

**Year 5 Curriculum Map**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Maths</b>	<p><b>Place Value within 100,000:</b> Numbers to 10,000, rounding to the nearest 10, 100 and 1,000, 10,000s, 1,000s, 100s, 10s and 1s, the number line to 100,000, comparing and ordering numbers to 100,000, rounding numbers within 100,000, and roman numerals to 10,000.</p> <p><b>Place Value within 1,000,000:</b> 100,000s, 10,000s, 1,000s, 100s, 10s and 1s, number line to 1,000,000, comparing and ordering numbers to 1,000,000, rounding numbers to 1,000,000, negative numbers, counting in 10s, 100s, 1,000s, 10,000s, and number sequences.</p> <p><b>Addition and Subtraction:</b> Adding whole numbers with more than 4 digits, subtracting whole numbers with more than 4 digits, mental addition and</p>	<p><b>Multiplication and Division Part 2:</b> Multiplying numbers up to 4 digits by a 1 digit number, multiplying 2 digit numbers, multiplying a 3 digit number by a 2 digit number, dividing up to a 4 digit number by a 1 digit number, division with remainders, and problem solving – division with remainders.</p> <p><b>Fractions Part 1:</b> Equivalent fractions, converting improper fractions to mixed numbers, converting mixed numbers to improper fractions, number sequences, comparing and ordering fractions, and fractions as division.</p> <p><b>Fractions Part 2:</b> Adding and subtracting fractions with the same denominator, adding fractions,</p>	<p><b>Decimals:</b> Adding and subtracting decimals, decimal sequences, problem solving – decimals, multiplying decimals by 10, multiplying decimals by 10, 100, and 1,000, dividing decimals by 10, and dividing decimals by 10, 100, and 1,000.</p> <p><b>Geometry – Properties of Shapes Part 1:</b> Measuring angles in degrees, measuring with a protractor, drawing lines and angles accurately, calculating angles on a straight line, calculating angles around a point, and calculating lengths and angles in shapes.</p> <p><b>Geometry – Properties of Shapes Part 2:</b> Recognising and drawing parallel lines, recognising and drawing perpendicular lines, regular and irregular polygons, and reasoning about 3D shapes.</p>

