

YEAR 5 : ENGLISH 1: Learning Journey: Autumn: Fiction/ Contemporary Myths

What I already know:

- I can organise paragraphs correctly to build up to the main event.
- I can vary sentence structures.
- I can use relative clauses.
- I can use noun phrases.

Key Vocabulary:

Plot, sequence, action, opening, myth, structure, plan, draft, redraft, pronoun, subject, object, resolution, clause, phrase, main, subordinate, clarify, expand, summarise; ancient Greece, myth, mythology, Elysium, god, goddess, deity, Thanatos, constellation, astrology.

To locate and identify expanded noun phrases.

To design the opening and resolution to shape the story.

To explore simple, compound and complex sentences.



To avoid repetition through using different sentence structures and ellipsis.

To vary paragraphs in length and structure.



To change tense according to the features of the genre.

To plan, draft and publish a contemporary version of a familiar myth.

What I need to remember:

Genre

To write fiction stories with a developing grasp of different genres.
To use genre features modelled from reading: modern versions of myths.
To use subject specific vocabulary to build context.

SPAG

To use some elements of figurative language: expanded noun phrases and similes.
To use some subordinating conjunctions: because, although, however.
To use verb tenses accurately.



YEAR 5 : ENGLISH 2: Learning Journey: Autumn: Poetry: Cinquain

What I already know:

I can write poems with a clear theme and imagery.
I can use adverbs to show how often something happens..
I can select precise vocabulary to build images.
I can use simpl, compound and complex sentences.
I can use commas appropriately.

Key Vocabulary:

Poem, poetry, verse, line, line break, rhyme, near rhyme, internal rhyme, cinquain, pattern, structure, figurative language, expanded noun phrase, clause, simile, metaphor, repetition, syllable, rhythm, active voice, passive voice, constellation, Dark Sky Park, atmosphere, zodiac.

To locate and identify expanded noun phrases and other figurative language.

To use figurative language to build description: simile

To use repetition consciously for effect.



To evaluate and select structural features of poetry: cinquain poems.

To write poems that are consistent in length and structure.



To use active and passive voice to heighten engagement with the reader.

To compose cinquain around a theme.

What I need to remember: Genre

I can write using figurative language.
I can select structural features of poems.
I can read and write cinquain poems.

SPAG

I can use active and passive voice.
I can use similes and metaphors.
I can locate and identify expanded noun phrases.



YEAR 5 : ENGLISH 3: Learning Journey: Autumn: Non-fiction 1: Recount

What I already know:

- I can build sentences from a general idea to a specific related detail.
- I can use embedded relative clauses to vary sentence structure.
- I can use nouns and pronouns for clarity and cohesion.

Key Vocabulary:

Recount, diary, experience, viewpoint, meanwhile, consequently, as it happened, as a result of, perspective, chronology, conjunctions, subordinating conjunctions, adverbial phrases, fronted adverbials, log, Tim Peake, astronaut, International Space Station, scientist.

To research an experience revealing the writer's perspective.

To organise information chronologically with clear signals to the reader about time, place and personal response.



To use varied sentence length for reader interest and key information.

To use a wide range of subordinating conjunctions to connect and compare information and personal response.

To develop an introduction and conclusion including elaborated personal response.



To make use of adverbial phrases including fronted adverbials.

To describe events in detail; with the focus on the readers' interest.

What I need to remember:

Genre

I can write from an identified perspective.
I can develop an introduction with a personal response.
I can describe events in detail.

SPAG

I can use time adverbials.
I can use a wide range of subordinating conjunctions.
I can use fronted adverbials



YEAR 5 : ENGLISH 4: Learning Journey: Autumn: Non-fiction 2: Explanation

What I already know:

I can write a clear introduction and conclusion.
I can use links between key ideas in a newspaper: who, what, when, where and why information lead the reader through the writing.
I can use variation in sentence structure

Key Vocabulary:

Explanation, newspaper report, process, sequence, whilst, until, despite, witnesses reported, in addition to this, chronology, conjunctions, subordinating conjunctions, adverbial phrases, fronted adverbials, discovery, theory, solar system, astronomer, astronaut, NASA.

To research a process which requires sequential and interconnected aspects.

To use subheadings as an organisational device.



To use formal language throughout to engage the reader.

To develop an introduction and conclusion using all a newspaper's layout features.

To develop paragraphs with prioritised information into columns.



To compose complex sentences that use well known economic expression.

