

CAYTON
SCHOOL

MEDIUM TERM CURRICULUM PLAN
YEAR 5 – SPRING 2



Learn from yesterday, seek today and aim for tomorrow

September 2024

Science Driver: Living things and their habitats

Key Enquiry: Why does life continue forever?

Science Driver

What I need the children to learn	Possible learning experiences																														
Living things and their environments																															
<i>Living things and their environments</i>																															
<p>National Curriculum Objectives</p> <ul style="list-style-type: none"> Describe the life process of reproduction in some plants and animals Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird <p>Scientific Enquiry</p> <ul style="list-style-type: none"> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. 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 Identifying scientific evidence that has been used to support or refute ideas or arguments 	<p>Learning Intentions (to be stuck in books)</p> <ul style="list-style-type: none"> Understand the life process of a plant Understand the life cycles of mammals Compare the life cycles of insects and amphibians Understand the life cycle of birds and reptiles Know about the life and work of Jane Goodall and David Attenborough Research and present the life cycle of a creature <p>Keywords</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Reproduction</td> <td style="width: 50%;">asexual</td> </tr> <tr> <td>Fertilisation</td> <td>tuber</td> </tr> <tr> <td>genes</td> <td>pouch</td> </tr> <tr> <td>mammary glands</td> <td>placental mammal</td> </tr> <tr> <td>monotreme mammal</td> <td>marsupial</td> </tr> <tr> <td>metamorphosis</td> <td>caterpillar</td> </tr> <tr> <td>amphibian</td> <td>larva</td> </tr> <tr> <td>pupa</td> <td>egg</td> </tr> <tr> <td>fledgling</td> <td>egg tooth</td> </tr> <tr> <td>hatch</td> <td>embryo</td> </tr> <tr> <td>documentary</td> <td>naturalist</td> </tr> <tr> <td>primatologist</td> <td>endangered</td> </tr> <tr> <td>natural sciences</td> <td>living organism</td> </tr> <tr> <td>reproduction</td> <td>life cycle</td> </tr> <tr> <td>vertebrate</td> <td>warm-blooded</td> </tr> </table>	Reproduction	asexual	Fertilisation	tuber	genes	pouch	mammary glands	placental mammal	monotreme mammal	marsupial	metamorphosis	caterpillar	amphibian	larva	pupa	egg	fledgling	egg tooth	hatch	embryo	documentary	naturalist	primatologist	endangered	natural sciences	living organism	reproduction	life cycle	vertebrate	warm-blooded
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History

What I need the children to learn	Possible learning experiences
LOCAL STUDY	
<i>A local study linked to one of the periods of time studied under chronology; or A local study that could extend beyond 1066</i>	
<ul style="list-style-type: none"> Know about a period of history that has strong connections to their locality and understand the issues associated with the period. Know how the lives of wealthy people were different from the lives of poorer people during this time <p>A local history study. Examples (non-statutory) a depth study linked to one of the British areas of study listed above -a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) -a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p>	<p>Victorian Britain/ Scarborough recap from KS1 – extend knowledge and use correct dates and terminology e.g. ACE</p> <p style="text-align: center;">Holiday knowledge built on from KS1 - Scarborough Spa Town, The Grand Hotel, Tram and focus on RAILWAYS and their significance Compare Scarborough now to the past- work for adults e.g. workhouses in the past to fishing industry Clothing, daily life and gender roles of rich vs poor men and women and links to British Values</p>

Can I revisit the Victorian period on a timeline, this time placing events, people and changes of British, local and world history using appropriate dates, chronological conventions and time periods? e.g. Ancient Rome (753 BCE - 476 CE).

Do I know about a period of history that has strong connections to my locality and understand the issues associated with the period?

Can I compare the system of ruling in the Victorian period with other British periods of history?

Can I understand how the lives of wealthy adults (quick recap of lives of Victorian children from KS1) were different from the lives of poorer adults (e.g. workhouses, fishing industry) locally during the time of the Victorians?

