HEAVERS FARM AND SELSDON PRIMARY YEARLY PLANNING: YEAR 5 2018/19

Subject	Autumn 1st Half 6 weeks + 3 days	Autumn 2nd Half 8 weeks	Spring 1st Half 5 weeks + 4 days	Spring 2nd Half 6 weeks	Summer 1st Half 4 weeks + 4 days	Summer 2nd Half 7 weeks
Whole School Focus	Black History	Disability History	Women's History	Mindfulness	Love Our Planet	LGBTQ+ History
Year Group Topic	Out of Africa	Go with the Flow	Space	Myths & Legends	Going Global	Sound & Light

Reading			
	Pupils will be able to: **Use a range of strategies including accurate decoding of text to read for meaning** - To apply their growing knowledge of root words, prefixes and suffixes, both aloud and to understand the meaning of new words that they meet. - To show an awareness of the listener through the use of pauses, emphasis and pace to entertain and maintain interest. - To understand how the meaning of a sentence is shaped by punctuation, word order, connectives and openers. - To use dictionaries to check the meaning of words that I have read. **Understand, describe, select or retrieve information, events or ideas and use quotation and reference from the text** - To recall all of the main points of the text and begin to decipher which are the most relevant points. - Beginning to increasing my familiarity with range of books, including myths, legends and traditional stories, modern fiction and fiction from our literary heritage. - Beginning to participate in discussions (with teacher prompts) about books that are read to them and those they can read for themselves - Beginning to explain and discuss my understanding of what I have read, including through formal presentations and debates (may be simple points) - To locate specific information and refer to it in order to support my comments. - To locate quotes to justify my answers (may lack focus). **Deduce, infer or interpret information, events or ideas from text**	**Pupils will be able to:** **Use a range of strategies including accurate decoding of text to read for meaning** - To apply their growing knowledge of root words, prefixes and suffixes, both aloud and to understand the meaning of new words that they meet. - To show an awareness of the listener through the use of pauses, emphasis and pace to entertain and maintain interest. - To understand how the meaning of a sentence is shaped by punctuation, word order, connectives and openers. **Understand, describe, select or retrieve information, events or ideas and use quotation and reference from the text** - To recall the main points of a text and begin to decipher which are the most relevant points with increasing accuracy and speed. - A familiarity with range of books, including myths, legends and traditional stories, modern fiction and fiction from our literary heritage. - To participate in discussions about books that are read to them and those they can read for themselves - To explain and discuss my understanding of what I have read, including through formal presentations and debates - To locate relevant quotes to justify my answers and I am beginning to be selective in the quotations I choose. **Deduce, infer or interpret information, events or ideas from text** - To make inferences which are often correct based on evidence from different parts of the text with increasing accuracy. **Identify and comment on the structure and organisation of texts, including grammatical and presentational features**	**Pupils will be able to:** **Use a range of strategies including accurate decoding of text to read for meaning** - To apply their growing knowledge of root words, prefixes and suffixes, both aloud and to understand the meaning of new words that they meet. - To show an awareness of the listener through the use of pauses, emphasis and pace to entertain and maintain interest. - To understand how the meaning of a sentence is shaped by punctuation, word order, connectives and openers. **Understand, describe, select or retrieve information, events or ideas and use quotation and reference from the text** - To quickly locate specific information and refer to it in order to support my comments. - To increase familiarity with range of books, including myths, legends and traditional stories, modern fiction and fiction from our literary heritage - To participate in discussions about books that are read to them and those they can read for themselves - Beginning to explain and discuss my understanding of what I have read, including through formal presentations and debates (may be simple points) - I can locate quotes to justify my answers. **Deduce, infer or interpret information, events or ideas from text** - To make inferences which are often correct based on evidence from different parts of the text but cannot always root these securely in the text. **Identify and comment on the structure and organisation of texts, including grammatical and presentational features**

- To make inferences based on a single point of reference and begin to locate other points within the text which supports my comments.

