

CAYTON
SCHOOL

MEDIUM TERM CURRICULUM
PLAN YEAR 5 –
AUTUMN 2

CAYTON SCHOOL



*Learn from yesterday, seek today and aim for
tomorrow*

September 2024

Science Driver: Earth and Space

Key Enquiry: Why are we here on Earth?

Science

What I need the children to learn	Possible learning experiences		
Forces			
<i>Earth and Space</i>			
<p>National Curriculum Objectives</p> <ul style="list-style-type: none"> Describe the Sun, Earth and Moon as approximately spherical bodies Describe the movement of the Earth and other planets relative to the Sun in the solar system Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies <p>Scientific Enquiry</p> <ul style="list-style-type: none"> Identifying scientific evidence that has been used to support or refute ideas or arguments Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate 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 Using test results to make predictions to set up further comparative and fair tests 	<p>Learning Intentions (to be stuck in books)</p> <ul style="list-style-type: none"> Explore the solar system and its planets Understand the heliocentric model of the solar system Explain the Earth's movement in space Explain the Earth's rotation and night and day Explain the movement of the Moon Design a planet using knowledge gained <p>Keywords</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <p>terrestrial planet Solar System Orbit Heliocentric dwarf planet axis season orbit time zone dial moon phase waning</p> </td> <td style="vertical-align: top;"> <p>gas giant planets spherical astronomy geocentric orbit poles hemisphere sundial gnomon shadow waxing eclipse</p> </td> </tr> </table>	<p>terrestrial planet Solar System Orbit Heliocentric dwarf planet axis season orbit time zone dial moon phase waning</p>	<p>gas giant planets spherical astronomy geocentric orbit poles hemisphere sundial gnomon shadow waxing eclipse</p>
<p>terrestrial planet Solar System Orbit Heliocentric dwarf planet axis season orbit time zone dial moon phase waning</p>	<p>gas giant planets spherical astronomy geocentric orbit poles hemisphere sundial gnomon shadow waxing eclipse</p>		

Computing

What I need the children to learn	Possible learning experiences
Creating media - Video production	
<p><i>National Curriculum Objectives - Pupils should be taught to:</i></p> <p>Computing</p> <ul style="list-style-type: none"> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information 	<p>Please use the learning objectives from the Teach Computing website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).</p> <p>Learners will learn how to create short videos by working in pairs or groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Learners are guided with step-by-step support to take their idea from conception to completion. At the conclusion of the unit, learners have the opportunity to reflect on and assess their progress in creating a video.</p>

<ul style="list-style-type: none"> Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	
<p>To explain what makes a video effective</p> <ul style="list-style-type: none"> I can explain that video is a visual media format I can identify features of videos I can compare features in different videos I know what to do if I see any content online that makes me feel uncomfortable 	video, audio, camera, talking head, panning, close up, video camera, microphone, lens, mid-range, long shot, moving subject, side by side, angle (high, low, normal), static, zoom, pan, tilt, storyboard, filming, review, import, split, trim, clip, edit, reshoot, delete, reorder, export, evaluate, share.
<p>To use a digital device to record video</p> <ul style="list-style-type: none"> I can identify and find features on a digital video recording device I can experiment with different camera angles I can make use of a microphone 	
<p>To capture video using a range of techniques</p> <ul style="list-style-type: none"> I can suggest filming techniques for a given purpose I can capture video using a range of filming techniques I can review how effective my video is 	
<p>To create a storyboard</p> <ul style="list-style-type: none"> I can outline the scenes of my video I can decide which filming techniques I will use I can create and save video content 	
<p>To identify that video can be improved through reshooting and editing</p> <ul style="list-style-type: none"> I can store, retrieve, and export my recording to a computer I can explain how to improve a video by reshooting and editing I can select the correct tools to make edits to my video 	
<p>To consider the impact of the choices made when making and sharing a video</p> <ul style="list-style-type: none"> I can make edits to my video and improve the final outcome I can recognise that my choices when making a video will impact the quality of the final outcome I can evaluate my video and share my opinions 	

Music

Charanga Music Scheme - <https://charanga.com/site/>

What I need the children to learn	Possible learning experiences
Unit 2 – Sing and play in different styles	
Listening and Appraise Music (Musicianship)	
<p><i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <p><i>Develop an understanding of the history of music.</i></p>	
<ul style="list-style-type: none"> Identify major and minor tonality. Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation. 	
Singing and Voice	
<ul style="list-style-type: none"> <i>Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression</i> 	

