



### UNDERSTANDING THE WORLD

#### Earth and space UKS2

- **sc95** describe the movement of the Earth, and other planets, relative to the Sun in the solar system
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- **sc97** describe the Sun, Earth and Moon as approximately spherical bodies
- **sc98** use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

### MATHEMATICS AND COMPUTING

#### Number - number and place value UKS2

- **m158** read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- **m159** count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- **m160** interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero

- **m161** round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- **m162** solve number problems and practical problems that involve all of the above
- **m163** read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

### PHYSICAL EDUCATION

#### UKS2

- **pe11.1** I can explain how developing my skills separately has improved my performance in team games
- **pe12** I can play competitive net, striking, fielding and invasion games

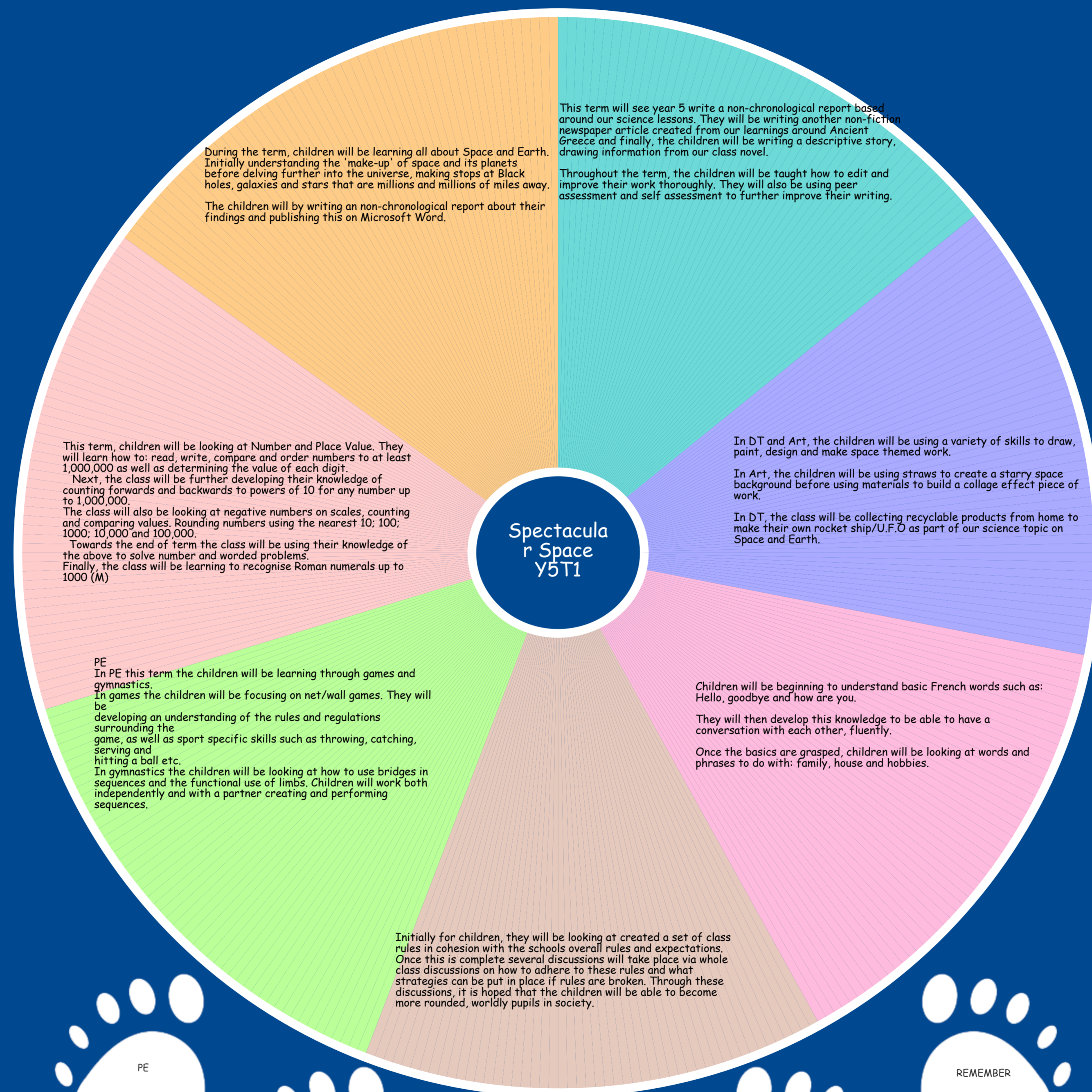
- **pe13.1** I can perform fluent gymnastics sequences to demonstrate my control and balance