Can I recap and build on my knowledge from my local history study in Key Stage 1 e.g. gender roles of men vs women then and today, making links to British Values?

Can I understand how the introduction of the railway hugely influenced society at the time?

Can I look again at the changing role of the monarchy vs Prime Minister, comparing the role of Queen Victoria with the role of the monarchy today?

Key Skills

Plot significant events, dates, people and changes to British, local and world history on a timeline using correct terminology e.g. Ancient Rome (753 BCE - 476 CE).

Compare gender roles of men and women during Victorian times with today making links to British Values.

Study the impact of the railway on British society and our local area during the Victorian times.

Compare the changing powers of the British monarchy over time.

Key Vocabulary

Peasantry, workhouses, debtor's prison, constable, refractory cell

Computing

What I need the children to learn	Possible learning experiences
Data and information – Flat-file databases	

<p><i>National Curriculum Objectives - Pupils should be taught to:</i></p> <p><u>Computing</u></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>This unit looks at how a flat-file database can be used to organise data in records. Learners will use tools within a database to order and answer questions about data. They will create graphs and charts from their data to help solve problems. They will also use a real-life database to answer a question, and present their work to others.</p>
<p>To use a form to record information</p> <ul style="list-style-type: none"> • I can create a database using cards • I can explain how information can be recorded • I can order, sort, and group my data cards 	<p>database, data, information, record, field, sort, order, group, search, value, criteria, graph, chart, axis, compare, filter, presentation.</p>
<p>To compare paper and computer-based databases</p> <ul style="list-style-type: none"> • I can explain what a field and a record is in a database • I can navigate a flat-file database to compare different views of information • I can choose which field to sort data by to answer a given question 	
<p>To outline how you can answer questions by grouping and then sorting data</p> <ul style="list-style-type: none"> • I can explain that data can be grouped using chosen values • I can group information using a database • I can combine grouping and sorting to answer specific questions 	
<p>To explain that tools can be used to select specific data</p> <ul style="list-style-type: none"> • I can choose which field and value are required to answer a given question • I can outline how 'AND' and 'OR' can be used to refine data selection • I can choose multiple criteria to answer a given question 	
<p>To explain that computer programs can be used to compare data visually</p> <ul style="list-style-type: none"> • I can select an appropriate chart to visually compare data • I can refine a chart by selecting a particular filter • I can explain the benefits of using a computer to create charts 	
<p>To use a real-world database to answer questions</p> <ul style="list-style-type: none"> • I can ask questions that will need more than one field to answer • I can refine a search in a real-world context • I can present my findings to a group 	

Music

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

What I need the children to learn	Possible learning experiences
Unit 4 – Enjoying Musical Style	
Listening and Appraise Music (Musicianship)	
<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>	

<i>Develop an understanding of the history of music.</i>	
<ul style="list-style-type: none"> Explain rapping. Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals. 	
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"> Talk about the different styles of singing used for different styles of song. Talk confidently about how connected you feel to the music and how it connects in the world. 	Video with QR qrcode monkey website
Notation	
<ul style="list-style-type: none"> <i>Use and understand staff and other musical notations</i> 	
<ul style="list-style-type: none"> Identify the staff and symbols on the staff (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign. 	
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 one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, E_b major, C minor and D minor. 	Glockenspiels and bars as a whole class
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> 	
<p>Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p> <ul style="list-style-type: none"> D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor) 	
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"> Compose song accompaniments, perhaps using basic chords. Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). 	Use Charanga with pupil logins to experiment with the notation maker.
Performing	
<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"> • Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. 	Performance to parents to celebrate unit. Videos to send out on Class Dojo.
• 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, 	

Art and Design

What I need the children to learn	Possible learning experiences
Drawing, painting and sculpture	
<i>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i>	
<ul style="list-style-type: none"> • know how to create an accurate print design following given criteria. • use images which have been created, scanned and found; altering them where necessary to create art. • Use tools to create texture and pattern 	Create shading for finger prints Sketch out the detail in the lines using shading Print using finger prints