<ul style="list-style-type: none"> Respond to a leader or conductor. Self-correct if lost or out of time. 	Video with QR qrcode monkey website
<ul style="list-style-type: none"> Notation 	
<ul style="list-style-type: none"> <i>Use and understand staff and other musical notations</i> 	
<ul style="list-style-type: none"> Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, B\flat, C, D, E G, A, B, C, D, E, F\sharp C, G, A\flat, B\flat G, G\sharp, A, B\flat, C D, E, F, G, A, B, C E\flat, F, G, A\flat, B\flat, C, D\flat 	
<ul style="list-style-type: none"> Playing Instruments 	
<ul style="list-style-type: none"> <i>Play and perform in solo and ensemble contexts and playing musical instruments with increasing accuracy, fluency, control and expression</i> 	
<ul style="list-style-type: none"> Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E\flat major, C minor and D minor. Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the middle C–C'/do–do range. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance. 	Glockenspiels and bars as a whole class
<ul style="list-style-type: none"> Improvising 	
<ul style="list-style-type: none"> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> 	
<ul style="list-style-type: none"> Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. 	
<ul style="list-style-type: none"> Composing 	
<ul style="list-style-type: none"> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> 	
<ul style="list-style-type: none"> Create music in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. G, A G, A, B G, A, B, C G, A, B, C, D Start and end on the note G (G major) 	Use Charanga with pupil logins to experiment with the notation maker.
<ul style="list-style-type: none"> Performing 	
<ul style="list-style-type: none"> <i>Listen with attention to detail and recall sounds with increasing aural memory</i> <i>Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression</i> 	
<ul style="list-style-type: none"> Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience. 	Performance to parents to celebrate unit. Videos to send out on Class Dojo.

<ul style="list-style-type: none"> Perhaps perform in smaller groups, as well as the whole class. 	
<ul style="list-style-type: none"> Vocabulary 	
<ul style="list-style-type: none"> Rock Bridge Backbeat Amplifier Chorus Bridge Riff Hook Improvise Compose Appraising Bossa Nova Syncopation Structure Swing Tune/head Note values Note names Big bands Pulse Rhythm Solo Ballad Verse Interlude Tag ending Strings Piano Guitar Bass Drums Melody Cover Old-school Hip Hop Rap Synthesizer Deck Backing loops Funk Scratching Unison Pitch Tempo Dynamics Timbre Texture Soul Groove Bass line Brass section Harmony, 	

Geography

What I need the children to learn	Possible learning experiences
<p>Locational Knowledge</p> <p><i>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i></p>	
<ul style="list-style-type: none"> Know the names of a number of European capitals Can I investigate the human and physical geography of European countries? Know the names of, and locate, a number of South American countries <p>Human/physical knowledge</p>	<p>L.A/ Chile comparison</p> <p>Quiz making – study of individual countries</p> <p>Focus on South America</p> <p>Google Earth landscapes</p>

<ul style="list-style-type: none"> • Can I investigate the human and physical geography of a South American country? • Can I compare Chile to the UK and state the main differences and similarities? 	
---	--

Art and Design

What I need the children to learn	Possible learning experiences
<p align="center">Using Sketchbooks</p>	
<p><i>create sketch books to record their observations and use them to review and revisit ideas</i> <i>Great Artists</i> <i>Painting</i></p>	
<ul style="list-style-type: none"> • Sketch and give details about the style Amy Shakleton (Drip Painting) • Show how Amy Shakleton has influenced society • Create original pieces that show a range of influences and styles • use acrylic paint • Use tertiary colour in their paintings • Use the past as a source of artistic inspiration. • Experiment with mood& colour • Sketch lightly before painting • Create a colour palette based on colours observed in natural world • Choose from a range of stitching techniques independently – Y4 – back and cross stitch 	<p>Amy Shakleton – drip painting using gravity for effect</p>

