

Subject	Content	Outcomes	Effort						
Oracy	<p>Oracy is a significant part of the curriculum at Central Primary School It will make up roughly 40% of our lesson planning in all subjects.</p> <p>Essentially, Oracy aims to develop speaking and listening skills. There is a strong relationship between developing the children’s articulatory and attainment.</p> <p>As a class, we will make Oracy rules at the start of the academic year and this will be revisited as needed throughout the year.</p> <p>Each term we will focus and assess objectives from the following strands of Oracy:</p> <ul style="list-style-type: none"> • Physical (voice and body language) • Linguistic (vocabulary, language and rhetorical techniques) • Cognitive (content, structure, clarifying, summarising, self-regulation and reasoning) • Social and Emotional (working with others; listening and responding; confidence in speaking; audience awareness) 	<ul style="list-style-type: none"> • I can consciously adapt tone, pace and volume of voice within a single situation. • I can speak fluently. • I can adapt the content of my speech for a specific audience. • I can speak with flair and passion. • I can reach a shared agreement in discussions. • I can give supporting evidence • I can begin to consider the use of specialist language to describe their own and others’ talk. • I can carefully consider the words and phrases used to express their ideas and how this supports the purpose of talk. • I can use a wide range of sentence stems with confidence. 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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Reading	<p>This term we will be reading the novels:</p> <p><i>Rooftoppers By Katherine Rundell</i></p> <p><i>Skellig By David Almond</i></p> <p><i>Wonder By R.J. Palacio</i></p> <p>All of these books follow themes of growing up and relationships between friends and families and are set in a range of time periods from 18th Century to the modern day.</p> <p>We will be developing our reading skills using both choral and echo reading, alongside independent reading.</p> <p>We will also be developing our Oracy skills by discussing our understanding of the texts and forming balanced arguments.</p> <p>As part of our reading lessons we will also be studying a range of complementary texts, including fiction, non-fiction and poetry to enhance the children’s understanding of the context and themes of the novels.</p> <p>We will also be reading:</p> <p><i>The Boy, The Mole, the Fox and the Horse by Charlie Mackesy</i> as part of our whole school project.</p>	<ul style="list-style-type: none"> • I can use a range of strategies to identify the meaning of new vocabulary • I can identify examples of effective description that evoke time or place commenting both on word and sentence choice • I can retrieve information, referring to more than one place in the text, and where there is competing (distracting) information • I can identify and compare underlying themes in a range of narrative texts e.g. can track words/phrases linked with the theme throughout a narrative and note how the author keeps reinforcing the theme throughout. • I can identify how an author varies pace by using direct or reported speech at different points in a story • I can provide evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text • I can recognise that characters may have different perspectives in the story • I can consider the time and place where a story is set and looks for evidence of how that affects characters’ behaviour and/or plot development • I can summarise main ideas from more than one text to support note taking • I can check whether viewpoint changes in the story 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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Writing	<p>In English, We will begin the year with a whole school writing project based on the book <i>The Boy, The Mole, the Fox and the Horse by Charlie Mackesy</i> The children will be producing artwork and writing based upon the book.</p> <p>We then move on to exploring the features of biographies before researching the life of <i>Emily Davidson</i> and writing our own. We will be focussing on developing structure and chronology in our writing.</p>	<ul style="list-style-type: none"> • I can write recounts based on the same subject such as a field trip, a match or a historical event for two contrasting audiences such as a close friend and an unknown reader, reflecting on the level of formality required • I can practise writing recounts with word limits so that I consider the conciseness of their writing, whilst still trying to maintain the engagement of the reader • I can plan and write complete stories; organise more complex chronological narratives into several paragraph units 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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	<p>The final project this term will be writing our own narrative story based upon <i>'The Tale of The Three Brothers'</i> by J.K. Rowling. Initially we will look at the features and structure of a traditional tale. Before writing our own character and setting descriptions. Our extended writing will be a traditional tale using the characters, settings and vocabulary that we have developed across the unit.</p>	<p>relating to story structure; extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases;</p> <ul style="list-style-type: none"> I can experiment with the order of chapters or paragraphs to achieve different effects. Try varying pace by using direct and reported speech. I can use dialogue to build character. I can build a character by showing and not telling the reader I can check for consistency in narrative voice when telling each part of the story. 							
