Image Supervise         English         Mathe         Science           Viring Contre Normation         Bankang (Keg formase in blue)         Image Supervise         Image Supervise         Propertise and changes of materials           Stimulass: The Present (video)         Class Novel: Asho & The Spirit Bird by Jashinde Bito         Matter Supervise         Propertise and changes of materials           - colons         - colons         Wider Curriculum: The Tempest by Andrew Matthews and Viking Bry by Tony Bradman.         Multiplication and division         Prior Learning Compute and group materials for a direct set of the cultures           - nordative - darbats         - Explain and discuss understanding of texts - read.         - Softe Table         Prior Learning         Prior Learning           - match         - Softe Table         - Explain that discuss understand conventions in and acress wide mage of writing (fiction - darbats         - Multiply a 2 and 3-digit number by a 1-digit number         - Use browhedge of solids, iguids and goase tr decide - Multiply a 2, 3 and 4-digit number by a 1-digit number         - Use browhedge of solids, iguids and goase tr decide - Multiply a 2, 3 and 4-digit number by a 1-digit number         - Use browhedge of solids, iguids and goase tr decide - Multiply a contained (solid writh suble)           - outch and shell (vocnhurg)         - Boka comparisons within and carces houts - acreative statements of fact and - acreative statements of fact and - diversite devices         - Boka comparison within and carces band - acreative statements of fact and - acreative s	<b>Year:</b> 5	Term: Spring 1	<b>Topic:</b> Callous killers	or sensible settlers?
Genue: Namutave Stimulaus: The Present (vide) (Sinulaus: The Present (vide) (Sinulaus: The Present (vide) (Sinulaus: The Tempest by Andrew Mider Curriculum: Scient of the reader, using technical wordts, scient of the reader, using technical wordts, scient of the reader, using technical wordts, including through this Andrew Mider Andrew Mider Andrew Mider Andrew Mi	English		Maths	Science
Stimular: The Present (vider)Class Roved: Asha & The Spirit Bird by Jashinde BianUtiplication and division Prior learningPrior learning- colomsWide-Curriculum: The Tempest by Androw Mathews and Viking Boy by Tony BradmanMultiplication and division Prior learningPrior learning Compare and group materials together according to whether they are solids, liquids or gases ordowsBook Talk - Explain and discuss understanding of texts read, and vorts- Multiplication and division Prior learning- Use knowledge of solids, liquids and gases to feede how matures might be separated, including frauthers, on division- Use knowledge of solids, liquids and gases to feede how matures might be separated, including frauthers, on division- feedings (using precise vorte) - touch and solvers - dearbes - ordearbes - other calures, giving - Discuss and evaluate how authors use to dearbe the feeding and senel of a puppy) - ordearbes devices - ordearbes - ordearbes - ordearbes devices - predict who mains of boat challenging views courceusig Distinguish between statements of fact and opriom - evaluation discussions aboat, building on their own and orbers' ideas and challenging views courceusig Divide devices - Obisinguish horper next - Solve problems with multiplication ond division- Divide with reader - Outice devices - Outice devices <b< th=""><th>Writing</th><th>Reading</th><th><u>Times Table Focus</u>: 9x table</th><th>Properties and changes of</th></b<>	Writing	Reading	<u>Times Table Focus</u> : 9x table	Properties and changes of
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<ul> <li>- offors</li> <li>- offors&lt;</li></ul>			Multiplication and division	<u>Prior learning</u>
<ul> <li>- relative clauses</li> <li>- dialogue</li> <li>- profixes</li> <li>- profixe</li></ul>		Wider Curriculum: The Tempest by Andrew	Prior learning:	
<ul> <li>diagrage</li> <li>prefixes</li> <li>metaphors and similes</li> <li>Explain and discuss understanding of texts</li> <li>motal verbs</li> <li>statisfy and discuss understanding of texts</li> <li>identify and discuss themes and conventions</li> <li>identify and discuss themes and conventions</li></ul>	- relative clauses			