Physical Education – Follow Real P.E. and supplement with NC P.E. experiences

What I need the children to learn	Possible learning experiences
Athletics	
<i>use running, jumping, throwing and catching in isolation and in combination</i>	
<ul style="list-style-type: none"> • controlled when taking off and landing • throw with increasing accuracy • combine running and jumping 	
Competitive Games	
<i>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</i>	
<ul style="list-style-type: none"> • gain possession by working a team and pass in different ways • choose a specific tactic for defending and attacking • use a number of techniques to pass, dribble and shoot 	
Gymnastics	
<i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i>	
<ul style="list-style-type: none"> • make complex extended sequences • combine action, balance and shape • perform consistently to different audiences 	
Dance	X6 Weeks Unit 2 - Social
<i>perform dances using a range of movement patterns</i>	
<ul style="list-style-type: none"> • compose own dances in a creative way • perform dance to an accompaniment • dance shows clarity, fluency, accuracy and consistency 	<p>Unit 2 Social I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.</p> <p>Real Dance Shapes</p>

	<p>I can perform with balance and control when holding a shape and when moving between shapes / landing. I can perform a variety of smooth, graceful movements when moving between shapes, with no stopping between moves. I can perform clear and repeatable shapes and moves.</p> <p>Circles I can perform a diverse range of circle moves, including jumps and turns. I can perform with control when moving, turning, jumping and landing. I can perform exact, repeatable movements, including circles and half-circles rather than ovals.</p> <p>Artistry Abstraction I can perform a range of body movements demonstrating moving like silk. I can perform a diverse range of moves, including linking silk moves with shapes and circles. I can smoothly and with control when transitioning between moves.</p> <p>Artistry Musicality I can identify musical melody and express it with body movement. I can demonstrate a visible change in movement when music or musical phrase is changed. I can perform a range of shapes, circles and silk moves with control to different music.</p> <p>Partnering (Lifts) I can demonstrate strong start and finish positions. I can perform with balance and control throughout – soft landing, minimum wobble when assisting my partner to jump. I can communicate with my partner to ensure correct timing when jumping and lifting</p> <p>Artistry (Making) I can perform a sequence of moves with a partner, executed with confidence and control. I can perform strong and balanced shapes and smooth, fluid and confident movements. I can demonstrate clear strategies of working together in a range of roles from creator to listener, jumper to lifter, first mover to last finisher.</p> <p>Aut 2</p>
Outdoor and Adventurous Activity	
<i>take part in outdoor and adventurous activity challenges both individually and within a team</i>	
<ul style="list-style-type: none"> • follow a map into an unknown location • use clues and a compass to navigate a route • change route to overcome a problem • use new information to change route 	
Evaluate	
<i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>	
<ul style="list-style-type: none"> • pick up on something a partner does well and also on something that can be improved • know why own performance was better or not as good as their last 	
Real P.E.	
<p style="text-align: center;">Unit 2Creative</p> <ul style="list-style-type: none"> • I can respond imaginatively to different situations adapting and adjusting my skills, 	

movements or tactics so they are different from or in contrast to others.																																											
Nigel Carson Sessions																																											
	<table border="1"> <thead> <tr> <th>Age Group</th> <th>Block 2</th> <th>Block 3</th> <th>Block 4</th> <th>Block 5</th> <th>Block 6</th> </tr> </thead> <tbody> <tr> <td>Monday Year 1</td> <td>Ball Skills Hands</td> <td>SAQ</td> <td>Net and Wall Games</td> <td>Striking and Fielding Games</td> <td>Athletics</td> </tr> <tr> <td>Monday Year 2</td> <td>Ball Skills Hands</td> <td>SAQ</td> <td>Net and Wall Games</td> <td>Striking and Fielding Games</td> <td>Athletics</td> </tr> <tr> <td>Tuesday Year 3</td> <td>Benchball</td> <td>SAQ and Dodgeball</td> <td>Tennis</td> <td>Cricket</td> <td>Athletics</td> </tr> <tr> <td>Wednesday Year 4</td> <td>Benchball</td> <td>SAQ and Dodgeball</td> <td>Tennis</td> <td>Cricket</td> <td>Athletics</td> </tr> <tr> <td>Thursday Year 5</td> <td>Basketball</td> <td>SAQ and Dodgeball</td> <td>Tennis</td> <td>Cricket</td> <td>Athletics</td> </tr> <tr> <td>Friday Year 6</td> <td>Basketball</td> <td>SAQ and Dodgeball</td> <td>Tennis</td> <td>Cricket</td> <td>Athletics</td> </tr> </tbody> </table>	Age Group	Block 2	Block 3	Block 4	Block 5	Block 6	Monday Year 1	Ball Skills Hands	SAQ	Net and Wall Games	Striking and Fielding Games	Athletics	Monday Year 2	Ball Skills Hands	SAQ	Net and Wall Games	Striking and Fielding Games	Athletics	Tuesday Year 3	Benchball	SAQ and Dodgeball	Tennis	Cricket	Athletics	Wednesday Year 4	Benchball	SAQ and Dodgeball	Tennis	Cricket	Athletics	Thursday Year 5	Basketball	SAQ and Dodgeball	Tennis	Cricket	Athletics	Friday Year 6	Basketball	SAQ and Dodgeball	Tennis	Cricket	Athletics
Age Group	Block 2	Block 3	Block 4	Block 5	Block 6																																						
Monday Year 1	Ball Skills Hands	SAQ	Net and Wall Games	Striking and Fielding Games	Athletics																																						
Monday Year 2	Ball Skills Hands	SAQ	Net and Wall Games	Striking and Fielding Games	Athletics																																						
Tuesday Year 3	Benchball	SAQ and Dodgeball	Tennis	Cricket	Athletics																																						
Wednesday Year 4	Benchball	SAQ and Dodgeball	Tennis	Cricket	Athletics																																						
Thursday Year 5	Basketball	SAQ and Dodgeball	Tennis	Cricket	Athletics																																						
Friday Year 6	Basketball	SAQ and Dodgeball	Tennis	Cricket	Athletics																																						

