

Upper Key Stage 2

AUTUMN TERM 2

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
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

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
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Writing

Text: A Wish For Wings That Work **Writing Outcome:** Advert

Vocabulary, Grammar and Punctuation

- Use repetition of a word or phrase to link ideas between paragraphs. (Y6)
- Explore how **hyphens** can be used to avoid ambiguity e.g. *man eating shark* versus *man-eating shark*. (Y6)
- Explore, collect and use subjunctive forms for formal speech and writing e.g. *If I were able to come to your party, I would; The school requires that all pupils be honest.* (Y6)

Text – Worried Arthur **Writing outcomes:** Re-tell

Vocabulary, Grammar and Punctuation

- Create complex sentences by using **relative clauses** with **relative pronouns** *who, which, where, whose, when, that* e.g. *Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.* (Y5)
- Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: *in the meantime, meanwhile, in due course, until then.* (Y6)

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

	<p>Proof-read for spelling and punctuation errors</p> <p>Spelling</p> <ul style="list-style-type: none"> 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. <p>Handwriting</p> <p>Write legibly, fluently and with increasing speed</p>
<u>Maths Year 5</u>	<u>Maths Year 6</u>
<p><u>Number – Multiplication and Division</u></p> <ul style="list-style-type: none"> 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 (nonprime) 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 <p><u>Number – Fractions (including decimals)</u></p> <ul style="list-style-type: none"> 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, $5 \frac{2}{5} + 5 \frac{4}{5} = 5 \frac{6}{5} = 1 \frac{5}{5}$] 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, $0.71 = \frac{71}{100}$] 	<p><u>Number – Multiplication and Division</u></p> <ul style="list-style-type: none"> identify common factors, common multiples and prime numbers 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 solve problems involving multiplication and division use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. <p><u>Number – Fractions (including decimals and percentages)</u></p> <ul style="list-style-type: none"> 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, $\frac{4}{5} \times \frac{2}{3} = \frac{8}{15}$] divide proper fractions by whole numbers [for example, $\frac{3}{4} \div 2 = \frac{3}{8}$] associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375 for a simple fraction [for example, $\frac{3}{8}$]]

<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 		
<p>PROPERTIES AND CHANGES OF MATERIALS (Continued)</p> <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. 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 change is not usually reversible e.g. burning. <p><i>Taking measurements.</i> <i>Controlling variables when necessary.</i> <i>Recording data and results of increasing complexity.</i></p>	<p>PE: HI 5 NETBALL</p> <ul style="list-style-type: none"> Use different techniques for passing and shooting the ball in a game. 	<p>Computing – INFORMATION TECHNOLOGY</p> <ul style="list-style-type: none"> Use search technologies effectively, appreciate how results are selected and ranked. Select, use and combine a variety of software(including internet services) on a range of digital services to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 	<p>RE - ISLAM Why is the Qur'an so important to Muslims?</p> <ul style="list-style-type: none"> Make links between beliefs and sacred texts, including stories and various religious sources (B&V LRT) Suggest meanings for a range of living religious traditions eg, Guru Granth Sahib, Wudu before handling the Qur'an. (B&V LRT) Describe the impact of religion on people's in terms of beliefs, values and personal meaning. (LRT) Apply their ideas to their own and other peoples' lives simply. (B&V) Ask important questions about religion and beliefs, and compare the different viewpoints within a faith group. (SHE, B&V, SPM)

Geography - NATURAL DISASTERS	DT – FOOD	PHSE	Music
<ul style="list-style-type: none"> ▪ Describe and understand key aspects of: <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. - 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. 	<ul style="list-style-type: none"> • Prepare food products taking into account the properties of ingredients and sensory characteristics. • Weigh and measure using scales. • Select and prepare foods for a particular purpose. • Work safely and hygienically. • Show awareness of a healthy diet (using the eatwell plate). • Use a range of cooking techniques. • Know where and how ingredients are grown and processed. 	<ul style="list-style-type: none"> • They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring). 	<ul style="list-style-type: none"> • BEGIN TO USE MUSICAL NOTATION <i>Use chime bars to learn notes and begin to record on manuscript</i> <p>French - UNIT 2: A L'ECOLE</p> <ul style="list-style-type: none"> • School subjects • Talking about likes and dislikes at school • Asking and saying the time • Talking about timings of the school day