<ul> <li>- prefixes</li> <li>- mataphors and similas</li> <li>- factality and discuss understanding of texts</li> <li>- ordical and across a wide endse of softs</li> <li>- ordical and discuss understanding of texts</li> <li>- ordical and discuss dimenses</li> <li>- Discide with remainders</li> <li>- Discide with remainders</li> <li>- Discide with remainders</li> <li>- Discide with remainders</li> <li>- ordical and ordical profits</li> <li>- ordical and bracks</li> <li>- ordical and discuss from ordical and discuss from ordical and discuss in an and ordical and discuss in an anordical and discuss in and and and discus in an and and disth</li></ul>	- dialogue		diqit	
<ul> <li>- metaphors and similes</li> <li>- brackets</li> <li>- motal verbs</li> <li>- inderly and discuss themes and conventions - metal, verbs</li> <li>- Identify and discuss themes and conventions - factings (using preview verbs)</li> <li>- Identify and discuss themes and conventions - torich and seross a wide range of writing (fiction)</li> <li>- verb and adverbs</li> <li>- or biccuss and evaluate how authors use torascrite the feeling and smeal of o puppy)</li> <li>- verb and adverbs</li> <li>- or bicting and gigurative, considering the impact of the reader, using technical words, stuck as metaphor, simile, imagery, style and effect adsaks</li> <li>- or bistinguish between statements of fact and opinion.</li> <li>- Participate in discussions about, building on ther own and others' idaas and challenging views convertensly.</li> <li>- Spelings</li> <li>Wights where the sace word ends in 'fe'</li> <li>Words with 'le' dfer 'C'</li> <li>YS/6 Common Exception- words</li> <li>- Praticipate in discussion, and may structure and words with 'le' dfer 'C'</li> <li>YS/6 Common Exception- words</li> <li>- Pratieve, record and, present information, fiction)</li> <li>- Pratieve, record and, showing understanding through intomation, tree adv. dwithus, Present and motives</li> <li>- pratieve, record and present information (non- fiction).</li> <li>- Protieve, record and, showing understanding through intomation, tome and volume.</li> <li>- Porticing, Present</li> <li>- Protient of and, showing understanding through intomation, tome and volume.</li> <li>- Present of read, induding gip present and motives present and motives</li> <li>- present and m</li></ul>	-	Book Talk		
<ul> <li>- brackets</li> <li>- brackets</li> <li>- radal</li> <li>- indexify and discuss themes and conventions</li> <li>- indexify and discuss themes and conventions</li> <li>- adverbs</li> <li>- adverbs</li> <li>- brack and small (varchaling and</li> <li>- Disciss and evaluate how authors use</li> <li>- bracks and evaluate how authors use</li> <li>- bracks and evaluate how authors use</li> <li>- bracks and evaluate how authors use</li> <li>- adverbs</li> <li>- Disciss and evaluate words, such</li> <li>- Disciss and evaluate words, such</li> <li>- Disciss and evaluate words, such</li> <li>- Disciss evaluate automes</li> <li>- Disciss evaluate</li> <li>- Predictiss evaluate</li> <li>- predictiss evaluatevaluate</li> <li>- predictiss hard present information<td></td><td>- Explain and discuss understanding of texts</td><td>number</td><td><ul> <li>Use knowledge of solids,</li> </ul></td></li></ul>		- Explain and discuss understanding of texts	number	<ul> <li>Use knowledge of solids,</li> </ul>
<ul> <li>- modal verbs</li> <li>- indentify and discuss themes and conventions - feelings (using precise verbs)</li> <li>- indentify and discuss themes and conventions - adverbs</li> <li>- feelings (using precise verbs)</li> <li>- indentify and discuss themes and conventions - stories from other cultures)</li> <li>- indentify and discuss themes and conventions - adverbs</li> <li>- indentify and discuss themes and conventions - stories from other cultures)</li> <li>- indentify and discuss themes and conventions - adverbs</li> <li>- indentify and discuss themes and conventions - convexise devices</li> <li>- Discuss conventors, simile, imagery, style and effect. - Make comparisons within and across books.</li> <li>- Obsting with' phrases</li> <li>- convexise devices. - Disting with' phrases</li> <li>- Participate in discussions about, building on their own and others' ideas and challenging views contexus,</li> <li>- Participate in discussions about, building on their own and others' ideas and challenging views contexus,</li> <li>- splore the meaning of words in context</li> <li>- spradic what might happen next</li> <li>- Sindue problems with sulfip and indence of a quantity</li> <li>- indentify how language, structure and presentation, contribute to meaning (nom- fiction).</li> <li>- retrieve, record and present information (nom- fiction).</li> <li>- Prefixes</li> <li>- Inverted commas</li> <li>- Portiexe</li> <li>- Disting unaterials will distust ters.</li> <li>- Prefixes</li> <li>- Inverted commas</li> <li>- Portiexe, record and present information, (nom- fiction).</li> <li>- Portiexe, record and present information, (nom- fiction)</li></ul>	- brackets	read.	- Multiply up to a 4-digit number by a 1-digit	
