

CAYTON
SCHOOL

MEDIUM TERM CURRICULUM PLAN
YEAR 5 – SPRING 1



Learn from yesterday, seek today and aim for tomorrow

September 2024

GeographyDriver: Rainforests

Key Enquiry: Why should the rainforests be important to all of us?

Geography Driver

What I need the children to learn	Possible learning experiences
Place Knowledge	
<i>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</i>	
<ul style="list-style-type: none"> Know key differences between living in the UK and in a country in South America Can I compare landscapes in two countries identifying human and physical characteristics that have changed over time? Can I locate significant human and physical landmarks of Brazil? Can I study economics, populations and trade of South American countries? 	<p><i>Contrasting landscape (use vocabulary to label animal environments)</i> <i>Rio De Janeiro – Favelas life</i> <i>Schools in Brazil comparison to UK</i></p>
Human and Physical Geography	
<i>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i>	
<ul style="list-style-type: none"> Know what is meant by biomes and what are the features of a specific biome Label layers of a rainforest and know what deforestation is? Can I explore the impact of deforestation on the world and our lives? 	<p><i>Highlighting major Rainforests of the world – link to major rivers</i> <i>Link Volcanoes/ Earthquakes to fault lines</i> <i>Biomes and animals of the Rainforest – different layers of the Rainforest – why is each layer important?</i> <i>Current issues – deforestation – BBC news</i></p>

Science

What I need the children to learn	Possible learning experiences						
Change of Materials							
<i>Change of Materials</i>							
<p><u>National Curriculum Objectives</u></p> <ul style="list-style-type: none"> Describe how to recover a substance from a solution Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes 	<p><u>Learning Intentions (to be stuck in books)</u></p> <ul style="list-style-type: none"> Use evaporation to recover the solute from a solution Recognise and describe reversible changes Observe chemical reactions and describe how we know new materials are made Investigate rusting reactions Investigate burning reactions Investigate chemical reactions - acids and bicarbonate of soda <p><u>Keywords</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">pure substance</td> <td style="width: 50%;">solute</td> </tr> <tr> <td>solvent</td> <td>solution</td> </tr> <tr> <td>evaporate</td> <td>reversible</td> </tr> </table>	pure substance	solute	solvent	solution	evaporate	reversible
pure substance	solute						
solvent	solution						
evaporate	reversible						

<p>associated with the action of mixing acids on bicarbonate of soda.</p> <p>Scientific Enquiry</p> <ul style="list-style-type: none"> • Reporting and presenting findings from enquiries, including conclusions in oral and written forms • 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 • Planning different types of scientific enquiry to answer questions, including recognizing and controlling variables where necessary • Identifying scientific evidence that has been used to support or refute ideas or arguments • Using test results to make predictions to set up further comparative and fair tests 	<p>mixture melting chemical change effervescence fair test control variable rusting fuel extinguish reaction acid carbon dioxide</p>	<p>physical change irreversible compare product variable corrosion combustion oxygen smother predict bicarbonate of soda</p>
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Computing

What I need the children to learn	Possible learning experiences
<p>Programming A – Selection in physical computing</p>	
<p><i>National Curriculum Objectives - Pupils should be taught to:</i></p> <p>Computing</p> <ul style="list-style-type: none"> • Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • 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>In this unit, learners will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. Learners will be introduced to a microcontroller (Crumble controller) and learn how to connect and program it to control components (including output devices — LEDs and motors). Learners will be introduced to conditions as a means of controlling the flow of actions in a program. Learners will make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the 'if...then...' structure) and write algorithms and programs that utilise this concept. To conclude the unit, learners will design and make a working model of a fairground carousel that will demonstrate their understanding of how the microcontroller and its components are connected, and how selection can be used to control the operation of the model. Throughout this unit, learners will apply the stages of programming design.</p>
<p>To control a simple circuit connected to a computer</p> <ul style="list-style-type: none"> • I can create a simple circuit and connect it to a microcontroller • I can program a microcontroller to make an LED switch on • I can explain what an infinite loop does 	<p>microcontroller, USB, components, connection, infinite loop, output component, motor, repetition, count-controlled loop, Crumble controller, switch, LED, Sparkle, crocodile clips, connect, battery box, program, condition, Input, output, selection, action, debug, circuit, power, cell, buzzer</p>
<p>To write a program that includes count-controlled loops</p> <ul style="list-style-type: none"> • I can connect more than one output component to a microcontroller • I can use a count-controlled loop to control outputs • I can design sequences that use count-controlled loops 	
<p>To explain that a loop can stop when a condition is met</p> <ul style="list-style-type: none"> • I can explain that a condition is either true or false • I can design a conditional loop 	