	<p>subtraction, using inverse operations, and problem solving – addition and subtraction.</p> <p><b>Graphs and Tables:</b> Interpreting tables, two-way tables, interpreting line graphs, and drawing line graphs.</p> <p><b>Multiplication and Division Part 1:</b> Multiples, factors, prime numbers, using factors, squares, cubes, inverse operations, multiplying whole numbers by 10, 100 and 1,000, dividing whole numbers by 10, 100 and 1,000, and multiplying and dividing by multiples of 10, 100 and 1,000.</p> <p><b>Measure and Perimeter:</b> Measuring perimeter, calculating perimeter, calculating area, comparing area, and estimating area.</p>	<p>subtracting fractions, and problem solving – mixed word problems.</p> <p><b>Fractions Part 3:</b> Multiplying fractions, calculating fractions of amounts, using fractions as operators, and problem solving – mixed word problems.</p> <p><b>Decimals and Percentages:</b> Writing decimals, decimals as fractions, understanding thousandths, writing thousandths as decimals, ordering and comparing decimals, rounding decimals, understanding percentages, percentages as fractions and decimals, and equivalent fractions, decimals and percentages.</p>	<p><b>Geometry – Position and Direction:</b> Reflection, reflection with coordinates, translation, and translation with coordinates.</p> <p><b>Measure – Converting Units:</b> Metric units, imperial units of length, imperial units of mass, imperial units of capacity, converting units of time, timetables, and problem solving – measure.</p> <p><b>Measure – Volume and Capacity :</b> What is volume? Comparing volumes, estimating volume, and estimating capacity.</p>
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<p><b>English</b></p>	<p><b>Texts Studied:</b> Kensuke's Kingdom by Michael Morpurgo</p> <p><b>Writing Outcomes:</b> Writing a <u>setting description</u> based on scenes from Kensuke's Kingdom.</p> <p>Write an <u>informal letter</u> based on events in 'Kensuke's Kingdom'.</p>	<p><b>Texts Studied:</b> Journey to Jo'burg by Beverley Naidoo</p> <p><b>Writing Outcomes:</b> Writing a <u>diary entry</u> based on events in 'Journey to Jo'burg'</p> <p>Writing an <u>innovated ending</u> to 'Journey to Jo'burg'.</p>	<p><b>Texts Studied:</b> Tempest by William Shakespeare.</p> <p>Cosmic by Frank Cottrell Boyce</p> <p><b>Writing Outcomes:</b> Playscript for Tempest.</p> <p>Write a <u>persuasive travel brochure</u> for the Moon.</p> <p>Write a <u>newspaper article</u> based on events in 'Cosmic' - Apollo 13 failing to land.</p> <p>Playscript for Cosmic.</p>	<p><b>Texts Studied:</b> Legends - Beowulf by Kevin Crossley-Holland</p> <p><b>Writing Outcomes:</b> Writing a <u>non-chronological report</u> about Grendel.</p> <p>Write a <u>character description</u> based on a hero and monster.</p>	<p><b>Texts Studied:</b> IOW Holes by Louis Sachar</p> <p><b>Writing Outcomes:</b> Writing a <u>non-chronological report</u> about their studies of the Isle of Wight.</p> <p>Write a <u>recount</u> about meeting the warden for the first time.</p> <p>Write a <u>balanced argument</u> about using Camp Green Lake as punishment.</p>	<p><b>Texts Studied:</b> The Explorer by Katherine Rundell The Wizard of OZ</p> <p><b>Writing Outcomes:</b> Playscript for Wizard of OZ</p> <p>Writing an <u>explorer's log</u> based on the events that take place in the text.</p> <p>Write the <u>introduction</u> to a story about exploration.</p>

<b>Reading</b> <i>V – Vocabulary</i> <i>I – Inference</i> <i>P – Prediction</i> <i>E – Explain</i> <i>R – Retrieve</i> <i>S – Summarise</i>	<b>Kensuke’s Kingdom</b>  By Michael Morpurgo	<b>Journey to Jo’burg</b>  By Beverley Naidoo	<b>Cosmic</b>  By Frank Cottrell Boyce	<b>Beowulf</b>  By Kevin Crossley Holland	<b>Holes</b>  By Louis Sachar	<b>The Explorer</b>  By Katherine Rundell
<b>Science</b>	<b>Earth and Space</b>  Describe the movement of the Earth and other planets relative to the sun in the solar system. Describe the movement of the moon relative to the Earth.  Describe the sun, Earth and moon as approximately spherical bodies.  Use the idea of the Earth’s rotation to	<b>Forces</b>  Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Recognise that some	<b>Materials</b>  Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Know some materials will dissolve in liquid to form a solution and describe how to recover a substance from solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metal, wood and plastic. 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	<b>Living Things and their Habitats: Life Cycles</b>  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.  Describe the changes as humans develop to old age.		

	<p>explain day and night and the apparent movement of the sun across the sky.</p>	<p>mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</p>	<p>not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	
<p><b>Geography</b></p>	<p><b>Local Geography Unit (Ealing)</b></p> <p><b>National curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>- To learn about the physical characteristics of Ealing (e.g. hills, parks, rivers)</li> <li>- To learn about the human characteristics of Ealing (e.g. economic activity and distribution of natural resources)</li> <li>- To understand the geographical similarities and differences in Ealing</li> </ul>	<p><b>Isle of Wight Comparison</b></p> <p><b>National curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>- To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</li> <li>- To learn about the human and physical characteristics of Isle of Wight (e.g. economic activity and distribution of natural resources) in comparison to Ealing.</li> </ul>	<p><b>Rivers</b></p> <p><b>National curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>- To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of the water cycle, rivers and river features.</li> <li>- To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America,</li> </ul>	