<ul> <li>- feelings (using precise verbs)</li> <li>- in and "across a wide range of writing (fiction - adverbs.</li> <li>- adverbs.</li> <li>- adverbs.</li> <li>- toruch and smell (vorcabular)</li> <li>- Discuss and evaluate how authors use language, including figurative, considering the impact of the reader, using technical words, such as metaphor, simile, imagery, style and effect.</li> <li>- Make comparisons within and across books.</li> <li>- Discuss and evaluate how authors use language, including figurative, considering the impact of the reader, using technical words, such as metaphor, simile, imagery, style and effect.</li> <li>- Make comparisons within and across books.</li> <li>- Distige a 4- digit number by a 1-digit number by a 1-digit number.</li> <li>- Distide a 4-digit number by a 1-digit number by a 1-digit number.</li> <li>- Distide a 4-digit number by a 1-digit number.</li> <li>- Distide a 4-digit number by a 1-digit number.</li> <li>- Distide a 4-digit number by a 1-digit number.</li> <li>- Distide a 4-digit number by a 1-digit number.</li> <li>- Distide a 4-digit number by a 1-digit number.</li> <li>- Distide a 4-digit number by a 1-digit number.</li> <li>- Distide a 4-digit number by a 1-digit number.</li> <li>- Distide a 4-digit number by a 1-digit number.</li> <li>- Distide a 4-digit number.</li> <li>- Distide a 4-digit number by a 1-digit number.</li> <li>- Distide a 4-digit number.</li> <li>- Distide a 4-digit number by a 1-digit number.</li> <li>- Distide a 4-digit number.</li> <li>- Distide a 4-digit number.</li> <li>- Distide a 4-digit number.</li> <li>- Softer prohlems with multiplication.</li> <li>- Proficipate in discussions about, building on their own and charges.</li> <li>- Distide 1 discussions about, building on their own and others.</li> <li>- Spelling 4 discussions.</li> <li>- Spelling 4 discathore.</li> <li>- Spelling 4 discussion.</li> <li>- S</li></ul>		- Identify and discuss themes and conventions		
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<ul> <li>- truch and smell (varchulary to describe the feeling and smell of a puppy)</li> <li>- Discuss and evaluate how authors use to describe the feeling and smell of a puppy)</li> <li>- Discuss and evaluate how authors use to describe the feeling and smell of a puppy)</li> <li>- verb and adverbs</li> <li>- Mate comparisons within and across books.</li> <li>- Disting uish between statements of fact and opinion.</li> <li>- Participate in discussions about, building on their own and others' ideas and challenging views contrously.</li> <li>- Verbauent evidence and justifications:</li> <li>- explore the meaning of words in context</li> <li>- draw inferences about characters' feelings, thoughts and motives</li> <li>- explore the meaning of words in context</li> <li>- draw inferences about characters' feelings, thoughts and motives</li> <li>- predict what might happen next</li> <li>- simagraph.</li> <li>- Sider and present information (non- fiction).</li> <li>- retricev, record and present information (non- fiction).</li> <li>- retricev, record and present information (non- fiction).</li> <li>- Porfixes</li> <li>- Inverted commas</li> <li>- Porticex</li> <li>- Inverted commas</li> <li>- Porticev, record and present information (non- fiction).</li> <li>- Porfixes</li> <li>- Inverted commas</li> <li>- Poems to me avide range of poetry by heart. Prepar- poerms to read aloud, showing understanding hrough intonation, tone and volume.</li> <li>- Poems to read aloud, showing understanding presentation contribute to meaning (non- fiction).</li> <li>- Poems to read aloud, showing understanding presentation contribute to meaning (non- fiction).</li> <li>- Poems to read aloud, showing understanding hrough intonation, tone and volume.</li> <li>- Poems to read aloud, showing understanding hrough intonation, tone and volume.</li> <li>- Poems to read aloud, showing understanding hrough intonation, tone and volu</li></ul>				
