

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. 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) <p>Social and Emotional (working with others; listening and responding; confidence in speaking; audience awareness)</p>	<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>	<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 continue our work on narrative writing. After this, we will be writing two types of recounts: newspaper report and diary entry, using a book about Shackleton’s journey as our inspiration. We will practice writing for two different types of audience, whilst paying attention to the formality required in each piece of 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 relating to story structure; extend ways to link paragraphs in cohesive narrative using 	<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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		adverbs and adverbial phrases; <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. 							
Maths	In Maths this half term we are looking at multiplication, division and fractions. We will begin the half term by exploring multiplication and division and the relationship between the two before using our knowledge of division to introduce fractions.	<ul style="list-style-type: none"> I can multiply by 10, 100 and 1000 I can identify and use multiples I can identify common factors I can multiply using the formal method I can multiply using the long multiplication I can multiply decimals I can divide by 10s, 100s and 100s I can simplify division problems I can use written division methods and calculate the remainder I can use long division I can find fractions of amounts I can identify equivalent fractions I can compare and order fractions I can recognise improper fractions I can convert fractions I can add and subtract fractions I can multiply fractions 	<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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Science	Our topic this term is Earth and Space. We will be learning about the movement of the Earth, planets & moon. Then we will be looking at the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	<ul style="list-style-type: none"> I can describe the movement of the Earth and other planets relative to the sun in the solar system I can describe the movement of the moon relative to the Earth I can describe the sun, Earth and moon as approximately spherical bodies I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky I am beginning to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary I am beginning to take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate I am beginning to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs I am beginning to report 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 	<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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Art & Design	The exploration of Keith Haring's work is the main focus in this unit of work. We will need to create both independent work and group murals to show collaboration. Our explorations of emotions through colour is important in this unit as it feeds in to other art topics throughout year 5 and into year 6. Oracy based tasks and sharing of work and the stories created are also an important part in this unit and allows us to kindly critique each other's work BEFORE the final piece is created.	<ul style="list-style-type: none"> Line: I can use a variety of lines to create the impression of movement Colour: I can link colour to the purpose of a piece (to convey emotion) Shape: I can use observations and existing art work to generate shapes for my own work Shape: I can consider how different shapes can create different meanings for the 	<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>We will begin with our DT unit which is creating our final Obi textiles using sewing machines before moving on to</p>	<p>viewer (anime eyes/ Haring movements)</p> <ul style="list-style-type: none"> • 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 Keith Haring to develop my own designs 							
Computing	<p>In computing we will be looking at the topic 'Communication Digital Literacy' and using Audacity software. The children will review how digital sound is used in the world and how it has developed over time. They will also learn the rules of copyright, then plan and rehearse a podcast for a specific audience.</p>	<ul style="list-style-type: none"> • I can evaluate a podcast • I understand the rules of copyright while communicating online. • I can plan, record and edit a podcast for a specific audience. • I can review how digital sound is used and has developed over time. 	<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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French	<p>In French, we will be looking at writing simple and complex sentences as well as improving our pronunciation and understanding of the language by participating in simple conversations and using context to decode meaning.</p>	<ul style="list-style-type: none"> • <i>I can understand simple and complex sentences with different sentence patterns</i> • <i>I can say simple and complex sentences with different sentence patterns (I may hesitate)</i> • <i>I can ask and answer questions using familiar phrases and words</i> • <i>I can use intonation of voice when I speak</i> • <i>I can take part in a simple conversation with one other person</i> • <i>My pronunciation is mostly correct</i> • <i>I can use the context and purpose of my reading to help decode meaning</i> • <i>I can use grammar information and verb tables to help me understand more complex texts</i> • <i>I can respond to questions about a text I have read</i> • <i>I can start to summarise information (in English) from my reading</i> • <i>I can read different types of text</i> • <i>I can skim and scan texts for detail</i> • <i>I am confident when reading aloud</i> • <i>I can write short texts adapting and innovating from a model text</i> • <i>I can write a simple text using paragraphs (this may be supported by a writing frame)</i> • <i>I can use a dictionary to support my sentences, looking up words and trying to use these appropriately</i> • <i>I can use a range of connectives in my writing</i> • <i>I can give opinions in my writing</i> • <i>I can check my own writing for grammatical errors for grammatical rules I have been taught</i> • <i>I can write a simile</i> 	<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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History / Geography	<p>In History we will be studying Vikings in Britain. We will be focussing on various areas of the Viking struggle for the Kingdom of England. Including: Viking raids and invasion, resistance by Alfred the Great, Anglo Saxon laws and justice, further Viking invasions and Danegeld and Edward the Confessor and his death in 1066.