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Long Term Learning Journey – Map A
Year 5&6

	We'll Meet Again	Literacy Study – Shaun Tan and Gary Crew	It's All Greek to Me
Science	**Working Scientifically** During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • 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 • Identifying scientific evidence that has been used to support or refute ideas or arguments.		
	Light Y6 **How we see things** • recognise that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. **Investigation** Make a periscope and get them to understand and explain how we see. – Observation **Changing Circuits - Y6** • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram. **Investigations**	**Forces and Movement** • identify the effects 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. They might explore resistance in water by making and testing boats of different shapes. – linked to The WaterTower **Changing State (Focus on Gases)** • 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. • identify the effects of air resistance. Pupils should explore falling objects and raise questions about the effects of air resistance. They should explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall. • Pupils should explore other reactions, for example, vinegar with bicarbonate of soda. • Pupils should explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container). • **Investigations**	**Evolution and Inheritance** • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. **Investigations** Do taller people have longer legs? Are older people taller? - Pattern seeking Why are we getting taller as a species? How do we know we are getting taller? Look at bar charts, how can this pattern help you explain the question? The same but different – Rising stars (Observation) **Scientist**: Charles Darwin, James Watson Eco Project – Natural selection – Observe the birds in our local area and record data use Rising Stars pg. 43 for investigation. How has our school grounds changed over the years?

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Long Term Learning Journey – Map A
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	Create a siren/ warning sound for an air raid shelter or an alarm circuit to protect the countries weapons. Look at changing circuits – Rising stars Fair testing **Scientist**: Marie Curie, Benjamin Franklin Eco Project – Community spirit – Litter picking to local area outside the school grounds and look at representing the data for the whole school to see.	Create a medicinal potion Observe what happens when you mix bicarbonate soda to different solutions Develop and make own flying rockets for air resistance – How can you make your rocket go further? Create own fair test experiment. PUT EXPERIMENTS IN CONTEXT OF TEXT BEING READ	

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Long Term Learning Journey – Map A
Year 5&6

	We'll Meet Again	Literacy Study – Shaun Tan and Gary Crew	It's All Greek to Me
Art	**Pair/ group work** **Creative Study:** ***Propaganda posters*** **Photography & Text Art** **Composition** **The national archives** **The Art of War** **(Trial different poses and compositions to make own propaganda poster)** Record, collect and store visual information using digital cameras, video recorders Present recorded visual images using software e.g. Photostory, PowerPoint Use a graphics package to create and manipulate new images Be able to Import an image (scanned, retrieved, taken) into a graphics package Understand that a digital image is created by layering Create layered images from original ideas (sketch books etc.)	**Individual** ***Artist Study:*** **Drawing** **Tone** **(Draw an eye in a spiral)** Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas. Identify artists who have worked in a similar way to their own work. Lines, Marks, Tone, Form & Texture Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks , lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. Perspective and Composition Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created ie. Composition.	**Individual** ***Craft & Design Study:*** ***Sculpture Clay Temples and columns, clay pots and plates*** **Form & Proportion** **Architecture of ancient Greece** **(Make Parthenon etc also explore and make different orders)** Shape, form, model and construct from observation or imagination Use recycled, natural and man-made materials to create sculptures Plan a sculpture through drawing and other preparatory work Develop skills in using clay inc. slabs, coils, slips, etc Produce intricate patterns and textures in a malleable media

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Long Term Learning Journey – Map A
Year 5&6