tor describe the feeling and smell of a puppy)language, including figurative, considering the impact of the reader, using technical words, such as metaphor, simile, imagery, style and effect. - dashesShort division. - Divide a 4-digit number by a 1-digit numberDemonstrate that dissolving, mixing and changes of state are reversible changes dashes- Make comparisons within and accross borks. - Distinguish between statements of fact and opinion Divide a 4-digit number by a 1-digit number- Divide with remainders. - Divide with remainders Divide with remainders. - Divide with remainders Explain that some changes result in the formation of new materials and that this lich of change is not usually reversible, including changes action, (using 'with' phrases to enhance actions, e.g. 'with as word ends in '-fer'- Participate in discussions about, building on their own and others' ideas and challenging views courteously Participate in discussions about, building on their own and others' ideas and challenging views courteously Participate in discussions courts - Participate the meaning of words in context - explore the meaning of words in context - action / and motives- Participate in discussions does and challenging views courteously Multiply a unit fractions of a quantity - Farctions of a quantity - Fraction of a number - Subst division Demonstrate that dissolving, mixing and changes result in the formation, and the action of action - bare marker with unitable participations: - explore the meaning of words in context - summarise the main ideas from more than 1 paragraph- Short division. - State factions of a quantity - Fractions of a nuantity - Fraction of a nuantity<	- touch and smell (vocabulary	- Discuss and evaluate how authors use	- Solve problems with multiplication	
smell of a puppy)impact of the reader, using technical words, such as metaphor, simile, imagery, style and effect. cababes- Divide a 4-digit number by a 1-digit numbermixing and changes of state are reversible changes ordplex sentences- Distinguish between statements of fact and opinion Divide a 4-digit number by a 1-digit number- Divide a 4-digit number by a 1-digit number- Divide a 4-digit number by a 1-digit number- ordplex sentences- Distinguish between statements of fact and opinion Divide a 4-digit number by a 1-digit number- Explain, that some changes ordplex sentences- Distinguish between statements of fact and opinion Soive problems with multiplication and division- Soive problems with multiplication and division- Explain, that some changes action (using with phrases to enhance actions, e.g. 'with a slight stumble')- explare the meaning of words in context - explare the meaning of words in context - explare the meaning of words in context - ordpic with slights and motives- Multiply a number by an integer - Multiply a number by an integer - Multiply a number by an integer - Identify how language, structure and presentation contribute to meaning (non- fiction.)- Number by an indeger - Calculate fractions as operatorsScientific enquing - Side a fractions as operatorsScientific enquing - Side a fractions as operatorsSerunnar - Cordinating conjunctions - Prefixes- retrieve, record and present information (non- fiction.)- retrieve, record and present information (non- fiction.)- retrieve, record and present information (non- fiction.)- retrieve, record and present inf	to describe the feeling and	language, including figurative, considering the	- Short division	
<ul> <li>- verb and adverbs</li> <li>- verb and adverbs</li> <li>- orbesive dashes</li> <li>- Orbitanguish between statements of fact and opinion.</li> <li>- Diside comparisons within and across books.</li> <li>- Diside vith remainders.</li> <li>- Diside vith with remainders.</li> <li>- Diside vith with remainders.</li> <li>- Diside vith with remainders.</li> <li>- Diside vith remainders.</li> <li>- Calculate fractions of a quantity.</li></ul>	smell of a puppy)		- Divide a 4-digit number by a 1-digit	5
<ul> <li>- daskas</li> <li>- Make comparisons within and across books.</li> <li>- Distinguish between statements of fact and cochesive devices</li> <li>- Distinguish between statements of fact and cochesive devices</li> <li>- Distinguish between statements of fact and cation (using 'with' phrases</li> <li>- Participate in discussions about, building on their own and others' ideas and challenging views courteously.</li> <li>- Piraticipate in discussions about, building on their own and others' ideas and challenging views courteously.</li> <li>- Piraticipate in discussions about, building on their own and others' ideas and challenging views courteously.</li> <li>- Piraticipate in discussions about, building on their own and others' ideas and challenging views courteously.