Identify and comment on the structure and organisation of texts, including grammatical and presentational features

- Beginning to understand why a text has been organised in a certain way (eg describes incident first then goes back to tell you why the child was in the road).
- To name a wide range of organisational features and explain why these are used.
- To recognize some different forms of poetry (free verse, narrative poetry)

Explain and comment on writers' use of language inc. grammatical and literary features at word and sentence level

- To identify the features of writers' use of language and I am beginning to comment on their effect on the reader.
- Beginning to make comparisons within and across books (maybe simple)
- To show you words which I think are effective and begin to tell you why.
- Beginning to comment on examples of how authors express different moods, feelings and attitudes.

Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader

- To identify the main features of the text.
- Learning a wider range of poetry by heart
- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Comments show that I have a basic awareness of writers' viewpoints.
- Beginning to identify and discuss themes and conventions in and across a wide range of writing (may not always be accurate)
- Begin to tell you how the text makes me feel about the characters, themes and issues.

Relate texts to their social, cultural and historical traditions

- Identify and comment on features that are common to different texts or versions of the same text (eg characters, settings, presentational features).

- To comment on the structural choices made by the author. I understand why they have made these choices and can begin to offer alternative organisational devices.
- To understand why a fictional text has been sequenced in a certain way.
- To understand how paragraphs are used and linked in texts.

Explain and comment on writers' use of language inc. grammatical and literary features at word and sentence level

- To identify a range of features of writers' use of language and comment on their effect on the reader.
- Beginning to make comparisons within and across books (with some reasoning)
- To become proficient at identifying words which have been chosen for a particular effect.
- To identify and describe a writer's style and give examples from texts.

Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader

- To make comments which show awareness of writers' viewpoints (eg he tells you all the good points about the zoo but leaves out all the negatives).
- To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Beginning to identify and discuss themes and conventions in and across a wide range of writing (with some accuracy)
- To comment on the overall effect of the text on the reader.
- Learning a wider range of poetry by heart

Relate texts to their social, cultural and historical traditions

- To identify and comment on features that are common to different texts or versions of the same text (eg characters, settings, presentational features).
- Beginning to understand how the meaning and effect of a text and be dependent on the readers or writers context.
- Beginning to recommend their favourite books to their peers, giving reasons for their choices.

Reading, and comprehension activities, linked to whole school focus areas

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- To comment on the structural choices made by the author. I understand why they have made these choices and can begin to offer alternative organisational devices.
- To understand why a fictional text has been sequenced in a certain way.
- To understand how paragraphs are used and linked in texts.

Explain and comment on writers' use of language inc. grammatical and literary features at word and sentence level

- To show you words which I think are effective and begin to tell you why and I can begin to offer alternative word choices which would have a similar effect.
- Beginning to make comparisons within and across books (with some reasoning)
- To identify and comment on expressive, figurative and descriptive language to create effect.
- To identify and describe a writer's style.

Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader

- To clearly identify the main purpose.
- Learning a wider range of poetry by heart
- To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Beginning to identify and discuss themes and conventions in and across a wide range of writing (with some accuracy)
- Beginning to understand the overall effect of in the reader (eg the way she uses 'rat like' makes him sound horrible).

Relate texts to their social, cultural and historical traditions

- To identify and comment on features that are common to different texts or versions of the same text (eg characters, settings, presentational features).
- Beginning to understand how the meaning and effect of a text and be dependent on the readers or writers context
- Beginning to recommend their favourite books to their peers, giving reasons for their choices.

