

**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

**Materials**

Describe how materials are classified into broad groups according to common observable characteristics and based on similarities and differences, including solid, liquid and plants.

Give reasons for classifying materials based on specific characteristics

**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 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.

Using our scientific skills to make meaningful predictions based on observations and concluding whether we are correct.

**Music**

Exploring tuned and untuned instruments.

**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**

**Reading Skills**

Greetings

Knowledge about language

**Introductions**

Myself, my family and my home, country etc

Greetings

**Writing Skills**

Linguistic competence

Inter-cultural understanding

Creativity

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

To use our art skills to create a range of pieces to showcase our understanding of different types of artwork.

Skills: 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.

**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 Books**

Sacred

Authority

Wisdom

**Initiation**

Discuss moral questions, recognising that there are different views to be considered.

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

**English****Reading/ Comprehension / VIPERS**

**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 - use further prefixes and suffixes and understand the guidance for adding them**

**Adding Suffixes** (ing/ed/est/er)

**Adding Suffixes** (ible/y/and/ous)

**Adding Suffixes** (less/full/ment/ness/ly)

**Handwriting**

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.

**Non Statutory**

To continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

**Grammar and punctuation**

**Formal and Informal Speech** (find out/discover)

**Synonyms and Antonyms** (big, large, little)

**Subject, object** (The man cleaned the car)

**Speaking and Listening**

**Speak audibly and fluently with an increasing command of Standard English**

**Ask relevant questions to extend their understanding and knowledge**

- Identifying and discussing themes and conventions, making comparisons within and across stories
- Make comparisons, identifying themes
- Predicting how language structure, and presentation contribute to meaning
- Provide justification for their views
- Exploring meanings of words in context
- Explain and discuss their understanding of what they have read
- Summarising the main ideas
- Identifying and discussing key details
- Discuss and evaluate how authors use language
- Consider how the authors have developed characters
- Describing settings, characters and atmosphere and integrating dialogue.

**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'.

**Physical Education****Athletics**

Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

**Social Distancing PE**

Due to the current pandemic, we are looking at ways to stay fit and have a lot of fun whilst promoting social distancing.

**Mathematics****Back to Basics**

**Ensuring we are ready for year 6 by revisiting topics of previous years and extending our learning by using a range of resources to assess our understanding.**

**Algebra**

- using letters as numbers to record algebraic expressions
- evaluate algebraic expressions by substitution
- simplifying algebraic expressions
- solving worded problems.

**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)**

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

**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**

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

**S-** Do you believe in **superstitions**? Do you think these superstitions will change your luck?

**M** – What are the **differences and similarities between Brazil** and the UK? Do you think these differences are fair?

**S-** class roles and responsibilities

\*mission statement

\*empathy

\*management of feelings

**"Have you ever seen or heard of someone being unkind on social media? Why do you think this happens?"**

**C-** Economy

\*philosophy for children

Do we all have the same rights?

**British Values****Democracy**

Whole school vote for house captains

**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