

**English****Reading (word reading):**

- Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 5 spelling

**Reading (comprehension):**

- Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing.
- Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book.
- Understand what he/she reads by asking questions to improve his/her understanding of complex texts.
- Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Retrieve, record and present information from non-fiction.

**Writing (composition):**

- Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary.
- Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed.
- Draft and write narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character.
- Draft and write by using devices to build cohesion within a paragraph e.g. then, after that, this, firstly.
- Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining.
- Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning English Appendix 2.
- Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.
- Proof-read for spelling errors linked to spelling statements for Year 5.

**Writing (handwriting):****Maths:**

**Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.**

Solve number problems and practical problems that involve ordering and comparing numbers up to 1,000,000, counting forwards or backwards in steps, interpreting negative numbers and rounding.

Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.

Recognise and use square numbers and the notation for squared (2).

Recognise and use cube numbers and the notation for cubed(3).

**Solve problems involving multiplication and division, including using his/her knowledge of factors and multiples, squares and cubes.**

**Compare and order fractions whose denominators are multiples of the same number.**

Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.

Recognise mixed numbers and improper fractions and convert from one form to the other, and write mathematical statements  $> 1$  as a mixed number e.g.  $2/5 + 4/5 = 6/5 = 1$  and  $1/5$ .

Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.

**Read and write decimal numbers as fractions e.g.  $0.71 = 71/100$ ,  $8.09 = 8 + 9/100$**

**Read, write, order and compare numbers with up to three decimal places.**

<ul style="list-style-type: none"> <li>• Write increasingly legibly, fluently, and with increasing speed, through improving choices of which shape of a letter to use when given choices, and deciding whether or not to join specific letters.</li> <li>• Write increasingly legibly, fluently, and with increasing speed, by choosing the writing implement that is best suited for a task.</li> </ul> <p><b>Writing (spelling):</b></p> <ul style="list-style-type: none"> <li>• Spell word endings which sound like ‘shil’ spelt -cial or -tial e.g. official, partial.</li> <li>• Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. tolerant/tolerance, transparent/transparency.</li> <li>• Spell words ending in -able and -ible, and also -ably and -ibly e.g. adorable, possible, adorably, possibly.</li> <li>• Spell words containing the letter-string ‘ough’ e.g. bought, rough, through, bough.</li> <li>• Use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary.</li> <li>• Use a thesaurus.</li> </ul> <p><b>Writing (VGP):</b></p> <ul style="list-style-type: none"> <li>• Understand verb prefixes e.g. dis-, de-, mis-, over- and re-.</li> <li>• Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</li> <li>• Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.</li> <li>• Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.</li> <li>• Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.</li> </ul>	<p>Solve problems involving numbers with up to three decimal places.</p> <p><b>Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>), and estimate the area of irregular shapes.</b></p> <p>Estimate volume e.g. using 1cm<sup>3</sup> blocks to build cuboids (including cubes) and capacity e.g. using water.</p> <p>presented in a line graph.</p> <p><b>Complete, read and interpret information in tables, including timetables.</b></p>
<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> </ul> <p><i>Working Scientifically</i> (choose which objectives to focus on; please ensure full coverage over the duration of a year).</p> <ul style="list-style-type: none"> <li>• Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> <li>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> <li>• Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, scatter graphs, and bar and line graphs.</li> <li>• Use test results to make predictions to set up further comparative and fair</li> </ul>	<p><b>Computing:</b></p> <ul style="list-style-type: none"> <li>• Design, input and test an increasingly complex set of instructions to a program or device</li> <li>• Design, write and debug programs that accomplish specific goals, including controlling or stimulating physical systems</li> <li>• Use the sensory room and radio room to link cross-curricular learning between coding and other areas.</li> </ul>

