

Final Event: To visit the source of the River Slea.

LITERACY

Reading - word reading UKS2

• e200 apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Reading - comprehension UKS2 e201 maintain positive attitudes to reading and understanding of what they read by: • e202 continuing to read and discuss an increasingly wide range of fiction, poetry, plays,

non-fiction and reference books or textbooks • e203 reading books that are structured in different ways and reading for a range of purposes • e204 increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and

• e207 making comparisons within and across books • e211 checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

• e212 asking questions to improve their understanding

• e216 identifying how language, structure and presentation contribute to meaning

• e220 participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

Writing - transcription - Spelling UKS2

• e223 use further prefixes and suffixes and understand the guidance for adding them • e224 spell some words with 'silent' letters [for

example, knight, psalm, solemn] • e225 continue to distinguish between homophones and other words which are often confused

• e228 use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

· e229 use a thesaurus.

Vriting - handwriting and presentation UKS2 • e230 write legibly, fluently and with increasing speed by:

• e231 choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

• e232 choosing the writing implement that is best suited for a task.

Writing - composition UKS2

• e234 identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • e235 noting and developing initial ideas, drawing on reading and research where necessary

• e236 in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

• e238 selecting appropriate grammar and vocabulary, understanding how such choices can

change and enhance meaning • e241 using a wide range of devices to build cohesion within and across paragraphs

• e244 assessing the effectiveness of their own and • e245 proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify

• e248 proof-read for spelling and punctuation

Writing - vocabulary, grammar and punctuation UKS2

• e250 develop their understanding of the concepts set out in English Appendix 2 by:

• e251 recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

· e252 using passive verbs to affect the presentation of information in a sentence

• e253 using the perfect form of verbs to mark

relationships of time and cause • e254 using expanded noun phrases to convey

complicated information concisely

• e255 using modal verbs or adverbs to indicate degrees of possibility • e256 using relative clauses beginning with who,

which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

• e257 learning the grammar for years 5 and 6 in English Appendix 2

• e259 using commas to clarify meaning or avoid

ambiguity in writing

• e260 using hyphens to avoid ambiguity • e261 using brackets, dashes or commas to indicate

parenthesis • e262 using semi-colons, colons or dashes to mark

boundaries between independent clauses • e263 using a colon to introduce a list

• e264 punctuating bullet points consistently

In this short term, the class will be completing a persuasive piece of 10, 100 and 1000 before looking at squared and cubed numbers.

and learning the key features of them. Once the key features are understood, the children will then take each one and further develop their knowledge and ability to use them through skill lessons during class time. They will then be business owners of a riverside activity centre with the desire to persuade customers to come to their centre and enjoy the activities they have on offer - using all of the persuasive features we will have discovered and discussed

Narrative based story, around a theme of safety near rivers. In the stories the children will be encouraged to think about the dangers of a river and use their Geographical skills from topic lessons to have a moral behind the story

A key focus this term will be the children's ability to use hyphens to avoid ambiguity and developing their use of higher level punctuation such as: colons, semi-colons and dashes.

This term, we have the luxury of working with our partners at

Carre's Grammar School to attend several science lessons in their

science labs taught by their head of science. Each session is taught through experiments and investigations and

give the children a hand-on science experience. Each lessons is a different area of the curriculum and is documented through

photographs of the children in action and of short written pieces.

In Geography, we will be learning all about the journey of a river.

Starting from the source, high up on a hillside or mountain and flowing through the upper, middle and lower course right down to

the mouth where the river meets the sea. We will be looking how

as how they're formed, and the safety needed when near a river

due to their ever changing flow and current.

Wednesday is our

vimming day. Please

remember to bring

swimming kit

including cap, towel

and goggles.

they change over time and shape the landscape around them as well

With the Paris trip commencing this term, the children will have a chance to brush up on their french conversations. This time we will

use a theme of a shop and to ask for certain products in French.

have an array of produce to select from. The shopper will ask (in

French) for a product and the shopkeeper will say the price. They will then link this to Maths and have to say the change in French.

hursday is our PE

day with Mr Clay.

Please prepare for it

to be either

outdoors or indoors.