<p>Maths</p>	<p>In Maths this half term we are looking at: Place value Addition Subtraction The relationship between addition and subtraction. We will be working with numbers up to 999,999 and exploring the relationship between addition and subtraction, using bar modelling, inverse and commutative law.</p>	<ul style="list-style-type: none"> I can use traditional partitioning I can regroup, read, write, compare and order numbers I can count forwards/backwards in multiples of 10, 100, 1,000, 10,000 and 100,000. I can add and subtract using carrying/exchanging and without carrying/exchanging I can add and subtract decimals with up to 2 decimal places I can add and subtract whole numbers and decimal numbers. I can explore relationships between addition and subtraction using commutative law, inverse and bar modelling 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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<p>Science</p>	<p>Our topic this term is Forces.</p> <p>We will be learning about gravity, air/water resistance and friction.</p> <p>We will also be looking at how levers, pulleys and gears work and how to build simple mechanisms.</p> <p>We will also be developing our scientific thinking and working scientifically skills through research and practical investigations,</p>	<ul style="list-style-type: none"> I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. I can identify the effects of air resistance, water resistance and friction that act between moving surfaces. I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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<p>Art</p>	<p>We will be learning to look in more depth at the work of artist 'Hannah Hoch' and begin picking apart the stories she is telling within her work and the emotions being portrayed. Mixed media backgrounds will be investigated alongside colour choices to portray emotions. We will then create a variety of portraits and look at enlarged and reduced images to create them in black and white and colour, before crating our final piece.</p>	<ul style="list-style-type: none"> Texture: I can use collage and mixed media to create texture in different images Space: I can explore how to fit patterns together to create a cohesive piece Creative Skills: I can produce final pieces that build on my learning throughout a sequence in Art Artists: I can observe and use the work of collage artists to develop my use of mixed media work (Hoch) 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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<p>Design and Technology</p>	<p>This term we will be completing two units of DT. Kimono obi (Design) In Welcome week, the children will be looking at kimonos to understand why they are creating an obi and the traditional importance behind it. They will use their research on kimonos and obis to write their own brief and evaluate existing products. We will also be exploring materials to understand why material choice is important. Designing of the Obi is also important and the pattern design needed. We will explore patterns on Kimonos and Obis and use these as a stimulus for design. Designs will be created with the brief at the forefront.</p>	<p>Kimono obi (Design)</p> <ul style="list-style-type: none"> Design: I can look at a situations and ask questions to find out a need and to form a brief Design: I can choose a design solution from a selection based on its ability to satisfy the brief Design: I can evaluate different materials for my product, before choosing appropriate materials from which to construct my design/ product Design: I can evaluate existing products for different groups of people, including ages and preferences Design: I can choose materials from which to construct my design/ product 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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	<p>Kimono obi (Textiles) The children will need to be taught the rules of using a sewing machine and have this modelled in great depth. They have never used one before which means the terminology will be all new to them so this will also need to be taught. They need to learn how to tack and why it is important as well as the importance of finishing.</p>	<p>Kimono obi (Textiles)</p> <ul style="list-style-type: none"> • Design: I can evaluate my design and making process, giving clear suggestions on how I can improve my process next time • Textiles: I can use a range of patterns to make clothes • Textiles: I can decorate textiles to finish them • Textiles: I can pin and tack fabric pieces together • Textiles: I can use a sewing machine with support 							
<p>Computing</p>	<p>Podcasts are a new way of digital communication that are experiencing an incredible growth online. Year 5 will deepen their knowledge of communication and digital literacy by exploring this new trend. Throughout the use of the app Anchor on iPads, children will plan and create a podcast, which will be shared with the class. As it is common in Computing, children will continue working collaboratively making use of oracy skills at all times.</p>	<ul style="list-style-type: none"> • I can review how digital sound is used and has developed over time. • I can plan, record and edit a podcast for a specific audience. • I understand the rules of copyright while communicating online. • I can evaluate a podcast. 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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<p>French</p>	<p>Our topic in French this term is: Les planètes In this unit, we will be exploring the solar system. We will be looking at the different planets and learning to describe them. We will practice by creating and describing our own planet.</p>	<ul style="list-style-type: none"> • I can identify key information from what a person has said in short conversation/ presentations • I can give a simple presentation giving my opinions on a topic (using a format to support my structure) • My pronunciation is mostly correct • I can use the context and purpose of my reading to help decode meaning • I can use grammar information and verb tables to help me understand more complex texts • I can respond to questions about a text I have read • I can skim and scan texts for detail • I can write short texts adapting and innovating from a model text • I can use a dictionary to support my sentences, looking up words and trying to use these appropriately 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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<p>Geography</p>	<p>This half term our topic will be 'Global Cities', where we will continue to build upon our locational knowledge of the world. Using atlas' and digital maps, we will locate major cities from each continent and concentrate on their key physical and human characteristics with a focus on global population density. Children will be introduced to The Prime Meridian and time zones.</p>	<ul style="list-style-type: none"> • I can name and locate countries in Europe including Russia • I can identify some of the world's major cities • I can use an atlas/globe for geographical enquiries • I can identify the position of different time zones/day/night • I can identify the position of the Prime/Greenwich Meridian and links with longitudinal lines and time zones. • I can measure straight line distances and convert using a scale • I can use a scale on a map to calculate distances and plan journeys. 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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<p>Music</p>	<p>We will continue our work with The Voices Foundation Unit 17-18 (legato singing, phrase structure, rhythm, notation, sol-fa, two-part singing)</p>	<ul style="list-style-type: none"> • I am exposed to legato singing and listen to how musical notes can be 'tied' together, sung or played smoothly. • I identify phrase structure it a variety of familiar and unfamiliar song • I can compose a rhythm that sounds pleasing 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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		<ul style="list-style-type: none"> I can use my experience of stick notation and apply note heads I am exposed to rhythm sol-fa (where syllables represent the pitches of the scale) DO RE MI FA SOL LA TI DO I can identify songs where two-part singing would work 							
