

Science**Spoken Language**

Developing their scientific vocabulary
 Articulating scientific concepts clearly and precisely
 Making their thinking clear, both to themselves and others
 Build secure foundations by using discussion to probe and remedy their misconceptions

Literacy through science

Reports –The Life around Bankfoot Primary

Fact file –Global Warming

Creative writing–The secret life of the caterpillar

Working Scientifically

Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
 Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
 Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
 Using test results to make predictions to set up further comparative and fair tests
 Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
 Identifying scientific evidence that has been used to support or refute ideas or arguments.

Music

Musicals and ancient songs

Pupils should be taught to:

- listen with attention to detail and recall sounds with increasing aural memory
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Computing

Online Safety - Describe the causes and consequences of online bullying and discuss behaviours and strategies to prevent and stop online bullying.

Digital literacy

Understand how to use the internet safely, knowing how to report and block unwanted content.

Languages- Arabic/ French**Arabic**

Sun letters/moon letters

Eating and drinking Food, (attached pronouns, past negative forms of the verb)

ICT links

French

Months – learn the names of the months. Weather – learn how to describe the most common weather types. Use the language of months and weather in context, creating written sentences and verbal discussions.

Art and Design / Design and Technology**Art and Design**

Creating a comic strip version of a chapter of your favourite book using inference skills to design the images. Use colour and shape to portray action and emotions of the story.

- Pupils are curious about the work of other artists, craft makers and designers and make independent and informed choices about referring to the work of others which they use to liberate rather than constrain their own ideas or style.

Design and Technology

Design a summer garden and wildlife habitat for our courtyard.

- They talk confidently about their technological ideas, and present information and plans effectively by writing, drawing and using annotated sketches.

Religious Education**Initiation**

Identity

Belonging

Family

Deep Question:

Why do people need to express their beliefs?

Understand and make connections between key teachings in religious and non-religious worldviews. Understand some of the ways in which believers interpret story and symbolism and use language and ritual to convey meaning.
 Formulate questions of meaning and purpose.

English**Reading/ Comprehension**

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas -identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - distinguish between statements of fact and opinion

Retrieve, record and present information from non-fiction

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary -provide reasoned justifications for their views.

Writing

Plan their 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
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Proof-read for spelling and punctuation errors

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Spelling

NC - use further suffixes and understand how to add them

NC – adding suffixes beginning with vowel letters to words ending in -fer

NC- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

Y5/6 Common exception words - ough

Handwriting**Year 5**

Write legibly, fluently and with increasing speed by:

Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

Choosing the writing implement, that is best suited for a task.

Grammar and punctuation

Paragraphs and layout

Prefixes

Word endings suffixes

Speaking and Listening

Speak audibly and fluently with an increasing command of Standard English

Experiencing stories from another culture

Use relevant strategies to build their vocabulary

Give well-structured descriptions, explanations and narratives for different purposes

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Participate in discussions, presentations, performances, role play

Gain, maintain and monitor the interest of the listeners

Select and use appropriate registers for effective communication

History and Geography**History**

Creative writing – Project- Our Future: learning from our past, what do you expect the world to be like in 2067?

- note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Geography

Local Geography - Place Knowledge: Invite the world to Bradford!

Creative writing – Create persuasive Holiday brochure using information from previous topic

- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

Physical Education**Swimming and water safety**

In particular, pupils should be taught to:

- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations- treading water

Striking/fielding: Rounders

use throwing and catching in isolation and in combination with fielding
 play competitive games and apply basic principles for attacking

Intra school- Bench ball

Mathematics

Unit 11: Angles on a straight line

- identify and name angles on a straight line
 - recognise that the sum of angles on a straight line is 180°
 - recognise that if the sum of two or more angles is 180°, then they can make angles on a straight line
 - find unknown angles on a straight line
- Angles at a point
- recognise that the sum of angles at a point is 360°
 - recognise that if the sum of three or more angles is 360°, then they can make angles at a point
 - find unknown angles at a point
- Vertically opposite angles
- recognise that vertically opposite angles are equal
 - find unknown angles using the property of vertically opposite angles

National Curriculum: Review Data handling and Shape and Space, SAT style questions

Cross Curricular

Creating a secret code using page, line and word numbers from a specific book

Multiplication and Division

Year 4 - Multiples of 6, 7, and 8.

Year 5 – Multiplication and addition, division and subtraction 7,8,9, times table and number bonds to 20

Investors in Pupils

During this time the children will be discussing and working on various aspects such as:

- creating an induction booklet for new pupils
- discussing ways to fundraise to add more funds into the class budget
- reviewing rewards
- sharing personal achievements in their personal life
- taking care of the school environment inside and outside of the school building

PSHCE / SMSC**Spiritual**

What is community spirit? Imagine a community without a good community spirit, what would it be like? How can we nurture our community spirit?

Moral

Anti –Bullying **Cyber bullying**

Using 'My Life as a Bully' DVD create a support webpage for victims of cyberbullying.

Social – SEAL – Relationships

How can we form and maintain healthy relationships?

Cultural

What lessons can we learn from other cultures and what lessons can I share?

British Values**Democracy**

Explore how Democracy works in our country and our local constituency by reading about local MPs. Which MP is the most persuasive? Why? What would your policies be if you ran for government?

Rule Of Law

Should rulers from other countries be able to influence other countries? We will research and give examples to support our conclusions.

Individual Liberty

Explain why we are not allowed to do as we please all the time. What would happen if we did exactly what we want?

Mutual Respect

Create guidelines for showing respect to others. What does respect look and sound like? Why is it important to always respect others even if they do not respect us?

Tolerance of Different Faiths and Beliefs

How is respect shown to the holy books in different faiths? Why is this important?