

English	English
<p style="text-align: center;"><u>Cosmic Poetry / The Whale</u></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> ▪ recommending books that they have read to their peers, giving reasons for their choices ▪ identifying and discussing themes and conventions in and across a wide range of books ▪ making comparisons within and across books ▪ learning a range of poetry by heart ▪ preparing 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 ▪ understand what they read by: <ul style="list-style-type: none"> ▪ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words and pictures in context ▪ asking questions to improve their understanding ▪ drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence ▪ predicting what might happen from details stated and implied ▪ summarising the main ideas and identifying key details that support the main ideas ▪ identifying how language, structure, visuals and presentation contribute to meaning ▪ discuss and evaluate how authors use language and imagery, including figurative language, considering the impact on the reader ▪ distinguish between statements of fact and opinion ▪ 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 ▪ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary ▪ provide reasoned justifications for their views 	<p><u>Writing</u></p> <p><u>Transcription</u></p> <ul style="list-style-type: none"> ▪ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ▪ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ▪ noting and developing initial ideas, drawing on reading and research where necessary ▪ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <p><u>Composition:</u></p> <ul style="list-style-type: none"> ▪ plan their writing by: ▪ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ▪ noting and developing initial ideas, drawing on reading and research where necessary ▪ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed ▪ draft and write by: ▪ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ▪ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ▪ précisising longer passages ▪ using a wide range of devices to build cohesion within and across paragraphs ▪ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] ▪ evaluate and edit by: ▪ assessing the effectiveness of their own and others’ writing ▪ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ▪ ensuring the consistent and correct use of tense throughout a piece of writing ▪ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ▪ proof-read for spelling and punctuation errors <p><u>Vocabulary, Grammar and Punctuation:</u></p> <p>develop their understanding of the concepts set out in <u>English Appendix 2</u> by:</p> <ul style="list-style-type: none"> ▪ recognising vocabulary and structures that are appropriate for formal speech and writing ▪ 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 ▪ learning the grammar for years 5 and 6 in English Appendix 2

Latchmere Academy Trust

Handwriting

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether to join specific letters
- choosing the writing implement that is best suited for a task.

Spelling:

Learn spellings from the Y3-4 and Y5-6 spelling lists from POS

The children will be taught a range of spelling rules from the National Curriculum, and the planning will reflect the needs of the students and the genres.

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using brackets, dashes or commas to indicate parenthesis
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Maths

Number – number and place value:

- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- solve number problems and practical problems that involve all of the above
- read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
- understanding and use of powers of ten

Number – addition and subtraction:

- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy

Geography

Human and physical geography:

- describe and understand key aspects of rivers:
 - Revise the water cycle, the features of a river, understand the variety of uses rivers hold, UK rivers, around the world rivers.
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
 - E.g. Look at the Thames – docklands.

Geographical skills and fieldwork:

- Use maps, atlases, globes and digital/computer mapping to locate countries that contain previously looked at rivers and describe features studied.

Year 5 will visit Teddington Lock and go aboard the Thames River Project boat where they will learn about sustainability, recycling and how the Lock works:

Latchmere Academy Trust

- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- Use inverse operations to check calculations

Number – multiplication and division:

- understand square, prime and cube numbers
- use of systematic systems to find factors and multiples
- multiplying by 10, 100 and 1000.
- dividing by 10, 100 and 1000

Number – Fractions

- find fraction equivalent unit and non-unit fractions
- recognise equivalent fractions
- convert improper fractions to mixed numbers
- comparing and ordering fractions
- add and subtract fractions with the same denominator
- add fractions within 1 and of a total greater than 1
- add and subtract mixed numbers

- use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Computing

iSafe

- To explore and identify methods of communication.
- To understand why people communicate.
- To understand the risks and benefits of various modes of communication.
- To understand the concept of personal and private information.
- To understand safety
- Rules and responsible behaviour when
- Using new technologies.
- To explore how and why we share information, give information and receive information
- To explore the validity of online content
- To begin to make sensible and considered judgements about whether to trust online content and people when online
- To understand how to chat safely and sensibly
- To explore the differences between online bullying and more traditional forms of bullying

Art and Design

Pupils will learn:

- 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
- to understand the technique of single line drawing
- observation and accurate sketching of nature
- understanding repeating patterns and how they can be used in design
- creating designs for use in textiles

iProgram

- To understand that computer programs containing graphics use x y coordinates and turns are measured in degrees.
- To understand that programs can do different things if the value of a boolean variable is true or false (conditional statements).
- To program statements that make something happen in response to events on screen.
- To be able to understand what a variable is and why they are useful.
- To program statements that make something happen in response to the value of a variable.
- To develop an outline of tasks and activities required to develop a project.
- To use the computational concepts of sequence, selection, repetition and variables to program a computer game.
- To develop strategies for testing and debugging computer programs.