	We'll Meet Again	Literacy Study – Shaun Tan and Gary Crew	It's All Greek to Me
	Pupils should understand the correct technical vocabulary for the projects they are undertaking.		
DT	**Structures** **Outcome**: Design and make an Anderson shelter, Food rationing and a healthy diet, rabbit stew. **Technical Knowledge** • that a recipe can be adapted by adding or substituting one or more ingredients • how to reinforce and strengthen a 3D framework • how to use learning from mathematics to help design and make products that work **Design** • describe the purpose of their products • carry out research, using surveys, interviews, questionnaires and web-based resources • use computer-aided design to develop and communicate their ideas • make design decisions, taking account of constraints such as time, resources and cost **Make** • select materials and components suitable for the task • produce appropriate lists of tools, equipment and materials that they need • accurately measure, mark out, cut and shape materials and components **Evaluate own ideas and products** • critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make **Evaluate existing products** • how well products work. • how well products meet user needs and wants	**Mechanical Systems** **Outcome**: Design and make a Water Tower structure Make an origami boat that floats. **Technical Knowledge** • that mechanical and electrical systems have an input, process and output • how mechanical systems such as cams or pulleys or gears create movement. how to use learning from science to help design and make products that work **Design** • explain how particular parts of their products work • develop a simple design specification to guide their thinking • use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas **Make** • explain their choice of tools and equipment in relation to the skills and techniques they will be using • formulate step-by-step plans as a guide to making • use techniques that involve a number of steps • demonstrate resourcefulness when tackling practical problems **Evaluate own ideas and products** • evaluate their ideas and products against their original design specification **Evaluate existing products** • what methods of construction have been used. • how innovative products are • how sustainable the materials in products are	**Structures** **Outcome**: Design and make Greek sandal **Technical Knowledge** • that materials can be combined and mixed to create more useful characteristics • that materials have both functional properties and aesthetic qualities. how to use learning from science to help design and make products that work **Design** • indicate the design features of their products that will appeal to intended users • identify the needs, wants, preferences and values of particular individuals and groups • model their ideas using prototypes and pattern pieces • generate innovative ideas, drawing on research **Make** select tools and equipment suitable for the task • explain their choice of materials and components according to functional properties and aesthetic qualities • accurately assemble, join and combine materials and components **Evaluate own ideas and products** • consider the views of others, including intended users, to improve their work **Evaluate existing products** • why materials have been chosen. • how well products achieve their purposes • how much products cost to make

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	We'll Meet Again	Literacy Study – Shaun Tan and Gary Crew	It's All Greek to Me
	Pupils should understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.		
Food Technology	Food rationing and a healthy diet, Carrot cookies and rabbit stew **Technical skill:** Peeling, grating, chopping, sautéing, baking **Food and Nutrition** • that recipes can be adapted to change the appearance, taste, texture and aroma. • that seasons may affect the food available	Damper & Veg & meat kebabs **Technical skill:** Mixing, chopping, slicing, kneading, baking, Skewering, mixing, marinating. **Food and Nutrition** • that different food and drink contain different substances – nutrients, water and fibre – that are needed for health	Pitta Bread and Humus for feast **Technical skill:** Mixing, folding, frying kneading, blending. **Food and Nutrition** • that recipes can be adapted to change the appearance, taste, texture and aroma

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Long Term Learning Journey – Map A
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	We'll Meet Again	Literacy Study – Shaun Tan and Gary Crew	It's All Greek to Me
History	Key historical skills for KS2: - To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - To be able to note connections, contrasts and trends over time and develop the appropriate use of historical terms. - To be able to address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - To be able to construct informed responses that involve thoughtful selection and organisation of relevant historical information. - To understand how our knowledge of the past is constructed from a range of sources.		
	Conflict Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history, for example, the Battle of Britain **Local study** – WW2 kitchen at Southwick Cottage Newhaven Fort Study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. **Extension in preparation for France visit – Edward the Confessor** The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		**History - Ancient Greece** • A study of Greek life and achievements and their influence on the western world • The legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day

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	We'll Meet Again	Literacy Study – Shaun Tan and Gary Crew	It's All Greek to Me
Geography	**By the end of Key stage 2** • Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. **The following objective will be used to help achieve, and provide context for, all the objectives mapped out for Lower Key Stage 2.** **Skills and fieldwork:** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		
	Revise/check that the children have the locational knowledge that they are expected to learn in KS1 and Lower KS2. **Locational knowledge:** ▪ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	**Human and physical geography:** • Describe and understand key aspects of: - physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle **NB: Those underlined will be covered in Years 3/4, and so should only need revising.** *This work can be rooted in the texts being studied (The Water Tower)*	**Focus on Greece in Europe and how it compares to the UK:** **Place knowledge** • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in **a European country.** ***Also** see the objective for Summer Term of Year B, and, if time permits, do some preparatory work ready for the residential trips.*

