

CAYTON
SCHOOL

MEDIUM TERM CURRICULUM PLAN YEAR 5 – SUMMER 2



Learn from yesterday, seek today and aim for tomorrow

September 2024

Science Driver: Animals, including Humans

Key Enquiry: What is it like to be grown up?

Science Driver

What I need the children to learn	Possible learning experiences																														
Animals, including Humans																															
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<p>National Curriculum Objectives</p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age <p>Scientific Enquiry</p> <ul style="list-style-type: none"> Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs 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. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Identifying scientific evidence that has been used to support or refute ideas or arguments 	<p>Learning Intentions (to be stuck in books)</p> <p>Identify the key stages of a mammal's life cycle</p> <p>Keywords</p> <table border="0"> <tr> <td>Foetus</td> <td>dependent</td> </tr> <tr> <td>Adolescent</td> <td>puberty</td> </tr> <tr> <td>Reproduce</td> <td>gestation</td> </tr> <tr> <td>Pregnant</td> <td>duration</td> </tr> <tr> <td>Extreme</td> <td>breeding</td> </tr> <tr> <td>Womb</td> <td>umbilical chord</td> </tr> <tr> <td>Embryo</td> <td>trimester</td> </tr> <tr> <td>Midwife</td> <td>growth spurt</td> </tr> <tr> <td>Childhood</td> <td>motor skills</td> </tr> <tr> <td>milk teeth</td> <td>constant</td> </tr> <tr> <td>adolescence</td> <td>puberty</td> </tr> <tr> <td>hormones</td> <td>mood swing</td> </tr> <tr> <td>develop</td> <td>lifestyle</td> </tr> <tr> <td>keratin</td> <td>elasticity</td> </tr> <tr> <td>cataracts</td> <td>neurodegenerative</td> </tr> </table>	Foetus	dependent	Adolescent	puberty	Reproduce	gestation	Pregnant	duration	Extreme	breeding	Womb	umbilical chord	Embryo	trimester	Midwife	growth spurt	Childhood	motor skills	milk teeth	constant	adolescence	puberty	hormones	mood swing	develop	lifestyle	keratin	elasticity	cataracts	neurodegenerative
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Geography

What I need the children to learn	Possible learning experiences
Geographical skills and fieldwork	
<i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i>	
<ul style="list-style-type: none"> Know how to use graphs to record features such as temperature or rainfall across the world Can I explore ideas of longitude and latitude around the world and link to the tropics? <ul style="list-style-type: none"> Can I use four and six-figure references, symbols and keys? 	<p>China/ London study Buildings lifestyle study of multiple countries</p>

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Computing

What I need the children to learn	Possible learning experiences
Programming B – Selection in quizzes	
<p><i>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>Learners will develop their knowledge of 'selection' by revisiting how 'conditions' can be used in programming, and then learning how the 'if... then... else...' structure can be used to select different outcomes depending on whether a condition is 'true' or 'false'. They represent this understanding in algorithms, and then by constructing programs in the Scratch programming environment. They learn how to write programs that ask questions and use selection to control the outcomes based on the answers given. They use this knowledge to design a quiz in response to a given task and implement it as a program. To conclude the unit, learners evaluate their program by identifying how it meets the requirements of the task, the ways they have improved it, and further ways it could be improved.</p>
<p>To explain how selection is used in computer programs</p> <ul style="list-style-type: none"> I can recall how conditions are used in selection I can identify conditions in a program I can modify a condition in a program 	<p>Selection, condition, true, false, count-controlled loop, outcomes, conditional statement, algorithm, program, debug, question, answer, task, design, input, implement, test, run, setup, operator</p>
<p>To relate that a conditional statement connects a condition to an outcome</p> <ul style="list-style-type: none"> I can use selection in an infinite loop to check a condition I can identify the condition and outcomes in an 'if... then... else...' statement I can create a program that uses selection to produce different outcomes 	
<p>To explain how selection directs the flow of a program</p> <ul style="list-style-type: none"> I can explain that program flow can branch according to a condition I can design the flow of a program that contains 'if... then... else...' I can show that a condition can direct program flow in one of two ways 	
<p>To design a program that uses selection</p> <ul style="list-style-type: none"> I can outline a given task I can use a design format to outline my project I can identify the outcome of user input in an algorithm 	
<p>To create a program that uses selection</p> <ul style="list-style-type: none"> I can implement my algorithm to create the first section of my program I can test my program I can share my program with others 	
<p>To evaluate my program</p> <ul style="list-style-type: none"> I can identify ways the program could be improved I can identify the setup code I need in my program I can extend my program further 	

