

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

Changes of State

Pupils will be taught to:

- compare and group materials together, according to whether they are solids, liquids or gases
- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

Working Scientifically

Building on their learning about grouping living things in year 5 by looking at the classification system in more detail.
Children are introduced to the idea that broad groupings, such as solids, liquids and gases can be subdivided.
Through direct observations where possible, children should classify materials based on their structure (such as water, bricks, sand, custard).
Children should discuss reasons why materials are placed in one group and not another.
Finding out about the significance of the work of scientists.
Using our investigation skills and senses to identify some of the structure of materials around us.
Researching unfamiliar materials from a broad range of places and decide where they belong and carry out experiments to see whether these materials can dissolve and why they are soluble.

Music

Children will explore rhythm, pace and beat using instruments and claps to familiar

Computing**Remote learning**

Using Google Classroom and range of educational websites (EdShed, Education City, My Maths) to complete work. This has been a main focus and will remain a focus to ensure pupils are confident and skilled to work independently whether at home (Friday Home Learning) or in school.

Languages –around the world

Listen attentively to spoken language and show understanding by joining in and responding.

Children will practise basic introductions in French.

Explore French numbers

Practise the basics of French using Duolingo

Art and Design

We will look at colours and textures which link to the season Autumn.

We will explore the Tate Modern website to learn about artists and exhibitions

We will look at African art in relation to black history month.

Religious Education

Making Cross-Curricular links to Literacy and looking at religions around the world when needed in lessons to show an understanding of people's way of lives.

Reflect on some questions of meaning and purpose in their own lives and suggest some possible responses.

Special People

Sacred
Authority
Wisdom

We will discuss how special we are what makes us special. We will reflect on the special people we have a discuss what makes them stand out to us. We will reflect on special qualities and discuss our differences and opinions on the topic.

English**VIPERS**

VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

VIPERS stands for Vocabulary, Inference, Prediction, Explanation, Retrieval and Sequence or Summarise.

The domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterward

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
- precisising 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- know and spell words with silent letters

NC- use further suffixes and understand how to add them

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

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

Word types

Clauses and phrases

Speaking and Listening

Speak audibly and fluently with an increasing command of Standard English

Examine the role of the narrator as the story teller

Select and use appropriate registers for effective communication

Analyse the importance of characters

Examining the difference between oral and written story telling

Analyse and evaluate instructions Listen and respond appropriately to adults and their peers

Ask relevant questions to extend their understanding and knowledge

Use relevant strategies to build their vocabulary

Wellbeing – Keeping ourselves happy, healthy, and safe.

- To identify the word wellbeing and what it means to look after our mental health.
- Understand ways of changing negative to positive and keeping ourselves healthy
- Use a range of resources to augment our health and develop our awareness to ensure we are looking after our wellbeing and others' wellbeing too.
- Use our positive bubble to make the children feel safe and welcome in class.

Physical Education**Team Games**

Children will take part in a range of games and activities to help rebuild fitness.

They will need co-ordination, stamina, agility, and a good team spirit to succeed.

This is also important for the children's well-being and confidence.

Mathematics**Back to Basics**

Ensuring we are ready for year 5 by revisiting topics of previous years and extending our learning by using a range of resources to assess our understanding.

National Curriculum**Place value**

- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across zero

Securing the four calculations (including decimals)**Addition and subtraction**

- columnar addition and subtraction
- add and subtract numbers mentally with increasingly large numbers
- perform mental calculations, including with mixed operations and large numbers

Multiplication and Division

- **single digit by 3-digit using the formal method**
- **smile multiplication**
- **bus top method with and without remainders**

Squaring and cubing

- recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)

Multiplication and Division

Year 4,5 and 6 –Beat that Big Maths, speed tables and all class chanting.

Metal starters to embed new learning and increase fluency.

PSHCE**S – SEAL****New Beginnings****Spiritual**

- How do we protect how we feel and how do we show our feelings?

Moral

- How do we play our part in keeping safe and others during the current times?

Social – SEAL - New beginnings

- Starting a new year group
- How do we do our best in class to ensure we catch up, continue to learn

Cultural

- What can we learn about other cultures during Black History month?

Celebrating Strength of Character

Love of Learning

Creativity

Leadership

Independent

British Values**Democracy**

The apartheid and Nelson Mandela's contribution to South Africa's equal right act

Rule Of Law

Is it important to follow the rules of the country you live in?

Individual Liberty

Is it fair to treat people unfairly because of the colour of their skin?

Mutual Respect

Why is it important to respect our own religion and others?

Tolerance of Different Faiths and Beliefs

How are people around the world tolerant of one another during hardship? Eg refugees