



Wow Starter: Whole school event 'Crash Landing'. Who has been visiting St Mary's School?

Final Event: A whole school celebration of our learning.



### UNDERSTANDING THE WORLD

**Working scientifically UKS2**

- sc82 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- 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.

**Earth and space UKS2**

- sc95 describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- sc96 describe the movement of the Moon relative to the Earth
- 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.

**Location knowledge UKS2**

- ge61 I understand longitude and can locate the Prime/Greenwich Meridian and explain its governance of time zones (including day and night)

### EXPRESSIVE ARTS AND DESIGN

**UKS2**

- ad18 I can show examples of drawing using pencil and charcoal.
- ad21 I can talk about some famous artists, architects and designers from the past

**Design UKS2**

- dt55 I can talk about my product and explain my design ideas and where they came from
- dt57 I can communicate my ideas through annotated sketches
- dt58 I can communicate my ideas through cross-sectional and exploding diagrams

**Make UKS2**

- dt65 I can use appropriate finishing techniques to strengthen and improve the appearance of my product

**Evaluate UKS2**

- dt69 I can compare my design to those of existing products and can suggest improvements I could make in the light of those comparisons

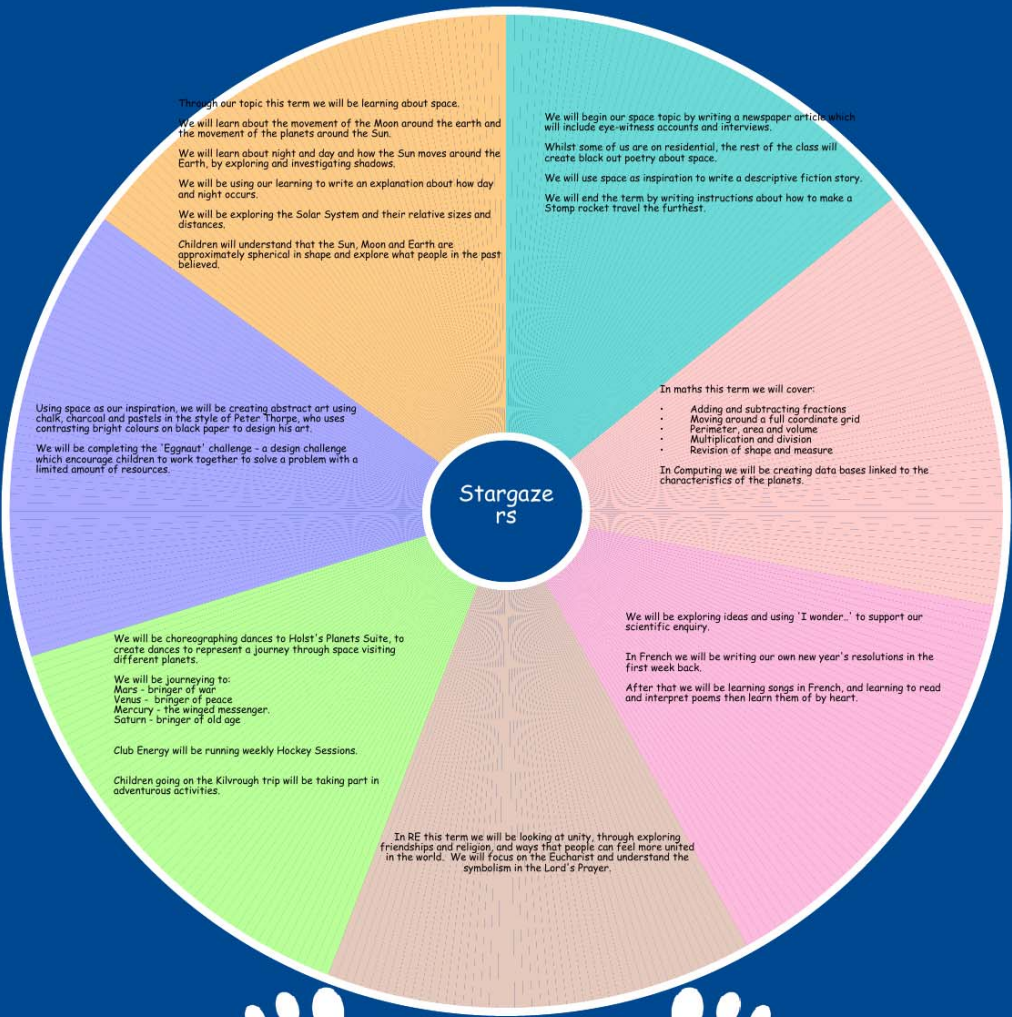
### PHYSICAL EDUCATION

**UKS2**

- 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 them
- pe14 I can respond to music to create and perform dances, on my own or with a group, that incorporate a range of more complex, controlled and precise movements