<ul style="list-style-type: none"> Show life like qualities and real life proportions Create a clay finger print 	
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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 	<p>Setting targets for improvements and competition Use basic skills to complete athletics and sports games Links to Real PE 4</p>
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	
<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 	
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 align="center">Unit 4 Applying Physical</p> <ul style="list-style-type: none"> I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations. 	<p>Unit 4 Creative I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.</p> <p>Static Balance Seated I can balance with feet and hands off the floor throughout. I can balance with minimum wobble. I can maintain balance without strain.</p> <p>Static Balance Floor Work I can maintain balance throughout. I can balance and hold the correct position, for example, back straight. I can balance with control when changing balance/position.</p> <p>Spr 2</p>																																										
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
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PSHE

What I need the children to learn	Possible learning experiences
Healthy Me	Resource links from: Jigsaw
<p>Knowledge</p> <ul style="list-style-type: none"> Know the health risks of smoking Know how smoking tobacco affects the lungs, liver and heart Know some of the risks linked to misusing alcohol, including antisocial behaviour Know basic emergency procedures including the recovery position Know how to get help in emergency situations Know that the media, social media and celebrity culture promotes certain body types Know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure Know what makes a healthy lifestyle. <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> Can make informed decisions about whether or not they choose to smoke when they are older Can make informed decisions about whether they choose to drink alcohol when they are older 	<p>In this Puzzle the class look at the risks linked to smoking and how this affects the lungs, liver and heart. They do the same with the risks associated with alcohol misuse. They are taught a range of basic emergency procedures (including the recovery position) and learn how to contact the emergency services when needed. The children look at how body types are portrayed in the media, social media and celebrity culture. They also talk about eating disorders and people's relationships with food and how this can be linked to negative body image pressures.</p> <p>See the link below</p> <p><u>Key vocabulary:</u> Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation</p>

<ul style="list-style-type: none"> • Recognise strategies for resisting pressure • Can identify ways to keep themselves calm in an emergency • Can reflect on their own body image and know how important it is that this is positive • Accept and respect themselves for who they are • Respect and value their own bodies • Be motivated to keep themselves healthy and happy <p>Sun Safety Curriculum Can I describe how to stay safe in the sun and why it is important? Activity- look at the power point and discuss. Look at the posters and then create a poster with reasons why to stay safe.</p> <p>Please use the learning objectives from the Jigsaw website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).</p>	
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<https://jigsawlivescmsguk.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 9-10 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
U2:4	
<p>If god is everywhere, why go to a place of worship?</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Recall and name some key features of places of worship studied (A1). • Find out about what believers say about their places of worship (C2). <p>Expected:</p> <ul style="list-style-type: none"> • Make connections between how believers feel about places of worship in different traditions (A3). • Select and describe the most important functions of a place of worship for the community (B3). • Give examples of how places of worship support believers in difficult 	<ul style="list-style-type: none"> • Find out some of the key features of places of worship: e.g. some differences between Anglican and Baptist churches; mandir; differences between an Orthodox and a Reform synagogue. • Explore the duty of pilgrimage in Hinduism, which is seen as a wider part of worship. This concerns the need for Hindus to be seen by the deity worshipping at a particular shrine. Does this mean that God is concentrated more intensely in particular places? • Can pupils talk about a place where people might say or feel God is somehow more ‘present’? What is special about these places?