</li> <li>- Piraticipate in discussions about, building on their own and others' ideas and challenging views courteously.</li> <li>- Piraticipate in discussions about, building on their own and others' ideas and challenging views courteously.</li> <li>- Piraticipate in discussions about, building on their own and others' ideas and challenging views courteously.</li> <li>- explore the maning of words in context</li> <li>- explore the main ideas from more than 1</li> <li>- predict what might happen next</li> <li>- paragraph</li> <li>- paragraph</li> <li>- identify how language, structure and presentation contribute to meaning (non- fiction)</li> <li>- retrieve, record and present information (non- fiction)</li> <li>- retrieve, record and present information (non- fiction)</li> <li>- retrieve, record and present information (non- fiction)</li> <li>- Prefixes</li> <li>- Poorns to read aloud, showing understanding through into antion, tome and vodume.</li> <li>- Parenthesis</li> <li>- Prefixes</li> <li>- Porent Gran, can you rap?</li> <li>- Porent Gran, can you rap?</li> <li>- Dintetw whole</li> <li>- Distrey</li> <li>- Prefixes</li></ul>		as metaphor, simile, imagery, style and effect.	number	
<ul> <li>- complex sentences</li> <li>- Distinguish between statements of fact and opinion.</li> <li>- Distinguish between statements of fact and opinion.</li> <li>- Distinguish between statements of fact and opinion.</li> <li>- Participate in discussions about, building on their own and others' ideas and challenging views courteously.</li> <li>- Distinguish between statements of methods as out-to-building on their own and others' ideas and challenging views courteously.</li> <li>- Spellings</li> <li>- Sprelings</li> <li>- Spredica what might pappen next</li></ul>	- dashes	- Make comparisons within and across books.	- Divide with remainders	5
<ul> <li>- corbasive devices</li> <li>- caction (using 'with' phrases</li> <li>- barticipate in discussions about, building on their own and others' ideas and challenging</li> <li>- barticipate in discussions about, building on their own and others' ideas and challenging</li> <li>- imagery</li> <li>- wither own and others' ideas and challenging</li> <li>- imagery</li> <li>- sylters</li> <li>- explore the meaning of words in context</li> <li>- draw inferences about characters' feelings,</li> <li>- base word ends in '-fer'</li> <li>- summarise the main ideas from more than 1</li> <li>- Fraction of a nanount</li> <li>- Fraction of a nanoun</li></ul>	- complex sentences	- Distinguish between statements of fact and	- Efficient division	
<ul> <li>- action (using 'with' phrases a -Participate in discussions about, building on their own and others' ideas and challenging a slight stumble')</li> <li>- imagery</li> <li>- WIPERS</li> <li>- barge is not usually reversible, including and their comes of a quantity</li> <li>- explore the meaning of words in context</li> <li>- draw inferences about characters' feelings, thoughts and motives</li> <li>- predict what might happen next</li> <li>- summarise the main ideas from more than 1</li> <li>- summarise the main ideas from more than 1</li> <li>- retrieve, record and present information (non-fiction).</li> <li>- Prefixes</li> <li>- Prefixes</li></ul>	- cohesive devices	opinion.	- Solve problems with multiplication and	
tor enhance actions, e.g. 'with a slight stumble')their own and others' ideas and challenging views courteously.reversible, including changes associated with huming and the action of a quantity- imageryVIPERS Using relevant evidence and justifications: - explore the meaning of words in context - draw inferences about characters' feelings, thoughts and motives- explore the meaning of words in context - explore the meaning of words in context - draw inferences about characters' feelings, thoughts and motives- Multiply a unit fraction by an integer - Multiply a unit fraction by an integer - Multiply a mixet number by an integer - fraction of a quantity - Fraction of a quantity - Fraction of a namount- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.Words with 'ie' after 'c' Y5/6 Common Exception words- identify how language, structure and presentation contribute to meaning (non- fiction) retrieve, record and present information (non- fiction) retrieve, record and present information (non- fiction) retrieve, record and present information (non- fiction) wide range of poetry by heart. Prepare poems to read aloud, showing understanding through intonation, tone and volume words Key vocahulary metals, solids, liquids, gases, metrials, greap, ending, conductor, insulator, indentify, evaparating, condensing, conductor, insulator, integer	- action (using 'with' phrases	-Participate in discussions about, building on	division	, j