**pe15 I can tell you about outdoor and adventurous activities I have achieved on my own**

**pe15.1 I can tell you about outdoor and adventurous activities I have achieved in a team**



**British Values**

Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Linked to our work on Unity we will be thinking about to nourish a sense of Unity.

### OUTDOOR LEARNING

**Year 5 will be continuing to develop a range of personal and team skills through our weekly Skill Force sessions.**

**Year 5 and 6 We will be exploring elements of the solar system and using outdoor learning to help understand challenging concepts such as the relative size and positioning of planets in their solar system.**

**Rule of Law and Individual Liberty**  
Can someone claim they own a part of Space? How do we ensure that that Space investigation benefits all nations not just the richest

### LITERACY

**Reading - word reading UKS2**

- er205 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.
- er208 learning a wider range of poetry by heart
- er217 discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- er218 distinguish between statements of fact and opinion
- er219 retrieve, record and present information from non-fiction
- er222 provide reasoned justifications for their views.

**Reading - comprehension UKS2**

- er209 recommending books that they have read to their peers, giving reasons for their choices
- er208 learning a wider range of poetry by heart
- er217 discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- er218 distinguish between statements of fact and opinion
- er219 retrieve, record and present information from non-fiction
- er222 provide reasoned justifications for their views.

**Writing - transcription - Spelling UKS2**

- er223 use further prefixes and suffixes and understand the guidance for adding them
- er224 spell some words with 'silent' letters (for example, knight, gain, solemn)
- er225 continue to distinguish between homophones and other words which are often confused
- er226 use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- er227 use dictionaries to check the spelling and meaning of words
- er228 use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- er229 use a thesaurus.

**Writing - handwriting and presentation UKS2**

- er230 write legibly, fluently and with increasing speed by:
- er233 plan their writing by:

- er234 identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- er236 in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- er238 selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- er239 in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- er240 proof-reading longer passages
- er241 using a wide range of devices to build cohesion within and across paragraphs
- er244 assessing the effectiveness of their own and others' writing
- er246 ensuring the consistent and correct use of tense throughout a piece of writing
- er247 ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- er248 proof-read for spelling and punctuation errors
- er249 perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

**Writing - vocabulary, grammar and punctuation UKS2**

- er250 develop their understanding of the concepts set out in English Appendix 2 by:
- er254 using expanded noun phrases to convey complicated information concisely
- er256 using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- er257 learning the grammar for years 5 and 6 in English Appendix 2
- er259 using brackets to clarify meaning or avoid ambiguity in writing
- er261 using brackets, dashes or commas to indicate parenthesis

### MATHEMATICS AND COMPUTING

**Number - multiplication and division UKS2**

- 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
- 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

**Number - fractions (including decimals and percentages) UKS2**

- m179 compare and order fractions whose denominators are all multiples of the same number
- m182 add and subtract fractions with the same denominator and denominators that are multiples of the same number

**Measurement UKS2**

- m193 measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- m194 calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes
- m195 estimate volume (for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)) and capacity (for example, using water)

**Geometry - position and direction UKS2**

- m207 identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

**m216 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**

**Number - fractions (including decimals and percentages) UKS2**

- m224 compare and order fractions, including fractions > 1
- m225 add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions

**Measurement UKS2**

- m246 recognise that shapes with the same areas can have different perimeters and vice versa
- m247 recognise when it is possible to use formulae for area and volume of shapes
- m248 calculate the area of parallelograms and triangles
- m249 calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units (for example, mm<sup>3</sup> and km<sup>3</sup>)

**Geometry - position and direction UKS2**

- m255 describe positions on the full coordinate grid (all four quadrants)
- m256 draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

**UKS2**

- co44 I can use a variety of digital devices (including the internet) to create programs to collect, analyse and evaluate data
- co45 I can use a variety of software to present data and information (including combining images and text, multi-media presentations and data-bases)