<p>Physical Education (PE)</p>	<p>The focus of our PE lessons this term is:</p> <p>Hockey Pupils will learn the rules of the game and develop essential skills for the sport including dribbling, fielding, defending, attacking and shooting before taking part in short matches.</p> <p>Dance Wonderful India To explore Bollywood through choreography focussing on the ability to implement motif development. To be able to perform a range of yoga poses.</p>	<ul style="list-style-type: none"> I can field, defend and attack tactically by anticipating the direction of play. I can use knowledge of the relationship between the body and exercise to improve various fitness components I can display an understanding of fair play, working well with others and leading a medium sized group I can utilise new skills in competitive situations, as an individual or part of a team 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td></td></tr> <tr><td>Persistence</td></tr> <tr><td></td></tr> <tr><td>Attainment</td></tr> <tr><td></td></tr> </table>	Curiosity		Persistence		Attainment	
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<p>Personal, Social, Health, Citizenship Education (PSHCE)</p>	<p>We will continue to follow the Jigsaw PSHCE programme. During Welcome week, we will complete the unit:</p> <p>Being me in my World</p> <p>Which explores the themes of; belonging, team work, rights and responsibilities, expressing feelings and empathy.</p> <p>Our second PSHCE unit this term is:</p> <p>Celebrating Difference</p> <p>Where we look at understanding and celebrating difference and challenging stereotypes before examining the different types of friendships and how to recognise and avoid conflict and bullying.</p>	<p>Being me in my World</p> <ul style="list-style-type: none"> I understand how an individual's behaviour can impact on a group I can contribute positively to a group, reflect on my role within it and understand how we can best function as a whole I can set personal goals and face new challenges positively I can make choices about my own behaviour based on how reward and consequences feel I understand how democracy and having a voice benefits the school and wider community and society I can list ways in which I can have a voice to make a difference to democracy in my school community and beyond I can explain my rights and responsibilities as a member of British society and of my school community I know that from age 10, I can have a criminal record which can affect me later on in life I can list people in this country whose lives are different to my own and empathise with them <p>Celebrating Difference</p> <ul style="list-style-type: none"> I can describe elements of my own culture and values of my culture I can compare my life with people in the developing world and can appreciate that they may be happy even with less material wealth I can describe a culture different from my own and show respect towards it in words /attitude I can explain the difference between direct and indirect types of bullying, and describe the impact of both types I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children being bullied 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td></td></tr> <tr><td>Persistence</td></tr> <tr><td></td></tr> <tr><td>Attainment</td></tr> <tr><td></td></tr> </table>	Curiosity		Persistence		Attainment	
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		<ul style="list-style-type: none"> I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one I can explain how and why cultural differences sometimes cause conflict I understand what racism is and can name the law which protects against all forms of racism, homophobia, transphobia and gender inequality (Equality Act 2010) I can reflect on my own attitude towards people from different races, backgrounds and cultures (Including sexuality and gender identity) I can describe how rumour-spreading and name-calling can be damaging I understand that people can be sued for spreading false rumours about another person I can reflect in situations when I may have been involved (directly or indirectly) in rumour spreading and name calling and can describe the impact of my actions 				
Religious Education	This half term in RE we will further the knowledge previously taught in Year 2 by continue looking at differences and similarities between Judaism and Christianity. We will look closely at how both religion's core values are demonstrated in scriptures and verses, and how these are interpreted by modern day believers. We will also look at how religious festivals are underpinned by values and beliefs.	<ul style="list-style-type: none"> I can state what the Talmud is I understand that the Torah and the Talmud are two separate things I can recognise how the core beliefs of a religious group are shown in scriptures I can give a personal reflection on the how scripture can guide the faith of believers I can discuss key religious figures in Judaism and Christianity. I can explain the importance of key figures including Abraham and the Apostle Paul I know that the Apostle Paul wrote letters to the new church which remain important to Christians today I can explain how believers carry out core values and beliefs during religious festivals.(Harvest/Sukkot) 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td>Persistence</td></tr> <tr><td>Attainment</td></tr> </table>	Curiosity	Persistence	Attainment
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Spanish	<i>Las aficiones</i> This half term we will be learning about hobbies. We will practice by describing how we spend our free time. We will learn to use opinions in spoken and written work.	<ul style="list-style-type: none"> I can say simple and complex sentences with different sentence patterns (I may hesitate) I can take part in a simple conversation with one other person I can use the context and purpose of my reading to help decode meaning I can respond to questions about a text I have read I can skim and scan texts for detail I can write short texts adapting and innovating from a model text I can give opinions in my writing 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td>Persistence</td></tr> <tr><td>Attainment</td></tr> </table>	Curiosity	Persistence	Attainment
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Dates to remember		Things to remember	
8 September	International Literacy Day	Monday	
1-31 October	Black History month	Tuesday	
10 October	World Mental Health Day	Wednesday	
17 October	International Day for the Eradication of Poverty	Thursday	
16 October	International Day for Natural Disaster Reduction	Friday	