a slight stumble')views courteously.Eractions: Prior learning: Wingeryassociated with burning and the action of a quantity- imageryVIPERSUsing relevant evidence and justifications: - explore the meaning of words in contextPrior learning: Y4 ~ Calculate fractions of a quantity - Multiply a unit fraction by an integer - Multiply a mixed number by an integer - hreatist sitent first letters- draw inferences about characters' feelings, thoughts and motives- Multiply a non-unit fraction by an integer - Multiply a mixed number by an integer - Multiply a mixed number by an integer - Calculate a fraction of a quantity - Fraction of a quantity- Know that some materials will dissofter in liquid to form a solution, and describe how tor 	to enhance actions, e.g. 'with	their own and others' ideas and challenging		
<ul> <li>- imagery</li> <li>- imagery</li> <li>- VIPERS</li> <li>- veptore the meaning of words in context</li> <li>- explore the meaning of words in context</li> <li>- whole with suffixes where the</li> <li>- draw inferences about characters' feelings,</li> <li>- bredict what might happen next</li> <li>- predict what might happen next</li> <li>- predict what might happen next</li> <li>- summarise the main ideas from more than 1</li> <li>- identify how language, structure and</li> <li>- retrieve, record and present information (non-fiction)</li> <li>- retrieve, record and present information (non-</li> <li>- Orordinating conjunctions</li> <li>- Prefixes</li> <li>- Prefixes</li> <li>- Prefixes</li> <li>- Brackets</li> <li>- Brackets</li> <li>- Brackets</li> <li>- Brackets</li> <li>- Premises</li> <li>- Premises<td>a slight stumble')</td><td>views courteously.</td><td></td><td></td></li></ul>	a slight stumble')	views courteously.		
SpellingsUsing relevant evidence and justifications:Y4 - Calculate fractions of a quantitybicarbonate of soda.Spellings- explore the meaning of words in context- Multiply a unit fraction by an integer- Multiply a unit fraction by an integerWords with suffixes where the- draw inferences about characters' feelings, thoughts and motives- Multiply a unit fraction by an integer- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.Words with 'ie' after 'c'paragraph- Fraction of an amount- Fractions as operators Scientific enquing Give reasons, based on evidence from comparative and pursent information (non- fiction) retrieve, record and present information (non- fiction) Reades- Reade	- imagery	VIPERS	Prior learning:	5
Spellings- explore the meaning of words in context- Multiply a unit fraction by an integer- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.Words with sulfixes where the base word ends in '-fer'- draw inferences about characters' feelings, thoughts and motives- Multiply a unit fraction by an integer - Multiply a non-unit fraction by an integer - Calculate a fraction of a quantity- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.Words with 'ie' after 'c' Y5/6 Common Exception words- identify how language, structure and presentation contribute to meaning (non- fiction) Fraction of an amount - Use fractions as operators- Scientific enquiry Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, word and plasticPrefixes - Inverted commas - Rerackts - Parenthesis- Multiply a unit fraction by an integer - Multiply a non- unit fraction of a quantity- Know that some materials will dissolve in liquid to form a solution.Parenthesis - presentation contribute to meaning (non- fiction) interive, record and present information (non- fiction) retrieve, record and present information (non- fiction) will be whole- weryday materials, will dissolve in liquid to form a solution.Prefixes - Inverted commas - Rerackts - Parenthesis- materials, showing understanding through intonation, tone and volume weryday materials, solids, liquids, gases, melting, freezing, evaporating, condensing, con		Using relevant evidence and justifications:	<u>Y4</u> – Calculate fractions of a quantity	