PSHE

What I need the children to learn	Possible learning experiences
Celebrating Difference	
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Know what culture means • Know that differences in culture can sometimes be a source of conflict • Know what racism is and why it is unacceptable • Know that rumour spreading is a form of bullying on and offline • Know external forms of support in regard to bullying e.g. Childline • Know that bullying can be direct and indirect • Know how their life is different from the lives of children in the developing world. <p><u>Social and Emotional Skills</u></p> <ul style="list-style-type: none"> • Identify their own culture and different cultures within their class community • Identify their own attitudes about people from different faith and cultural backgrounds • Identify a range of strategies for managing their own feelings in bullying situations • Identify some strategies to encourage children who use bullying behaviours to make other choices • Be able to support children who are being bullied • Appreciate the value of happiness regardless of material wealth • Develop respect for cultures different from their own <p>Please use the learning objectives from the Jigsaw website which may vary slightly from the above (this ensures</p>	<p>Resource links from: Jigsaw</p> <p>In this Puzzle (unit) the class explore culture and cultural differences. They link this to racism, talking about what it is and how to be aware of their own feelings towards people from different cultures. They revisit the topic of bullying and discuss rumour spreading and name-calling. The children talk about direct and indirect bullying as well as ways to encourage children to not using bullying behaviours. The class talk about happiness regardless of material wealth and respecting other people's cultures.</p> <p>See the link below.</p> <p><u>Key vocabulary:</u> Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation</p>

that we always have the up to date learning outcomes).

<https://jigsawlivestcmsuk.blob.core.windows.net/umbraco-media/s1slj10y/06-ages-9-10-jigsaw-skills-and-knowledge-progression-for-parents.pdf>

Religious Education:

For this unit there is 8 hours of classroom ideas on RE Today. Please use you log in details to access this. There is planning and Idea on how to make the LC challenges more pupil friendly. Such Can I

.....

What I need the children to learn	Possible learning experiences
U2:2	
<ul style="list-style-type: none"> • What would Jesus do? <p>Learning Objectives:</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Make connections between some of Jesus’ teachings and the way Christians live today (A1). • Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas (C3). <p>Expected:</p> <ul style="list-style-type: none"> • Outline Jesus’ teaching on how his followers should live (A2). • Offer interpretations of two of Jesus’ parables and say what they might teach Christians about how to live (B3). • Explain the impact Jesus’ example and teachings might have on Christians today (B1). • Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3). <p>Exceeding:</p> <ul style="list-style-type: none"> • Explain the links between Jesus’ death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus (A2). • Investigate and explain the challenges of following Jesus’ teaching about love, forgiveness justice and/or generosity, expressing their own ideas (C3). 	<ul style="list-style-type: none"> • Build on learning from Key Question L2.3. Use the ideas below to explore Jesus’ teachings and example and how they inspire Christians today. Consider the extent to which Jesus’ values and example would benefit today’s world, within the school community, local and national communities and out to the global community. • Examine Luke 4:18–19 and find out what Jesus saw as his mission. Find examples of where he fulfilled this. • Love: use some of Jesus’ stories, teachings and example to understand what Christians believe he meant by loving others (e.g. greatest commandments, Matthew 22:37–40; ‘Love your enemies’, Matthew 5:43–48; compare Paul’s letter, 1 Corinthians 13:4–7; explore the idea of agape love – self-sacrificial love; make a link with the Christian belief that Jesus died to show his love for all humans, (e.g. in John 3:16). • Forgiveness: use some of Jesus’ stories, teachings and example to understand why he saw forgiveness as so important (e.g. forgive others, Mark 11:25/Luke 6:37; the two debtors, Luke 7:36–50; the unforgiving servant, Matthew 18:21– 35; Jesus forgives those who crucify him, Luke 23:34). • Justice and fairness: use some of Jesus’ stories, teaching and examples to understand the way Christians believe we should treat each other (serve

