

Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English: Text 1	Tin Forest by Helen Ward	The Arrival by Shaun Tan (resistant, complexity of plot)	The Jumblies by Edward Lear	The Boy at the Back of the Class by Onjali Q Rauf	Who Let the Gods Out by Maz Evans	How to Live Forever by Colin Thompson
Audience and Purpose	To inform For children	To persuade For Shaun Tan	To entertain For the whole school	To inform For new pupils to school	To inform For children	To entertain For Children
Skills Taught (Exploring structure / Success criteria)	To know how to use relative clauses with brackets, dashes or commas To know how to use sentence openers To know how to use technical vocabulary To know how to use cohesive devices To know how to use expanded noun phrases To know how to use modal verbs	To know how to use persuasive language To know how to use modal verbs To know how to use commas to clarify meaning To know how to use adverbs of possibility	Articulation Expression and Intonation Engaging body language Adjusting pace	Relative clauses with brackets, dashes or commas Adverbial sentence starters Colons	Mood and atmosphere Pathetic fallacy Setting description Cohesive devices	Character description Setting description Dialogue Relative clauses in different positions
Writing Outcome	Chn write a non-chron report about a new creature.	Chn write a letter to Shaun Tan to persuade him to write a new book based on their chosen character.	Chn learn and perform the poem by heart.	Chn write an information text about the school.	Chn write a setting description.	Chn write a prequel.
Text 2	The Lost Happy Endings by Carol Ann Duffy	Flood by Alvaro F Villa	Gorilla by Anthony Browne	The Boy at the Back of the Class by Onjali Q Rauf –	Who Let the God's Out by Maz Evans	Tuesday by David Weisner
Audience and Purpose	To entertain For Y2	To entertain	To entertain For children	To persuade For The King		To inform For children
Skills Taught (Exploring structure / Success criteria)	To know how to make verb choices To know how to use dialogue To know how to use adverbials To know elements of a Fairytale (hero, villain, royalty, other family members, magical creatures/objects)	To know how to use relative clauses with brackets, dashes or commas To know how to use modal verbs To use commas to clarify meaning	Conveying emotions Vocabulary choices Relative clauses with brackets, dashes or commas Commas to clarify meaning	Use formal language Conjunctive adverbials Cohesive devices Relative clauses with brackets, dashes or commas		Commas to clarify meaning Subordinate clauses in different places Adverbs of possibility Recognise and interpret emotions

	To know how to describe a setting description To know how to describe a character description					
Writing Outcome	Chn write a story with a twist ending.	Chn to write the story for the wordless book.	Chn write a story about a birthday wish not quite coming true.	Chn write a formal letter to the King to persuade him to come to the May Fayre.		Chn write a diary entry as a character from the story.
Spelling	To know how to add the suffix -cious To know how to add the suffixes -ious and -tious To know the short i can be spelled y To know that the long i can be spelled y To know some common homophones To know some common near homophones	To know words spelled with silent Letters To know how to spell modal Verbs To know how to add the suffix -ment To know how to spell adverbs of possibility and frequency To know how to spell statutory spellings	Creating nouns using ity/ness/ship suffixes Homophones Near Homophones End of Term Assessment	Words with an or sound spelt or/au Convert nouns or adjectives into verbs using the suffixes ate/ise/ify/en End of Term Assessment	Words containing the letter string ough Adverbials of time/place Words with an ear sound spelt ere End of Term Assessment	Statutory Spellings Unstressed vowels in polysyllabic words Adding verb prefixes de/re/over Convert nouns or verbs into adjectives using the suffix ful/ive/al End of Term Assessment
Whole Class Reading	Fiction – Street Child by Berlie Doherty (archaic, non-linear)	Poetry - The Highwayman by Alfred Noyes (archaic) Fiction - A Kind of Spark by Elle McNicholl (diversity, narratively complex)	Poetry – The Jumblies by Edward Lear (archaic) Fiction - Varjak Paw by SF Said (narratively complex)	Fiction – The Boy at the Back of the Class by Onjali Q Rauf (diversity)	Fiction – Who Let the Gods Out? by Maz Evans (complexity of plot)	Poetry – Fog by Carl Sandburg (complexity of symbol) - Dreams by Langston Hughes (complexity of symbol)
WCR extracts and supporting texts	Non-Fiction <ul style="list-style-type: none"> Living in a Victorian Workhouse Victorian Children’s Jobs Queen Victoria Victorian School Life Worst Jobs London Poor Industrial Revolution 	Non-Fiction <ul style="list-style-type: none"> Composite Materials Modern Materials Properties of Materials Types of Materials A Christmas Carol (non-linear)(Ashely Booth) 	Non-Fiction <ul style="list-style-type: none"> The Origin The Nahua The Moon Orbiting the Sun The Planets Eclipses History of Understanding the Solar System 	Non-Fiction <ul style="list-style-type: none"> What is Gravity? Levers Resistance Pen or Pencil No Homework Should Animals be Kept in Zoos? Newspapers 	Non-Fiction <ul style="list-style-type: none"> Short Migration Long Distance Migration Human Migration Different Types of Migration Greek Myths 	Non-Fiction <ul style="list-style-type: none"> Changes In Bodies Gestation Periods Hormones Social Changes What is Reproduction?

