

Upper Key Stage 2

AUTUMN TERM 1

Reading

maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- recommending books that they have read to their peers, giving reasons for their choices
- making comparisons within and across books

understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- provide reasoned justifications for their views.
- identifying how language, structure and presentation contribute to meaning

Writing

Text – Escape from Pompeii

Writing outcomes: setting description and information text

Composition

Plan their writing by:

- noting and developing initial ideas, drawing on reading and research where necessary

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring correct subject and verb agreement when using singular and plurals

Proof-read for spelling and punctuation errors

Vocabulary, Grammar and Punctuation

- using commas to clarify meaning or avoid ambiguity in writing
- using brackets, dashes or commas to indicate parenthesis
- using expanded noun phrases to convey complicated information concisely

Spelling

- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Handwriting

Write legibly, fluently and with increasing speed

<u>Maths Year 5</u>		<u>Maths Year 6</u>	
<p><u>Number - Place Value</u></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 • 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. <p><u>Number – Addition and Subtraction</u></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. 		<p><u>Number – Place Value</u></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 <p><u>Number – Addition and Subtraction</u></p> <ul style="list-style-type: none"> • perform mental calculations, including with mixed operations and large numbers • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • solve problems involving addition and subtraction • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. • use their knowledge of the order of operations to carry out calculations involving the four operations 	
<u>Science - PROPERTIES AND CHANGES OF MATERIALS</u>	<u>PE - TAG RUGBY</u>	<u>Computing - COMPUTER SCIENCE</u>	<u>RE - CHRISTIANITY</u>
<ul style="list-style-type: none"> • Compare and group together everyday materials based on their properties. • Know that some materials will dissolve in a liquid to form a solution & describe how to recover a substance from a solution. SC2 • Use knowledge of solids, liquids and gases to decide how mixtures might be separated e.g. filtering, sieving, evaporating. • Demonstrate that dissolving, mixing and changes of state are reversible changes. • Give reasons for the uses of everyday materials. • Explain that some changes result in the formation of new materials & this kind of 	<p>Use techniques for passing with accuracy and catch a swing pass during a game.</p> <p>-Run with a ball with two hands and score a try.</p> <ul style="list-style-type: none"> • -Can close down an opponent and tag a player 	<ul style="list-style-type: none"> • 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. • Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities 	<p>Why is it sometimes difficult to do the right thing?</p> <p>Beliefs and values</p> <ul style="list-style-type: none"> • describe Christian beliefs about sin and forgiveness • describe and explain the teaching from Genesis 3 – of how Adam and Eve disobeyed God • suggest different ways that this story might be understood by Christians <p>Living religious traditions</p> <ul style="list-style-type: none"> • describe and explain how and why Christians might use the Lord’s Prayer • analyse and interpret the Lord’s Prayer – and what guidance it provides for Christians

<p>change is not usually reversible e.g. burning. <i>Taking measurements.</i> <i>Controlling variables when necessary.</i> <i>Recording data and results of increasing complexity.</i></p>		<p>they offer for communication and collaboration.</p>	<ul style="list-style-type: none"> • suggest things that might lead Christians into temptation in the modern world – and how and why they might try to resist these temptations <p>Shared human experience</p> <ul style="list-style-type: none"> • consider the different ways that myth and stories are and used • explain how a ‘truth’ might be contained within a story <p>Search for personal meaning</p> <ul style="list-style-type: none"> • consider how they decide what is ‘true’ – and how there might be different types of truth • discuss and debate things that they consider to be true that others might disagree with
<p><u>Geography – VOLCANOES</u></p> <ul style="list-style-type: none"> • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. 	<p><u>Art - DRAWING</u></p> <ul style="list-style-type: none"> • Explore colour mixing and blending techniques with coloured pencils. • Use different techniques for different purposes i.e. shading, hatching within their own work • Work from a variety of sources including observation, photographs and digital images. • Work in a sustained and independent way to create a detailed drawing. 	<p><u>PHSE</u></p> <ul style="list-style-type: none"> • Children can demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates). • They can express their views confidently and listen to and show respect for the views of others. 	<p><u>Music</u></p> <ul style="list-style-type: none"> • WORK SOLO AND IN GROUPS TO PRODUCE OWN MUSIC AND SONGS <i>Sing in correct pitch</i>

	<ul style="list-style-type: none">• Develop close observation skills using a variety of view finders.• Use a journal to collect and develop ideas.		<p><u>French – UNIT 1: SALUT GUSTAVE!</u></p> <ul style="list-style-type: none">• Greetings and personal information• Talking about sisters and brothers• Saying what people have and have not using 3rd person 'avoir'• Saying what people are like using 3rd person 'etre' including negatives.
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