	<p>others, Mark 9:35–37; not just speaking about justice but practising it, Luke 11:39–42).</p> <ul style="list-style-type: none"> • Generosity and not being greedy: use some of Jesus’ stories, teaching and examples to understand the way Christians believe we should handle wealth (the vineyard workers, Matthew 20:1–16; widow’s offering, Mark 12:41–44; the rich young man, Mark 10:17–27; Zacchaeus, Luke 19:1–9). • Devise some moral dilemmas and ask pupils to say ‘what would Jesus do’, from their learning in this unit. Reflect on and discuss what impact following Jesus’ example and teaching have on the school/local community/world? Some say Jesus’ demands are impossible: is this true, and if so, is it worth aiming for them or not?
--	---

Foreign Languages

What I need the children to learn	Possible learning experiences
<p style="text-align: center;">Listening</p>	<p>Language Angels</p>
<p><i>Listen attentively to spoken language and show understanding by joining in and responding</i> <i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i> <i>Appreciate stories, songs, poems and rhymes in the language</i></p>	<p>Autumn 2 – What is the date Teaching Type: Intermediate Unit Objective: To be able to say the date in French. By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> • Recall from memory the seven days of the week, the twelve months of the year and numbers 1-31 in French. • Ask and answer what the date is in French. • Ask and answer the question ‘when is your birthday?’ in French.
<ul style="list-style-type: none"> • Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed. 	
<p style="text-align: center;">Speaking</p>	
<p><i>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</i> <i>Speak in sentences, using familiar vocabulary, phrases and basic language structures</i> <i>Present ideas and information orally to a range of audiences</i> <i>Describe people, places, things and actions orally and in writing</i></p>	
<ul style="list-style-type: none"> • Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. 	
<p style="text-align: center;">Reading/ Writing</p>	

<p><i>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</i></p> <p><i>Read carefully and show understanding of words, phrases and simple writing</i></p> <p><i>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</i></p> <p><i>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</i></p> <p><i>Describe people, places, things and actions in writing</i></p>	
<ul style="list-style-type: none"> • Understand longer passages in French and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt. • Write a paragraph using familiar language incorporating connectives/ conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute alternatives (My name, my age, where I live, a pet I have, a pet I don't have and my pet's name). 	
<p>Grammar</p>	
<p><i>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</i></p>	
<ul style="list-style-type: none"> • Revision of gender and nouns and learn to use and recognise the terminology of articles (define, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjunction (I wear/ he/she wears) and also be able to describe clothes in terms of colour (my blue coat). 	

Cayton Creation

Car ramp experiment

Cayton Conclusion

Share what we have learnt so far as a PowerPoint English

What I need the children to learn	Possible learning experiences
<p>Whole Class Reading</p> <p><i>Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a</i></p>	

sentence or paragraph, improves comprehension. When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word’s meaning(s) and its correct pronunciation.

- Can I read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues?
- Can I apply my growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*?
- Can I read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word?
- At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.
- Can I prove that the book makes sense and discuss my understanding and meaning of words in context?
- Can I read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types?
- Can I participate in discussions about books that are read to me and those I can read for myself, building on my own and others’ ideas and challenging views courteously?
- Can I identify main ideas drawn from more than one paragraph and to summarise these?
- Can I recommend texts to peers based on personal choice?
- Can I discuss vocabulary used by the author to create effect including figurative language?
- Can I evaluate the use of authors’ language and explain how it has created an impact on the reader? Can I draw inferences from characters’ feelings, thoughts and motives?
- Can I make predictions based on details stated and implied, justifying them in detail with evidence from the text?
- Can I continually show an awareness of audience when reading out loud using intonation, tone, volume and action?
- Can I use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts?