Reading, and comprehension activities, linked to whole school focus areas

	- Beginning to understand how the meaning and effect of a text and be dependent on the readers or writers context. - Beginning to recommend their favourite books to their peers, giving reasons for their choices. Reading, and comprehension activities, linked to whole school focus areas
Writing	- **Non-fiction** - **Narrative** - **Poetry** *This will include writing linked to whole school focus and year group topic areas*
Writing – effect on audience	**Pupils will be taught to:** • Write in a variety of genres and forms, taking account of different audiences and purposes • In narrative, develop some aspects of characterisation through what characters say and do ('showing not telling') • In narrative, engage reader with a problem and sustains interest to a suitable climax • Use vocabulary choice, word order, sentence length, sentence complexity and punctuation for effect • Make use of structures that do not reflect spoken language (e.g. 'It had been a strange day and it was about to get stranger'; 'brazenly, without a care in the world...') • Use the features of the chosen form independently and confidently in a range of conventional text types (e.g. straightforward instructions, a letter of complaint) • Evaluate and adapt own and others' writing for purpose and audience, with guidance
Spoken Language/ Drama/ Debate	**Pupils will be taught to:** - Use spoken language to communicate effectively through all areas of school life. - Control their speaking and writing consciously - Use Standard English. - Increase their confidence, enjoyment and mastery of language through public speaking, performance and debate. - Present work on whole school themes to parents, family members, other children etc.
Grammar	See English - Appendix 2: Vocabulary, grammar and punctuation **Word:** Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, *–ate; –ise; –ify*] **Verb prefixes** [for example, *dis–, de–, mis–, over– and re–*] **Sentence: Relative clauses** beginning with *who, which, where, when, whose, that*, or an omitted relative pronoun Indicating degrees of possibility using **adverbs** [for example, *perhaps, surely*] or **modal verbs** [for example, *might, should, will, must*] **Text:** Devices to build **cohesion** within a paragraph [for example, *then, after that, this, firstly*] Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before] **Punctuation:** Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity

Spelling	See Appendix 1 English Spelling – Work for Years 5 & 6
	Pupils will be taught to: - use further prefixes and suffixes and understand the guidance for adding them - spell some words with 'silent' letters [for example, knight, psalm, solemn] - continue to distinguish between homophones and other words which are often confused - 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 - 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	See Handwriting appendix 1 from National Curriculum – Use cursive script in line with the school's handwriting policy

Maths					
To read and write numbers up to 1,000,000 To count fluently forwards and backwards to include negative numbers To understand place value to 5-digit numbers To develop knowledge of addition & subtraction facts To compare numbers using < and > up to 6 digits Use mental methods to add and subtract To use column addition and subtraction To x and / by 10, 100 and 1000 To compare decimals To + and – amounts of money To multiply and divide using formal methods To solve 1- and 2-step problems involving number operations To recognise multiples and factors of given numbers To read Roman numerals to 1000 To be able to recall number facts for all four operations	Find equivalent fraction Convert proper and improper fractions and mixed numbers Adding and subtracting fractions Multiplying proper fractions by whole numbers To find and compare fractions, decimals and percentages To convert units of measurement To calculate the duration of an event using appropriate units of time Read and interpret timetables To calculate perimeter and area of composite shapes To investigate volume To compare, estimate and measure different types of angles To investigate angles in a shape To be able to recall number facts for all four operations To be able to recall my times tables	To investigate properties of 2-d and 3-d shapes To classify shape To construct 3-d shapes from 2-d shape nets To apply my knowledge to investigate shape To reflect and translate shape To complete, read and interpret information in tables, including timetables. To solve comparison, sum and difference problems using information presented in a line graph To collect, represent and interpret continuous data To decide upon an appropriate scale for a graph To read between the labelled divisions To be able to recall number facts for all four operations To be able to recall my times tables	To count fluently forwards and backwards to include negative numbers To understand place value to 5-digit numbers To develop knowledge of addition & subtraction facts To compare numbers using < and > up to 6 digits To use written methods to addition and subtraction, multiply and divide To solve 1- and 2-step problems involving number operations To recognise and use multiples and factors of given numbers To begin to write equations to express situations	To use the commutative, associative and distributive 'rules' when solving calculations in the four operations - Distributivity can be expressed as a(b+c)= ab + ac Construct equivalence statements (3 x 270 = 3 x 3 x 9 x 10 = 92 x 10) Finding the volume of a cuboid recognises, describes using correct vocabulary, and uses number patterns and relationships to establish e.g. Multiples, all factor pairs for a given number and common factors for two numbers Prime factors and composite (non-prime) numbers to 100 Square and cube numbers To be able to recall number facts for all four operations	To convert between different units of metric units of measure for length, capacity and mass To understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints To use all four operations to solve problems involving measure (a: money; b: length; c: mass / weight; d: capacity / volume) using decimal notation, including scaling …then revise taught concepts and apply these in a range of different practical contexts. To be able to recall number facts for all four operations