To describe events in detail; with the focus on succinct or emotive quotations.

What I need to remember: Genre

I can write using formal language.
I can select information to prioritise.
I can use quotations effectively.
I can use newspaper features.

SPAG

I can use subheadings.
I can use a wide range of subordinating conjunctions.
I can compound and complex sentences effectively.



YEAR 5 : ENGLISH 5: Learning Journey: Autumn: Alternative Endings

What I already know:

I can write fiction stories with a developing grasp of different genres.
I can use genre features modelled from reading: modern versions of myths.
I can use subject specific vocabulary to build context.
I can use verb tenses correctly.

Key Vocabulary:

Plot, sequence, action, opening, adventure, structure, plan, draft, redraft, pronoun, subject, object, resolution, clause, phrase, main, subordinate, clarify, expand, summarise; archipelago, legend, fantasy, mystery, cartographer, astrology, astrological, navigation..

To use figurative language to build description.

To design the opening and resolution to shape the story.



To embed subordinate clauses used for emphasis.

To use pronouns to hide the doer of the action.



To disrupt the sequence of the plot by shifting character viewpoint.

To include structural features of narrative: voyage and return.



To plan, draft and publish an alternative ending story.

What I need to remember:

Genre

To write fiction stories with a developing grasp of different genres.
To use genre features modelled from reading: voyage and return structure.
To use shifting character viewpoint to surprise the reader..

SPAG

To use some elements of figurative language: personification and pathetic fallacy.
To use a range of subordinating conjunctions: whilst, until, despite.
To use pronouns for mysterious effect.

YEAR 5: MATHS: Learning Journey: Autumn: Place Value

What I already know:

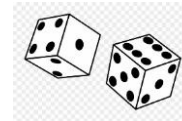
I can represent numbers to 10,000.
I can find 1, 10 and 100 more or less.
I can round to the nearest 10 and 100.
I can explore negative numbers.

Key Vocabulary:

Value, digit, number, numeral, represent, column, exchange, read, write, order, compare, ones, tens, hundreds, thousands, ten thousands, hundred thousands, millions, powers of 10.

To read, write and understand numbers to 1,000,00.

To understand and use powers of 10.



To increase/decrease numbers by powers of 10.

To partition numbers to 1,000,000.

To compare and order numbers to 1,000,000.



To round numbers to the nearest 10, 100, and 1000

To round within 100,000 and 1,000,000.

What I need to remember:

To read, write and order numbers to 1,000,000.
To count forwards and backwards in powers of 10.
To determine the value of each digit in numbers with up to 7 digits.



YEAR 5: MATHS: Learning Journey: Autumn: Addition and Subtraction

What I already know:

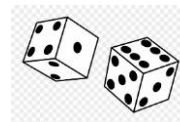
I can add 1s, 10s, 100s and thousands
I can add and subtract up to 4 digits with more than one exchange
I can estimate answers and use checking strategies

Key Vocabulary:

Subtraction, addition, minus, take away, exchange, add, subtract, plus, more than, sum of, total, altogether, calculate, mental strategies, formal method, greater than, smaller than, inverse operations, equivalent, inequalities, integer, multi-step

To add whole numbers with more than 4 digits

To subtract whole numbers with more than 4 digits



To check answers by rounding

To solve multi-step addition and subtraction problems

To use inverse operations in addition and subtraction

To compare calculations



To be able to find missing numbers in calculations

What I need to remember:

To add and subtract whole numbers with more than 4 digits
To use inverse operations and complete multi-step problems
To compare calculations and find missing numbers



YEAR 5: MATHS: Learning Journey: Autumn: Multiplication and Division A

What I already know:

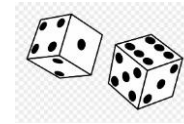
I can understand times-table and division facts for the 3, 6, 7, and 9 times-tables
I can multiply and divide by 3, 6, 7 and 9
I understand 11 times-table facts
I understand 12 times-table facts

Key Vocabulary:

Multiples, common multiples, factors, common factors, factor pair, prime number, square number, squared, cube number, cubed, multiply by, divide by, place value chart, decimal place, digit sum, number track, sorting diagram, array, linking method, prove, consecutive, hundred square, even numbers, odd numbers

To understand and calculate multiples and common multiples

To understand and calculate factors and common factors



To understand, identify and calculate prime numbers

To identify and calculate square numbers

To identify and calculate cube numbers



To multiply by 10, 100, 1000

To divide by 10, 100, 1000

What I need to remember:

