

YEAR 5: ENGLISH 1: Learning Journey: Spring: Suspense Story

What I already know:

I can write fiction stories with a developing grasp of different genres.

I can use some elements of figurative language: expanded noun phrases and similes.

I can use some subordinating conjunctions: because, although, however.

Key Vocabulary:

Plot, sequence, action, flashback, opening, suspense, mystery, structure, plan, draft, redraft, pronoun, subject, object, active, passive, resolution, clause, phrase, main, subordinate, engagement, infer, deduce, disrupt; entomology, coleoptera, mandible, Rhinoceros Beetle, thorax, abdomen, elytra.

To develop use of figurative language to build description.

To use pronouns to hide the doer of the action e.g. it crept into the woods.

To plan the opening and resolution so they shape the story.



To use a wide range of subordinate conjunctions e.g. whilst, until, despite.

To create paragraphs varied in length and structure.



To use active and passive voice deliberately to heighten engagement.

To disrupt the sequence of the plot for effect: flashback.

What I need to remember:

Genre

To build tension by using pronouns and active and passive voice effectively.

To use description to establish genre.
To shape my writing using structural devices.

SPAG

To confidently identify word classes: nouns, verbs, adjective, adverbs, pronouns and conjunctions.
To use active and passive voice.
To use subordinate conjunctions.



YEAR 5: ENGLISH 2: Learning Journey: Spring: Poetry: Narrative Free Verse

What I already know:

I can use verses to group related sentences.
I can use poetic devices including alliteration and repetition.
I can use figurative language including similes, metaphors and personification.
I can use commas to separate adjectives in expanded noun phrases.

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, transglobe, exploration, migration, refugee, experience, journey, expedition, transformation.

To locate and identify alliteration and other figurative language.

To use figurative language to build description: personification.



To use repetition consciously for effect.

To write verses that are consistent in length and structure.

To evaluate and select structural features of poetry: narrative free verse.



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

To compose narrative free verse to convey a cohesive tale.

What I need to remember:

Genre	SPAG
I can write using figurative language.	I can use active and passive voice.
I can select structural features of poems.	I can use alliteration.
I can read and write narrative poems.	I can locate and identify personification.



YEAR 5: ENGLISH 3: Learning Journey: Spring: Persuasive Writing

What I already know:

I can write a clear introduction and conclusion.
I can use persuasive devices such as rhetorical questions and key facts.
I can shape my writing using structural devices.
I can use expanded noun phrases.
I can use inverted commas to indicate direct speech.

Key Vocabulary:

Persuasion, persuasive, argument, opinion, point of view, construct, debate, contrast, query, enquiry, opposing, response, emotion, emotive, complex noun phrases, emotive language, prioritised information, sentence type, modifiers.

To develop the use of emotive language for impact.

To consider the reader's response when constructing persuasive writing.



To use considered questioning to develop robust arguments.

To use precise and controlled verb forms.

To use answers to questions to construct the shape of a piece of writing.



To prioritise information according to the writer's point of view.

To use fronted adverbials to clarify the writer's point of view.

What I need to remember:

Genre

To carefully construct an argument using emotive language and considered responses.
To use prioritised information.
To shape my writing using a point of view.

SPAG

To vary sentence length and type according to purpose.
To use modifiers to intensify or qualify.
To use complex noun phrases to add detail.



YEAR 5: ENGLISH 4: Learning Journey: Spring: Instructions

What I already know:

I can outline a set of ingredients and equipment clearly.
I can shape my writing using structural devices.
I can engage the reader using friendly tips/ suggestions.
I can vary sentence structure including complex sentences.
I can use imperative verbs.

Key Vocabulary:

Imperative verb, conjunction, adverb, adverbials, time, cause, adjectives, complex sentences, rhetorical question, structure, advice, hints, tips, subheadings, organisational devices.

To write instructions that include clearly outlined resources and precautionary advice.

To locate and identify expanded noun phrases.



To use suggestions to heighten engagement of the reader.

To write accurate instructions for complex processes.

To use adverbials of time, place and number.



To use modal verbs to indicate possibility.

To write imaginative instructions using flair and humour.

What I need to remember:

Genre

To write instructions that consolidate layout, suggestions and precautionary advice.
To write accurate instructions for multi-step and causal processes.
To use humour.

SPAG

To locate, identify and use expanded noun phrases.
To use adverbials of time place and number to create clear sequences.
To confidently use modal verbs to indicate possibility.



YEAR 5: Multiplication B : Learning Journey Spring 1

What I already know:

I can multiply and divide by the 3, 6, 7 and 9 times table.
I can understand 11 and 12 times table and division facts.
I can use factor pairs.
I can multiply and divide by 10 and 100.
I can understand related multiplication and division facts.