Words with suffixes where the base word ends in '-fer'- draw inferences about characters' feelings, thoughts and motives- Multiply a non-unit fraction by an integer - Multiply a mixed number by an integer - Calculate a fraction of a quantity- dissolve in liquid to form a solution, and describe how to recover a substance from a solution.Words with silent first letters- predict what might happen next- Calculate a fraction of a quantity - Fraction of a quantity- Scientific enquiry Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, word and plastic- Scientific enquiry Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, word and plasticPrefixes- PoETRY Parenthesis- Learn a wide range of poetry by heart. Prepare poems to read aloud, showing understanding through intonation, tone and volume Learn a you rap?- Key wordbulary materials, solids, liquids, gases, melting, freezing, evaporating, condensing, conductor, insulator,		- explore the meaning of words in context	- Multiply a unit fraction by an integer	
base word ends in '-fer'thoughts and motives- Multiply a mixed number by an integersolution, and describe how to recover a substance from a solution.Words with silent first letters- predict what might happen next- Calculate a fraction of a quantityrecover a substance from a solution.Silent letters- summarise the main ideas from more than 1- Fraction of an amountsolution.Words with 'ie' after 'c'paragraph- Find the whole- Use fractions as operators.Scientific enquiryY5/6 Common Exception- identify how language, structure and presentation contribute to meaning (non- fiction)- verieve, record and present information (non- fiction) Verieve, record and present information (non- fiction).Scientific enquiry Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plasticPrefixesPOETRYLearn a wide range of poetry by heart. Prepare poems to read aloud, showing understanding through intonation, tone and volume Multiply a mixed number by an integer - Fraction of a quantityModelParenthesispresm to read aloud, showing understanding through intonation, tone and volume Multiply a mixed number by an integer - Fraction of a quantity- Solution, and describe how to recover a substance from a solution.Commas for clarifyingPoem: Gran, can you rap?- Multiply a mixed number by an integer - Fraction of an amount - Sind the whole- Multiply a mixed number - Fraction of an amount - Use fractions as operators.Scientific enquiry - Give reasons, based on evidence - Frac			- Multiply a non-unit fraction by an integer	
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<ul> <li>Prefixes</li> <li>POETRY</li> <li>Inverted commas</li> <li>Brackets</li> <li>Porent to read aloud, showing understanding through intonation, tone and volume.</li> <li>Commas for clarifying</li> </ul>				
<ul> <li>Inverted commas</li> <li>Inverted commas</li> <li>Brackets</li> <li>Porent to read aloud, showing understanding</li> <li>Parenthesis</li> <li>Commas for clarifying</li> <li>Porent: Gran, can you rap?</li> <li>Key vocabulary:</li> <li>materials, solids, liquids, gases,</li> <li>melting, freezing, evaporating,</li> <li>condensing, conductor, insulator,</li> </ul>	5 5			
<ul> <li>Brackets</li> <li>Parenthesis</li> <li>Commas for clarifying</li> <li>Poem: Gran, can you rap?</li> <li>Materials, solids, liquids, gases, melting, freezing, evaporating, conductor, insulator,</li> </ul>				•
- Parenthesisthrough intonation, tone and volume.melting, freezing, evaporating,- Commas for clarifyingPoem: Gran, can you rap?condensing, conductor, insulator,		5 51 5 5 1		
- Commas for clarifying <b>Poem</b> : Gran, can you rap? condensing, conductor, insulator,				
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megning		<b>Poem</b> : Gran, can you rap?		5
	meaning			transparency

PSHE		History	Art		Computing		
<u>Dreams and goals</u>	<u>Vikings</u>	5	Drawing - Architecture /	line perspective	Computer Science		
Prior learning:	Prior learning:		<b>_</b>		Prior learning		
Plan and set new goals ever		inge after the Anglo-Saxon			Use <b>block-based coding</b> to		
after a disappointment.	settlement?		<u>Prior learning</u>		create an end goal, whilst		
Explain what it means to be	Was it better or worse	e than Roman Britain?	Developing intricate patter	rns and marks with	spotting and correcting mistake		
resilient and to have a posit			different grades of pencil.		as they go.		
attitude.	Key Enquiry Question	ns:	Creating textures and patt	terns with a wide	Add sound and motion on		
	↔ Who were the		range of drawing impleme		Scratch.		
Compare my hopes and		e Vikings come from, and					
dreams with those of young	where did the		Architect: Elisabeth White	vorth Scott	• Use a <b>given brief</b> to design		
people from different culture		Vikings impact upon the			their own program to achieve		
	local area of		Research and evaluate the	ideas and ways of	the <b>specific goal</b> .		
