

Food and Farming: Spring Term 2 2021 (Year 5 and 6) Class 4

English

Spoken language - Year 5 and 6

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Reading: Year 5 and 6

Word reading:

- 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.

Comprehension:

- 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
- 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.
- 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.

- retrieve, record and present information from non-fiction
- distinguish between statements of fact and opinion

Spelling: Year 5 and 6

- 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: Year 5 and 6

- write legibly, fluently and with increasing speed by:
- choose which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choose the writing implement that is best suited for a task.

Writing: composition: (Year 5 and 6)

- plan their writing by:
- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- 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:
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by: assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- 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

Writing - vocabulary, grammar and punctuation (Year 5 and 6)

- 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 hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses

Maths - Year 5:

Fractions, Decimals and Percentages:

- 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, $5\frac{2}{4} + 5\frac{4}{6} = 5\frac{6}{6} = 1\frac{5}{1}$]
- 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 $\frac{2}{1}$, $\frac{4}{1}$, $\frac{5}{1}$, $\frac{5}{2}$, $\frac{5}{4}$ and those fractions with a denominator of a multiple of 10 or 25

Maths - Year 6:

Ratio and 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.

Statistics:

- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average

Measures: (recap)

- 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, metric and imperial measures of weight, length and capacity.

Science: (Year 5 and 6)

Working scientifically by:

- 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.

Living things and their habitats:

- 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.

Properties and changes in materials:

- 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.

Animals including humans:

- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans.

Evolution and Inheritance:

- 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.

History (Year 5 and 6)

Changes in Britain from the Stone Age to the Iron Age

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture.

The Roman Empire and its impact on Britain (farming techniques, technology, new crops, trade).

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (farming)

Geography:

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) (How does this effect crops, seasonality etc)

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
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Computing: Year 5 and 6 – ******((We have been selected as a Pilot School for the development of the Coding Success Programme alongside Raising Robots, BAE Systems, The Royal Navy, Royal Air Force, The Smallpiece Trust using Lego Spike Prime)) ******

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output

- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Art and Design: Year 5 and 6

- 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 [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Design and Technology (Creative Afternoon) – Year 5 and 6

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 [for example, 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 [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

Cooking and Nutrition:

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Languages: French – Year 5 and 6

- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- 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.

P.E. - Year 5 and 6

- take part in outdoor and adventurous activity challenges both individually and within a team
- use running, jumping, throwing and catching in isolation and in combination

Music: Year 5 and 6

- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations

- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Social, Moral, Spiritual and Cultural: Year 5 and 6

Religious Studies: Islam. (Whole term)

Islam

- Discuss how people respond to modern equivalents of 'idols'.
- Read stories about Ibrahim (p.b.u.h.); Musa (p.b.u.h.); Dawud (p.b.u.h.) or Isa (p.b.u.h.).
- Use texts/ IT/drama to research, write or act out a 'This is Your Life' book for one of the Prophets.
- Reflect on why some people are chosen to do special tasks.
- Consider why Prophets are held as examples for people to follow.
 - Find out how the Qur'an was revealed and how and why it is treated with respect.
- Research Surahs in the Qur'an which give advice on love and forgiveness e.g. Surah 2:177, 5:39, 28:77.
- Participate in an Enquiry focusing on why people might prefer texts in an original language. • Talk about when it is important to listen to and follow guidance.
- Listen and respond to Surahs 16:1-21, 66-70, 77-83, on the wonders of Creation.
 - Write a text decorated in Islamic style to illustrate the importance of the Qur'an to Muslims.
 - Share experiences of being amazed by nature and consider whether we treat our local environment with respect.
 - Reflect on how our actions can affect environments in other parts of the world.
- Reflect on the importance of doing things together and sharing rituals. Participate in a P4C enquiry focusing on what is worship and whether it is important in life.
 - Talk about the people that guide our behaviour. Explain the importance for Muslims of the 5 Pillars.
 - Watch a film clip about Wudu and Salah. Discuss the meanings of the actions and what is important in daily prayer.
 - Write the key message of the film clip in 30 words.
 - Consider what gives a foundation to our lives.
 - Discuss 'our Makkah' -where we hope to go one day.
- Participate in a P4C Enquiry focusing on the phrase 'actions speak louder than words'.
- Use texts, reference books and IT to research the Muslim calendar and in particular Ramadan.
 - Explore the stories, customs, food etc. associated with the festival of Eid-ul-Fitr. •Distinguish between doing something difficult in order to benefit ourselves or in order to help others.

- Participate in a P4C Enquiry focusing on the phrase 'it is better to give than receive'.
- Invite a Muslim visitor to school or watch a film clip to find out about religion in the home and what values are important, fasting, Halal food, attitude to alcohol.
- Use relevant websites to learn about Muslims e.g. Britkids
- Consider values that we have been taught at home and how that influences life in the wider community.
- Make lists of things we really need and things which are extra pleasures. Relate to Zakat.
- Use texts, reference books and IT to research traditions associated with rites of passage - birth, naming of children, marriage and death in Islam.
- Learn the words Muslims use to talk about Hajj and develop the metaphor of 'life as a journey'.
- Discuss feelings about death and whether there is an afterlife.
- Draw meaning from the greeting 'As-salamu alaikum' (Peace be with you).
- Participate in a Community of Enquiry focusing on why we should treat others with respect.
- Reflect on the difficulties of putting principles into practice.

Social, moral and cultural: Year 5 and 6.

- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures and religious beliefs;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.