To calculate common multiples
To calculate factors and common factors
To identify and calculate with prime numbers
To identify and calculate square and cube numbers
To multiply and divide by 10, 100, 1000



YEAR 5: MATHS: Learning Journey: Autumn: Fractions A

What I already know:

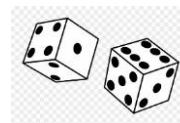
I can identify unit and non-unit fractions
I can understand what a fraction is
I can count in tenths
I can identify equivalent fractions
I can add and subtract fractions with the same denominators

Key Vocabulary:

Equivalent, bar model, unit fraction, non-unit fraction, multiplier, divisor, numerator, denominator, number line rule, value of, fraction wall, improper fraction, mixed number fraction, convert, inequalities, compare, order, number line, part-whole model, method, sum of, breaking the whole.

To find equivalent fractions

To recognise equivalent fractions



To convert improper and mixed fractions

To compare and order fractions greater than 1

To compare and order fractions less than 1

To add and subtract fractions



To add and subtract mixed number fractions

What I need to remember:

To find and recognise equivalent fractions
To convert improper, proper and mixed fractions to be able to compare and order
To add and subtract fractions within one
To add and subtract fractions breaking the whole



YEAR 5: SCIENCE: Learning Journey: Autumn 1: Earth and Space

What I already know:

I understand changes in weather patterns and seasons.
I can compare how things move on different surfaces.
I notice that some forces need contact between two objects, but magnetic forces can act at a distance

Key Vocabulary:

Astronomical clock, axis, celestial body, day, Earth, geocentric, heliocentric, Jupiter, Mars, Mercury, Moon, movement, Neptune, night, orbit, phases, planets, rotation, Saturn, shadow clock, solar system, spherical, star, Sun, sundial, Uranus, Venus.

To find evidence to compare spherical body and flat earth theories.

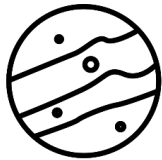


To identify the planets of our Solar System.



To describe the movement of the Earth, and other planets, in relation to the Sun.

To describe how the movement of the Earth leads to day and night.



To describe the phases of the moon.



To explain what a star is and identify familiar constellations.

What I need to remember:
To know stars, planets and moons have so much mass they attract other things, including each other due to a force called gravity. Gravity works over distance. To explain that objects with larger masses exert bigger gravitational forces. That objects like planets, moons and stars spin.

YEAR 5: SCIENCE: Learning Journey: Autumn 2: Forces

What I already know:

I can compare how objects move on different surfaces.

I can observe how magnets attract and repel each other and attract some materials and not others.

I can compare and group material based on their magnetic properties.

Key Vocabulary:

Air resistance, Earth, fall, faster, force, friction, gear, gravity, greater, level, machines, mechanism, movement, object, opposing, parachute, puller, slow down, smaller, stop, surface, theory of gravitation, unsupported, water resistance.

To identify forces acting on objects.

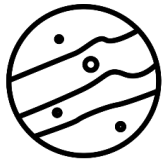


To explore the effects that gravity has on objects and how gravity was discovered.



To investigate the effects of air resistance on objects.

To explore the effects of water resistance on objects.



To investigate the effects of friction.



To explore and design mechanisms.

What I need to remember:
To know that air resistance and water resistance are forces against motion.
To understand that friction is a force against motion caused by two surfaces rubbing against each other.
To know that some objects require greater forces than others to make them move.

YEAR 5: HISTORY - Learning Journey: Autumn: Ancient Greece

What I already know:

I know when the ancient Egyptians lived and where Egypt is on a map.
I can explain different Egyptian rituals including mummification.
I understand how the ancient Egyptians lived.
I can compare ancient Egypt to modern day life.

Key Vocabulary:

Ancient, city state, chiton, empire, citizen, democracy, government, philosophers, columns, Olympics, Parthenon, acropolis, Athens, gods, goddesses, Zeus, Constellations, astronomers, temples, buildings, myths, mythology.

To examine primary and secondary sources to learn about the daily lives of the Ancient Greek people.

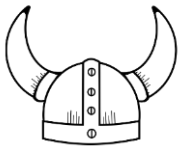


To understand and compare how the political system worked in Ancient Greece.



To research Ancient Greek gods and goddesses in order to discuss the beliefs of ancient people.

