


| English  | Maths   | Science    |  |           |            |         |          |           |  |  |
|--|---|------------|--|-----------|------------|---------|----------|-----------|--|--|
| <p><b>Writing</b><br/> <b>Writing to persuade</b></p> <ul style="list-style-type: none"> <li>✓ Literacy Shed</li> <li>✓ Persuasive letter</li> <li>✓ One sided argument/ debate</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Use <b>imperative</b> and <b>modal</b> verbs to convey urgency</li> <li>• Use <b>adverbials</b> to convey sense of certainty</li> <li>• Use <b>short sentences</b> for emphasis</li> <li>• Use of the <b>subjunctive form</b> for formal structure</li> </ul> <p><b>Spellings</b></p> <ul style="list-style-type: none"> <li>✓ Words ending in ‘-able’.</li> <li>✓ Adverbs of time (temporal adverbs)</li> <li>✓ Adding suffixes beginning with vowel letters to words ending in –fer.</li> <li>✓ Words with ‘silent’ letters at the start.</li> <li>✓ Challenge words</li> <li>✓ Words with the ‘ee’ sound spelt ei after c.</li> </ul> | <p><b>Reading</b></p> <p>The Nowhere Emporium by Ross Mackenzie<br/>           Reading lessons taught using ‘Wonder’ by RJ Palacio and ‘Cicada’ by Shaun Tan.</p> <div style="text-align: center;">  </div> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Vocabulary</td> <td rowspan="5">Development of skills across a range of genres and through the curriculum.</td> </tr> <tr> <td>Inference</td> </tr> <tr> <td>Prediction</td> </tr> <tr> <td>Explain</td> </tr> <tr> <td>Retrieve</td> </tr> <tr> <td>Summarise</td> <td></td> </tr> </table> <p>Development of reading accuracy and fluency across a range of age appropriate and challenging texts.</p> | Vocabulary | Development of skills across a range of genres and through the curriculum. | Inference | Prediction | Explain | Retrieve | Summarise |  | <p><b>Prior learning</b><br/> <i>Year 5- Multiplication and division and Year 3- Fractions (Year 4 fraction topic missed due to lockdown- covered this term)</i></p> <p><b>Multiplication and division- mental and formal method</b></p> <ul style="list-style-type: none"> <li>• Multiply 4-digits by 1-digit</li> <li>• Multiply 2-digits (area model)</li> <li>• Multiply 2-digits by 2-digits</li> <li>• Multiply 3-digits by 2-digits</li> <li>• Multiply 4-digits by 2-digits</li> <li>• Divide 4-digits by 1-digit</li> <li>• Divide with remainders</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• Equivalent fractions</li> <li>• Improper fractions to mixed numbers</li> <li>• Mixed numbers to improper fractions</li> <li>• Number sequences</li> <li>• Compare and order fractions less than 1</li> <li>• Compare and order fractions greater than 1</li> </ul> |
| Vocabulary   | Development of skills across a range of genres and through the curriculum.  |            |  |           |            |         |          |           |  |  |
| Inference  |   |            |  |           |            |         |          |           |  |  |
| Prediction   |   |            |  |           |            |         |          |           |  |  |
| Explain  |   |            |  |           |            |         |          |           |  |  |
| Retrieve   |   |            |  |           |            |         |          |           |  |  |
| Summarise  |   |            |  |           |            |         |          |           |  |  |
| <p><b>Foreign languages- French</b></p>  |   |            |  |           |            |         |          |           |  |  |
| <p><b>Spring 1: Quel Temps Fait-Il?</b></p> <ul style="list-style-type: none"> <li>• Repeat and recognise the vocabulary for weather in French.</li> <li>• Ask what the weather is like today.</li> <li>• Say what the weather is like today.</li> <li>• Create a French weather map.</li> <li>• Describe the weather in different regions of France using a weather map with symbols.</li> </ul>  |   |            |  |           |            |         |          |           |  |  |

- Earth and space**
- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system
  - Describe the movement of the Moon relative to the Earth
  - Describe the Sun, Earth and Moon as approximately spherical bodies
  - Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.