Maths WRM	Place Value Knowledge and Skills <ul style="list-style-type: none"> To know Roman Numerals to 1000 To know numbers to 10,000 To know numbers to 100,000 To know numbers to 1,000,000 To know how to read and write numbers to 1,000,000 To know powers of 10 To know 10/100/1000/10,000, 100,000 mor or less To know how to partition numbers to 1,000,000 To know where numbers are on a number line to 1,000,000 To know how to compare and order numbers to 100,000 To know how to compare and order numbers to 1,000,000 To know how to round to the nearest 10/100/1000 To know how to round within 100,000 	Multiplication and Division A Knowledge and Skills <ul style="list-style-type: none"> To know multiples To know common multiples To know factors To know common factors To know prime numbers To know square numbers To know cube numbers To know how to multiply by 10/100/1000 To know how to divide by 10/100/1000 To know multiples of 10/100/1000 Fractions A Knowledge and Skills <ul style="list-style-type: none"> To know how to find fractions equivalent to a unit fraction To know how to find fractions equivalent to a non-unit fraction To know how to recognise equivalent fractions To know how to convert improper 	Multiplication and Division B Fractions B	Decimals and Percentages Perimeter & Area Statistics	Focus on the Four Operations <ul style="list-style-type: none"> To know how to add whole numbers with more than 4-digits To know how to subtract whole numbers with more than 4-digits To know inverse operations for addition and subtraction To know how to solve multi-step addition and subtraction problems To know how to multiply by 10/100/1000 To know how to divide by 10/100/1000 	

	<ul style="list-style-type: none"> To know how to round within 1,000,000 <p>Addition and Subtraction Knowledge and Skills</p> <ul style="list-style-type: none"> To know mental strategies To know how to add whole numbers with more than 4-digits To know how to subtract whole numbers with more than 4-digits To know how to round to check answers To know inverse operations for addition and subtraction To know how to solve multi-step addition and subtraction problems To know how to compare calculations To know how to find missing numbers 	<p>fractions to mixed numbers</p> <ul style="list-style-type: none"> To know how to convert mixed numbers to improper fractions To know how to compare fractions less than 1 To know how to order fractions less than 1 To know how to order and compare fractions greater than 1 To know how to add and subtract fractions with the same denominator To know how to add fractions within 1 To know how to add fractions with a total greater than 1 To know how to add mixed numbers To know how to subtract fractions To know how to subtract from a mixed number – breaking the whole To know how to subtract two mixed numbers 				
Science	<p>Living Things and their Habitats Knowledge</p> <ul style="list-style-type: none"> Know the life cycle of different living things e.g mammal, 	<p>Properties and Changes in Materials</p> <ul style="list-style-type: none"> compare and group materials based on their properties (e.g hardness, solubility, 	<p>Earth and Space</p> <ul style="list-style-type: none"> Know the Earth takes 365 days to orbit the sun Know how the Earth being tilted on its axis 	Science Fair	<p>Forces</p> <ul style="list-style-type: none"> Know what gravity is and its impact on our lives Know what air resistance is and 	<p>Animals including Humans</p> <ul style="list-style-type: none"> Know the different stages of human development and growth