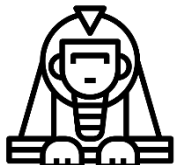
To learn about the Ancient Greek Olympics from sources including art and contrast with modern day Olympics.



To recognise the importance of the Ancient Greek language on our own.



To use a range of sources to assess the significance of the Ancient Greek empire and Alexander the Great.



What I need to remember:
To know that modern lives are impacted by ancient Greek political systems.
to know that primary and secondary sources give us information about historical lives and beliefs.
To remember key dates and locations from the ancient Greek empire.

YEAR 5: GEOGRAPHY: Learning Journey: Autumn 2: Energy

What I already know:

I can use a map to locate given locations within the UK.

I can understand how jobs have changed and how they continue to change.

I can describe human geographical impacts.

Key Vocabulary:

Energy, resources, natural resources, coal; energy; fossil fuels; hydropower; non-renewable energy; oil; renewable energy; solar power; sustainable; wind power; fieldwork; measure; observe; record; present; technology; map; atlas; category;

To understand how we effectively use energy.



To evaluate non-renewable sources of energy.



To explore the benefits of renewable energy.

Formative assessment: design a future proof house



To compare different types of energy and justify preferences.



What I need to remember:
I know some sources of energy; and which are renewable and non-renewable.
I can evaluate the pros and cons of a variety of energy types.
I can understand how to conserve energy.
I can use fieldwork skills to identify energy uses and types.

YEAR 5: COMPUTING: Learning Journey: Autumn 1: Sharing Information

What I already know:

I can describe how networks connect to other networks.

I can outline how information can be shared via the World Wide Web.

I can explain that the internet enables us to view the World Wide Web.

Key Vocabulary:

System, connection, digital, input, process, output, protocol, address, packet, chat, explore, slide deck, reuse, remix, collaboration, transferred, shared, devices, small-scale, large-scale, online, offline, collaborative, real-world, features, evaluate.

To describe that a computer system features inputs, processes, and outputs.

To identify tasks that are managed by computer systems



To explain that data is transferred over networks in packets

To compare working online with working offline

What I need to remember:

To develop understanding of computer systems.
To know how information is transferred between systems and devices.
To explain the input, output, and process aspects of a variety of different real-world systems.
To develop skills in working together online.

To identify different ways of working together online



YEAR 5: COMPUTING: Learning Journey: Autumn 2 :Vector Drawing

What I already know:

I can relate what 'repeat' means.
I can identify everyday tasks that include repetition as part of a sequence, eg brushing teeth, dance moves.
I can explain that we can use a loop command in a program to repeat instructions.

Key Vocabulary:

Investigate, records, grouped, sort, transfer, information, combine, specific, search, database, field, value, outline, refine, criteria, chart, compare, filter, context, parameters.

To identify that a vector drawing comprises separate objects.

To add an object to a vector drawing.



To move objects between the layers of a drawing

To group and ungroup selected objects

To explain how alignment and size guides can help create a more consistent drawing

What I need to remember:

To create vector drawings.
To use different drawing tools to create images.
To recognise that images created in vector drawings are created using shapes and lines and that each individual element in the drawing is called an object.
To layer objects and begin grouping them.

To create a vector drawing for a given purpose



YEAR 5 ART AND DESIGN - Learning Journey: Autumn: Planets and Stars

What I already know:

I can use a variety of techniques to add effects to drawings.
I can use materials other than clay to create 3D structures.
I can add decoration to create effect.
I can use a range of paint to create visually interesting pieces.

Key Vocabulary:

Background, foreground, midground, mood, atmosphere, compare, different, alike, pattern, realism, abstract, create, compose, form, relief, sculpture, scale, portrait, detail, composition, Impressionism, tone, shade, shadow, proportion, Van Gogh, abstract, palette, dynamic.

To observe images of the night sky to create tonal artworks using a limited colour palette.

To experience wax resist techniques to make dynamic, abstract nightscapes.



To imagine and explore relief techniques to add texture to nightscapes.

To create detailed and complex compositions using elements from and the style of Van Gogh.



To refine nightscape compositions to select and combine colours and shapes to create intentional effects on the viewer.



To reflect on designs and skills to complete and evaluate my final piece.

What I need to remember:

I can work confidently with primary, secondary and tertiary colours.
I know how to adjust the thickness and directions of brush strokes for intentional effects.
I know how to create prints using oil pastel monoprints and other transfer techniques.