	<ul style="list-style-type: none"> <li>- To use grid references, symbols and key to build their knowledge of Ealing</li> <li>- To use fieldwork to observe, measure, record and present the human and physical features of Ealing</li> <li>- To use sketch maps, plans and graphs and digital technologies</li> </ul>	<ul style="list-style-type: none"> <li>- To use grid references, symbols and key to build their knowledge of the Isle of Wight</li> </ul>	<p>concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of rivers of the world.</p> <ul style="list-style-type: none"> <li>- To describe and understand key aspects of 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 in the context of rivers and dams</li> </ul>
<b>History</b>	<p><b>Local History Unit (Ealing)</b></p> <p><b>National curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>- To conduct a study over time tracing how several aspects of national history are reflected in Ealing</li> <li>- To understand how our knowledge of the past is constructed from a range of sources</li> </ul>	<p><b>The Ancient Egyptians</b></p> <p><b>National curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>- To discuss and review the achievements of the Ancient Egyptians looking at where and when they appeared in history.</li> <li>- To understand how our knowledge of the past is constructed from a range of sources</li> <li>- To devise historically valid questions about change, cause, similarity and difference and significance</li> </ul>	

	<ul style="list-style-type: none"> <li>- To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>- To devise historically valid questions about change, cause, similarity and difference and significance</li> </ul>	<ul style="list-style-type: none"> <li>- To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul>	
<b>Art &amp; Design</b>	<p><b>Perspective – Cityscapes (Drawing)</b></p> <p><b>Taught Artists:</b> Paul Cezanne and Filippo Brunelleschi</p> <p><b>Skills Focus:</b></p> <ul style="list-style-type: none"> <li>• Pencil skills: Value scale – hatching and cross hatching, observational skills, use a compass to create a circle</li> <li>• Perspective: orthogonal lines, horizon, vanishing point, how detail diminishes towards the vanishing point</li> </ul>	<p><b>Seascape (Printing – Monoprint)</b></p> <p><b>Taught artists:</b> Andy Warhol, Naum Gabo</p> <p><b>Skills focus:</b></p> <ul style="list-style-type: none"> <li>• Pencil skills: hatching to create texture</li> <li>• Monoprinting: Additive and subtractive method, use of different tools to apply ink e.g. ink roller, paintbrush</li> </ul> <p><b>Key Vocabulary:</b></p>	<p><b>Water (Painting – Water colour)</b></p> <p><b>Taught artists:</b> Claude Monet</p> <p><b>Skills focus:</b></p> <ul style="list-style-type: none"> <li>• Painting skills: Create a colour palette, demonstrating mixing techniques; use a range of paint (acrylic, oil paints, and water colours) to create visually interesting pieces.</li> </ul> <p>Key vocabulary: blend, mix, line, tone, shape, abstract, absorb, colour, water colour</p> <p><b>Links to the curriculum:</b> Geography (Rivers)</p>

	<p><b>Key Vocabulary:</b>          Perspective, horizon, orthogonal lines, vanishing point, observational drawing, cross hatching, hatching, value, line, soft, heavy, pressure, compass</p> <p><b>Links to the curriculum:</b>          History/Geography (Local Area – London)</p>	<p>Mono-print, screen-print, additive, subtractive, hatching, line, shape, texture, pressure, ink</p> <p><b>Links to the curriculum:</b>          Geography (Isle of Wight)</p>	
<p><b>Design and Technology</b></p>	<p><b>Mechanical systems</b></p> <p><b>Outcome:</b> To design, make and evaluate a dragster</p> <p><b>National Curriculum link:</b> Science- Forces</p> <p><b>National Curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>To 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</li> <li>To generate, develop, model and communicate their ideas through discussion, annotated</li> </ul>	<p><b>Textiles</b></p> <p><b>Outcome:</b> To design, make and evaluate a phone case for a person who has an interest in space</p> <p><b>National Curriculum link:</b> Science unit- Space</p> <p><b>National Curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>To 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.</li> <li>To evaluate their ideas and products against their own design criteria and</li> </ul>	<p><b>Structures</b></p> <p><b>Outcome:</b> To design, make and evaluate a bridge to allow people to cross a river</p> <p><b>National Curriculum link:</b> Geography unit- Rivers</p> <p><b>National Curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>To 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.</li> <li>To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting,</li> </ul>

