Rights and responsibilities
- \*Rewards and consequences
- \*How behaviour affects groups
- \*Democracy, having a voice, participation

**Celebrating Differences**

- \*Cultural differences and how they can cause conflicts
- \*Racism
- \*Rumours and name calling
- \*Types of bullying
- \*Material wealth and happiness
- \*Enjoying and respecting other cultures

**Jigsaw****Dreams and Goals**

- \*Future dreams
- \*The importance of money
- \*Jobs and careers
- \*Dream job and how to get there
- \*Goals and different cultures
- \*Supporting others (charity)
- \*Motivation

**Healthy Me**

- \*Smoking (including vaping)
- \*Alcohol and anti-social behaviour
- \*Emergency aid
- \*Body image
- \*Relationships with food
- \*Healthy choices
- \*Motivation and behaviour

**Jigsaw****Relationships**

- \*Self-recognition and self-worth
- \*Building self-esteem
- \*Safer online communities
- \*Rights and responsibilities online
- \*Online gaming and gambling
- \*reducing screen time
- \*Dangers of online grooming
- \*SMARRT internet safety rules

**Changing Me**

- \*Self and body image
- \*Influence of online and media on body image
- \*Puberty for girls
- \*Puberty for boys
- \*Conception (including IVF)
- \*Growing responsibility
- \*Coping with change
- \*Preparing for transition