Music

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

What I need the children to learn	Possible learning experiences
Unit 6 – Battle of the Bands	
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"> • Explain the role of a main theme in musical structure. • Know and understand what a musical introduction is and its purpose. 	
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 expressively, with attention to dynamics and articulation. • Develop confidence as a soloist. 	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"> • Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. 	
• 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\flat 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> 	
<ul style="list-style-type: none"> • Explore improvisation within a major scale, using the notes: C, D, E\flat, F, G C, D, E, F, G C, D, E, G, A F, G, A, B\flat, C D, E, F, G, A 	
• 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	
<p><i>Listen with attention to detail and recall sounds with increasing aural memory</i></p>	

<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"> Explain why the song was chosen, including its composer and the historical and cultural context of the song. 	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, 	

Design Technology

What I need the children to learn	Possible learning experiences
Designing	
<i>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i>	Peter Thorpe Design a rocket
<ul style="list-style-type: none"> use ideas from other people when designing produce a plan and explain it 	

<ul style="list-style-type: none"> persevere and adapt work when original ideas do not work communicate ideas in a range of ways, including by sketches and drawings which are annotated 	
Making	
<i>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</i> <i>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i>	Make a rocket
<ul style="list-style-type: none"> know which tools to use for a particular task and show knowledge of handling the tool know which material is likely to give the best outcome measure accurately 	
Evaluating	
<i>investigate and analyse a range of existing products</i> <i>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i> <i>understand how key events and individuals in design and technology have helped shape the world</i>	Set them off! Did they hold their shape?
<ul style="list-style-type: none"> evaluate and suggest improvements for design evaluate products for both their purpose and appearance explain how the original design has been improved present a product in an interesting way 	
Technical Knowledge	
<i>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</i> <i>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</i> <i>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</i> <i>apply their understanding of computing to program, monitor and control their products.</i>	
<ul style="list-style-type: none"> links scientific knowledge by using lights, switches or buzzers use electrical systems to enhance the quality of the product use IT, where appropriate, to add to the quality of the product 	

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	
<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 	Creating games for friends, testing them, challenging and assessing progress of peers Links to Real PE 6
Real P.E.	
<p>Unit 6 Personal</p> <ul style="list-style-type: none"> • I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets. • 	<p>Unit 6 Health and Fitness</p> <p>I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice.</p> <p>Coordination Sending and Receiving</p> <p>I can send with good accuracy and weight. I can get in a good position to receive. I can send and receive with fluency/rhythm throughout.</p> <p>Agility Ball Chasing</p> <p>I can start and stop quickly. I can arrive in the correct position to collect the ball (timing).</p>

	I can collect the ball with balance/control. Sum 2																																										
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
<p style="text-align: center;">Changing Me</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Know what perception means and that perceptions can be right or wrong • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know that sexual intercourse can lead to conception • Know that some people need help to conceive and might use IVF • Know that becoming a teenager involves various changes and also brings growing responsibility <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> • Can celebrate what they like about their own and others' self- image and body-image • Can suggest ways to boost self-esteem of self and others • Recognise that puberty is a natural process that happens to everybody and that it will be OK for them • Can ask questions about puberty to seek clarification • Can express how they feel about having a romantic relationship when they are an adult • Can express how they feel about having children when they are an adult 	<p>Resource links from: Jigsaw</p> <p>In this Puzzle the children revisit self-esteem and self/body-image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited with further detail explaining bodily changes in males and females. Sexual intercourse is explained in slightly more detail than in the previous year. Children are encouraged to ask questions and seek clarification about anything they don't understand. Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception e.g. IVF. Children learn that having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not age-appropriate. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also look at the perceptions that surround teenagers and reflect whether they are always accurate e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend etc.</p> <p>See the link below</p> <p><u>Key vocabulary:</u> Body image, Self-image, Looks, Personality, Perception, Self-esteem, Affirmation,</p>

<ul style="list-style-type: none"> • Can express how they feel about becoming a teenager • Can say who they can talk to if concerned about puberty or becoming a teenager/adult <p>Consent curriculum</p> <p>Can I describe how my body belongs to me and which areas are private? Can I discuss who I can ask for help if I need it?</p> <p>Activity: power point about my body is mine and then I can say no worksheet.</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>Comparison, Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Hips, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Fertilised, Unfertilised, Conception, Sexual intercourse, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights</p>
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<https://jigsawlivercemsuk.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 10-12 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

Remember this unit of work runs over both summer 1 and 2 so please be aware of this when planning you lessons.