	<p>sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <ul style="list-style-type: none"> <li>• To 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</li> <li>• To investigate and analyse a range of existing products</li> <li>• To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• To understand how key events and individuals in design and technology have helped shape the world</li> </ul>	<p>consider the views of others to improve their work.</p> <ul style="list-style-type: none"> <li>• To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</li> </ul>	<p>shaping, joining and finishing], accurately.</p> <ul style="list-style-type: none"> <li>• To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>• To understand how key events and individuals in design and technology have helped shape the world.</li> </ul>
<b>RE</b>	<p><b>What does it mean to be a Muslim?</b></p> <p>This unit will enable pupils to learn about the ways in which Muslims practice their faith in daily life, in the home, at the mosque and within wider society. The</p>	<p><b>In what ways can art and design express religious belief?</b></p> <p>This unit will consider the creative dimension of the human religious expression by exploring the role of art</p>	<p><b>What festivals, worship and celebrations happen within Hinduism?</b></p> <p>This unit will examine the nature of worship within Hinduism as well as the place of celebrations and festivals within this</p>

	<p>focus will be on the practical outworking of Islamic belief within those actions, behaviours, customs, traditions and duties that shape the identity of Muslims.</p> <p><b>What happens in a Mosque?</b></p> <p>In this unit, pupils will have the opportunity to learn about the place of the mosque in Islamic religious practice and communal life. The unit will explore the place of prayer within the mosque, the features and functions of different parts of the mosque, the role of the imam and the way in which mosques engage in community building and social outreach.</p>	<p>and design. The value and potential of art and design in conveying symbolic meaning, signifying religious concepts, telling stories, enabling prayer and worship, and in helping people to engage with the mystery of God will all be considered. The unit will also provide opportunities for pupils to take part in creative activities that involve them in producing their own artistic responses to religious ideas and themes.</p> <p><b>How is human identity and belonging shaped by faith and belief?</b></p> <p>In this unit, pupils will have the opportunity to explore and reflect upon the way in which religion, faith and belief shapes their own and other people's lives. It will examine the nature of faith, the impact that this has, both on individuals and communities, and consider the way in which religious</p>	<p>religious tradition. It will enable pupils to appreciate the rich complexity of Hinduism and the many ways in which Hindus express their faith.</p>
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			traditions mark rites of passage in life and death.		
<b>Computing</b>	<p><b><u>Coding and Computational Thinking</u></b></p> <p>Unit: Coding</p> <p><b>Software:</b></p> <p>2Code</p> <p><b>E-Safety Focus - Stay Smart:</b></p> <p>I can explain how the internet offers positive opportunities – whilst identifying the associated element of risk.</p>	<p><b><u>Internet and Email</u></b></p> <p>Unit: Online Safety</p> <p><b>Software:</b></p> <p>2Publish Plus</p> <p>2Connect (Mind Map)</p> <p><b><u>Spreadsheets</u></b></p> <p>Unit: Spreadsheets</p> <p><b>Software:</b></p> <p>2Calculate</p> <p><b>E-Safety Focus - Stay Kind:</b></p> <p>I can explain the importance of communicating kindly and respectfully.</p>	<p><b><u>Spreadsheets (continued)</u></b></p> <p>Unit: Spreadsheets</p> <p><b>Software:</b></p> <p>2Calculate</p> <p><b><u>Databases and Graphing</u></b></p> <p>Unit: Databases</p> <p><b>Software:</b></p> <p>2Question</p> <p>2Investigate (database)</p> <p><b>E-Safety Focus - Stay Safe and Critical:</b></p> <p>I can choose a secure password and screen name, knowing to protect these alongside other personal information.</p> <p>I can discuss the importance of choosing an age appropriate website, app or game, as well as explaining the need to protect devices from harm.</p>	<p><b><u>Art &amp; Design</u></b></p> <p>Unit: Game Creator</p> <p><b>Software:</b></p> <p>2DIY 3D</p> <p>2Blog (Blogging)</p> <p><b>E-Safety Focus - Stay Healthy:</b></p> <p>I can talk about the dangers of spending too long online or playing a game.</p>	<p><b><u>Art &amp; Design</u></b></p> <p>Unit: 3D Modelling</p> <p><b>Software:</b></p> <p>2Design and Make</p> <p><b><u>Writing and Presenting</u></b></p> <p>Unit: Concept Maps</p> <p><b>Software:</b></p> <p>2Connect (Mind Maps)</p> <p><b>E-Safety Focus - Stay Accountable:</b></p> <p>I can explain the need to protect themselves and others, knowing the best ways to do this</p>

