

Curriculum Plans for Year 5/6

Year A

	AUTUMN	SPRING	SUMMER
Topic	Britain since 1948	Ancient Egypt	Local Study
English	<p>Detective stories</p> <p>Biography</p> <p>Narrative writing</p> <p>Poems using Personification and Imagery</p>	<p>Shakespeare study</p> <p>Informal letter writing</p> <p>Balanced Argument</p> <p>Narrative</p> <p>Explanation text</p> <p>Analysing poetry</p>	<p>Traditional tales</p> <p>Narrative writing</p> <p>Advertising</p> <p>Non-chronological reports</p> <p>Recounts</p>
Grammar	<p>Year 5</p>		
	<p>Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate; -ise; -ify</i>]</p> <p>Verb prefixes [for example, <i>dis-, de-, mis-, over- and re-</i>]</p> <p>Relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]</p> <p>Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]</p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>modal verb, relative pronoun</p> <p>relative clause</p> <p>parenthesis, bracket, dash</p> <p>cohesion, ambiguity</p>		

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	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>]</p> <p>Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He’s your friend, isn’t he?</i>, or the use of subjunctive forms such as <i>If I <u>were</u> or <u>Were they</u> to come</i> in some very formal writing and speech]</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It’s raining; I’m fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p> <p>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>	
Spelling	English NC Appendix 1: Spelling	
	Year 5	
	Number and place value	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit ● count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 ● interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero ● round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000

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Maths		<ul style="list-style-type: none">● solve number problems and practical problems that involve all of the above● read Roman numerals to 1000 (M) and recognise years written in Roman numerals
	Addition and subtraction	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">● add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)● add and subtract numbers mentally with increasingly large numbers● use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy● solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
	Multiplication and division	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">● identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers● know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers● establish whether a number up to 100 is prime and recall prime numbers up to 19● multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers● multiply and divide numbers mentally drawing upon known facts● divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context● multiply and divide whole numbers and those involving decimals by 10, 100 and 1000● recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)● solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes● solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign● solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates

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	Fractions (inc decimals and percentages)	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">● compare and order fractions whose denominators are all multiples of the same number● identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths● recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$]● add and subtract fractions with the same denominator and denominators that are multiples of the same number● multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams● read and write decimal numbers as fractions [for example, $0.71 = 71/100$]● recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents● round decimals with two decimal places to the nearest whole number and to one decimal place● read, write, order and compare numbers with up to three decimal places● solve problems involving number up to three decimal places● recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal● solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25
	Measurement	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">● convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)● understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints● measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres● calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes● estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water]● solve problems involving converting between units of time● use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling
	Geometry	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">● identify 3-D shapes, including cubes and other cuboids, from 2-D representations

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		<ul style="list-style-type: none"> ● know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles ● draw given angles, and measure them in degrees ($^{\circ}$) ● identify: <ul style="list-style-type: none"> ○ angles at a point and one whole turn (total 360°) ○ angles at a point on a straight line and $1/2$ a turn (total 180°) ○ other multiples of 90° ● use the properties of rectangles to deduce related facts and find missing lengths and angles ● distinguish between regular and irregular polygons based on reasoning about equal sides and angles ● identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed
	Statistics	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● solve comparison, sum and difference problems using information presented in a line graph ● complete, read and interpret information in tables, including timetables
Year 6		
	Number and place value	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● 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 ● solve number and practical problems that involve all of the above
	Addition and subtraction	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication ● divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context ● divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context ● perform mental calculations, including with mixed operations and large numbers ● identify common factors, common multiples and prime numbers ● use their knowledge of the order of operations to carry out calculations involving the four operations ● solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
	Multiplication and division	

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	Fractions (inc decimals and percentages)	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">● use common factors to simplify fractions; use common multiples to express fractions in the same denomination● compare and order fractions, including fractions > 1● add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions● multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$● divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]● associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]● identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places● multiply one-digit numbers with up to two decimal places by whole numbers● use written division methods in cases where the answer has up to two decimal places● solve problems which require answers to be rounded to specified degrees of accuracy● recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
	Ratio and proportion	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">● solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts● solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison● solve problems involving similar shapes where the scale factor is known or can be found● solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
	Algebra	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">● use simple formulae● generate and describe linear number sequences● express missing number problems algebraically● find pairs of numbers that satisfy an equation with two unknowns● enumerate possibilities of combinations of two variables

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	Measurement	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">● solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate● use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places● convert between miles and kilometres● recognise that shapes with the same areas can have different perimeters and vice versa● recognise when it is possible to use formulae for area and volume of shapes● calculate the area of parallelograms and triangles● calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]
	Geometry	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">● draw 2-D shapes using given dimensions and angles● recognise, describe and build simple 3-D shapes, including making nets● compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons● illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius● recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.● describe positions on the full coordinate grid (all four quadrants)● draw and translate simple shapes on the coordinate plane, and reflect them in the axes
	Statistics	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">● interpret and construct pie charts and line graphs and use these to solve problems● calculate and interpret the mean as an average

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Science (inc working scientifically)	Earth and Space	Properties and Changes of Materials	All Living Things and their habitats (Y5 unit) Living Things and their habitats (Y6 unit) Animals, including humans (Y5 unit) Evolution and Inheritance
	<ul style="list-style-type: none"> ● describe the movement of the Earth and other planets relative to the sun in the solar system ● describe the movement of the moon relative to the Earth ● describe the sun, Earth and moon as approximately spherical bodies ● use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky 	<ul style="list-style-type: none"> ● compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets ● know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution ● use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating ● give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic ● demonstrate that dissolving, mixing and changes of state are reversible changes ● explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda 	<ul style="list-style-type: none"> ● describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals ● give reasons for classifying plants and animals based on specific characteristics ● describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ● describe the life process of reproduction in some plants and animals ● describe the changes as humans develop to old age ● recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago ● recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents ● identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
History	Britain since 1948 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Ancient Egypt The achievements of the Earliest Civilisations - An overview of where and when they appeared and a detailed study of Ancient Egypt	Iron Age Changes in Britain from the Stone Age to the Iron Age

