Beautiful Britain

SPaG and Writing Focus

Grammar and Writing Focus:

- Use coordinating and subordinating conjunctions
- Maintain standard English form
- Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g., using modal verbs to suggest degrees of possibility)

Spelling rules:

Year 5 and 6 words a - av

Year 5 and 6 words aw - cont

Year 5 and 6 words conv - en

Year 5 and 6 words eq - f

Year 5 and 6 words g - le

Texts

English:

The Lost Words by Robert Macfarlane and Jackie Morris – discussion text (balanced argument)

Careers week - specific book which changes yearly - Poetry

Guided Reading:

Sustainable Development Goals

Class Reader:

The Last Wild by Piers Torday

<u>Maths</u>

Chapter 12: Area and Perimeter

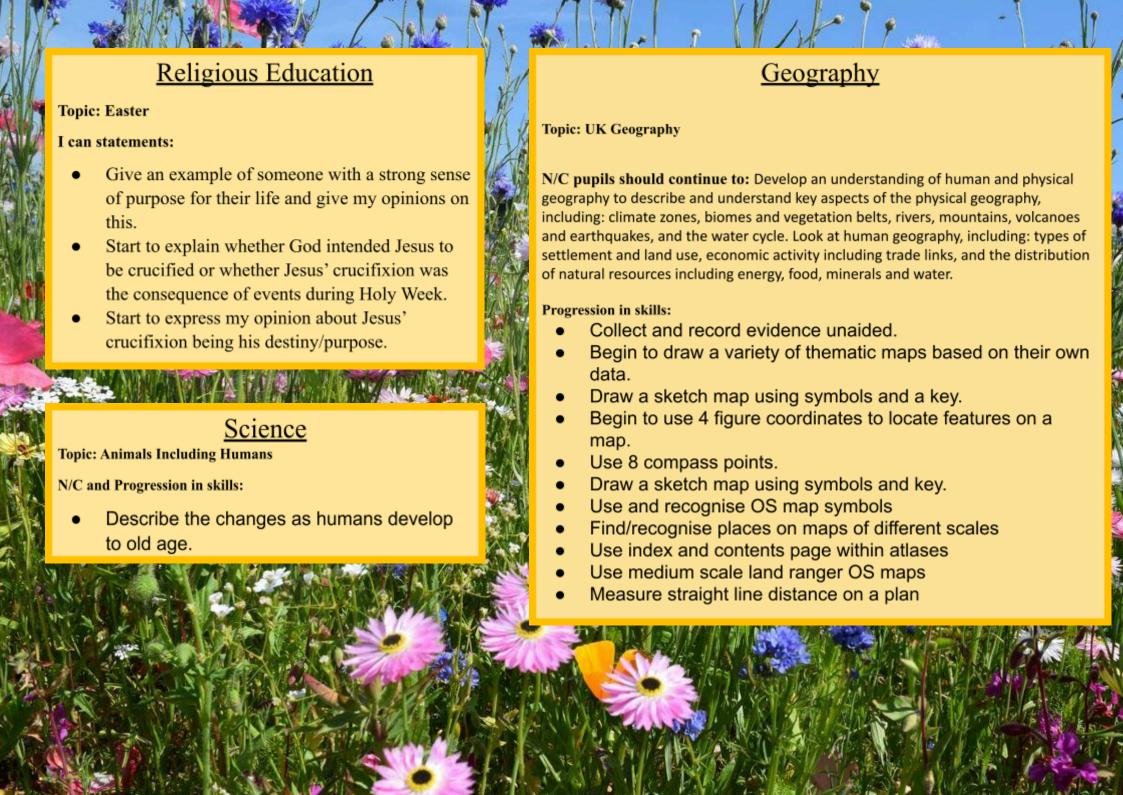
- Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres and square meters.
- Estimate the area of irregular shapes.

