Curriculum Plans for Year 5/6
Year B

	AUTUMN	SPRING	SUMMER
Topic	**The Americas**	**Europe**	**Ancient Greece**
English	**Significant author study** **Constructing a narrative** **Persuasion leaflet/letters** **Précising** **Narrative Poetry**	**Narrative characterisation** **Journalistic writing** **Autobiographies** **Diary** **Poetry using figurative language**	**Myths & Legends** **Narrative** **Shakespeare study** **Non – chronological report** **Playwriting**
Grammar	**Year 5**		
	Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, *–ate; –ise; –ify*] **Verb prefixes** [for example, *dis–, de–, mis–, over– and re–*] **Relative clauses** beginning with *who, which, where, when, whose, that*, or an omitted relative pronoun Indicating degrees of possibility using **adverbs** [for example, *perhaps, surely*] or **modal verbs** [for example, *might, should, will, must*] Devices to build **cohesion** within a paragraph [for example, *then, after that, this, firstly*] Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before] Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity		

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	Year 6
	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*]
	How words are related by meaning as synonyms and antonyms [for example, *big, large, little*]
	Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*]
	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend, isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they to come* in some very formal writing and speech]
	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 *on the other hand*, *in contrast*, or *as a consequence*], and **ellipsis**
	Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
	Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*]
	Use of the colon to introduce a list and use of semi-colons within lists
	Punctuation of bullet points to list information
	How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]
	subject, object
	active, passive
	synonym, antonym
	ellipsis, hyphen, colon, semi-colon, bullet points
Spelling	**English NC Appendix 1: Spelling**
	Year 5
Number and place value	**Pupils should be taught to:** ● 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		• 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	**Pupils should be taught to:** • 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	**Pupils should be taught to:** • 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
	Fractions (inc decimals and percentages	**Pupils should be taught to:** • 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 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 ½ , ¼, ⅕, ⅖ , ⅘ and those fractions with a denominator of a multiple of 10 or 25
	Measurement	**Pupils should be taught to:** 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	**Pupils should be taught to:** - identify 3-D shapes, including cubes and other cuboids, from 2-D representations - know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles - draw given angles, and measure them in degrees (^{o}) - identify: - 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

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Statistics	**Pupils should be taught to:** ● 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	**Pupils should be taught to:** ● 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	**Pupils should be taught to:** ● 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	
Multiplication and division	● 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	
Fractions (inc decimals and percentages	**Pupils should be taught to:** ● 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, ¼ x ½ = ⅛ ● divide proper fractions by whole numbers [for example, $1/3 \div 2 = 1/6$] ● associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 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	**Pupils should be taught to:** ● 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	**Pupils should be taught to:** ● 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
	Measurement	**Pupils should be taught to:** ● 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]

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Geometry	**Pupils should be taught to:** ● 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	**Pupils should be taught to:** ● interpret and construct pie charts and line graphs and use these to solve problems ● calculate and interpret the mean as an average	

	Light	Forces Electricity	Animals, including Humans (Y6 unit)
Science (inc working scientifically)	● recognise that light appears to travel in straight lines ● use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye ● explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes ● use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	● 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 ● associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit ● compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches	● identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood ● recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function ● describe the ways in which nutrients and water are transported within animals, including humans

		● use recognised symbols when representing a simple circuit in a diagram	
History	**Mayans** A non-European society that provides contrasts with British history. Mayan civilisation c. AD 900	**Modern History of Europe** **(RE/ English link)**	**Ancient Greece** Ancient Greece – a study of Greek life and achievements and their influence on the western world
Geography	**The Americas** **Volcanoes and Tectonic plates** Locational knowledge ● locate the world's countries, using maps to focus on North and South America,concentrating on their environmental regions, key physical and human characteristics, countries and major cities ● identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, the Prime /Greenwich meridian and time zones Place knowledge ● understand geographical similarities and differences through the study of human and physical geography of a region of the Uk and a region within North and South America Human and physical geography ● describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes ● describe and understand key aspects of human geography, including: types of	**European Geography** Locational knowledge ● locate the world's countries, using maps to focus on Europe,concentrating on their environmental regions, key physical and human characteristics, countries and major cities Place knowledge ● understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country Human and physical geography ● describe and understand key aspects of physical geography, including: rivers and mountains ● describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and field work ● use maps, atlases, globes and digital/computer mapping to locate	

	settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and field work • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • use the eight points of a compass to build their knowledge of the wider world	countries and describe features studied • use the eight points of a compass to build their knowledge of the wider world	
Religious Education	**Beliefs in Action** **Christmas**	**Judaism** **Easter**	**The journey of Life**
Computing	**Research – cross curricular** **Programming – Scratch/programmable cars** • 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 • 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	**Google sheets** **mapping** **Research – cross curricular** • 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	**Blogging** **Research – cross curricular** **Video – leavers films** • 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

	simple algorithms work and to detect and correct errors in algorithms and programs • use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify ways in which to report concerns about content and contact		contact
Music	**Gospel music**	**Music of the Great Composers**	**Music technology**
	● 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 ● listen with attention to detail and recall sunds 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	**Cross Country** **Invasion Games – Netball** **Real PE** **Line dance** **Yr 5 swimming**	**Tag rugby** **Real PE** **Bullying themed dance** **Gymnastics**	**Athletics** **Rounders** **Real PE** **Y5 outdoor education**
	● 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	● 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	● 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

	● perform dances using a range of movement patterns ● compare performances to previous ones to achieve personal best		
Art	**Art of Ancient civilizations**	**Expressionism (Klee/Kandinsky)** **Architecture (Hundertwasser)**	**Observational drawing** **& Detailed painting**
	● 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	**Designing and making teepees dreamcatchers**		**Olympic/World Cup outfits and team strips**
	Design ● 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 Make ● 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		Design ● 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 Evaluate ● 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

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	properties and aesthetic qualities Evaluate ● 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 Technical knowledge ● apply their understanding of how to strengthen, stiffen and reinforce more complex structures		

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Languages	**French** Food and Drink Giving instruction to move around the school	**French** School Life Giving Directions	**French** Ordering food and drink

- 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
- 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

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SMSC – Incorporating PSHE, SRE and Citizenship	**Respect and Responsibility for our world** **Culture** **Spiritual reflection**	**What is society?** The convention of human rights **Anti-bullying** **E-Safety** Including cyber-bullying **Spiritual reflection**	**Democracy** **P4C** **Year 6 Life skills** Transitions Growing up **Spiritual reflection**