

YEAR 5/6 CURRICULUM MAP

		Autumn	Spring	Summer
Reading	Word reading	<p><u>Year 5</u></p> <ul style="list-style-type: none"> • Read at a reasonable speaking pace • Read most words effortlessly • Pronounce unfamiliar words with automaticity • Read longer books with sustained interest • Develop confidence when reading out loud • Build up a repertoire of poems that are known by heart • Prepare poems and plays to read aloud <p><u>Year 6</u></p> <ul style="list-style-type: none"> • Draw on contextual evidence to make sense of what is read • Determine meaning of new words by applying knowledge of root words, suffixes and prefixes 		
	Comprehension	<p><u>Year 5</u></p> <ul style="list-style-type: none"> • Recognise an increasingly wide range of books including myths, legends, modern fiction, fiction from our literary heritage and stories from other cultures • Talk about favourite authors and types of books, giving reasons for preferences • Group books according to theme or convention • Ask questions to enhance understanding of the text • Recognise author's viewpoint • Explain the effect and impact of author viewpoint • Infer meaning of unfamiliar words from context • Retrieve information from a text, using efficient and effective methods • Distinguish between fact and opinion in non-fiction reading • Summarise the main idea from more than one paragraph • Infer characters' thoughts, feelings and motives • Use inference to support reading • Use predictions to support reading • Begin to identify descriptive and figurative language that has been used for effect • Discuss author's use of language for impact and effect, using technical terms <p><u>Year 6</u></p> <ul style="list-style-type: none"> • Participate actively in discussions about books • Retrieve information effectively using organizational features • Distinguish between fact and opinion • Summarise the main idea from more than one paragraph • Identify key details that support main ideas, and uses them to summarise content drawn from more than one paragraph • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifies these with evidence • Make predictions based on details stated and implied • Explain how language, structure and presentation can contribute to the meaning of a text • Evaluate how authors use language, including figurative language, considering the impact on the reader • Make comparisons within and across books 		
Writing	Transcription	<p><u>Year 5</u></p> <ul style="list-style-type: none"> • Use a thesaurus • Words containing the letter-string <i>ough</i> • Words with the /ee/ sound spelt <i>ei</i> after c • Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate, -ise, ify</i>) • Verb prefixes (e.g. <i>dis-, de-, mis-, over, and re-</i>) • Spell some words from the National Curriculum word list for Years 5 and 6 • Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary • Words ending in <i>-able</i> and <i>-ible</i> • Words ending in <i>-ably</i> and <i>-ibly</i> <p><u>Year 6</u></p> <ul style="list-style-type: none"> • Homophones and other words that are often confused • Use a thesaurus efficiently and effectively • Words with the ending /shus/ spelt <i>-cious</i> or <i>-tious</i> • Words with the ending /shul/ spelt <i>-cial</i> or <i>-tial</i> • Words with the endings <i>-ant, -ancy, -ent, -ence, -ency</i> • Adding suffixes beginning with vowel letters to words ending in <i>-fer</i> • Spell words from the National Curriculum word list for Years 5 and 6 • Use the full range of spelling rules and patterns as listed in the English Programme of Study for Key Stages 1 and 2 accurately • Words using a hyphen • Words with silent letters 		