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	We'll Meet Again	Literacy Study – Shaun Tan and Gary Crew	It's All Greek to Me
Music	Our community (Year 5) Performance History • Learning to sing a song • Understanding metre through singing and playing instruments • Conducting a metre of four • Conducting metres of two and three • Writing lyrics • Extending arrangements of a song • Conducting metres of two and three • Learning to sing a song from our musical heritage • Developing accompaniments using ostinato and invented or improvised rhythms • Rehearsing for a performance • Developing a performance by adding other media • Performing with awareness of audience World unite (Year 6) Step Dance Performance PE • Exploring beat and syncopation through a song and body percussion • Developing co-ordination and rhythm skills • Performing a rhythmic sequence to a piece of music • Developing the idea of pitch shape and relating it to movement • Understanding pitch through movement and notation • Creating rhythm patterns • Arranging different musical sections to build a larger scale performance • Exploring rhythm through dance • Combining different rhythms • Exploring ways of combining and structuring rhythms through dance	Keeping healthy (Year 5) Beat PE • Exploring beat at different tempi • Singing syncopated melodies • Developing rhythm skills through singing, playing and moving • Singing and playing scales and chromatic melodies • Using steady beat and syncopated rhythms • Accompanying a song with sung and played drones • Singing in unison and two parts • Developing an arrangement of a two-part song • Learning and creating accompaniments for a song • Reading grid or staff notation to play a baseline • Learning to perform a song with syncopated rhythms • Arranging a complete performance of music and songs • Using a score to notate and guide selected elements of a performance Growth (Year 6) Street dance performance Geography • Feeling and moving to a three-beat pulse and revising rhythmic ostinato • Performing and improvising rhythmic and melodic ostinato • Singing in harmony • Learning about chords • Performing music and dance • Revising, rehearsing and developing music for performance • Understanding the process of a musical performance COULD JUST COOSE ONE OF THESE UNITS IF SHORT OF TIME	Celebration (Year 5) Performance English • Singing a song in unison and three-part harmony • Learning a melody and harmony part on instruments to accompany a song • Performing ostinato and body percussion accompaniments to a song • Exploring a song arrangement and its structure • Performing a song with a complex structure in four parts • Developing a song performance with awareness of audience • Learning a new song • Understanding and using a song structure • Applying singing techniques to improve performance • Developing accurate ensemble playing • Controlling short, loud sounds on a variety of instruments • Rehearsing and improving an ensemble performance • Preparing a performance with awareness of audience Moving on (Year 6) Leavers Assembly performance Maths • Singing a song with expression and sustained notes • Singing in two-part harmony • Singing a song with expression and sustained notes • Performing complex song rhythms confidently • Identifying the structure of a piece of music • Learning to play a melody with chordal accompaniment • Experiencing the effect of harmony changing • Singing in two- or three-part harmony • Playing instrumental parts to accompany a song • Performing a song with complex structure • Listening to and understanding modulation in a musical bridge • Preparing for a performance COULD JUST CHOOSE ONE OF THESE UNITS IF SHORT OF TIME