Key Vocabulary:

Multiple, product, multiplication, lots of, whole number, inverse, total, estimate, column, multiplier, decimal, divisor, dividend, quotient, digit, equal to, remainder, decimal point, chunks of, multiples of.

To multiply a 4-digit number by a 1-digit number.

To multiply up to 4-digits by a 2-digit number.



To solve problems with multiplication.

To divide a 4-digit number by a 1-digit number.

To calculate with short division.

To divide with remainders.



To solve problems using multiplication and division.

What I need to remember:

I can multiply up to 4 digits by up to 2 digits using a formal method.
To solve multiplication and division problems.
I can calculate with short division.
I can divide with remainders using a formal method.



YEAR 5: Fractions B : Learning Journey Spring 1

What I already know:

I can compare and order fractions.
I can understand an improper fraction.
I can convert a mixed number fraction to an improper fraction and back again.
I can add and subtract fractions.

Key Vocabulary:

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

To multiply a unit fraction by an integer.

To multiply a non unit fraction by an integer.



To multiply a mixed number by an integer.

To find fractions of an amount.

To calculate a fraction of a quantity.

What I need to remember:

To multiply fractions by an integer.
To find calculate fractions of a quantity.
To find the whole.
To use fractions as operations.

To find the whole.

To use fractions as operators.



YEAR 5: Decimals and percentages : Learning Journey Spring 2

What I already know:

I can understand tenths and hundredths as fractions and decimals.
I can use a PVC to record tenths and hundredths.
I can divide 1 -2 digits by 10 and 100.
I can write, compare and round decimals.

Key Vocabulary:

Digit, expanded form, ones, tenths, hundredths, thousandths, decimal point, zero, numeral, placeholder, place value, simplest form, percent, per cent %, convert.

To explore decimals up to 2 decimal places.

To understand equivalent fractions and decimals (tenths and hundredths).



To explore thousandths as fractions and decimals.

To round to 1 decimal place.

To order and compare decimals.

To understand percentages as fractions and decimals.



To understand equivalent fractions, decimals and percentages.

What I need to remember:

To find equivalent fractions, decimals and percentages.
To understand percentages as fractions and decimals
To be able to convert between fractions, decimals and percentages.



YEAR 5: Perimeter and Area: Learning Journey Spring 2

What I already know:

I can understand what area is.
I can count squares to calculate area.
I can compare area.

Key Vocabulary:

Length, width, rectangle, product, area, perimeter, calculate, space, squared, sum, distance, edge, compound, section, rectilinear, polygon.

To explore the perimeter of a rectangle.

To explore the perimeter of rectilinear shapes.



To calculate the perimeter of polygons.

To calculate the area of rectangles.

To explore area.

To calculate the area of compound shapes.



To estimate area.

What I need to remember:

To calculate perimeter we use addition.
To calculate area we multiply the length by the width.
To understand that to calculate area and perimeter of compound shapes we can section the shape.



YEAR 5: Statistics : Learning Journey Spring 2

What I already know:

I can interpret charts.
I can compare, sum and find the difference.
I can identify and explore line graphs.

Key Vocabulary:

Data, interval, line, line graph, continuous, values, x axis, y axis, horizontal, vertical, plot, table, cell, row, column, tally, key, total, interpret, timetable.

To draw line graphs.

To read and interpret line graphs.

To read and interpret tables.

To understand two-way tables.

To read and interpret timetables.

What I need to remember:

To understand how to draw, read and interpret line graphs.
To understand how to read and interpret tables.
To understand how to read and interpret timetables.



YEAR 5: HISTORY: Learning Journey: Spring: Migration to Britain

What I already know:

I know that communities change over time.
I know that lives are impacted by invasion and migration.
I know that primary sources give us information about historical lives and beliefs.

Key Vocabulary:

Migration, journey, community, culture, economy, immigration, invasion, persecution, settlement, asylum, refugee, emigration, integration, naturalisation, assimilation, Roman, Saxon, Viking, Tudor, chronological, changes, impacts, affects, reflects, differed, compare, comparison, significance.

To learn the chronology of migration to Britain.



To explore the motivations that drive migration to Britain.



To understand the reasons for the Roman, Saxon and Viking invasions of Britain.

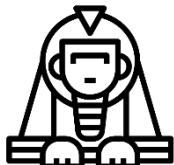
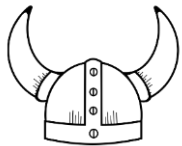
To research 'The Ivory Bangle Lady' and use sources to describe her experience as a Roman migrant.

To explore what we can learn from the lives of different migrants to Britain: Dr Barnardo.



What I need to remember:
To know how chronological changes over time impact and reflect the lives of people from that time period.
To describe changes by making comparisons of themes and artefacts.
To debate the effects of migration in the daily lives of individuals and communities.

To evaluate the impact that migration to Britain has had on daily life and culture.