<p>Composition</p>	<p><u>Year 5</u></p> <ul style="list-style-type: none"> • Begin to build paragraphs around a topic sentence • Demonstrate a growing awareness of audience and purpose • Begin to develop characters and settings through selection of effective vocabulary • Consider the impact and effect of vocabulary and grammar choices when re-reading their own and others' writing • Link ideas across paragraphs using adverbials of time, place and number or tense choice • Select appropriate formats and forms to suit audience and purpose • Edit own work and offers suggestions to others to improve impact and effect of writing • Proof read own work for spelling and punctuation errors • Use devices to build cohesion within, and across, paragraphs • Show a growing awareness of how authors develop character and setting, including through the use of dialogue • Begin to precis longer passages • Make effective changes when editing own and others' work <p><u>Year 6</u></p> <ul style="list-style-type: none"> • Note and develop initial ideas • Use further organizational and presentational devices • Describe settings, character and atmosphere to good effect, selecting appropriate vocabulary and grammar • Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Assess the effectiveness of their own and others' writing • Link ideas across paragraphs using a wider range of cohesive devices • Integrate dialogue to convey character and advance action • Précise longer passages • Write for a range of purposes and audiences • Use suitable forms with appropriate features for different text types • Introduce, develop and conclude paragraphs appropriately • Ensure the consistent and correct use of tense throughout a piece of writing • Proof read writing for wider audience to ensure accuracy of spelling and punctuation
<p>VGP</p>	<p><u>Year 5</u></p> <ul style="list-style-type: none"> • Use relative clauses with/without a relative pronoun • Select word for effect to support purpose and engage readers' interest • Use modal verbs and adverbs to indicate degrees of possibility • Use brackets, dashes and commas to demarcate relative clauses and parenthesis • Use a thesaurus to refine word choice • Use commas to clarify meaning or avoid ambiguity <p><u>Year 6</u></p> <ul style="list-style-type: none"> • Identify the subject and object within a sentence • Use colons to introduce a list and semi colons within lists • Understand how words are related by meaning as synonyms and antonyms • Know the difference between the active and passive voice • Vary length, structure and subject of sentences to extend meaning and interest the reader • Punctuate bullet points consistently • Use hyphens to avoid ambiguity • Uses expanded noun phrases to convey complicated information concisely • Use the passive voice to effect the presentation of information in a sentence • Use colons, semi colons and dashes to mark boundaries between independent clauses • Use a full range of punctuation appropriately and effectively to vary pace/create atmosphere including ellipsis • Demonstrate appropriate use of vocabulary and grammar to suit both formal and informal situations and recognise the subjunctive form
<p>Speaking and Listening</p>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • 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

Maths	<ul style="list-style-type: none"> • Number and Place Value • Addition and Subtraction • Multiplication and Division • Fractions (decimals and percentages) • Measures • Geometry: Properties of shape/Position, Direction and Motion • Statistics <p>In addition to this, Year 6 pupils will be taught:</p> <ul style="list-style-type: none"> • Ratio and Proportion • Algebra 		
Science	Changes of state	Electricity Forces	Light Evolution and Inheritance
Working Scientifically – on going across the year			
Computing	Digital Literacy & IT Young Authors Stocks & Shares	Computer Science Let's learn a language Heroes & Villians	Computer Science Building Battle Bots The ministry of Cray Coding
History	How did the Vikings do battle for Britain? Primary Sources about the Vikings	Were the Mayans a peaceful people? Who were the Mayans? Comparison to the Anglo-Saxons	What's in a name? Durham and WW1
Geography	The United Kingdom Resources and their links to settlements	Earthquakes What causes earthquakes?	Local Area How the local region fits into the wider world
Geographical skills and fieldwork – on going across the year			
D.T.	Cooking Celebrating seasonality	Textiles Combining fabrics	Electrical systems Complex circuits
Art and Design	Mark Making Constable	Colour Van Gogh	Sculpture Candice Bees and David Oliveria
Create sketchbooks to record observations			
Music	Delia Derbyshire – Doctor Who Theme Jazz 1 – Three Note Bossa	Recorders	Pop – You've got a friend Jean Sibelius – Finlandia
MFL	Healthy Eating Music	On the way to school The beach	Spring The Planets
P.E.	Training types <i>swapped from football due to Covid-19</i> Gymnastics	Basketball H.R.E Multi-skills Parcour	Athletics Tennis Orienteering Rounders
R.E	Loving Vocation & Commitment Expectations Judaism Sikhism	Sources Unity Death & New Life Islam	Witnesses Healing Common Good Hinduism
P.S.H.E	New beginnings Getting on and falling out	Say no to bullying Going for goals!	Good to me Relationships Changes