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	We'll Meet Again	Literacy Study – Shaun Tan and Gary Crew	It's All Greek to Me
Computing	Covered as part of DT: - Controlling or simulating physical systems		
	<u>Unit 5.1 – We are game developers</u> <u>Domain: Computer Science, Digital Literacy & IT</u> - Design, write and debug programs that accomplish specific goals - Solve problems by decomposing them into smaller parts - Use sequence, selection and repetition in programs; work with variables - Work with various forms of input and output - Use logical reasoning to explain how some simple algorithms work - Use logical reasoning to detect and correct errors in algorithms and programs - Use technology safely, respectfully and responsibly - Recognise un/acceptable behaviour - Know a range of ways to report concerns and inappropriate behaviour - Be discerning in evaluating digital content - Select, use and combine a variety of software (including internet services) on a range of digital devices - Design and create a range of programs, systems and content that accomplish given goals <u>Unit 5.2 – We are cryptographers</u> <u>Domain: Computer Science, Digital Literacy</u> - Understand computer networks including the internet - Use technology safely, respectfully and responsibly - Recognise un/acceptable behaviour	<u>Unit 5.3 – We are artists</u> <u>Domain: Computer Science, Digital Literacy & IT</u> - Design, write and debug programs that accomplish specific goals - Use sequence, selection and repetition in programs; work with variables - Use logical reasoning to detect and correct errors in algorithms and programs - Know a range of ways to report concerns and inappropriate behaviour - Be discerning in evaluating digital content - Design and create a range of programs, systems and content that accomplish given goals - Collecting, analysing, evaluating and presenting data and information <u>Unit 5.4 – We are web developers</u> <u>Domain: Computer Science, Digital Literacy & IT</u> - Solve problems by decomposing them into smaller parts - Work with various forms of input and output - Understand computer networks including the internet - Understand how networks can provide multiple services, such as the world wide web - Use technology safely, respectfully and responsibly - Recognise un/acceptable behaviour - Know a range of ways to report concerns and inappropriate behaviour - Be discerning in evaluating digital content - Understand the opportunities networks offer for communication and collaboration - Select, use and combine a variety of software (including internet services) on a range of digital devices - Collecting, analysing, evaluating and presenting data and information - Use search technologies effectively - Appreciate how search results are selected and ranked	<u>Unit 5.5 – We are bloggers</u> <u>Domain: Computer Science, Digital Literacy & IT</u> - Work with various forms of input and output - Understand computer networks including the internet - Understand how networks can provide multiple services, such as the world wide web - Use technology safely, respectfully and responsibly - Recognise un/acceptable behaviour - Know a range of ways to report concerns and inappropriate behaviour - Be discerning in evaluating digital content - Understand the opportunities networks offer for communication and collaboration - Select, use and combine a variety of software (including internet services) on a range of digital devices - Collecting, analysing, evaluating and presenting data and information <u>Unit 5.6 – We are architects</u> <u>Domain: Computer Science, Digital Literacy & IT</u> - Solve problems by decomposing them into smaller parts - Work with various forms of input and output - Be discerning in evaluating digital content - Select, use and combine a variety of software (including internet services) on a range of digital devices - Collecting, analysing, evaluating and presenting data and information

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	We'll Meet Again	Literacy Study – Shaun Tan and Gary Crew	It's All Greek to Me
PE	**Swimming** To swim competently, confidently and proficiently over a distance of at least 25 metres. To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] To perform safe self-rescue in different water-based situations. In order to achieve these objectives, pupils will work towards ASA School Swimming Awards		Only pupils who need extra support to achieve these objectives will have swimming lessons during school time.
	Invasion Game Play (Whole Term) • Use different techniques for passing, controlling, dribbling and shooting within games • Use marking, tackling and intercepting to improve defence skills. Plan attacking tactics. **Indoor Athletics** • Develop specific skills in speed bounce, SLJ, STJ, aiming and speed and stamina • Refining techniques for the events used in competition. Target setting to improve scores **Gymnastics 1: Body Conditioning and Fitness** • Monitoring heart rate and fitness levels. Focus on body control and strength • Monitoring fitness levels and setting targets. Focus on suppleness, stamina and agility	**Gymnastics 2** • Finding different ways to increase fitness and health. Focus on activity levels and duration. • Finding different ways to increase fitness and health. Focus on heart health and different styles of gymnastics. **Dance 1** • Exploring different ways of moving the body to represent shapes. • Understand a variety of choreographic techniques, including canon and repetition. • Understand the terms transitions, phrase and motif. • Choreograph group dances. **Striking & Fielding** • Know and use different ways of bowling and range of fielding skills. • To use and adapt rules, strategies and tactics, using their knowledge of batting and fielding principles. • Become increasingly more competent in a range of striking and fielding skills. • Know how to throw over arm for accuracy and for distance. • To know the importance of bowlers and fielders working together and to apply tactics more effectively. **Game Play** • Demonstrate a range of attacking and defending skills and working well as part of a team. • Finding a variety of games to apply skills. Dodgeball, volleyball, Handball	**Net & Wall** • Develop range and consistency of the skills, especially in net games. • To improve consistency of techniques for different purposes within net games. **Athletics** • Understand pace, stamina and power. Different starts. Take off and landing control. Throwing accuracy and distance. Taking on the role of coach. • Using control, power and sound technique. Leading warm ups. Running over different distances and times. Completing athletics challenges. **Dance 2** • Exploring different styles of dance. • Using movements to create own dances. • Apply knowledge of choreographic devices to create interesting pieces of dance. • Justify and evaluate use of different choreographic devices. • Explore Islamic patterns through movement. **OAA** • To choose and apply and adapt strategies used to solve problems. To orientate a map accurately. • To find solutions to challenges set. Create own course and plan how to complete timed challenges.

