

English

Reading:

Cracking Comprehension Extract Texts

The key focus will be on vocabulary and retrieval and will also include:

- To participate in discussion about a text
- To make inferences and predictions based on the text; to justify with evidence
- To ask relevant questions of a text
- To make inferences about character's feelings, actions and motives and justify them with evidence
- To make inferences about story events
- To understand how language contributes to meaning
- To identify and discuss themes in reading
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Handwriting:

Continue working through the LetterJoin handwriting scheme.

Support standards of joined handwriting, practising legibility and fluidity of letter and word formations.

Writing:

Poetry: Autumn poetry

- Understanding how they use different poetic techniques to engage the reader.
- Explore an Autumn themed poem.
- Write an Autumn themed poem using personification, metaphors and similes.

Writing Composition: **Narrative 'The Present'**

- To use appropriate vocabulary to describe a character.
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- To begin to use and develop a range of devices to build cohesion within and across paragraphs.
- To make simple evaluations of their own and others' writing.
- To reread writing and make changes to grammar and vocabulary.

Grammar, Punctuation & Spelling:

- Follow spelling shed scheme and word lists (Year 5 & 6 vocabulary)
- Use commas to clarify meaning.
- Rhetorical questions.
- Use brackets, dashes or commas to indicate parenthesis.
- Use semi-colons, colons and dashes to mark boundaries between independent clauses.
- Passive voice

Maths

Using White Rose

Multiplication and division:

- Multiples
- Common multiples
- Factors
- Common factors
- Prime numbers
- Square numbers
- Cube numbers
- Multiply by 10, 100, 1000
- Divide by 10, 100, 1000
- Multiples of 10, 100, 1000

Fractions:

- Find fractions equivalent to a unit fraction
- Find fractions equivalent to a non-unit fraction
- Recognise equivalent fractions
- Convert improper fractions to mixed numbers
- Convert mixed numbers to improper fractions
- Compare fractions less than 1
- Order fractions less than 1
- Compare and order fractions greater than 1
- Add and subtract fractions with the same denominator
- Add fractions within 1
- Add fractions with a total greater than 1
- Add to a mixed number
- Add two mixed numbers
- Subtract fractions
- Subtract from a mixed number

Vocabulary: prime number, composite number, square number, cube number, square (2), cube (3), inverse operation, multiply, divide, multiple, factor, prime factor, add, subtract, proper fraction, improper fraction, convert, simplify, equivalent fraction, mixed number, denominator, numerator, whole, efficient, common denominator

Science

This learning links from Year 3's units on forces and magnets.

This learning links to KS3 work in physics.

Unit: Forces

Work scientifically in Physics:

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object,
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces,
- Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.

Observing over time:

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs.
- Use test results to make predictions to set up further comparative and fair tests.
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations.

Identifying and classifying:

- Identify scientific evidence that has been used to support or refute ideas or arguments.

Key Nuggets To Be Revisited

- What does gravity do?
- Which scientist discovered gravity?
- What are the 3 categories that all forces fit into?
- What makes water/air resistance stronger?
- How do we make sure a test in science is a fair test?

Planned Misconceptions

- All forces work the same way.
- Air resistance and water resistance are the same.
- All planets have the same gravity.
- Weight is the only thing that affects something falling.



