

**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, class book.

**Fact file** –How a frog develops

**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****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**

- We will look at a range of artists who have captured the beauty of our environment through art,
- We will be developing our sketching colouring and toning. This will help us recreate our own pieces.

**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.
- Create biomes based on our local environment

**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

**Striking/fielding: Rounders**

use running, jumping, throwing and catching in isolation and in combination  
 play competitive games and apply basic principles suitable for attacking and defending

**Intra school**- Bench ball

**Mathematics****Inspire Maths Book B**

**Unit 9:** Understanding mean (average)

- interpret mean as the total amount divided by the number of items in a group
- find the mean number or quantity of a group
- find the total amount given the mean and the number of items in a group

**Unit 10:** Per cent

- express a fraction with a denominator of 100 or 10 as a percentage
- express a decimal as a percentage
- express a percentage as a fraction in its simplest form
- express a percentage as a decimal
- be able to find the value of a percentage part of a whole

**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

**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

**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****Cultural**

Investigate stories from other cultures. What lessons can we learn from other cultures?  
 Create a cultural story about life in Bradford.

**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?