Science	Science
<p style="text-align: center;"><u>Earth and Space</u></p> <p>Scientific Enquiry Skills:</p> <ul style="list-style-type: none"> ✓ Observation over time ✓ Pattern seeking ✓ Identifying, classifying and grouping ✓ Comparative and fair testing ✓ Research using secondary sources <ul style="list-style-type: none"> ▪ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ▪ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ▪ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ▪ using test results to make predictions to set up further comparative and fair tests ▪ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations 	<p>Pupils will learn:</p> <ul style="list-style-type: none"> • to describe the movement of the Earth and other planets relative to the sun in the solar system • to describe the movement of the moon relative to the Earth • to describe the sun, Earth and moon as approximately spherical bodies • to use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky • to be able to order the planets in the Solar System • to understand the phases of the moon • to understand how to work scientifically
Design and Technology	PE
<p style="text-align: center;">DT Structures: Bridges</p> <ul style="list-style-type: none"> • To identify stronger and weaker shapes. • Recognise that supporting shapes can help increase the strength of a bridge, allowing it to hold more weight. Identify beam, arch and truss bridges and describe their differences. • Use triangles to create simple truss bridges that support a load (weight). Cut beams to the correct size, using a cutting mat. Complete a bridge, with varying ranges of accuracy and finish, supported by the teacher. Identify some areas for improvement, reinforcing their bridges as necessary 	<p>Pupils will continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They will learn to communicate, collaborate and compete with each other. They will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils will be taught the following through fitness and netball:</p> <ul style="list-style-type: none"> • play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to

Latchmere Academy Trust

- To explore how to reinforce a beam(structure) to improve its strength.
- To build a spaghetti truss bridge
- To build a wood truss bridge
- To complete, reinforce, and evaluate my bridge.

achieve their personal best.

PHSE

Health, Wellbeing & Relationships

Pupils will consider about positive and negative effects on health and about wellbeing and will think about how they can make informed choices that contribute to a 'balanced lifestyle'.

- learn about online safety
- learn about how to recognise our inner critic and coach and how we can relate to them
- learn how to further describe the range and intensity of their feelings to others and how to manage complex or conflicting emotions
- learn about independence, increased responsibility and keeping safe and about strategies for managing risk
- learn about how to foster and maintain healthy self-esteem
- learn about different relationships such as family and friendships
- learn about bullying and explore strategies to resolve conflict

Religious Education

Creation and Science: conflicting or complementary?

- Identify what type of text some Christians say Genesis 1 is, and its purpose
- Talking into account the context, suggest what Genesis 1 might mean, and compare their ideas to ways in which Christians might interpret it
- Make clear connections between Genesis 1 and Christian belief about God as Creator
- Show understanding of why many Christians find science and faith go together
- Weigh up how far the Genesis 1 creation narrative is in conflict or is complementary, with a scientific account, giving good reasons for their views

Languages

Pupils will broaden their vocabulary and develop the ability to understand new words introduced in familiar spoken language and written materials and start to use a bilingual dictionary.

Music

Autumn 1: Blues

- To perform with accuracy and fluency from graphic and staff notation.
- To understand that a chord is the layering of several pitches played at the same time.
- To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.
- To know that 'blues' music aims to share feelings and blues songs tend

Latchmere Academy Trust

to be about sadness or worry.

- To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down.

Autumn 2: Composition Notation

- To be able to sing in time and in tune with other people and the backing track.
- To remember the lyrics to a song.
- To be able to identify the structure of a piece of music and match this to non-standard notation.
- To be able to improvise their own piece of music.
- To be able to play a melody with reasonable accuracy.
- To perform with confidence and in time with others.
- To compose and play a melody using stave notation.
- To contribute meaningfully to the group performance and composition.