<ul style="list-style-type: none"> I can program a microcontroller to respond to an input 	
<p>To explain that a loop can be used to repeatedly check whether a condition has been met</p> <ul style="list-style-type: none"> I can explain that a condition being met can start an action I can identify a condition and an action in my project I can use selection (an 'if...then...' statement) to direct the flow of a program 	
<p>To design a physical project that includes selection</p> <ul style="list-style-type: none"> I can identify a real-world example of a condition starting an action I can describe what my project will do I can create a detailed drawing of my project 	
<p>To create a program that controls a physical computing project</p> <ul style="list-style-type: none"> I can write an algorithm that describes what my model will do I can use selection to produce an intended outcome I can test and debug my project 	

Music

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

What I need the children to learn	Possible learning experiences
Unit 3 – Composing and Chords	
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"> Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form. Explain a bridge passage and its position in a song. Recall by ear memorable phrases heard in the music. 	
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"> Sing in unison and parts, and as part of a smaller group. Sing 'on pitch' and 'in time'. 	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"> Understand the differences between 2/4, 3/4 and 4/4 time signatures. Read and perform pitch notation within an octave (eg C–C'/do–do). 	
Playing Instruments	
<ul style="list-style-type: none"> <i>Play and perform in solo and ensemble contexts and playing musical instruments</i> 	

<i>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> 	
Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).	
<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 a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality: G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G) Use simple dynamics. Use rhythmic variety. 	Use Charanga with pupil logins to experiment with the notation maker.
<ul style="list-style-type: none"> 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"> Perform a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles, including a school orchestra. Perform from memory or with notation, with confidence and accuracy. 	Performance to parents to celebrate unit. Videos to send out on Class Dojo.
<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, 	
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Art

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"> • begin to include measuring skills to help with proportion in their drawings. • Use shading to create mood and texture. • Use a variety of techniques to add effects eg reflections, shadow & direction of sunlight. • Organise line, tone, shape and colour to represent figures and forms in movement. • Use shading to create mood and feeling. • Learn and use technical vocabulary • Evaluate and analyse creative works 	<p>https://innovationkidslab.com/rainforest-digital-collage-art-projects-kids/</p> <p>Create a digital rainforest</p> <p>Sketch rainforests and show dimension</p> <p>Create collages using magazine cut outs</p>

<ul style="list-style-type: none"> • enhance digital media by editing, use of animation and installations • use mixed textures to combine visual & tactile qualities in a collage 	
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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 	
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	Unit 3 – Cognitive 6 x Gym Lessons
<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 	<p>Unit 3 Cognitive I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.</p> <p>Real Gym Rotation I can perform individual movements accurately. I can maintain good body tension and extension throughout. I can keep apparatus in motion throughout (where appropriate).</p> <p>Balance</p>

	<p>I can balance with control (minimum wobble). I can keep apparatus in motion throughout (where appropriate). I can hold the balance for at least 3 seconds.</p> <p>Shape I can perform accurate shapes. I can use good body tension to hold the shapes. I can keep apparatus in motion throughout (where appropriate).</p> <p>Travel I can perform accurate movement patterns. I can move with good posture. I can keep apparatus in motion throughout (where appropriate).</p> <p>Flight I can perform an accurate movement pattern and preparation phase. I can create a clear shape during flight. I can keep apparatus in motion throughout leap/jump.</p> <p>Spr 1</p>																																										
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.																																											
Unit 3 Social																																											
<ul style="list-style-type: none"> I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately. 																																											
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 (1st covered in Year 4 – extend in Year 5)

What I need the children to learn	Possible learning experiences
Dreams & Goals	Resource links from: Jigsaw
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Know that they will need money to help them to achieve some of their dreams • Know about a range of jobs that are carried out by people I know • Know that different jobs pay more money than others • Know the types of job they might like to do when they are older • Know that young people from different cultures may have different dreams and goals • Know that communicating with someone from a different culture means that they can learn from them and vice versa • Know ways that they can support young people in their own culture and abroad <p><u>Social and Emotional Skills</u></p> <ul style="list-style-type: none"> • Verbalise what they would like their life to be like when they are grown up • Appreciate the contributions made by people in different jobs • Appreciate the opportunities learning and education can give them • Reflect on the differences between their own learning goals and those of someone from a different culture • Appreciate the differences between themselves and someone from a different culture • Understand why they are motivated to make a positive contribution to supporting others <p><u>Water Safety Curriculum</u></p> <p>Can I become familiar with how to stay safe around the water including beaches, canals and rivers?</p> <p>Two lessons-</p> <p>1: beach water safety and flags.</p> <p>2: canals and rivers – activities resource 3- see teacher guidance.</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>	<p>In this Puzzle the class talk about their dreams and goals and how they might need money to help them achieve them. They look at jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. The children look as the similarities and differences between themselves (and their dreams and goals) and someone from a different culture.</p> <p>See the link below.</p> <p><u>Key vocabulary:</u> Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Co-operation, Difference</p>

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 times, explaining why this matters to believers (B2). • 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"> • 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? • 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.