Text and Composition

Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.

- Can I plan my 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?
- Can I consider, when planning narratives, how authors have developed characters and settings in what I have read, listened to or seen performed?
- Can I proofread work to précis longer passages by removing unnecessary repetition or irrelevant details?
- Can I consistently link ideas across paragraphs?
- Can I proof-read my work to assess the effectiveness of my own and others’ writing and to make necessary corrections and improvements?
- Can I consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate

<p>structure, organisation and layout devices for a range of audiences and purposes?</p> <ul style="list-style-type: none"> • Can I describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace? • Can I regularly use dialogue to convey a character and to advance the action? • Can I perform my own compositions confidently using appropriate intonation, volume and movement so that meaning is clear? 	
Grammar	
<i>Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.</i>	
<ul style="list-style-type: none"> • Can I use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc? • Can I ensure the consistent and correct use of tense throughout all pieces of writing? • Can I use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly)? • Can I use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scribble, who was a famous inventor, had made a new discovery? • Can I use commas consistently to clarify meaning or to avoid ambiguity? • Can I use brackets, dashes or commas to indicate parenthesis? • Can I recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity? 	<p>Argument – Non-chronological report based on scientists (diversity) Audience: Children</p> <p>Reading Spine- Tyger – William Blake</p>
Spellings and handwriting	
<i>Teachers should continue to emphasis to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes. Understanding the history of words and relationships between them can also help with spelling.</i>	
<ul style="list-style-type: none"> • Can I spell words with endings that sound like / shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious)? • Can I spell words with endings that sound like / shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious)? • Can I spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight)? • Can I spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, 	

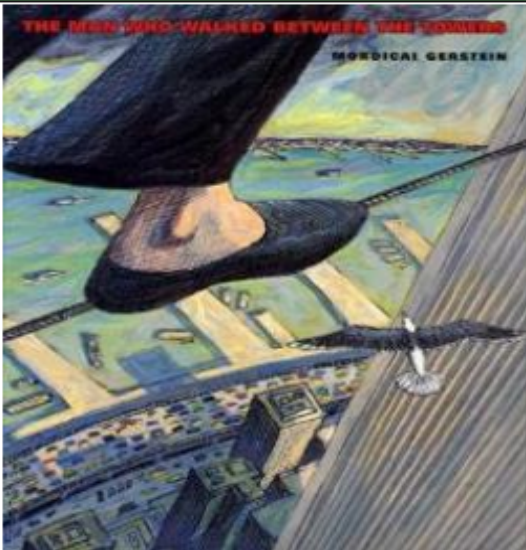
plough, bough)?

- Can I spell many of the Y5 and Y6 statutory spelling words correctly?
- Can I convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate)?
- Can I convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise)?
- Can I convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify)?
- Can I convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten)?
- Can I spell complex homophones and near- homophones, including who's/whose and stationary/stationery?
- Can I use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary?



Mathematics

What I need the children to learn	Possible learning experiences

Year 5: Forces Knowledge Mat

Subject Specific Vocabulary		Interesting Book	Sticky Knowledge about Forces
friction	Friction is a force between two surfaces that are sliding, or trying to slide, across each other.		<input type="checkbox"/> Frictional force is any force that is caused due to friction. An example of this might be when you put on the brakes on your bike.
gravity	Gravity is a force which tries to pull two objects towards each other.		<input type="checkbox"/> Gravity is the pulling force acting between the Earth and a falling object, for example when you drop something. Gravity pulls objects to the ground.
air resistance	Air resistance is a type of friction between air and another material. For example, when an aeroplane flies through the air.		<input type="checkbox"/> Surface resistance is the force on objects moving across a surface, such as an ice-skater skating on ice.
water resistance	If you go swimming, there is friction between your skin and the water particles.		<input type="checkbox"/> Any kind of force is really just a push or a pull.
levers	A lever can be described as a long rigid body with a fulcrum along its length.		Important facts to know by the end of the forces topic: <ul style="list-style-type: none"> • Know what gravity is and its impact on our lives. • Identify and know the effect of air resistance. • Identify and know the effect of water resistance. • Identify and know the effect of friction. • Explain how levers, pulleys and gears allow a smaller force to have a greater effect. • Know who Isaac Newton and Galileo were.
pulleys	Pulley is a simple machine and comprises of a wheel on a fixed axle, with a groove along the edges to guide a rope or cable.		
gears	Gears are wheels with teeth that slot together. When one gear is turned the other one turns as well.	<input type="checkbox"/> Water resistance is the force on objects floating on or moving in water.	
parachute	A parachute is a device used to slow down an object that is falling towards the ground. As the parachute opens, the air resistance increases.	<input type="checkbox"/> Magnetic force is an invisible force created by electrons. Magnetic force controls magnetism and electricity.	
Galileo	Galileo developed the telescope to enable close observation of the night sky.		
Newton	During his lifetime, Newton developed the theory of gravity and made breakthroughs in the area of optics, such as the reflecting telescope.		