</p>	<ul style="list-style-type: none"> • I can identify the difference between long and short time scales in History • I can sequence historical events, from across time periods in chronological order in their locality, Britain and the wider world. • I can use historical terms including trend, parliament and peasantry • I can identify economic and political causes and effects of significant historical events • I can identify conflicting evidence about different ways of life using a range of sources, eg pictures, artefacts, diaries • I can begin to question the reliability of sources and select more reliable sources • I can discuss my own point of view, based on facts, when faced with conflicting arguments. • I can recognise how we can learn from the past (both the mistakes and triumphs) 	<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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Music	We will be following the Voices Foundation scheme, focussing on units 19-20. Looking at pitch, time signatures, bar lines, minim rhythm and two-part singing	<ul style="list-style-type: none"> I can confidently match and sing in pitch and identify if others around me are not in pitch I can match pitch throughout a song if I recognise I am not in the correct pitch I am exposed to time signatures and bar lines through video and drawing https://colourfulkeys.ie/how-to-teach-time-signatures-the-fun-way-piano-studio/ I am exposed minim (half note) rhythm- knowing that a half note is played for half the duration of a whole note I can develop two-part signing by applying it to new songs 	<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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Physical Education (PE)	We will continue to have two PE lessons, other one of them being dance. In addition to that, we will begin by revisiting our previous knowledge of different types of balances before moving to maintaining stability, partner work and developing our own sequences.	<ul style="list-style-type: none"> I can mirror a partner I can perform a paired balance I can maintain my stability in hold I can add more complex balances into a paired routine I can create complex and well executed sequences containing a variety of gymnastic components 	<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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Personal, Social, Health, Citizenship Education (PSHCE)	In PSCHE, we will begin our unit with exploring Our dreams and goals and how we can best achieve them. We will develop our emotional competence by starting to recognise our own feelings and considering the feelings of others.	<ul style="list-style-type: none"> I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of school goal) I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these I recognise and can voice the emotions I experience when I consider people in the world who are suffering or living in difficult situations I can propose ways in which I could work with others to make the world a better place and explain what factors motivate me to do so I can give and receive positive and affirming feedback 	<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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Religious Education	In Autumn 2, we will focus on rites of passage within the Jewish and Christian community. This includes looking at, Holy Communion and Bar/Bat Mitvah, which will enable us to compare the similarities and differences between the rites of passage. We will also look at how incarnation of God is referenced within some scriptures and the importance of this within the Christian faith.	<ul style="list-style-type: none"> I can name rites of passage from Jewish and Christian faiths I can describe and reflect on symbols /symbolic actions associated with rites of passage ceremonies I can compare and contrast Jewish and Christian rites of passage. I can make comparisons between Jewish rites of passage and those of other religions without being prompted to do so. I can comment on scriptures that refer to the incarnation of God. I can give a personal reflection on the significance of the incarnation in the Christian faith 	<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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Spanish	In Spanish we will continue to develop our understanding of the language by creating simple and complex sentences, picking up key information from peoples' speech and express my own opinion. In addition, we will practice understanding different types of texts and using context to decode their meaning.	<ul style="list-style-type: none"> I can understand simple and complex sentences with different sentence patterns I can say simple and complex sentences with different sentence patterns (I may hesitate) I can use intonation of voice when I speak I can take part in a simple conversation with one other person 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) I can use the context and purpose of my 	<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 to help decode meaning <ul style="list-style-type: none"> • 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 start to summarise information (in English) from my reading • I can read different types of text • I can skim and scan texts for detail • I am confident when reading aloud • 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 • I can use a range of connectives in my writing • I can give opinions in my writing • I can check my own writing for grammatical errors for grammatical rules I have been taught 	

Dates to remember		Things to remember	
		Monday	
		Tuesday	
		Wednesday	
		Thursday	
		Friday	