What I need the children to learn	Possible learning experiences
<p style="text-align: center;">U2:6</p> <p>What does it mean to be a Muslim in Britain today?</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1). • Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live (B1). <p>Expected:</p> <ul style="list-style-type: none"> • Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). 	<ul style="list-style-type: none"> • Explore the practice, meaning and significance of the Five Pillars of Islam as an expression of ibadah (worship and belief in action). Shahadah (belief in one God and his Prophet); salat (daily prayer); sawm (fasting); zakat (alms giving); hajj (pilgrimage). How do these affect the lives of Muslims, moment by moment, daily, annually, in a lifetime? • Think about and discuss the value and challenge for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and to the Muslim community (Ummah). Investigate how they are practised by Muslims in Britain today. Consider what

<ul style="list-style-type: none"> Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). Make connections between the key functions of the mosque and the beliefs of Muslims (A1). <p>Exceeding:</p> <ul style="list-style-type: none"> Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1). Answer the title key question from different perspectives, including their own (C1). 	<p>beliefs, practices and values are significant in pupils' lives.</p> <ul style="list-style-type: none"> Consider the importance of the Holy Qur'an for Muslims: how it was revealed to the Prophet Muhammad, how it is used, treated, learnt. Share examples of stories and teaching, e.g. Surah 1, Al-Fatihah (The Opening); Surah 17, the Prophet's Night Journey. Find out about people who memorise the Qur'an and why (hafiz, hafiza). Find out about the difference between the authority of the Qur'an and other forms of guidance for Muslims: Sunnah (practices, customs and traditions of the Prophet Muhammad); Hadith (sayings and actions of the Prophet Muhammad). Reflect on what forms of guidance pupils turn to when they need guidance or advice, and examine ways in which these are different from the Qur'an for Muslims. Investigate the design and purpose of a mosque/masjid and explain how and why the architecture and activities, such as preparing for prayer, reflect Muslim beliefs.
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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>Summer 2 - Clothes Teaching Type: Intermediate Unit Objective: To describe what clothes you are wearing by colour in French. By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> Recognise and recall from memory 21 items of clothing. Explore the regular 'er' whole verb present tense conjugation of the verb PORTER to describe what you and possibly somebody else is wearing. Revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour.
<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></p>	

Describe people, places, things and actions orally and in writing	
<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. 	
Reading/ Writing	
<p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions in writing</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). 	
Grammar	
<p>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.</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 conjugation (I wear/ he/she wears) and also be able to describe clothes in terms of colour (my blue coat). 	

Cayton Creation

Cayton Conclusion

English

What I need the children to learn	Possible learning experiences
Whole Class Reading	
<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>	<p>Non-fiction space and Cosmic by Frank_</p> <p>Balanced argument on space travel Setting description from Space</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 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	
<p><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></p>	
<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 	


<p>to or seen performed?</p> <ul style="list-style-type: none"> • 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)? • 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 	

<p>-cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious)?</p> <ul style="list-style-type: none">• 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?	
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Mathematics

What I need the children to learn	Possible learning experiences

Year 5: Earth and Space Knowledge Mat

Subject Specific Vocabulary			Sticky Knowledge about Earth and space
orbit	An orbit is a repeating path that one celestial body takes around another.		<input type="checkbox"/> One million Earths could fit inside the sun – and the sun is considered an average-sized star.
solar system	The solar system is made of the eight planets that orbit our sun; it is also made of asteroids, moons, comets and lots more.		<input type="checkbox"/> An asteroid about the size of a car enters Earth's atmosphere roughly once a year – but it burns up before it reaches us.
astronomical	Astronomy is the study of outer space, focusing on celestial bodies such as stars, comets, planets and galaxies.		<input type="checkbox"/> The sunset on Mars appears blue.
planet	There are 8 planets in our solar system, they are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.		<input type="checkbox"/> Earth is the third planet from the sun and the only world known to support an atmosphere with free oxygen, oceans of liquid water on the surface, and life.
rotation	Rotation is when a shape is turned around a fixed point.		Important facts to know by the end of the Earth and space topic: <ul style="list-style-type: none"> • Know about and explain the movement of the Earth and other planets relative to the Sun. • Know about and explain the movement of the Moon relative to the Earth. • Know and demonstrate how night and day are created. • Describe the Sun, Earth and Moon (using the term spherical). • Know information about the planets. • Neil Armstrong was the first man to step on the moon.
spherical	Something spherical is like a sphere in being round, or more or less round, in three dimensions.		
crescent moon	It is a slither of the moon that is lit up and can be seen. It is less than half the moon.	<input type="checkbox"/> There is no atmosphere in space, which means that sound has no medium or way to travel to be heard.	
gibbous moon	The best way to describe a gibbous moon is that the moon is three-quarters lit up.	<input type="checkbox"/> Venus is the hottest planet in the solar system and has an average surface temperature of around 450° C.	
eclipse	An eclipse occurs when an astronomical object is temporarily obscured. A lunar eclipse is when the Earth moves between the Sun and the Moon, therefore blocking the Sun's rays from striking the Moon.	<input type="checkbox"/> The sheer size of space makes it impossible to accurately predict just how many stars exist.	
lunar	Is anything related to the moon.		