South America KS2 Knowledge Mat

Subject Specific Vocabulary			Exciting Books	
<p>street children</p> <p>Street children are groups of children with no homes or parents who are forced to beg for a living.</p>	<p>pampas</p> <p>The pampas are fertile South American lowlands that cover more than 750,000 km².</p>		<p>Sticky Knowledge about South America</p> <ul style="list-style-type: none"> ❑ There are 12 countries in South America and almost 400 million people live there. ❑ Brazil is the largest country and covers almost half the continent. It is only slightly smaller than the USA. ❑ South America's largest river is the Amazon, which is the second longest river in the world. However, the Amazon carries more water than any other river in the world. ❑ Sao Paulo is the largest city with more than 20 million people living there. ❑ Spanish is the most popular language in South America even though Brazilians speak Portuguese. ❑ The Incas were the largest group of indigenous people in South America when the Europeans arrived. 	
<p>anaconda snake</p> <p>Anacondas are semiaquatic snakes found in tropical South America. They are some of the largest snakes in the world.</p>	<p>I am somebody</p> <p>A poem which was used in a campaign to bring attention to the street children of Brazil.</p>	<p>South American countries</p> <p>There are 12 sovereign states:</p> <ul style="list-style-type: none"> • Brazil • Argentina • Chile • Venezuela • Colombia • Peru • Suriname • Bolivia • Uruguay • Paraguay • Guyana • Ecuador <p>Plus, a part of France (French Guiana) and a non-sovereign area (the Falkland Islands, a British Overseas Territory though this is disputed by Argentina).</p>		
<p>Andes</p> <p>The Andes are the world's longest continental mountain range. They lie as a continuous chain of highland along the western coast of South America.</p>	<p>inhabitant</p> <p>An inhabitant is a person or animal that is a permanent resident of a particular place or region.</p>			
<p>sparsely populated</p> <p>Sparsely populated means that there are few people scattered around the area.</p>	<p>Lake Titicaca</p> <p>Lake Titicaca straddles the border between Peru and Bolivia in the Andes Mountains and is one of South America's largest lakes.</p>			
<p>Incas</p> <p>The Incas, an American indigenous people, were originally a small tribe in the southern highlands of Peru.</p>	<p>Atacama Desert</p> <p>The Atacama Desert is one of the driest places in the world. It has a stony terrain.</p>			

North America KS2 Knowledge Mat




Subject Specific Vocabulary	
A buck	A nickname for the American dollar.
Cherokee	A member of an American indigenous people formerly inhabiting much of the southern US.
American state	The U.S. is a country of 50 states covering a vast swathe of North America.
national park	An area of countryside, or occasionally sea or fresh water, protected by the state for the enjoyment of the general public or the preservation of wildlife.
The 'big apple'	This is the nickname associated with New York City (NYC). The nickname became common from the 1920s.
coyotes	Coyotes were a purely North American animal that lived in the West. They are small wolf-like creatures.
Statue of Liberty	The Statue of Liberty is a colossal neoclassical sculpture on Liberty Island in New York Harbour in New York City.
Chichén Itzá	Chichén Itzá is a complex of Mayan ruins in Mexico. It is a massive step pyramid.
A cold shoulder	An American metaphor for deliberately ignoring someone.
lighten up	To relax and not to take things too seriously.