	To be able to recall my times tables			To be able to recall number facts for all four operations To be able to recall my times tables	To be able to recall my times tables	To be able to recall my times tables
Geography	Locate the world's countries, using maps to focus on Africa & Asia, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Describe and understand a key aspect of physical geography: Mountains, volcanoes and earthquakes	To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in an Asian country. (London & Hong Kong)		Human: economic activity/trade links - fair trade, farming, factory production, imports and exports, human rights around the world	
History	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt. **Black History Month** Understanding events that have shaped Black Hhstory		Britain's settlement by Anglo-Saxons and Scots **Women's History** Boudica, women's roles in society		Changes in an aspect of social history including events that have shaped LGBTQ+ history. History of trade – what goods were traded in the past and how they were transported (caravans, canals and railways). Look at the Silk Route and how goods arrived in London Successful businesspersons from minority groups.	
Design & Technology		**Design a boat** **Design** Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** Select from and use a wider range of tools and equipment to		**Design a product** **Design** Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** Select from and use a wider range of tools and equipment to		**Sewing & textiles** **Design** Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** Select from and use a wider range of tools and equipment to

		perform practical tasks, such as cutting, shaping, joining and finishing, accurately

Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate Investigate and analyse a range of existing products

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages

Understand and use electrical systems in their products, such as series | | perform practical tasks, such as cutting, shaping, joining and finishing, accurately

Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

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		circuits incorporating switches, bulbs, buzzers and motors Apply their understanding of computing to programme, monitor and control their products.		circuits incorporating switches, bulbs, buzzers and motors Apply their understanding of computing to programme, monitor and control their products.		circuits incorporating switches, bulbs, buzzers and motors Apply their understanding of computing to programme, monitor and control their products.
Science	**Forces** **Pupils will be taught to:** ▪ explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object ▪ identify the effects of air resistance, water resistance and friction, that act between moving surfaces ▪ recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	**Living things and their Habitats** **Pupils will be taught to:** ▪ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ▪ describe the life process of reproduction in some plants and animals.	**Earth & Space** **Pupils will be taught to:** ▪describe the movement of the Earth, and other planets, relative to the Sun in the solar system ▪ describe the movement of the Moon relative to the Earth ▪ describe the Sun, Earth and Moon as approximately spherical bodies ▪ use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	**Properties and changes of materials** **Pupils will be taught to:** ▪ compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets ▪ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution ▪ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating ▪ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic	**Properties and changes of materials** **Pupils will be taught to:** ▪ compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets ▪ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution ▪ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating ▪ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic	**Animals including humans** Pupils will be taught to describe the changes as humans develop to old age. Pupils will draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

				■ demonstrate that dissolving, mixing and changes of state are reversible changes ■ explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	■ demonstrate that dissolving, mixing and changes of state are reversible changes ■ explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	
Art & Design	Egyptian Art	African Art	Pop Art	Astronomical Art	Pointillism	Personal Art Project
	Pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. **Pupils will be taught:** - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [pencil, charcoal, paint, clay] - about great artists, architects and designers in history **with an <u>inclusive</u> focus using whole school focus areas**					
Computing	Research using the Internet	Internet Safety	Programming (Code Academy/Scratch or Hopscotch)		Stop-start animation	Sound recording and manipulation
R.E. (using Croydon's Agreed Syllabus 2013)	**Judaism** Authority & worship	**Judaism** Authority & worship	**Judaism** Lifestyle & celebrations	**Judaism** Sacred and inspirational writing	**Challenge:** pilgrimage	
Personal, Social, Health and Economic Education (PSHE) **Sex and Relationship Education (SRE)**	**Health and Wellbeing: (PSHE)** How to maintain physical, mental and emotional health **Relationships (PSHE)** How to develop and maintain a variety of healthy relationships **Living in the wider world (PSHE)** Learn about respect for self and others	**Relationships (PSHE)** How to recognise and maintain emotions within relationships **Living in the wider world (PSHE)** Learn about rights and responsibilities The way humans are conceived and grow, and why families are important. Consideration of changing body image and gender stereotyping and being aware of various types of	**Health and Wellbeing: (PSHE)** How to make informed decisions about health and wellbeing **Living in the wider world (PSHE)** To respect equality and to be a productive member of a diverse community	**Health and Wellbeing: (PSHE)** To identify different influences on health and wellbeing **Relationships (PSHE)** How to recognise risky or negative relationships **Living in the wider world (PSHE)** Where money comes from, keeping it safe and managing it effectively	**Health and Wellbeing: (PSHE)** Ways of keeping physically and emotionally safe **Relationships (PSHE)** How to respond to risky or negative relationships **Living in the wider world (PSHE)** The importance of respecting and protecting the environment	**Health and Wellbeing: (PSHE)** Managing change **Living in the wider world (PSHE)** How money plays an important part in people's lives **SRE** The physical and emotional changes that happen in puberty. Keeping safe.