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### 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.
- **e201** maintain positive attitudes to reading and understanding of what they read by:
- **e203** reading books that are structured in different ways and reading for a range of purposes
- **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
- **e213** drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- **e214** predicting what might happen from details stated and implied
- **e216** identifying how language, structure and presentation contribute to meaning
- **e218** distinguish between statements of fact and opinion
- **e219** retrieve, record and present information from non-fiction

#### 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

#### Writing - 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

- **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
- **e239** in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- **e240** precisising longer passages
- **e241** using a wide range of devices to build cohesion within and across paragraphs
- **e242** using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)
- **e244** assessing the effectiveness of their own and others' writing
- **e245** proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- **e246** ensuring the consistent and correct use of tense throughout a piece of writing
- **e247** ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- **e248** proof-read for spelling and punctuation errors
- **e249** perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

#### 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
- **e254** using expanded noun phrases to convey complicated information concisely
- **e255** using modal verbs or adverbs to indicate degrees of possibility
- **e257** learning the grammar for years 5 and 6 in English Appendix 2
- **e259** using commas to clarify meaning or avoid ambiguity in writing

### PSED & RELIGIOUS EDUCATION

- **sl25** listen and respond appropriately to adults and their peers
- **sl26** ask relevant questions to extend their understanding and knowledge

### PHYSICAL EDUCATION

- **pe13.1** I can perform fluent gymnastics sequences to demonstrate my control and balance

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**PE**

PE will take place on a Wednesday and Thursday. Please remember FULL KIT is required throughout.

School kit to be taken home to be washed on a Friday and returned on a Monday.

School begins at 8:45, classroom doors will be closed as of 8:50 where children will need to go to the office to sign in.

Reading is expected to be done at least 3 times a week.

Homework is sent home on a Friday and is expected to be returned on a Wednesday. If your child is struggling, please see me before Wednesday's deadline

**REMEMBER**

We have bought in to many exciting online programmes such as Maths Whizz, TimesTables Rockstars and Lexia.

If your child forgets their log in details, please see me for a reminder



# Spectacular Space Y5T1 - Stage Coverage

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## PHYSICAL EDUCATION

**UKS2**  
• **pe11.1** use running, jumping, throwing and catching in combination  
• **pe12** play competitive games, modified where appropriate  
• **pe13.1** develop flexibility, strength, technique, control and balance, for example gymnastics

## EXPRESSIVE ARTS AND DESIGN

**UKS2**  
• **ad17** 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)  
• **ad19** to improve their mastery of art and design techniques, including painting with a range of materials

### Design UKS2

- **dt55** use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose
- **dt58** generate, develop, model and communicate their ideas through cross-sectional and exploded diagrams
- **dt59** generate, develop, model and communicate their ideas through prototypes

### Make UKS2

- **dt62** select from and use a wider range of tools and equipment to perform practical tasks
- **dt63** use a wider range of tools and equipment to perform practical tasks accurately
- **dt64** use a wider range of tools and equipment to perform practical tasks, such as joining accurately

### Evaluate UKS2

- **dt68** investigate a range of existing products

### Technical knowledge UKS2

- **dt73** apply their understanding of how to strengthen, stiffen and reinforce more complex structures

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## COMMUNICATION AND LANGUAGE

### UKS2

- **fl1** listen attentively to spoken language and show understanding by joining in and responding
- **fl3** engage in conversations; ask and answer questions
- **sl25** listen and respond appropriately to adults and their peers
- **sl26** ask relevant questions to extend their understanding and knowledge

## PSED & RELIGIOUS EDUCATION

### PSED Preparing to play an active role as citizens UKS2

- **pa33** Be able to lead discussions and debates about wider issues (aware of different roles, rights and responsibilities).
- **pa34** Understand why and how laws are made and enforced.
- **pa35** Understand there are consequences when rules/laws are broken.