Exciting Books
10 biggest North American countries
<ul style="list-style-type: none"> • Canada • USA • Mexico • Nicaragua • Honduras • Cuba • Guatemala • Panama • Costa Rica • Dominican Republic



Sticky Knowledge about North America

- ❑ There are 23 countries in North America, with Canada being the biggest.
- ❑ Mexico City is the largest city with more than 9 million people living there.
- ❑ Before the Europeans arrived, the indigenous and native Americans lived in the continent. Today, only about 2% of US Americans consider themselves as descendants from native Americans.
- ❑ Greenland is the not only the biggest island in North America but also in the world.
- ❑ The Missouri River is the longest in North America and flows through seven US states. Denali is the highest mountain in North America.
- ❑ Lake Superior, which borders Canada and the US, is the third largest lake in the world and the largest North American lake.

Map Reading KS2 Knowledge Mat

Subject Specific Vocabulary			Exciting Books
Ordnance Survey	An Ordnance Survey map is a detailed map produced by mapping agency of the United Kingdom (UK).		<h3>Sticky Knowledge about Map Reading</h3> <ul style="list-style-type: none"> Cartography is the study of maps and map making. Someone who makes maps is called a cartographer. There are two norths: true north and magnetic north. True north is the direction of the geographic North Pole. Magnetic north is the direction the north end of a needle in a compass points. Throughout Medieval times in Europe most maps of the world, known as Mappae Mundi, were expensive to create by hand, so were used by royals and nobles as displays of wealth rather than for practical purposes. The world map that is familiar to most of us is the Mercator projection, but it is full of distortions so some countries appear larger or smaller than they actually are. North may be at the top of maps today, but that wasn't always the case. During the middle ages, most Western maps put east at the top instead.
symbol	Map symbols are used to represent real objects. Both shapes and colours can be used for symbols on maps.	 <p>OS Map Symbols</p>	
hemisphere	A hemisphere is formed by dividing the earth into the Northern and Southern Hemispheres at the equator.		
latitude	The lines extending around the Earth horizontally are called lines of latitude.		
longitude	The lines extending around the Earth vertically are called lines of longitude.		
time zones	Time zones give specific areas on the Earth a time of day that is earlier or later than the neighbouring time zones.		
grid reference	Numerical grid references consist of an even number of digits. Eastings are written before Northings.		
aerial photograph	Aerial photography is the taking of photographs of the ground from an elevated/direct-down position.		
Greenwich meridian	The prime meridian is the imaginary line that divides Earth into two equal parts: the Eastern Hemisphere and the Western Hemisphere, often called the Greenwich meridian.		
tropics	The tropics are regions of the Earth that lie roughly in the middle of the globe.		

Europe KS2 Knowledge Mat

Subject Specific Vocabulary			Exciting Books
European Union	The EU tries to make it easier for Europeans to buy and sell things/trade with each other.		<h3>Sticky Knowledge about Europe</h3> <ul style="list-style-type: none"> There are 44 countries in Europe. A small number of countries on the continent are transcontinental, meaning they are considered to be a part of both Europe and Asia. Moscow, in Russia, is the largest city (not including transcontinental cities) with more than 12 million inhabitants. Mount Elbrus in Russia (5,642 metres/18,510ft) is the highest mountain in Europe and is part of the Caucasus mountain range. The Volga River in Russia (3,530km) is Europe's longest river. The Danube is the most important commercial waterway in Europe. Lake Ladoga in Russia is Europe's biggest lake and among the world's biggest freshwater lakes.
Mediterranean	It is a body of water that separates the continents of Europe, Africa and Asia.		
Euros	Euro is the currency used by many of the European Union countries.		
paella	Paella is a dish cooked especially in Spain, which consists of rice mixed with small pieces of vegetables, fish, and chicken.		
Brexit	Brexit stands for Britain exiting the European Union. In a vote in 2016, adults in Britain narrowly voted for leaving the EU.	<h3>Some European flags</h3> 	
Berlin Wall	The wall that used to separate East Berlin and West Berlin. It was built in order to prevent people from fleeing East Berlin.		
Eiffel Tower	The Eiffel Tower is situated in Paris and was constructed as part of the world fair in Paris in 1889.		
Greek Isles	Greece has a number of islands around its main land which are famous for being holiday destinations.		
fjords	Long, narrow, deep inlets of the sea between high cliffs, as in Norway, typically formed by submergence of a glaciated valley.		