					(Inc. reporting concerns to an adult), as well as understanding that anything posted online can be seen, used and may affect others.
<b>PSHE</b>	<b>Health and Well-Being</b> <b>Pupils should be taught:</b> <ul style="list-style-type: none"> <li>• To set a goal.</li> <li>• To explain a healthy lifestyle.</li> <li>• To explain how being excluded can affect people and to explain what to do if they are being bullied/witness bullying.</li> <li>• To explore the risks associated with drug use.</li> </ul>	<b>Living in the Wider World</b> <b>Pupils should be taught:</b> <ul style="list-style-type: none"> <li>• To understand what charity is, explain why people donate to charity and fundraise for charity.</li> <li>• To explain what budgeting is and why it is important.</li> <li>• To explain how to keep safe online.</li> <li>• To explain what migration is.</li> <li>• To understand mental health.</li> </ul>	<b>Relationships</b> <b>Pupils should be taught:</b> <ul style="list-style-type: none"> <li>• To understand how to identify good friendships.</li> <li>• To explain how to use games and apps safely.</li> <li>• To understand benefits of a growth mind-set and explain how to develop a growth mind-set.</li> <li>• To understand the physical and emotional changes that happened during puberty.</li> </ul>		
<b>French</b>	<b>Healthy Eating</b>	<b>On the way to school</b>	<b>The Return of Spring</b>		

	<ul style="list-style-type: none"> <li>• Healthy vs unhealthy food items</li> <li>• Connectives (but/ mais, aussi/also, et/and)</li> <li>• Feminine, masculine and plural</li> </ul> <p><b>I am the Music Man</b></p> <ul style="list-style-type: none"> <li>• Instruments</li> <li>• Genres of music</li> <li>• Asking questions</li> <li>• Giving opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Asking for directions</li> <li>• Giving directions</li> <li>• Features of a town (police station, library etc)</li> </ul> <p><b>Beach Scene</b></p> <ul style="list-style-type: none"> <li>• Beach vocabulary</li> <li>• Conjugating regular verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives to describe winter/summer/spring scenes</li> <li>• Months of the year</li> <li>• Quand? Qui? Qui? Quoi?</li> </ul> <p><b>The Planets</b></p> <ul style="list-style-type: none"> <li>• Names of the planets</li> <li>• Describing positions ( near/far/close to)</li> </ul>
<b>PE</b>	<p><b>Invasion Games: Football, tag rugby, hockey</b></p> <p><b>Coordination – Movement Patterns: Gymnastics</b></p> <p><b>Swimming – one class</b></p>	<p><b>Invasion Games: Netball, Basketball, Handball</b></p> <p><b>Coordination and balance: Badminton and Tennis</b></p> <p><b>Swimming – one class</b></p>	<p><b>Striking and Fielding: Cricket and rounders</b></p> <p><b>Athletics: Track and field events</b></p> <p><b>Swimming – one class</b></p>
<b>Music</b>	<p><b>Dancing in the street</b> Motown</p> <p><b>Living on a prayer</b> Rock</p> <p><b>National Curriculum objectives:</b></p>	<p><b>Space*</b> Classical and film music</p> <p><b>Classroom jazz</b> Jazz</p> <p><b>National Curriculum objectives:</b></p>	<p><b>Music notation</b></p> <p><b>Reflect, rewind and replay</b> Western classical</p> <p><b>National Curriculum objectives:</b> Pupils should be taught to:</p>