	<p>amphibian, insect, bird</p> <ul style="list-style-type: none"> • Know the difference between different life cycles • Know the process of reproduction in plants and how different seeds are dispersed • Know the process of reproduction in animals <p>Scientific Skills</p> <ul style="list-style-type: none"> • Observing – pattern seeking • Grouping and Classifying • Recording and Interpreting Data • Use scientific vocabulary 	<p>transparency, conductivity, [electrical and thermal] and response to magnets)</p> <ul style="list-style-type: none"> • describe how a material dissolves to form a solution; explaining the process of dissolving • describe and show how to recover a substance from a solution • describe how some materials can be separated 5) demonstrate how materials can be separated (e.g through filtering, sieving and evaporating) • know and can demonstrate that some changes are reversible and some are not <p>Scientific Skills</p> <ul style="list-style-type: none"> • Observing • Comparing and Classifying • Planning and Carrying Out Investigations • Recording and Interpreting Data • Use scientific vocabulary 	<p>and orbit round the Sun causes the seasons</p> <ul style="list-style-type: none"> • Know the Earth rotates and orbits the Sun in an anti-clockwise way • Know the Earth and other planets in the solar system orbit the Sun • Know the Sun the only star in our solar system • Know the moon orbits the Earth • Know that the Earth rotates on its axis causing night and day • Know the different phases of the moon 		<p>draw force diagrams to represent it</p> <ul style="list-style-type: none"> • Know how water resistance (upthrust) is a balanced force when something floats • Know why friction is an important force in our everyday lives • Know how a fulcrum can be used to lift heavy objects when using a lever • Know how levers, pulleys and gears allow a smaller force to have a greater effect 	<ul style="list-style-type: none"> • Know how a human change as they get older physically, including puberty • Know that animals including humans grow at different rates (height, weight) • Know what gestation is and the different amount of time that animals take to grow a baby
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<p>Computing</p>	<p>Computing Systems and Networks: Sharing Information Knowledge</p> <ul style="list-style-type: none"> To know that computers can be connected together to form systems To know the role of computer systems in our lives To know how information is transferred over the internet To know how to contribute to a shared project online To know how to evaluate different ways of working together online device digital network server switch hardware To know how sharing information online lets people in different places work together <p>Skills</p> <ul style="list-style-type: none"> Understanding and using digital systems Using the internet purposefully To collaborate online To evaluate digital tools Understanding online safety and responsibility 	<p>Creating Media: Video Editing</p> <ul style="list-style-type: none"> To know what makes a video effective To know how digital devices can record videos To know that videos can be improved through reshooting and editing To know how to capture video using a range of techniques To know how to create a storyboard To know about the impact of the choices made when making and sharing a video <p>Skills</p> <ul style="list-style-type: none"> Planning and storyboarding Capturing, reviewing, reshooting and editing, evaluating and improving video Collaborating and using digital tools <p>Digital Citizenship</p> <ul style="list-style-type: none"> Be a super digital citizen 	<p>Creating Media: Vector Drawing</p> <ul style="list-style-type: none"> To identify that drawing tools can be used to produce different outcomes To recognise that vector drawings consist of layers To create a vector drawing by combining shapes To use tools to achieve a desired effect To group objects to make them easier to work with To evaluate my vector drawing <p>Digital Citizenship</p> <ul style="list-style-type: none"> Keeping games fun and friendly 	<p>Data and Information: Flat-file Databases</p> <ul style="list-style-type: none"> To compare paper and computer-based databases To outline how grouping and then sorting data allows us to answer questions To explain that tools can be used to select specific data To explain that computer programs can be used to compare data visually To use a form to record information To apply my knowledge of a database to ask and answer real-world questions <p>Digital Citizenship</p> <ul style="list-style-type: none"> A creator's rights and responsibilities 	<p>Programming: Selection in Physical Computing</p> <ul style="list-style-type: none"> To explain that a loop can stop when a condition is met To explain that a loop can be used to repeatedly check whether a condition has been met To control a simple circuit connected to a computer To write a program that includes count-controlled loops To design a physical project that includes selection To create a program that controls a physical computing project using a Crumble <p>Digital Citizenship</p> <ul style="list-style-type: none"> Private and personal information 	<p>Programming: Selection in Quizzes</p> <ul style="list-style-type: none"> To explain how selection is used in computer programs To relate that a conditional statement connects a condition to an outcome To explain how selection directs the flow of a program To design a program which uses selection To create a program which uses selection To evaluate my program <p>Digital Citizenship</p> <ul style="list-style-type: none"> Our online tracks
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	<ul style="list-style-type: none"> To problem solve and trouble-shoot To use technical vocabulary <p>Digital Citizenship</p> <ul style="list-style-type: none"> My Media Choices 					
Geography		<p>Natural Resources</p> <ul style="list-style-type: none"> Intro to natural resources Identifying renewable and non-renewable resources Global food production and its impact Economic minerals and their uses Wood and its many uses Water – our essential resource 		<p>North and South America: how diverse are their places and landscapes?</p> <ul style="list-style-type: none"> Maps of N&S America Climate of N&S America Physical geog of Human geog Economic Activities Planning a journey Digital Maps 		<p>South America: why does the Amazon matter?</p>
History	<p>The Victorians Knowledge</p> <ul style="list-style-type: none"> To know about the life of Queen Victoria and who the Victorians were To know what the Industrial Revolution was and how it affected Britain To know about important inventions of the Victorian era To know about health, disease and medicine in Victorian Britain To know what the Victorians did during their leisure time 		<p>Blenheim Palace</p> <ul style="list-style-type: none"> To know about Blenheim Palace To know about Woodstock and Blenheim Palace during Iron Age, Roman period, Anglo-Saxon period and the Norman period To know about Blenheim Palace and Winston Churchill Woodstock and Blenheim Palace during WW1 and WW2 		<p>Ancient Greeks</p> <ul style="list-style-type: none"> To research aspects of daily life and society To make connections and draw contrasts between life in Ancient Athens and life in Ancient Sparta To know about religion in Ancient Greece To explore the similarities and differences between the Ancient Greek Olympics and the modern Olympics 	