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	We'll Meet Again	Literacy Study – Shaun Tan and Gary Crew	It's All Greek to Me
Jigsaw PSHcE	**Being me in my World** Development of class charters **Puzzle Outcome**: Class Charter linked to RRS **Celebrating Difference (Y6 Planning)** • I can explain ways in which difference can be a source of conflict or a cause for celebration • I can show empathy with people in either situation **Puzzle Outcome**: Hall of Fame Display	**Dreams and Goals (Y6 Planning)** • I can describe some ways in which I can work with other people to help make the world a better place • I can identify why I am motivated to do this **Puzzle Outcome**: Garden of Dreams and Goals **Healthy Me (Y6 Planning)** • I can evaluate when alcohol is being used responsibly, anti- socially or being misused • I can tell you how I feel about using alcohol when I am older and my reasons for this **Puzzle Outcome**: The Healthy, Happy Me Recipe Book	**Relationships (Y6 Planning)** • I can recognise when people are trying to gain power or control • I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control **Puzzle Outcome**: The Relationship Fiesta **Changing Me (Year 5)** • I can describe how boys' and girls' bodies change during puberty • I can express how I feel about the changes that will happen to me during puberty **Changing Me (Year 6)** • I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born • I recognise how I feel when I reflect on the development and birth of a baby **Puzzle Outcome**: Tree of Change Display

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	We'll Meet Again	Literacy Study – Shaun Tan and Gary Crew	It's All Greek to Me
Discovery RE	**Year 6 Planning** **Islam** What is the best way for a muslim to show commitment to God? **Christianity** How significant is it that Mary was Jesus' mother?	**Year 6 Planning** **Christianity** Is anything ever eternal? **Christianity** Is Christianity still a strong religion 2000 years after Jesus was on Earth?	**Year 6 Planning** **Islam** Does belief in Akhirah (life after death) help Muslims lead good lives? (This enquiry is completed across the 2 summer terms)

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	We'll Meet Again	Literacy Study – Shaun Tan and Gary Crew	It's All Greek to Me
MFL	• Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • Present ideas and information orally to a range of audiences • Read carefully and show understanding of words, phrases and simple writing • Appreciate stories, songs, poems and rhymes in the language • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly • Describe people, places, things and actions orally and in writing • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.		
	German	French	Spanish

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English	
Reading – Word	Pupils should be taught to: • 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	Pupils should be taught to:
	• 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
	  ○ 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
	  ○ recommending books that they have read to their peers, giving reasons for their choices
	  ○ identifying and discussing themes and conventions in and across a wide range of writing
	  ○ making comparisons within and across books
	  ○ 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
	  ○ identifying how language, structure and presentation contribute to meaning
	• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
	• distinguish between statements of fact and opinion
	• retrieve, record and present information from non-fiction
	• 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
	• explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
	• provide reasoned justifications for their views.

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English	
Writing - Spelling	**Spelling (see English Appendix 1)** Pupils should 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.
Writing - Handwriting	write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task.
Writing - Composition	• plan their writing by: o identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own o noting and developing initial ideas, drawing on reading and research where necessary o in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • draft and write by: o selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning o in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action o précising longer passages o using a wide range of devices to build cohesion within and across paragraphs o using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • evaluate and edit by: o assessing the effectiveness of their own and others' writing o proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning o ensuring the consistent and correct use of tense throughout a piece of writing o ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proof-read for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