<p>times, explaining why this matters to believers (B2).</p> <ul style="list-style-type: none"> • Present ideas about the importance of people in a place of worship, rather than the place itself (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> • Outline how and why places of worship fulfil special functions in the lives of believers (A3). • Comment thoughtfully on the value and purpose of places of worship in religious communities (B1). 	<ul style="list-style-type: none"> • Consider these definitions: ‘synagogue’ = ‘house of assembly’ (a place to get together), also called ‘schul’ = school (a place to learn). Answer the key question in light of these definitions. • What different ways of worshipping can they find within Christianity? Reflect on why some Christians like to go to church to meet with God, and why some meet in a school or in a home; e.g. community, being part of the ‘body of Christ’, mutual support through prayer and encouragement, music vs meditation, silence, simplicity, nature; some don’t like institutions, hierarchies, crowds! Why do Christians worship in different ways? • Find out about alternative forms of Christian communities, e.g. www.freshexpressions.org.uk Consider the appeal of these to some Christians.
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Foreign Languages

What I need the children to learn	Possible learning experiences
<p style="text-align: center;">Listening</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> <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>Language Angels</p> <p>Spring 2 - Romans Teaching Type: Intermediate Unit Objective: To describe what life was like as a child during Ancient Roman times in French. By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> • Understand the key facts of the history of Ancient Rome in French. • Say and spell the days of the week in French. • Name some/all of the most famous Roman inventions in French. • Write a diary of life as a rich and/or poor child in Roman times including the use of the negative form in French.
<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</i></p>	

reading aloud or using familiar words and phrases
Read carefully and show understanding of words, phrases and simple writing
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
Describe people, places, things and actions in writing

- 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).

Grammar

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.

- 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

Rainforest in a shoebox

Cayton Conclusion

Artwork – Henri Rousseau inspired.

What I need the children to learn	Possible learning experiences
Whole Class Reading	
<i>Pupils should be encouraged to work out any unfamiliar word. They should focus on all the</i>	

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 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?



<ul style="list-style-type: none"> • 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 structure, organisation and layout devices for a range of audiences and purposes? • 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 Scriffle, 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? 	
Spellings and handwriting	
<i>Teachers should continue to emphasise 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, 	

<p>nutritious)?</p> <ul style="list-style-type: none"> • 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? 	
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Mathematics

What I need the children to learn	Possible learning experiences

Year 5: Reversible and Irreversible Changes Knowledge Mat

Subject Specific Vocabulary		Interesting Books		Sticky Knowledge about Reversible and Irreversible changes
solubility	Is a chemical property referring to the ability for a given substance, the solute, to dissolve in a solvent.	 	<p>Important facts to know by the end of the reversible and irreversible changes topic:</p> <ul style="list-style-type: none"> • Know what a reversible change means. • Know what an irreversible change means. • Give examples of reversible and irreversible changes. • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating 	<p><input type="checkbox"/> Irreversible changes, like burning, cannot be undone. Reversible changes, like melting and dissolving, can be changed back again.</p>
conductivity	Conductivity defines a material's ability to conduct electricity.			<p><input type="checkbox"/> Mixtures can be separated out by methods like filtering and evaporating. A change is called irreversible if it cannot be changed back again.</p>
transparency	In general, transparency is the quality of being easily seen through.		<p><input type="checkbox"/> Examples of reversible changes: Melting is when a solid converts into a liquid after heating. An example of melting is turning ice into water. Freezing is when a liquid converts into a solid.</p>	
thermal evaporation	Something that is thermal is hot, retains heat, or has a warming effect. Evaporation is the process of a substance in a liquid state changing to a gaseous state due to an increase in temperature and/or pressure.		<p><input type="checkbox"/> A cooked egg cannot be changed back to a raw egg again. Mixing substances can cause an irreversible change. For example, when vinegar and bicarbonate of soda are mixed, the mixture changes and lots of bubbles of carbon dioxide are made. Burning is an example of an irreversible change.</p>	
dissolve	To dissolve is defined as to become broken up or absorbed by something or to disappear into something else.			
bicarbonate of soda	A white water-soluble powder, used chiefly as an antacid, a fire extinguisher, and a leavening agent in baking.			
thermal	Something that is thermal is hot, retains heat, or has a warming effect.			
filtering	To filter a substance means to pass it through a device which is designed to remove certain particles contained within.			
melting	Melting is a physical process that results in the transition of a substance from a solid to a liquid.			
separate	Separate, part, and divide mean to break into parts or to keep apart.			