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Geography		The River Nile	Local Study (Plymouth/Dartmoor)
		<p>Locational knowledge</p> <ul style="list-style-type: none">locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries and major cities <p>Human and physical geography</p> <ul style="list-style-type: none">describe and understand key aspects of physical geography, including: riversdescribe and understand key aspects of human geography, including: types of settlement and land use and the distribution of natural resources including water <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none">use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<p>Locational knowledge</p> <ul style="list-style-type: none">name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use patterns; understand how some of these aspects have changed over time <p>Place Knowledge</p> <ul style="list-style-type: none">understand geographical similarities and differences through the study of human and physical geography of a region of the UK <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none">use maps, atlases, globes and digital/computer mapping to locate countries and describe features studieduse the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and wider worlduse field work to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies

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Religious Education	Faith and the Arts Christmas	World Religions - Sikhism Easter	Features of a Religion
Computing	Research – science link space Photo story – D/T link comic strip	Internet safety Research Programming – design and write simple programs Scratch	Blogging (Y5) Web page design (Y6) Video – leavers films (Y6)
	<ul style="list-style-type: none"> • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify ways in which to report concerns about content and contact 	<ul style="list-style-type: none"> • understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<ul style="list-style-type: none"> • understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration • select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify ways in which to report concerns about content and contact
Music	Music of The Beatles	Ancient Egyptian Chants	Songwriting & composing
	<ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the interrelated dimensions of music 		

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	<ul style="list-style-type: none"> ● listen with attention to detail and recall sounds with increasing aural memory ● use and understand staff and other musical notations ● appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians ● develop an understanding of the history of music 		
Physical Education	<p>Yr 5 Swimming</p> <p>Gymnastics - Bridges</p> <p>Through the Decades dance</p> <p>Orienteering</p> <p>Cross country</p>	<p>Gymnastics - spinning and turning</p> <p>Ancient Egyptian dance</p> <p>Hockey</p> <p>Real PE unit</p>	<p>Athletics</p> <p>Cricket</p> <p>Tennis</p> <p>Activities week- Outdoor Education (Y5)</p>
	<ul style="list-style-type: none"> ● swim competently, confidently, and proficiently over 25m. ● use a range of swimming strokes effectively. ● perform safe self-rescue in different water based situations ● use running, jumping, catching and throwing in isolation and combination ● play competitive games and apply principles suitable for attacking and defending ● develop flexibility, technique, strength, control and balance ● perform dances using a range of movement patterns ● compare performances to previous ones to achieve personal best 	<ul style="list-style-type: none"> ● use running, jumping, catching and throwing in isolation and combination ● play competitive games and apply principles suitable for attacking and defending ● develop flexibility, technique, strength, control and balance ● perform dances using a range of movement patterns ● compare performances to previous ones to achieve personal best 	<ul style="list-style-type: none"> ● use running, jumping, catching and throwing in isolation and combination ● play competitive games and apply principles suitable for attacking and defending ● develop flexibility, technique, control, strength and balance ● compare performances to previous ones to achieve personal best ● take part in outdoor and adventurous activity independently and as part of team

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Art	Optical art (Bridget Riley) Psychedelic art	Observational drawing – Egyptian artefacts Large scale collaboration	Line drawing - landscapes and buildings
	<ul style="list-style-type: none"> ● to create sketch books to record their observations and use them to review and revisit ideas ● to improve their mastery of art and design techniques including drawing painting and sculpture with a range of materials ● about great artists, architects and designers in history 		
Design & Technology	Textiles-costumes for dolls exploring fashions through the decades Food technology	Investigate/research Egyptian technology Build a working Shaduf	Creating recipes from fruit and vegetables grown by the children at school Enterprise Week
	<p>Design</p> <ul style="list-style-type: none"> ● use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ● generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces <p>Make</p> <ul style="list-style-type: none"> ● select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ● select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 	<p>Design</p> <ul style="list-style-type: none"> ● use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ● generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces <p>Make</p> <ul style="list-style-type: none"> ● select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ● select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> ● investigate and analyse a range of existing products 	<p>Design</p> <ul style="list-style-type: none"> ● use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ● generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces <p>Make</p> <ul style="list-style-type: none"> ● select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ● select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

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	<p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world. <p>Technical knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures. <p>Cooking and nutrition</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 	<ul style="list-style-type: none"> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 	<p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Technical knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures <p>Cooking and nutrition</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed
	<p>French Numbers Age/ date of birth Dates in history</p>	<p>French Myself- introductions My Family Hobbies & Interests</p>	<p>French Responding to and writing a poem Directions on a map</p>
Languages	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 		

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	<ul style="list-style-type: none"> ● present ideas and information orally to a range of audiences ● read carefully and show understanding of words, phrases and simple writing ● appreciate stories, songs, poems and rhymes in the language ● broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ● write phrases from memory, and adapt these to create new sentences, to express ideas clearly ● describe people, places, things and actions orally and in writing ● understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English 		
<p>SMSC – Incorporating PSHE, SRE and Citizenship</p>	<p>Our society today British values Tolerance Equality Stereotyping Multiculturalism Society of the future Spiritual reflection</p>	<p>Politics Financial awareness P4C Internet Safety Spiritual reflection</p>	<p>Making choices Business / Enterprise week Budgets Profits Workforce Year 6 - Life skills Transitions Growing up Spiritual reflection</p>