

Curriculum and Learning Journey

Year 5/6 Autumn 1



Maths



Reading



Writing

A variety of questions based
on extracts from



Rosie Raja
by Sufya Ahmed



FARThER
by Grahame Baker-Smith

The Tyger by William Blake

Focus areas will include

- Identify how language, structure and presentation contribute to meaning
- Identify and discuss themes and conventions in and across a wide range of writing
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Wild Boy by Rob Lloyd Jones
Story

Key Skills Taught

- Sentence structure/level
- Dialogue to convey character and advance action
- Consistent tense
- Describe character and setting
- Modal verbs to show possibility
- Fronted adverbials
- Literary language
- Developing atmosphere
- Describe character and setting



Persuasive Speech

Key Skills Taught

- Use a range of conjunctions
- Subject specific vocabulary
- Punctuation for clarity
- Parenthesis (relative clauses and losing relative pronoun)
- Relative pronouns
- Paragraph development
- Asides
- Word choice for viewpoint and getting correct voice
- Second person
- Repetition
- Sentence structure – change word orders grammatical structures

Year 5

Place Value

- count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000
- count forwards and backwards with positive and negative whole numbers, including through zero
- read, write, (order and compare) numbers to at least 1 000 000 and determine the value of each digit
- read Roman numerals to 1000 (M) and recognise years written in Roman numerals
- read, write order and compare numbers to at least 1 000 000 and determine the value of each digit
- interpret negative numbers in context
- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000

Addition and Subtraction

- 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

Year 6

Place Value

- read, write, (order and compare) numbers up to 10 000 000 and determine the value of each digit
- 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

Addition, Subtraction, Multiplication and Division

- perform mental calculations, including with mixed operations and large numbers
- use their knowledge of the order of operations to carry out calculations involving the four operations
- solve addition and subtraction multistep problems in contexts, deciding which operations and methods to use and why
- identify common factors, common multiples and prime numbers
- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
- 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
- solve problems involving addition, subtraction, multiplication and division



Science

Light

- Do I research the work that Sir Isaac Newton did into light and explain it in my own words, using diagrams?
- Can I explain how light travels from a source and name some light sources?
- Can I explain, using a diagram, how travelling light enables us to see objects?
- Can I explain how travelling light affects the shape of shadows?



Art

Drawing: Light and Dark

- Can I add detail and extend to include proportion, placement and shape of body?
- Can I experiment with different grades of pencil and other implements, making informed choices about which to use?
- Can I describe the work of Paul Cezanne and explain how his style has influenced my own artwork?
- Do I know the different grades of pencil and other implements, making informed choices about which to use?
- Do I know who Paul Cezanne is and features of his artwork?



RE

God

- Can I communicate my own response to who or what 'God' is and begin to identify what has formed this response?
- Can I explain the Trinity using an analogy I have learnt?
- Can I give any reasons why having a God that is a Trinity is an important doctrine for many Christians?



Computing

Systems and Searching

- Can I demonstrate the input and output of a search engine?
- Can I demonstrate that different search terms produce different results?
- Can I evaluate the results of search terms?
- Can I explain that a system is a set of interconnected parts or computers, which work together and data can be transferred between?
- Can I identify that search engines are examples of very large IT systems that take an input, process it and give an output?
- Can I explain that web crawlers create indices which are ranked for convenience for the user?



Geography

Trade and Economic Activity

- Can I read maps to inform me of change over time?
- Can I map a route across the world's countries?
- Can I present data in a graph?
- Do I know how Southampton docks have developed over time?
- Do I know the effects of trade on the economy?
- Do I understand the advantages and disadvantages of living in a major port city?



PSHE

Friendships, Stereotypes and Bullying

- This unit explores respectful relationships and what to do about bullying. Pupils learn how to recognise and challenge stereotypes and prejudiced or extreme views.



PE 1

Gymnastics: Balance and Body Movement

- Can I count myself into and out of a balance as a group?
- Can I perform 4 balances (using a range of contact points) in a sequence?
- Can I perform a jump with a safe landing?
- Can I perform 2 3 types of leap (cat, stag and straight?)
- Can I explain how to use my body to perform a jump and leap?
- Can I explain how jumps and leap help to link a performance together?



PE 2

FUN-damentals

- Can I travel safely in space by keeping my head up and moving into space?
- Can I 'scan' within a match situation to achieve a goal?
- Can I run at speed and change direction?
- Can I create a game using equipment which links to invasion?
- Can I describe how to win and loose when taking part in team games?
- Can I explain 2 tactics for attacking and defending in an invasion game?



French

Les vêtements

- Can I match a description of a person's clothing to a picture?
- Can I write phrases and sentences describing clothes, putting the words in the right order and showing gender?
- Can I write a short paragraph about the clothes someone is wearing?
- Do I know the names of at least ten items of clothing and their gender?
- Do I know at least five adjectives (non-colours) that can describe clothes?
- Do I know the difference between un/une and des, and mon/ma and mes?

Enrichment

- Cross-country league (SGO event)
- Table tennis competition (SGO event)
- Avon Tyrrell residential
- Meeting Zac the Gladiator!
- Bikeability
- Trade trip to Portswood
- Introduction to Chromebooks
- Sketching trip to the Little Common
- Transition activities