	<p>Skills</p> <p>Chronology</p> <ul style="list-style-type: none"> Using relevant dates and relevant terms for the period Placing the period of history on a timeline Relating current study to other periods of history <p>Using Sources and Asking Questions</p> <ul style="list-style-type: none"> Asking questions of increasing difficulty Asking questions about the interpretations and viewpoints of others Recognising primary and secondary sources <p>Gathering, organising, interpreting and evaluating evidence</p> <ul style="list-style-type: none"> Using different sources Distinguishing between fact and opinion Interpreting evidence Making connections across time 		<p>Skills</p> <p>Chronology</p> <ul style="list-style-type: none"> Using relevant dates and relevant terms for the period Placing the period of history on a timeline Relating current study to other periods of history <p>Using Sources and Asking Questions</p> <ul style="list-style-type: none"> Asking questions of increasing difficulty Asking questions about the interpretations and viewpoints of others Recognising primary and secondary sources <p>Gathering, organising, interpreting and evaluating evidence</p> <ul style="list-style-type: none"> Using different sources Distinguishing between fact and opinion Interpreting evidence Making connections across time 			
RE	<p>HINDUISM HAND OF 5</p> <p>Yr 6 unit 1</p> <p>Hindus: how do Hindus see Brahman?</p>	<p>CHRISTIANITY HAND OF 5</p> <p>Yr 2 unit 6</p> <p>Prayer: Is it possible to speak to God? (link to Christmas story)</p>	<p>ISLAM HAND OF 5</p> <p>Yr 2 unit 5</p> <p>The world: how do different people explain how it started? Faraday video</p>	<p>CHRISTIANITY HAND OF 5</p> <p>ODBE Yr 6</p> <p>How and why do Christians try to make the world a better place?</p> <p>TBC</p>	<p>HUMANISM HAND OF 5</p> <p>Y 5 unit 5</p> <p>Humanists: How can you lead a happy and meaningful life?</p> <ul style="list-style-type: none"> What do humanists believe about human nature? 	<p>JUDAISM HAND OF 5</p> <p>Yr 6 unit 3</p> <p>Pilgrimage: why are people still drawn to ancient places?</p> <ul style="list-style-type: none"> How did Iona become an ancient pilgrimage centre?