Vocabulary: air resistance, accelerate, break, change direction, decelerate, effect, force, friction, Galileo Galilei gear, gravity, Isaac Newton, mechanism, move, pulley, stop, spring, surface, theory of gravitation, water resistance		Linked Texts: N/A
Religious Education		
This learning links from		This learning links to
<p>Big Question: What does it mean to live in hope?</p> <p>Know about the story of the Fall.</p> <ul style="list-style-type: none"> Think about how it helps us to understand suffering in the world. Understand that God calls us to care for creation. <p>Be aware of our responsibilities.</p> <ul style="list-style-type: none"> Know about some of God's great helpers. <p>Reflect on what we can learn from them.</p> <ul style="list-style-type: none"> Be aware of God's great gifts to us. <p>Reflect on the importance of our gifts.</p> <p>Know what it is to be a saint: St Francis.</p> <ul style="list-style-type: none"> Think about how it could affect your life. <p>Know about vocations and the sacrament of Holy Orders.</p> <ul style="list-style-type: none"> Think about how becoming a priest is a vocation. <p>Know what it means to live in hope.</p> <ul style="list-style-type: none"> Think about how good waiting involves hope, and looking forward to what is to come. <p>Know that Advent is a time of waiting.</p> <ul style="list-style-type: none"> Think about how the progressive lighting of the candles on the Advent wreath symbolises the expectation and hope surrounding our Lord's first coming <p>Know that we wait in hope for Christ to come again</p> <ul style="list-style-type: none"> Think about how we prepare for Christ's coming again 		<p>Key Nuggets To Be Revisited</p> <ul style="list-style-type: none"> What is meant by the term stewardship? How can we show that there is love in the world? Can you name two of God's great helpers? How did they help? What is The Fall? The steps to taking Holy Orders. Advent is the start of the liturgical year. Preparing for Christ's coming again. <p>Planned Misconceptions</p> <ul style="list-style-type: none"> That Advent's only purpose is to prepare for Christmas. That Advent happens at the end of the year. That the rose coloured candle is the last to be lit on the Advent wreath.
Vocabulary: Advent, Holy Orders, hopeful, Messiah, priest, prophet, promised one, symbolise, vocation, waiting, wreath		Linked Texts: N/A

<p>Unit: Gymnastics</p> <p>Key skills:</p> <p>I can create and perform sequences using apparatus, individually and with a partner.</p> <p>I can lead a partner through short warm-up routines.</p> <p>I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.</p> <p>I can use feedback provided to improve my work.</p>	<p>Key Nuggets To Be Revisited</p> <p>What is meant by unison?</p> <p>What is meant by canon?</p> <p>What are two balances you can do?</p> <p>What is a counter balance?</p>
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PE	<p>I can use set criteria to make simple judgments about performances and suggest ways they could be improved.</p> <p>I can use strength and flexibility to improve the quality of a performance.</p> <p>I can work safely when learning a new skill to keep myself and others safe.</p>	<p>Planned Misconceptions</p> <p>We only need to warm up for invasion game sports.</p> <p>Balance is natural and can not be learned.</p> <p>Flexibility cannot be improved.</p>
	<p>Vocabulary: symmetrical, rotation, aesthetics, canon, asymmetrical, synchronisation, progression</p>	<p>Linked Texts: N/A</p>
	<p>This learning links from Year 4's gymnastic's unit.</p>	<p>This learning links to Year 6's gymnastics unit.</p>
	<p>Unit: Sports -Dodgeball</p> <p>Key Skills:</p> <p>I am developing a wider range of skills and I am beginning to use these under some pressure.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can throw accurately at a target.</p> <p>I can work cooperatively with others to manage our game.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to use these.</p>	<p>Key Nuggets To Be Revisited</p> <p>How do you start a game of dodgeball?</p> <p>What happens if you catch a dodgeball in a game?</p> <p>Can you name 2 types of throws you can do in dodgeball?</p> <p>How do you win a game of dodgeball?</p> <p>Describe 2 ways you can be eliminated in dodgeball.</p>
	<p>Vocabulary: tactics, control, foul, pressure, support, obstruction, overarm, underarm, dodge, duck</p>	<p>Planned Misconceptions</p> <ul style="list-style-type: none"> ● If the ball hits you then you are out. ● Overarm throws are always the best. ● The best place to be in dodgeball is always at the back of the court.
	<p>This learning links from Year 3's dodgeball unit.</p>	<p>This learning links to Year 6's dodgeball unit.</p>
Music	<p>Unit: Learning to play the ukulele</p> <p>Key skills</p> <ul style="list-style-type: none"> • Learn to play chords, and change from one chord to another fluently. • Learn different strumming patterns. • Learn to play simple melodies – fingerpicking/plucking. • Reading ukulele notation – TAB. • Reading standard rhythmic notation. • Understanding the difference between rhythm and beat. • Repeat simple rhythmic and melodic phrases. • Play music from different genres. 	<p>Key Nuggets To Be Revisited</p> <p>Strumming and fingerpicking/plucking.</p> <p>Reading ukulele notation - TAB.</p> <p>Repeating simple rhythmic and melodic phrases.</p>
	<p>Vocabulary: Bars; Beat; Body; Body Percussion; Bridge; Chords; Compose; Dynamics; Fingerpicking; Fret; Fretboard; Fret marker; Genre; Head; High; Improvise; Internalisation; Low; Melody; Neck; Notation; Pick; Pitch; Plucking; Ragtime; Rests; Rhythm; Saddle; Sound hole; Strings; Strumming; TAB; Tune; Vibration</p>	<p>Planned Misconceptions</p> <ul style="list-style-type: none"> ● Ukuleles are the same as guitars. ● I have to practice my ukulele! ● That all notation is the same. ● That strumming and plucking produce the same sound. ● That rhythm, pulse and pace are all the same.
	<p>Linked Texts: N/A</p>	