	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	<ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>
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	<ul style="list-style-type: none"> <li>develop an understanding of the history of music.</li> </ul>	<ul style="list-style-type: none"> <li>develop an understanding of the history of music.</li> </ul>	
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### Key Information

Homework is issued every Thursday and expected to be completed/handed in by the following Tuesday.

Spelling words are posted on Purple Mash every Thursday for a spelling test the following Friday.

Please wear your PE kit to school every Thursday.

### Reading:

- They will need to bring in their reading record daily.
- 4-5 times a week, as a minimum, we would ask that pupils log the pages they have read (e.g. p71-78) and once a week write an extended comment about the following:

Vocabulary – Did you identify an unknown word? Did you use a dictionary to discover its meaning? *Write down the word and its meaning*

Prediction – Can you make a prediction about what will happen next, based on your understanding of events so far? *I predict...because...*

Questions – Did the text raise any questions for you? *Write down your questions.*

Additional support and guidance you can provide at home:	
Essential Reads	Common Exception Words

<p>This is a list of essential reads each pupil should aim to read by the end of the academic year. A small number of copies of each text are available from the school. Across the year, pupils can gain access to these texts through the library and their classroom.</p>		<p>These are the common exception words for year 5/6. Pupils are expected to write these words correctly in order to reach the <b>expected standard</b> at the end of year 6.</p>
<p>The Silver Sword by Ian Seraillier</p> <p>The Boyhood of Burglar Bill by Allan Ahlberg</p> <p>Street Child by Berlie Doherty</p> <p>The River Boy by Tim Bowler</p> <p>The Graveyard Book by Neil Gaiman</p> <p>Fungus the Bogeyman by Raymond Briggs</p> <p>Marianna Dreams by Catherine Storr</p> <p>Black Beauty by Anna Sewell</p>	<p>Carrie's War by Nina Bawden</p> <p>Ballet Shoes by Noel Streatfield</p> <p>Flour Babies by Anne Fine</p> <p>Soldier Dog by Sam Angus</p> <p>Frost Hollow Hall by Emma Caroll</p> <p>I, Coriander by Sally Gardner</p> <p>Goodnight Mister Tom by Michelle Magorian</p> <p>Beaver Towers by Nigel Hinton</p> <p>The Glass Bird Girl by Esmé Kerr</p> <p>Little Women by Louisa May Alcott</p> <p>Rooftoppers by Katherine Rundell</p> <p>Holes by Louis Sachar</p>	<p>accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience conscious controversy convenience correspond criticise curiosity definite desperate determined develop dictionary disastrous embarrass environment equip(-ped, -ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediately individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincerely soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht</p>
<p><b>Mental Arithmetic (Mathematics)</b></p>		
<p>☒ I can count forwards or backwards in steps of powers of 10 for any given number.</p>		

$$10^1 = 10$$

$$10^2 = 10 \times 10 = 100$$

$$10^3 = 10 \times 10 \times 10 = 1000$$

$$10^4 = 10 \times 10 \times 10 \times 10 = 10,000$$

$$10^5 = 10 \times 10 \times 10 \times 10 \times 10 = 100,000$$

$$10^6 = 10 \times 10 \times 10 \times 10 \times 10 \times 10 = 1,000,000$$

☒ I can continue to count in any multiples of 2, 3, 4, 5, 6, 7, 8, 9, 10, 25, and 50.