Reflect on the hopes and	3	ng the Vikings as vicious	working (approaches) of d		• Use <b>coding</b> to create an <b>end</b>		
dreams of young people fror		ly them accurately?	craftspeople, designers an		<b>goal</b> (e.g. a game).		
another culture and explain		cent excavations changed	Use work of artists' to exp		• Use selection in <b>block-based</b>		
how this makes me feel.	our view of th	5			<b>coding</b> (e.g. Using an "If"		
nov vito mate ne jeet.			- Use line to create perspe	ctiv <i>m</i>	function to end the game if th		
- Future dreams	Historical concepts:		- Develop an increasing so				
- The importance of money	Significance		use of tone when drawing		boat goes out of the water)		
- Jobs and careers	Evidence		- Draw at an age appropr		and <b>variables</b> (E.g. to create timer/scoring system).		
- Dream job and how to get			different techniques e.g. st		uner scornig system.		
there			- Develop intricate pattern		To make a game on Scratch		
- Goals in different cultures	Cause and co	insequence	variety of media and other		using the 'if' function following		
- Supporting others (charity)	Key vocabulary:		create lines.		the process of: exploration,		
- Motivation		Tutos Moad Pupa Wattle	- Make deliberate choices	about the arade of	creating a criterion, designing,		
		Angles/Anglo Saxons, Jutes, Mead, Rune, Wattle		the pencil being used for effect.			
		and daub, Sutton Hoo, Lindisfame, Illumination,		the period being used for effect.			
	Manuscript						
		French					
	<u>Topic</u> : What is the	<b>Topic: What is the date?</b> • Repeat and recognise the months of the year in French.					
		• Ask when somebody has a birthday and say when they have their birthday.					
	<u>Prior learning</u> :						
	Numbers to 20 (Y4)	Numbers to 20 (Y4). • Create a French calendar.					
	Days of the week a	Days of the week and months of the • Recognise key dates in the French calendar.					
	year (Y3).						
	Physical	Education		Religious Education			
<u>Swimming</u> (5CW)	<u>Tag Rugby</u> (5P)	<u>Nethall</u> (5W)	<u>Gymnastics</u> (all Y5)		Open, Honest and Truthful		
- Swim confidently and	<u>Prior learning:</u>	<u>Prior learning:</u>	<u>Prior learning:</u>	The story of th			
proficiently over a	Consistently perform	Netball positions.	Improve sequences and individual actions.		uth matter? How do members of		
distance of at least 25	basic tag rugby skills,				ions find out what is right?		
netres	implement rules and	and rules.		Jesus' teachings			
	develop tactics in	Marking and footwork.		→ How do Christia	ns find out what is right?		

- Use a range of strokes	competitive situations,	Preliminary moves.	Work in groups and aim	$\rightarrow$ How do Christians learn to live openly, honestly
effectively	increase speed and	_	to perform sequences in	and truthfully?
- Perform safe self-rescue	endurance during	ightarrow Make choices about	time with others.	Disposition: Being Silent
in different water-based	gameplay.	which pass to use and	$\rightarrow$ Make changes to	$\rightarrow$ What is it like to engage with our own thoughts?
situations		where to shoot from.	sequences using	$\rightarrow$ Why do Humanists value time for reflection?
	$\rightarrow$ Recognise where	→ Implement tactics to	compositional ideas.	$\rightarrow$ What might they think about?
	improvements could be	get free.	→Create longer and more	<b>Disposition</b> : Being Attentive to the sacred as well as
	made in their work.	$\rightarrow$ Move quickly around	complex sequences and	the precious
	ightarrow Develop, select and	the court.	adapt performances.	✤ Quiet time
	combine more complex		$\rightarrow$ Take the lead in a	The ability to reason
	skills in competitive		group.	$\rightarrow$ Why do Christian's value time for reflection? How
	environments.		$\rightarrow$ Develop symmetry.	do Christians reflect?
	$\rightarrow$ Play in games		→Compare performances	
	developing strength and		and judge strengths and	
	technique.		areas for improvement.	
			$\rightarrow$ Select a component for	
			improvement.	