					<ul style="list-style-type: none"> • How do beliefs in one life motivate humanists? • How do humanists describe the origins of the world? • How do humanists make ethical decisions? • How do humanists mark life stages? • How do humanists try to make the world better? 	<ul style="list-style-type: none"> • How did Iona become a modern pilgrimage centre? • Why are the Ganges sacred to Hindus? • What happens at Kumbh Mela? • How has Glastonbury changed as a centre of pilgrimage? • How has Glastonbury become a centre of Pagan pilgrimage?
<p>PSHCE</p> <p>SCARF</p>	<p>Me and My Relationships Knowledge</p> <ul style="list-style-type: none"> • To know what collaboration means • To know what negotiation and compromise mean • To know that online communication can be misinterpreted • To know how to respond to others • To know what makes an unhealthy relationship • To know about emotional needs and how they change • To know about passive, aggressive and assertive behaviours <p>Skills</p> <ul style="list-style-type: none"> • To work in a group • To share personal needs and opinions 	<p>Valuing Difference Knowledge</p> <ul style="list-style-type: none"> • To know how to make friendships last • To know how to respond respectfully • To know what discrimination is • To know about living in a diverse society • To know about the difference between sex, gender identity, gender expression and sexual orientation • To know that some people can get bullied because of the way they express their gender • To know about the consequences of positive and negative behaviour on themselves and others 	<p>Keeping Myself Safe</p> <ul style="list-style-type: none"> • Managing risk, including staying safe online • Norms around use of legal drugs (tobacco, alcohol) 	<p>Rights and Responsibilities</p> <ul style="list-style-type: none"> • Rights and responsibilities relating to my health • Decisions about lending, borrowing and spending 	<p>Being My Best</p> <ul style="list-style-type: none"> • Growing independence and taking responsibility • Media awareness and safety 	<p>Growing and Changing</p> <ul style="list-style-type: none"> • Managing difficult feelings • Managing change • Getting help

	<ul style="list-style-type: none"> • To use clear, polite language, calmly • To use eye contact and open listening 	Skills <ul style="list-style-type: none"> • To show kindness and loyalty • To listen actively • To identify discriminatory behaviours • To value and respect others • To know when teasing becomes hurtful 				
Art and Design	Typography and Maps Knowledge <ul style="list-style-type: none"> • To know what typography is • To know who Louise Fili is • To know typography can be used creatively to communicate thoughts and ideas • To know how typography can be used creatively to communicate thoughts and ideas • To know how to apply my new typography skills to make a visual map Skills <ul style="list-style-type: none"> • Observational drawing and mark making • Keeping visual notes • Cutting and assembly • Manipulating paper 		Making Monotypes <ul style="list-style-type: none"> • Understand that mono types are single monoprints. • Understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artist's book. 		Set Design <ul style="list-style-type: none"> • Understand that set designers can design/make sets for theatres or for animations • Understand that designers often create scaled models to test and share ideas with others. 	