YEAR 5 DESIGN AND TECHNOLOGY - Learning Journey: Autumn 2 : Planets and Stars

What I already know:

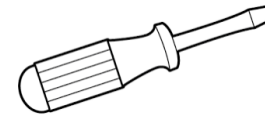
I can design structures that fulfil a function: bridges.
I can evaluate designs and change following feedback.
I can choose from a selection of materials to suit form and function.

Key Vocabulary:

Plan, make, cut, model, stick, glue, saw, sew, knit, weave, material, cook, ingredient, textile, build, construct, tool, design, develop, function, product, template, mock-up, finish, create, evaluate, compare, equipment, practical, join, hinge, joint, structure, mechanism.

To observe how key events in design and technology shape the world: space travel.

To experience developing knowledge of space technology to design a rocket model.

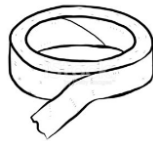


To use knowledge of forces to imagine and explore a rocket with thrust.

To generate, develop and draw a prototype rocket design.

To create an initial design to incorporate a more complex system.

To refine designs by selecting from a range of materials and components according to their functional properties and aesthetic qualities.



To evaluate a design against set criteria and offer feedback within a set criteria: purpose and appearance.

What I need to remember:

To identify the design features of their products that will appeal to intended user.

To design innovative and appealing products that have a clear purpose and are aimed at a specific user.

To begin to select and use different and appropriate finishing techniques to improve the appearance of a product.

YEAR 5 MUSIC - Learning Journey: Autumn 1: Community

What I already know:

I can perform sequences of sounds matched to visual sequences.
I can understand and perform rondo structure.
I can sing a verse and chorus song.
I can understand simple musical structures.

Key Vocabulary:

Metre, chorus, verse, bridge, timbres, stepping pattern, interpret, texture, detail, ostinato beats, pattern, alternating, section, perform, technique, tempi, notation, rhythm, instrument, crotchet, instrumental, melody, time signature, tone scale, balance, volume, phrasing, conducting

To understand metre through singing and playing instruments.

To conduct metres of two and three.



To write lyrics.

To sing a song from our musical heritage.



To develop accompaniments using ostinato and invented or improvised rhythms.

What I need to remember:

To understand and conduct metre.
To write lyrics; working collaboratively with others
To develop accompaniments.
To perform for an audience.

To perform with awareness of audience.



YEAR 5 MUSIC - Learning Journey: Autumn 2: Solar System

What I already know:

I can understand and conduct metre.
I can write lyrics; working collaboratively with others
I can develop accompaniments.
I can perform for an audience.

Key Vocabulary:

Sound sequence, chorus, verse, bridge, timbres, dynamic, interpret, texture, detail, ostinato beats, pattern, alternating, section, perform, technique, tempi, notation, rhythm, instrument, crotchet, instrumental, melody, time signature, tone scale, balance, volume, phrasing.

To listen to music with focus and analysing using musical vocabulary.

To develop the use of dynamics in a song.



To develop techniques of performing rap using texture and rhythm.

To learn about the sound of the whole tone scale.



To perform a song with expression and with attention to tone and phrasing.

What I need to remember:
I can use musical vocabulary to analyse what I hear.
I can develop dynamics in songs.
I can perform with expression; paying attention to tone and phrasing.

To create and present a performance of song, music and poetry.



YEAR 5 FRENCH - Learning Journey: Autumn : Clothes

What I already know:

I can understand and respond to familiar phrases about food.
I can accurately pronounce topic vocabulary about time.
I can write simple words on the topic of weather.

Key Vocabulary:

On va faire l'appel, asseyez-vous, levez-vous, allez-y, arrêtez, silence, Je porte, une chemise, un t-shirt, un cardigan, un pull, tu as un beau ... tu as une belle ... un short, une jupe, un pantalon, une robe, un polo, des chaussures, des chaussettes, des baskets, un anorak, un manteau.

To begin to show understanding of more complex sentences in 'conversations about back to school.

To understand the **main points** of a short spoken passage about clothes.



To ask and answer questions about clothes.

To write words, phrases and simple sentences about clothes.

To produce some short, correctly pronounced phrases about clothes.

To read and understand a short passage about clothes.



To read and answer questions about clothes.

What I need to remember:
To listen to more complex sentences about clothes.
To pronounce words, phrases and simple sentences about clothes with increasing accuracy.
To use dictionaries to find the meaning of unknown words.
To use several regular verbs in the present tense (with support).