<td style="background:red"></td>		partnerships and relationships. Keeping safe (including discussion of harmful practices such as FGM).				
Spiritual Moral Social and Cultural Development (SMSC)	**Through our curriculum plan and whole school focus areas** • Explore, understand and respect diversity. • Develop an awareness of, and respond respectfully to, others' needs and differences. • Celebrate difference and diversity by taking part in whole school focus activities and events. • Explore what is right and wrong • Work out what we need to do in our community to make sure everyone thrives. • Make explicit links to our school vision. • Develop resilience and inner strength. • Learn to take pride in self and celebrate this.					
Languages (KS2 only)	Children will focus on one modern foreign language. **Spanish at Heavers Farm** and **French at Selsdon**. Children will learn:					
	To listen and understand to simple oral exchanges To begin to explore the patterns and sounds of the language. To link the spellings and sounds of words	-To understand the links between spellings and meanings of words To engage in simple oral conversations To ask and answer questions To begin to write sentences using the language	To listen attentively to spoken language and show understanding To use songs and rhymes to link spellings, sounds and words To express opinions orally and in written form	Children will focus on one modern foreign language, learning: To respond to the opinions of others To begin to speak in sentences To begin to develop accurate pronunciation To develop a wider vocabulary	To begin to read and understand words, phrases To use basic phrases To describe people, places, and animals orally	To confidently engage in conversations To ask and answer questions using different phrases To begin to write descriptions
Music	PITCH AND NOTATION – ROUNDS AND HARMONY 2a, 2c, 2d	PERFORMANCE TECHNIQUES – CHRISTMAS SONGS 2a, 2b, 2c, 2e	MUSICAL FORM – ABA, RONDO, AB 2a, 2b, 2c, 2d, 2e, 2f	RHYTHM AND PULSE – WORKING IN DIFFERENT TIME SIGNATURES 2b, 2c, 2d	DANCE STYLES – COMPOSITIONAL ACTIVITIES 2a, 2b, 2c, 2d, 2e, 2f	MUSICAL SCORES (DEVELOPING PROCESS AND PERFORMANCE) 2a, 2c, 2d, 2e, 2f
Physical Education	**Tag Rugby:** Playing competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending Taking part in outdoor and adventurous activity challenges both individually and within a team	**Sportshall Athletics:** Developing flexibility, strength, technique, control and balance Using running, jumping, throwing in isolation and in combination Comparing performances with previous ones and demonstrate improvement to achieve their personal best.	**Netball:** Playing competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending **Basketball:** Using running, jumping, throwing and catching in isolation and in combination	**Gymnastics and Dance:** Performing dances using a range of movement patterns Developing flexibility, strength, technique, control and balance	**Rounders and Cricket:** Playing competitive games, modified where appropriate Using running, jumping, throwing and catching in isolation and in combination	**Outdoor Athletics:** Developing flexibility, strength, technique, control and balance Using running, jumping, throwing in isolation and in combination Comparing performances with previous ones and demonstrate improvement to achieve their personal best.

		Hockey: Playing competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending				
Trips		Horniman Museum		Science Museum		Local Supermarket