## Spring 2: Les Vêtements

- Repeat and recognise the vocabulary for a variety of clothes in French.
- Use the appropriate genders and articles for these clothes.
- Use the verb PORTER in French with increasing confidence.
- Say what they wear in different weather/situations.
- Describe clothes in terms of their colour and apply adjectival agreement.
- Use the possessives with increased accuracy.

| PSHE   | History  | Art and Design and Technology   | Computing  |
|--|--|---|--|
| <p><b><u>Dreams and goals</u></b></p> <ul style="list-style-type: none"><li>• Dream lifestyles</li><li>• Dream job or career</li><li>• My dream job: Why I want it and the steps to get there</li><li>• Dreams and goals of people in other cultures</li><li>• How we can support each other</li></ul> | <p><b><u>Prior learning</u></b><br/><i>Year 5- Autumn term Vikings chronological understanding.</i></p> <p><b><u>Historical Study:</u></b><br/>Study of aspect or theme in British history that extends pupil's chronological knowledge beyond 1066.<br/>Local History: How Sutton became:</p> <ul style="list-style-type: none"><li>• What was Anglo Saxon 'Birmingham' like?</li><li>• How did they trade?</li><li>• How is that different today?</li></ul> <p><b><u>Enquiry Question:</u></b><br/><i>Was life better in Anglo Saxon England or Viking England? (And how do we know?)</i></p> <p>Investigate how significant events have helped to shape the country we live in today</p> <p>Question the reliability of source material and give reasons why something is / is not reliable</p> | <p><b><u>Art</u></b><br/><b><u>Prior learning</u></b><br/><i>Year 5 Autumn 1- Build upon skills used to draw and add texture- apply to different materials</i></p> <p><b><u>Paint</u></b><br/>Work in a <b>sustained and independent</b> way to <b>experiment and develop their own style</b> of painting. This may be through the development of colour, <b>tone, and shade or with different effects and textures</b>, including blocking in colour, washes, thicken paint and creating textural effects.</p> <p><b><u>Drawing</u></b><br/>Develop intricate patterns and marks with a <b>variety of media</b> and other implements to create <b>lines</b>.</p> <p><b><u>DT</u></b><br/><b><u>Prior learning</u></b><br/><i>Year 3/4- build upon the skills used when designing, making and evaluating products Science Autumn 2- forces</i></p> <ul style="list-style-type: none"><li>• Draw up a specification for their design- link with Mathematics and Science.</li><li>• Understand how mechanical systems such as cams or pulleys or gears create movement</li><li>• Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment.</li></ul> | <p><b><u>Prior learning</u></b><br/><i>Year 4- Information technology<br/>Year 5- inappropriate and appropriate behaviour</i></p> <p><b><u>Information Technology</u></b></p> <p>Check the reliability of an online source and use multiple sites to ensure the use of unbiased content</p> <p>Children will learn about email safety with a focus on preventing and dealing with spam. They will consider the importance of strong passwords and learn how to create them. Children will build on their knowledge of plagiarism and fair use of people's work by learning how to write citations and references for websites they may use. They will scrutinise photographs that they see online and learn how easy it is to manipulate pictures and present them as reality. <b>Build upon what children have learnt on Safer Internet day (Feb)</b></p> |

| Geography   | PE  | RE   | Music  |
|---|---|--|--|
| <p><b>Prior learning</b><br/>Year 4/5- Geographical questioning and map work- Using compass directions.</p> <p><b>Confidently use maps, globes and Google Earth</b> to identify the continents of North and South America.<br/><b>(Key physical/human characteristics, countries and major cities)</b> and consider how they differ to other regions in the country.</p> <p><b>Discuss and debate</b> fair trade.<br/><b>Investigate the facts and join in a reasoned discussion.</b><br/><b>Generate solutions</b> and <b>promote ethically sound</b> trade</p> <p><b>Analyse evidence and draw conclusions</b><br/><b>Be aware of own responsibility in the world</b></p> | <p><b>Indoor PE</b><br/><b>Dynamic Balance</b></p> <ul style="list-style-type: none"> <li>- Staying in balance</li> <li>- Smooth, controlled movements.</li> <li>- Holding aesthetically pleasing positions</li> <li>- Opposite arm and leg driving forwards</li> </ul> <p><b>Healthy Eating</b></p> <ul style="list-style-type: none"> <li>• Nutrition</li> <li>• Nutrition around the world</li> <li>• Hydration</li> </ul> | <p><b>Theme:</b><br/>Beliefs and moral values<br/><b>Key Question:</b><br/>What is the best way for a Hindu to show commitment to God?<br/><b>Religion:</b> Hinduism</p> <p>Hindu worship<br/>-Puja<br/>-Pilgrimage<br/>-Hindu Dieties<br/>-Dharma</p> | <p><b>Prior learning</b><br/>Y4- Play and perform in solo and ensemble contexts.</p> <p><b>Ukuleles</b><br/>Play a rhythmical melody on an instrument clearly, with increasing accuracy and control<br/>Improvise and compose rhythmical melodies using Y5 notes and chords.</p> |