	This learning links from using scores and notation while learning the glockenspiel and recorder in Y4.	This learning links to the consolidation of musical skills, knowledge and appreciation in Y6.
Latin	Unit: Minimus Chapter 7 The Military Machine Objectives: <ul style="list-style-type: none"> To understand the Roman Army. To give commands – (bossy verbs!) To know what happens to the word when a command is given to more than one person. 	Key Nuggets To Be Revisited Latin commands. Words with Latin roots and their meanings. Roman soldier/military recap.
		Planned Misconceptions <ul style="list-style-type: none"> Every word in our language stems from Roman/Latin origin.
	Vocabulary: Galea-helmet, gladius-sword, pilum-javelin, scutum-shield, cave-be careful, lorica breastplate, siste-stop, pugio-dagger, relinque-leave it, periculosus-dangerous, ecce-look, consumite-eat, cantata-sing, dormite-sleep, saltate-dance, natate-swim, salite-jump, pingite-paint	Linked Texts N/A
	This learning links from the Year 4 The Best Days of Your Life, Romans & Britons and Off to Town continuing the Minimus learning.	This learning links to Year 6 How Beautiful, A Sad Day and Gods! Hear Our Prayers! Continuing the Minimus learning.
Geography	Big Question: How do geographers study the world? Objectives: <ul style="list-style-type: none"> Use maps to locate features of the UK e.g. rivers, mountains, large cities. Explain and defend which are physical and which are human features. Label counties, cities, mountains and rivers. Understand longitude and latitude Study of the UK: <ul style="list-style-type: none"> Environmental regions, key physical and human characteristics, major cities and national parks. Look at counties, hills, mountains, coasts. Choose 2/3 key areas of the UK and look at how land use has changed over time. 	Key Nuggets To Be Revisited What are the invisible lines called on our Earth? What are lines of longitude and latitude used for? Can you explain how time zones are created? What are some of the lines of latitude? What are the capital cities in the UK? How can you see hills/mountains on a map?
		Planned Misconceptions <ul style="list-style-type: none"> Maps just show places/countries Maps are all the same Each country's time is decided individually Cities are just large places.
	Vocabulary: counties, capital cities, regions, countries, rivers, mouth, seas, oceans, source, environmental	Linked Texts
	This learning links from Year 4's Amazon and Year 3's Europe learning.	This learning links to Year 6's learning on Rivers and World War 2 Europe.
	Unit: Creating a Stuffed Toy	Key Nuggets To Be Revisited



Design & Technology	<p>Objectives:</p> <ul style="list-style-type: none"> • Generate, develop, model and communicate their ideas through discussions, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design • Select from and use a wider range of tools and equipment to perform practical tasks • Apply their understanding of how to strengthen, stuff and reinforce more complex structures • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Skills:</p> <ul style="list-style-type: none"> • To create and add decorations to fabric • To design a stuffed toy • To sew blanket stitch • To use a blanket stitch to assemble the components of a stuffed to 	<p>What type of stitch is good for sealing edges? Can you name 3 types of stitch? What does Applique mean? Why do we need to plan, make and evaluate in DT? Can you explain the stages in creating a stuffed toy?</p>
	<p>Planned Misconceptions</p> <ul style="list-style-type: none"> • Textiles are to do with words. • Planning is a pointless stage - easier to just make it. • Companies don't plan, make, evaluate. • There is only one way to sew. 	
	<p>Vocabulary: Accurate, Annotate, Appendage, Criteria, Evaluation, Sew, Design Template, Model, Stuffed toy, Fabric, Running stitch, Cross-stitch, Appliqué, Blanket Stitch, Needle, Thread, Needle threader.</p>	<p>Linked Texts N/A</p>
<p>This learning links from Year 4's Textiles unit on fastenings.</p>	<p>This learning links to Year 6's Textiles unit on waistcoats.</p>	