☒ I can round whole numbers up to 10,000,000 to a required degree of accuracy (e.g. round to the nearest 10, 100, 1,000, 10,000, 100,000, and 1,000,000).

☒ I can add and subtract mentally with increasingly large numbers.

☒ I can count forwards and backwards with positive and negative whole numbers, including through zero.

☒ I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 (e.g.  $5.73 \times 100$  is 573 hundred times bigger,  $67.89 \times 10 = 678.9$  ten times bigger).

**Once pupils are secure, they will move on to learn:**

- Count forwards and backwards in steps of powers of 10 for any given number to 1,000,000.
- Perform mental calculations, including with mixed operations (e.g. multiplication and division) and large numbers.
- Calculate decimal fraction equivalents for simple fractions (e.g.  $0.5 = 1/2$   $0.25 = 1/4$ ).

**Additional support and guidance you can provide at home:**

Additional support and guidance you can provide at home:		Essential Reads	Common Exception Words
<p>This is a list of essential reads each pupil should aim to read by the end of the academic year. A small number of copies of each text are available from the school. Across the year, pupils can gain access to these texts through the library and their classroom.</p>		<p>Common exception words are words in which the English spelling code works in an unusual or uncommon way. They are not words for which phonics 'doesn't work', but they may be exceptions to spelling rules, or words which use a particular combination of letters to represent sound patterns in a rare or unique way. These are the common exception words for year 2. Pupils are expected to write these words correctly in order to reach the <b>expected standard</b> at the end of year 2.</p>	
<p>A Necklace of Raindrops – Joan Aitken</p> <p>The Shrimp – Emily Smith</p> <p>Tilly Mint Tales – Berlie Doherty</p> <p>Magic Beans: A Handful of Fairy tales from the Storybag – Various</p> <p>Flat Stanley – Jeff Brown</p>	<p>George Speaks – Dick King Smith</p> <p>The Worst Witch – Jill Murphy</p> <p>Romans on the Rampage – Jeremy Strong</p> <p>Ottoline and the Yellow Cat – Chris Riddell</p> <p>The Boy with the Lightning Feet – Sally Gardner</p>	<p>door floor poor because find kind</p> <p>mind behind child children wild climb</p> <p>most only every everybody even great</p> <p>break steak pretty beautiful after fast</p> <p>last past father class grass pass plant</p> <p>bath path hour move prove improve</p>	

<p>Invisible Stanley – Jeff Brown</p> <p>You're a Bad Man, Mr Gum – Andy Stanton</p> <p>The Jolley-Rogers and the Ghostly Galleon – Jonny Duddle</p> <p>Fortunately the Milk – Neil Gaiman</p>	<p>Oliver and the Seawigs – Phillip Reeve &amp; Sarah McIntyre</p> <p>My Friend's a Gris-Kwok – Malorie Blackman</p> <p>Mary's Hair – Eoin Colfer</p> <p>A Perfectly Ordinary School – Jeremy Strong</p>	<p>sugar eye could should would who whole</p> <p>any many clothes busy people water again</p> <p>half money Mr Mrs parents Christmas</p>
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### Mental Arithmetic (Mathematics)

- I can count in steps of 2, 3 and 5 forwards and backwards
- I can count in tens from any starting point forwards and backwards (e.g. 12, 22, 32, 42, 52 or 15, 25, 35, 45, 55)
- I can identify ten more or less than any given number (e.g. 10 more than 52 is 62 or 10 less than 81 is 71)
- I can use addition and subtraction facts to 20 and derive related facts up to 100 (e.g.  $4 + 6 = 10$  therefore  $40 + 60 = 100$ )
- I can calculate mentally using multiplication and division facts for 2, 5 and 10 multiplication tables (e.g.  $2 \times 5 = 10$  or  $6 \times 10 = 60$ )

**Once pupils are secure, they will move on to learn:**

- 100 more or less than a number
- 3, 4 and 8 times tables
- Counting in intervals of 50 and 100