<p>tests.</p> <ul style="list-style-type: none"> <li>• Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</li> <li>• Identify scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	
<p><b>History:</b></p> <ul style="list-style-type: none"> <li>• Investigate the history of the spice route</li> <li>• Understand that the type of information available depends on the period of time studied</li> <li>• Compare sources of information available for the study of different times in the past</li> <li>• Present findings and communicate knowledge and understanding in different ways</li> </ul> <p><b>Black History</b>  Harriet Tubman  American abolitionist, humanitarian, and an armed scout and spy for the United States Army during the American Civil War.  Active in women’s suffrage movement  Became an icon of American courage and freedom.</p>	
<p><b>DT</b></p> <ul style="list-style-type: none"> <li>• Create prototypes to show his/her own ideas.</li> <li>• Understand how to use more complex mechanical and electrical systems.</li> <li>• Understand the main food groups and the different nutrients that are important for health.</li> <li>• Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable/tasty to eat.</li> <li>• Select appropriate ingredients and use a wide range of techniques to combine them.</li> </ul>	<p><b>Activities</b>  Chn to design, plan and make their own spice pouch.</p>
<p><b>Kitchen:</b></p> <ul style="list-style-type: none"> <li>• Prepare food products taking into account the properties of ingredients and sensory characteristics</li> <li>• Select and prepare foods for a particular purpose</li> <li>• Taste a range of ingredients, food items to develop a sensory food vocabulary for use when designing.</li> <li>• Weigh and measure using scales</li> <li>• Cut and shape ingredients using appropriate tools and equipment e.g. grating</li> <li>• Join and combine food ingredients appropriately e.g. beating, rubbing in</li> <li>• Work safely and hygienically</li> <li>• Show awareness of a healthy diet from an understanding of a balanced diet</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Using and experimenting with the flavours of the herbs and spices.</li> <li>• Chn to create their own Indian/Nepalese dish.</li> </ul>
<p><b>Garden (outdoors):</b></p> <ul style="list-style-type: none"> <li>• Investigate a variety of herbs and identify their names through the use of</li> </ul>	<p><b>Garden (outdoor) Activities:</b></p> <ul style="list-style-type: none"> <li>• Chn to plant their own herbs – related to the herbs that they will be using in their own</li> </ul>

<p>the 5 senses.</p> <ul style="list-style-type: none"> <li>• Plant and pick a range of herbs.</li> <li>• Identify the best conditions for growing different helps.</li> <li>• Use a range of gardening equipment accurately.</li> </ul>	<p>food dishes.</p>
<p><b>PSHE:(Seal) Relationships</b></p> <p>See <a href="#">SEAL: Relationships</a></p>	<p><b><u>RE:Living as a Buddhist</u></b></p> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>• What is the importance of a temple or a Buddhist centre?</li> <li>• Why do Buddhists have images of the Buddha?</li> </ul> <p>Know about the teachings of the Buddha:</p> <ul style="list-style-type: none"> <li>• all members support one another</li> <li>• story of The King’s Elephant – keeping good company matters</li> <li>• Buddhists meditate to help them understand the Buddha’s teachings The home shrine A</li> </ul> <p>Know about the Temple or Buddhist Centre:</p> <ul style="list-style-type: none"> <li>• where teachings are given</li> <li>• where Buddhists meditate together</li> <li>• a sacred space, where removal of shoes shows respect</li> <li>• a shrine with an image of the Buddha Images of the Buddha communicate values of wisdom and compassion</li> </ul>
<p><b><u>P.E</u></b></p> <p><b>(PPA Cover) See scheme of work</b>  <b>(Class Teacher) See <a href="#">scheme of work</a> (Athletics)</b></p>	
<p><b><u>MFL</u></b></p> <p><b><u>Listening</u></b></p> <ul style="list-style-type: none"> <li>• Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard.</li> <li>• Listen to and accurately repeat particular songs and rhymes and begin to make links to spelling.</li> <li>• Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English.</li> </ul> <p><b><u>Speaking</u></b></p> <ul style="list-style-type: none"> <li>• Ask and answer a range of questions on different topic areas.</li> <li>• Using familiar sentences as models, make varied adaptations to create new sentences.</li> <li>• Read aloud using accurate pronunciation and present a short learned piece for performance.</li> </ul> <p><b><u>Reading</u></b></p>	

- Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately.
- Follow the written version of a text he/she is listening to.
- Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues.

### **Writing**

- Write words and short phrases from memory.
- Use range of adjectives to describe things in more detail, such as describing someone's appearance.
- Write descriptive sentences using a model but supplying some words from memory.

### **Grammar**

- Recognise a wider range of word classes including pronouns and articles, and use them appropriately.
- Understand that Adjectives may change form according to the noun they relate to, and select the appropriate form.

Recognise questions and negative sentences.

### **Visits:**

- Nepalese restaurant (Everest Inn)