An extra jacket,

jogging bottoms ai

rainers are advise

where possible.

This term brings our Maths journey to Multiplication and Div Initially, the children will be practising their multiplication tables

through chanting and repetition.
The children will then be multiplying decimals and whole numbers by writing before writing a Narrative story.

After this, the class will be moving on to multiples and factors/common factors and factor pairs as well as Prime and composite numbers. Finally, it will be time for the formal written method (long multiplication) where the children will be multiplying

The children in all areas of maths begin with simple, 1-step calculations that we call 'Fluency' questions. Once 'fluent' in this area of the subject in- hand, the children are then challenged with a earlier in the term.

Next, the children will use the theme of Rivers to plan and write a standard English to explain, how or why. Finally, if appropriate for problem solving or multi-step problem where they use their understanding of the subject area to find an answers or multiple

In line with our topic of Rivers, we will be using this theme to create

some watercolour piece of art.
Firstly, the children are going to gain a bigger skillset of using watercolours and note how different they are in comparison to poster paints. They children will attempt to scale a colour and notice how using more water with the colours changes the effect and brightness of the colour they are using.

The final product will be an illustration of their English Narrative story using their setting and characters to create a 'river safety' illustration.

Raging Rivers (Y5T3)

Children will discuss situations and what to do in those situations

A poster will be developed and also using their ICT skills a powerpoint presentation. Some children will have the opportunity to

This term is a focus for Year 5 on safety - in all senses of the word. From e-safety when using the internet to road and river safety

before being given advice on the appropriate action that should be

use camera and the school's green screen to create a safety

UNDERSTANDING THE WORLD

Working scientifically UKS2 sc80 planning different types of scientific

enquiries to answer questions, including recognising and controlling variables where necessary sc81 taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate · sc82 recording data and results of increasing complexity using scientific diagrams and labels,

classification keys, tables, scatter graphs, bar and line graphs sc83 using test results to make predictions to set

up further comparative and fair tests · sc84 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other

sc85 identifying scientific evidence that has been used to support or refute ideas or arguments.

Location knowledge UKS2

ge51 I can identify the countries of Europe (including Russia) on a map or globe

• ae53 I know the major cities in the countries I can identify

• ge54 I can talk about the environmental regions and key human and physical characteristics of the countries I can identify

• ge56 I can talk about the human and physical characteristics of some of the geographical regions of the UK

• ge57 I can identify key topographical features of the UK (e.g. hills, coastal features, rivers, mountain

• ge58 I can identify patterns of land-use and describe how these shape the landscape • ge59 I know how and why human and physical features in the landscape change over time (e.g. river courses or patterns of settlement)

Human and physical geography UKS2 · ge64 I understand physical geography in relation to rivers, mountains, volcanoes and earthquakes • **ge65** I understand the water cycle

· ge67 I can talk about goods and produce; where it is sold and how it is transported and how trading nations are interdependent.

In PE this term the children will be learning through games and In games they will be developing the use of tactics and strategies

looking at the roles of an attacker and a defender. In swimming the

will be continuing to develop the use of the four main strokes, aiming to achieve the distance of 25m.

On a Thursday

morning, we will be going to Carre's Grammar School as part of our science term.

MATHEMATICS AND COMPUTING

Number - multiplication and division UKS2 · m168 identify multiples and factors, including finding all factor pairs of a number, and common

factors of two numbers · m169 know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers

· m170 establish whether a number up to 100 is prime and recall prime numbers up to 19

· m171 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 · m172 multiply and divide numbers mentally drawing upon known facts

· m173 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

· m174 multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 · m175 recognise and use square numbers and cube numbers, and the notation for squared (2) and

· m176 solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes · m177 solve problems involving addition, subtraction, multiplication and division and a

meaning of the equals sign · m178 solve problems involving multiplication and division, including scaling by simple fractions and

combination of these, including understanding the

problems involving simple rates.