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>	<p>Language Angels</p> <p>Spring 1 – The Weather Teaching Type: Intermediate Unit Objective: To be able to describe the weather in French. By the end of this unit we will be able to:</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. 	<ul style="list-style-type: none"> • Recognise and recall the 9 weather expressions in French from memory. • Ask what the weather is today and give a reply in French. • Describe the weather in France, in French using a weather map with symbols.
<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> <i>Read carefully and show understanding of words, phrases and simple writing</i> <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> <i>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</i> <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 style="text-align: center;">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>	

- 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 conjugation (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
<p style="text-align: center;">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 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.</i></p>	
<ul style="list-style-type: none"> • 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 	


<p>others' ideas and challenging views courteously?</p> <ul style="list-style-type: none"> • 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	
<i>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.</i>	
<ul style="list-style-type: none"> • 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 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)? 	

<ul style="list-style-type: none"> • 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? 	
Spellings and handwriting	
<p><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.</i></p> <p><i>Understanding the history of words and relationships between them can also help with spelling.</i></p>	
<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

Rainforest KS2 Knowledge Mat

Subject Specific Vocabulary			Exciting Books	
canopy	The canopy , which may be over 30 m above the ground, is made up of the overlapping branches and leaves of rainforest trees.		<h2 style="text-align: center;">Sticky Knowledge</h2> <p>Only around 6% of the Earth's land surface is rainforest – but about half of all animal and plant species live there.</p> <p>It can take ten minutes for a falling raindrop to travel from a rainforest's thick canopy to the floor.</p> <p>The Amazon rainforest in South America is so big that if it were a country, it would be the ninth biggest in the world.</p>	
emergent layer	The emergent layer is the name given to the tops of trees that poke up above the rainforest canopy.	Where are the famous rainforests?		
understory	The understory layer is a tangle of shrubs, young trees, saplings, palms and vines. It is hot and damp here and the air is very still.	Amazon, Brazil		
deforestation	When forests are cut down and the area is permanently cleared for another use.	Australia, West Africa		
endangered	An endangered species is a species which has been categorized as very likely to become extinct.			
indigenous	Indigenous people or things belong to the country in which they are found			
biomes	Biomes are distinct biological communities that have formed in response to a shared physical climate.			
temperate	Relating to or denoting a region or climate characterized by mild temperatures.			
extinction	The extinction of a species of animal or plant is the death of all its remaining living members.			
destruction	The act of destroying something.			
biodiversity	Variety of plant and animal life in a particular habitat, a high level of which is usually considered to be important and desirable.			

South America KS2 Knowledge Mat

Subject Specific Vocabulary			Exciting Books		
street children	Street children are groups of children with no homes or parents who are forced to beg for a living.		<h3>Sticky Knowledge about South America</h3> <ul style="list-style-type: none"> <input type="checkbox"/> There are 12 countries in South America and almost 400 million people live there. <input type="checkbox"/> Brazil is the largest country and covers almost half the continent. It is only slightly smaller than the USA. <input type="checkbox"/> 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. <input type="checkbox"/> Sao Paulo is the largest city with more than 20 million people living there. <input type="checkbox"/> Spanish is the most popular language in South America even though Brazilians speak Portuguese. <input type="checkbox"/> The Incas were the largest group of indigenous people in South America when the Europeans arrived. 		
pampas	The pampas are fertile South American lowlands that cover more than 750,000 km ² .			<h3>South American countries</h3> <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>	
anaconda snake	Anacondas are semiaquatic snakes found in tropical South America. They are some of the largest snakes in the world.				
I am somebody	A poem which was used in a campaign to bring attention to the street children of Brazil.				
Andes	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.				
inhabitant	An inhabitant is a person or animal that is a permanent resident of a particular place or region.				
sparsely populated	Sparsely populated means that there are few people scattered around the area.				
Lake Titicaca	Lake Titicaca straddles the border between Peru and Bolivia in the Andes Mountains and is one of South America's largest lakes.				
Incas	The Incas, an American indigenous people, were originally a small tribe in the southern highlands of Peru.				
Atacama Desert	The Atacama Desert is one of the driest places in the world. It has a stony terrain.				

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



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.

10 biggest North American countries

- Canada
- USA
- Mexico
- Nicaragua
- Honduras
- Cuba
- Guatemala
- Panama
- Costa Rica
- Dominican Republic