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English	

Writing – Vocab, grammar & punctuation	Pupils should be taught to:
	• develop their understanding of the concepts set out in English Appendix 2 by:
	  ○ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
	  ○ using passive verbs to affect the presentation of information in a sentence
	  ○ using the perfect form of verbs to mark relationships of time and cause
	  ○ using expanded noun phrases to convey complicated information concisely
	  ○ using modal verbs or adverbs to indicate degrees of possibility
	  ○ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
	  ○ learning the grammar for years 5 and 6 in English Appendix 2
	• indicate grammatical and other features by:
	  ○ using commas to clarify meaning or avoid ambiguity in writing
	  ○ using hyphens to avoid ambiguity
	  ○ using brackets, dashes or commas to indicate parenthesis
	  ○ using semi-colons, colons or dashes to mark boundaries between independent clauses
	  ○ using a colon to introduce a list
	  ○ punctuating bullet points consistently
	• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

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Maths – Year 5	
Number & Place Value	Pupils should be taught to: • read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit • count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero • round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 • solve number problems and practical problems that involve all of the above read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
+ & -	• add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • add and subtract numbers mentally with increasingly large numbers • use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
X & ÷	• 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 (non- prime) 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 • recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3}) • solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes • solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign • solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

HOLMBUSH PRIMARY ACADEMY

Long Term Learning Journey – Map A
Year 5&6

Maths – Year 5	
½, decimals, %	• 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, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] • 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, $0.71 = \frac{71}{100}$] • 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 • recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal • solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.

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Long Term Learning Journey – Map A
Year 5&6

Maths – Year 5	
Measurement	• convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) • understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints • measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes • estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water] • solve problems involving converting between units of time • use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.
Shape	• identify 3-D shapes, including cubes and other cuboids, from 2-D representations • know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • draw given angles, and measure them in degrees (^{o}) • identify: ○ angles at a point and one whole turn (total 360^o) ○ angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180^o) ○ other multiples of 90^o • use the properties of rectangles to deduce related facts and find missing lengths and angles • distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
⇩	• 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.
Statistics	• solve comparison, sum and difference problems using information presented in a line graph • complete, read and interpret information in tables, including timetables.

HOLMBUSH PRIMARY ACADEMY

Long Term Learning Journey – Map A
Year 5&6

Maths – Year 6	
Number & Place Value	Pupils should be taught to: • read, write, order and compare numbers up to 10 000 000 and determine the value of each digit • round any whole number to a required degree of accuracy • use negative numbers in context, and calculate intervals across zero • solve number and practical problems that involve all of the above.
+ & - X & ÷	• 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 • perform mental calculations, including with mixed operations and large numbers • identify common factors, common multiples and prime numbers • use their knowledge of the order of operations to carry out calculations involving the four operations • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • solve problems involving addition, subtraction, multiplication and division • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
½, decimals, %	• 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 [f o r e x a m p l e , $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] • divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$] • associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] • 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 • multiply one-digit numbers with up to two decimal places by whole numbers • use written division methods in cases where the answer has up to two decimal places • solve problems which require answers to be rounded to specified degrees of accuracy • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

HOLMBUSH PRIMARY ACADEMY

Long Term Learning Journey – Map A
Year 5&6

Maths – Year 6	
Ratio & Proportion	• solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts • solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison • solve problems involving similar shapes where the scale factor is known or can be found • solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
Algebra	• use simple formulae • generate and describe linear number sequences • express missing number problems algebraically • find pairs of numbers that satisfy an equation with two unknowns • enumerate possibilities of combinations of two variables.
Measurement	• solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate • use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places • convert between miles and kilometres • recognise that shapes with the same areas can have different perimeters and vice versa • recognise when it is possible to use formulae for area and volume of shapes • calculate the area of parallelograms and triangles • calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3].

HOLMBUSH PRIMARY ACADEMY

Long Term Learning Journey – Map A
Year 5&6

Maths – Year 6	
Shape	• draw 2-D shapes using given dimensions and angles • recognise, describe and build simple 3-D shapes, including making nets • compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons • illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius • recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. •
⇩	• describe positions on the full coordinate grid (all four quadrants) • draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
Statistics	• interpret and construct pie charts and line graphs and use these to solve problems • calculate and interpret the mean as an average.