<p>Design and Technology</p>		<p>Textiles – Phone Case Knowledge</p> <ul style="list-style-type: none"> To know how pattern pieces, fabric shapes and different fabrics can be secured to create a product To know how fabrics can be strengthened, stiffened and reinforced where appropriate To know and use technical vocabulary To know three stitches – running, whip and back <p>Skills</p> <ul style="list-style-type: none"> To lay out pattern pieces and cut them out To thread a needle To execute stitches To tie a knot <p>Christmas Card Knowledge</p> <ul style="list-style-type: none"> To know that making multiple cuts can make a card pop up <p>Skills</p> <ul style="list-style-type: none"> To make accurate cuts and folds 		<p>Cooking – Sweet or Savoury Scones</p> <ul style="list-style-type: none"> Know how to use utensils and equipment including heat sources to prepare and cook food Understand about seasonality in relation to food products and the source of different food products Know and use technical vocabulary relevant to the project 		<p>Structures - Bridges</p> <ul style="list-style-type: none"> Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement Understand how to strengthen, stiffen and reinforce 3-D frameworks Know and use technical vocabulary relevant to the project
<p>Language Spanish</p>		<p>Me and My Friends Knowledge</p> <ul style="list-style-type: none"> To know some adjectives to describe feelings To know how to respond to the 		<p>Time in the City Knowledge</p> <ul style="list-style-type: none"> To know facts about a city in Spain To know dialogue around getting a 		<p>Healthy Eating Going to the Market</p> <ul style="list-style-type: none"> Talk and write about fruits and vegetable likes/dislikes Asking others about their preferences of

		<p>question – How are you?</p> <ul style="list-style-type: none"> To know how to say an extended sentence about how I am feeling To know how to say things about myself To know how to say my likes and dislikes in school To know how to give my opinion <p>Skills</p> <ul style="list-style-type: none"> To use correct pronunciation To use new vocabulary 		<p>ticket for a train or bus</p> <ul style="list-style-type: none"> To know how to give simple directions around a town To know how to say and write a description of a city/town To know how to use dialogue for buying an item and asking for the price To know how to describe a festive jumper <p>Skills</p> <ul style="list-style-type: none"> To use correct pronunciation To use new vocabulary 		<p>fruit and vegetables to create a class survey</p> <ul style="list-style-type: none"> Asking for the prices of fruits or vegetables Participating in simple shopping conversations Understanding and using instructions to make own recipes <p>Skills</p> <ul style="list-style-type: none"> To use correct pronunciation <p>To use new vocabulary</p>
Music	Compose and rehearse: creating and combining minimalist cells		Playing together: discovering different vocal timbres		Oak Academy - Playing together: discovering different vocal timbres	
PE Complete PE	<p>Football Knowledge</p> <ul style="list-style-type: none"> To know how to dribble and pass to maintain possession To know how to defend To know how to shoot To know how to officiate <p>Skills</p>	<p>Netball Knowledge</p> <ul style="list-style-type: none"> To know how to pass and receive To know how to move around the court To know how to defend To know how to attack and defend To know about different passing styles 	Street Art Counter Balance and Counter Tension	Badminton Cricket	May Fayre Dancing Fencing	Athletics Orienteering

	<ul style="list-style-type: none"> • To move accurately and consistently • To create tactics and adapt them • To develop communication skills • To use game-based scenarios to try their best <p>Hockey Knowledge</p> <ul style="list-style-type: none"> • To know how to dribble and pass to create attacking opportunities • To know how to defend through blocking and tackling • To know how to shoot • To know how to officiate • To know how to transition from defending to attacking <p>Skills</p> <ul style="list-style-type: none"> • To move accurately and consistently • To create tactics and adapt them • To develop communication skills • To use game-based scenarios to try their best 	<p>Skills</p> <ul style="list-style-type: none"> • To move accurately and consistently • To create tactics and adapt them • To develop communication skills • To use game-based scenarios to try their best <p>Health Related Exercise Knowledge</p> <ul style="list-style-type: none"> • To know about the cardiovascular system and how it affects the body • To know about flexibility • To know about strength <p>Skills</p> <ul style="list-style-type: none"> • To participate in circuits • To encourage others • To develop self-motivation, resilience and integrity • To improve performances 				
Enrichment	Wantage Museum Trip Poetry Day Harvest Festival Service	Rock Kidz Victorian Theme Day Wantage Museum	E-Safety Workshops Number Day Chn’s Mental Health Wk	Prayer Space World Book Day Red Nose Day	Morris Men May Fayre Dancing May Fayre	Spelling Bee Family Picnic Transition Days

	Black History Month	Fun Run Computing Workshops Anti-Bullying Week Children in Need Christingle Making Christmas Jumper Day Christmas Service	Safer Internet Day	Easter Service Blenheim Palace Visit Rubicon Skating Wkshops		End of Year Service
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