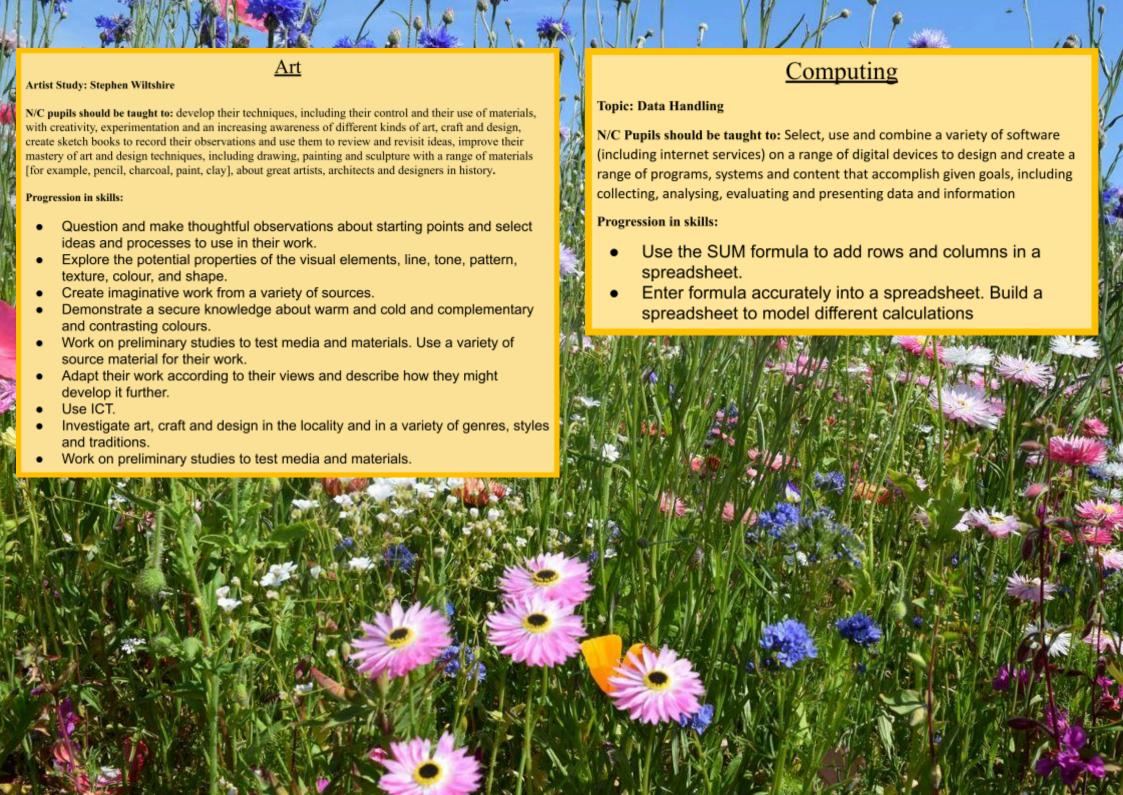
Chapter 5: Graphs

- Complete, read and interpret information in tables, including timetables.
- Solve comparison, sum and différence problems using information presented in a line graph.

Chapter 7: Decimals

- Read and write decimal numbers as fractions.
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- Read, write, order and compare numbers with up to three decimal places.
- Solve problems involving numbers up to three decimal places.
- Round decimals with two decimal places to the nearest whole number and to one decimal place.





Spanish

National Curriculum:

- 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

Progression in skills:

- Can say nouns for items of clothing
- Can read descriptive sentences with nouns and colour adjectives
- Can use adjectives and nouns to write descriptive sentences

Physical Education

Topic: Outdoor Adventurous Activity

N/C Pupils should be taught to: apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Progression in skills:

- Recall and remember symbols, items and objects during the task as an individual and a team
- Play a role in problem solving
- Communicate using code Work at a high intensity for a sustained period of time whilst completing a task
- Evidence results and keep score
- Compete against others and perform under pressure
- Explore and refine ways of communicating to best complete a set task
- Put trust in others and demonstrate trustworthy behaviour

Topic: Swimming

N/C Pupils should be taught to: swim competently, confidently, and proficiently over a distance of at least 25 metres, use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]. Perform safe self-rescue in different water-based situation and compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Progression in skills:

- Swims competently, confidently and proficiently over a distance of at least 25 metres.
- Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.
- Performs safe self-rescue in different water-based situations



Music

N/C Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, 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 and develop an understanding of the history of music.

Progression in skills:

- Identify and control different ways percussion instruments make sounds.
- Play accompaniments with control and accuracy.
- Create different effects using combinations of pitched sounds. Identify different starting points or composing music.
- Explore, select combine and exploit a range of different sounds to compose a soundscape.
- Write lyrics to a known song. Compose a short song to own lyrics based on everyday phrases.
- Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.
- Sing with expression and rehearse with others.
- Sing a round in two parts and identify the melodic phrases and how they fit together.
- Sing confidently in class, in small groups and alone, and begin to begin to have an awareness of improvisation with the
 voice.