EXPRESSIVE ARTS AND DESIGN

· ad16 I can show in my sketch book how I have developed techniques and ideas

· ad17 I can describe the range of materials I have used since being in KS1 · ad19 I can show examples of painting with

different kinds of paint · ad20 I can show examples of my work in clay · ad21 I can talk about some famous artists,

architects and designers from the past

· dt59 I can make a model of my design

Evaluate UKS2 · dt68 I can talk about existing products similar to

· dt69 I can compare my design to those of existing products and can suggest improvements I could

make in the light of those comparisons

PSED & RELIGIOUS EDUCATION

PSED Developing a healthy, safer lifestyle UKS2 ph20 To recognise and judge what kind of physical contact is acceptable or unacceptable

· ph21 Begin to make choices and decisions about

issues affecting their health and well being.

· ph22 Decide how to behave responsibly.

• ph23 Develop sensible rules for road use.

PHYSICAL EDUCATION

• pell.1 I can explain how developing my skills separately has improved my performance in team

• pe12 I can play competitive net, striking, fielding and invasion games • pe12.1 I can describe both attacking and defending tactics and strategies and begin to apply

• pe16 I can show you my record of sporting

• pe16.1 I can show you how I have improved in

• pe16.2 I can tell you my personal best in a particular activity and my aspirations for the future

Swimming and water safety UKS2

• pe17 I can swim unaided in a recognised style over a distance of 25m • pe17.1 I can swim at least two strokes in a recognised style

• pe17.2 I can demonstrate self-rescue skills

different activities over time



Raging Rivers (Y5T3)	- Stage Coverage					
UNDERSTANDING THE WORLD	MATHEMATICS AND COMPUTING	PHYSICAL EDUCATION	EXPRESSIVE ARTS AND DESIGN	LITERACY	COMMUNICATION AND LANGUAGE	PSED & RELIGIOUS EDUCATION
working scientifically UKS2 • sc80 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • sc81 taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • sc82 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • sc83 using test results to make predictions to set up further comparative and fair tests • sc84 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • sc85 identifying scientific evidence that has been used to support or refute ideas or arguments. Location knowledge UKS2 • ge51 locate the world's countries, using maps to focus on Europe (including the location of Russia) • ge53 locate the world's countries, using maps to focus on Europe (including the location of Russia) • ge54 locate the world's countries, using maps to focus on their environmental regions, key physical and human characteristics • ge56 name and locate geographical regions and their identifying human and physical characteristics and understand how some of these aspects have changed over time Human and physical geography UKS2 • ge67 name and locate land-use patterns • ge68 name human and physical characteristics and understand how some of these aspects have changed over time Human and physical geography including economic activity including trade links	 m172 multiply and divide numbers mentally drawing upon known facts m173 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 m174 multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 m175 recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) m176 solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes m177 solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign m178 solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. 	• pe11.1 use running, jumping, throwing and catching in combination • pe12 play competitive games, modified where appropriate • pe12.1 play competitive games and apply basic principles suitable for attacking and defending • pe16.2 demonstrate improvement • pe16.2 demonstrate their personal best. Swimming and water safety UKS2 • pe17 swim competently, confidently and proficiently over a distance of at least 25 metres • pe17.1 use a range of strokes effectively such as front crawl, backstroke and breaststroke • pe17.2 perform safe self-rescue in different water-based situations.	uKS2 • a116 to create sketch books to record their observations and use them to review and revisit ideas • a17 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) • a19 to improve their mastery of art and design techniques, including painting with a range of materials • a20 to improve their mastery of art and design techniques, including sculpture with a range of materials including clay. • a21 about great artists, architects and designers in history. Design UKS2 • dt59 generate, develop, model and communicate their ideas through prototypes Evaluate UKS2 • dt68 investigate a range of existing products • dt69 analyse a range of existing products	Reading - comprehension UKS2 • e201 maintain positive attitudes to reading and understanding of what they read by: • e202 continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • e203 reading books that are structured in different ways and reading for a range of purposes • e204 increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • e207 making comparisons within and across books • e211 checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • e212 asking questions to improve their understanding • e216 identifying how language, structure and presentation contribute to meaning		PSED Developing a healthy, safer lifestyle UKS2 • ph20 To recognise and judge what kind of physical contact is acceptable or unacceptable. • ph21 Begin to make choices and decisions about issues affecting their health and well being. • ph22 Decide how to behave responsibly. • ph23 Develop sensible rules for road use.