YEAR 5: GEOGRAPHY: Learning Journey: Spring: Climate Around the World

What I already know:

I can locate continents, countries and cities on a map.
I understand the difference between human and physical features of environments.
I know the geographical features of where I live.

Key Vocabulary:

Adaptation, climate, climate graph, deciduous forest, desert, polar, temperate, tropical, tundra, rainfall, wind speed, equator, define, describe, similar, different, features, physical, seasons, indigenous, environments.

To describe the link between climate and the Equator.



To describe different climate zones around the world.



To locate hot deserts on a map and describe their features.



To describe the physical features of temperate climates.

Assessment

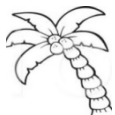
To describe and explain features of climates around the world.



What I need to remember:

To know that human and physical features of environments are linked to their climate.
To describe a varied range of climates.
To locate and compare a range of climates around the world.

To locate and describe the features of cold environments.



YEAR 5: SCIENCE: Learning Journey: Spring 1: Living Things and their Habitats

What I already know:

I know that living things move, grow, consume nutrients and reproduce.

I can name the parts of flowering plants and understand how they reproduce.

I understand that different types of living organisms have different features that are suited to help them survive and reproduce.

Key Vocabulary:

Structure, reproduction, nutrients, reproduction, amphibian, reptile, mammal, anther, ovary, ovule, petal, pollen, stigma, style, stamen, function, exchange, dispersal, fertilization, vertebrates, life cycle, life span, metamorphosis, pupa, larva, chrysalis, caterpillar, tadpole, hatchling, fledgling, insect

To describe the life process of reproduction in some plants and animals by exploring sexual reproduction in plants.

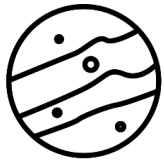


To describe the life cycle of a mammal by exploring the life cycles of mammals in different habitats



To describe the life process of reproduction in some plants and animals by describing sexual reproduction in mammals.

To describe the life process of reproduction in some plants and animals by exploring Maria Sybilla Merian's work with flora and fauna.



To describe the differences in the life cycles of an amphibian and an insect by exploring complete and incomplete metamorphosis.



To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird by describing and comparing different life cycles, including birds

What I need to remember:

To describe how some plants reproduce.
To describe the life cycles of different mammals.
To research and present the research and findings of scientists.
To compare the life cycles of plants, mammals, amphibians, insects and birds.

YEAR 5: SCIENCE: Learning Journey: Spring 2: Animals Including Humans

What I already know:

I know that animals, including humans, need nutrition from what they eat.
I understand that humans and some other animals have skeletons and muscles for support.
I can describe basic parts of the human digestive system.

Key Vocabulary:

Adolescent, adult, animals, baby, changes, develop, embryo, foetus, gestation, growth, hormones, humans, old age, puberty, teenager, timeline, toddler, teenager, human development, stages, complex data, compare, evidence, evaluate, predict, observe.

To describe the stages of human development.

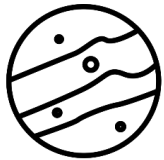


To explain how babies grow and develop.



I can describe and explain the main changes that happen during puberty.

I can identify the changes that happen during old age.



I can report findings from enquiries.



I can report complex data using graphs and models.

What I need to remember:

To describe the changes as humans develop into old age.
To observe changes over time and use these observations as evidence to make predictions.
To know that puberty is the process all humans undergo to prepare themselves for adulthood.
To know that humans reproduce sexually.

YEAR 5: COMPUTING: Learning Journey: Spring 1: Data and Information: Databases

What I already know:

I can identify the data that we need to answer questions.
I can use a digital device to collect data automatically.
I can use a larger data set to find information.

Key Vocabulary:

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

To design an approach to answer a question using a database.

To navigate a flat-file database



To explain that a computer program can be used to organise data.

To outline how operands can be used to filter data.

To outline how 'AND' and 'OR' can be used to refine data selection.

What I need to remember:
To understand, explain and use a flat-file database.
To filter data to make it easier to manage and manipulate.
To refine data selection using AND and OR questions.

To choose multiple criteria to search data to answer a given question (AND and OR).



YEAR 5: COMPUTING: Learning Journey: Spring 2: Programming: Selection in Physical Computing

What I already know:

I can identify everyday tasks that include repetition as part of a sequence.
I can explain that we can use a loop command in a program to repeat instructions.
I know that in programming there are indefinite loops and count-controlled loops.

Key Vocabulary:

Circuit, microcontroller, connect, program, loop, infinite loop, component, count controlled loop, outputs, sequences, condition, conditional loop, respond, input, action, selection, algorithm, model, outcome,

To control a simple circuit connected to a computer.

To relate that a count-controlled loop contains a condition.



To compare a count-controlled loop with a condition-controlled loop.

To explain that a condition-controlled loop will stop when a condition is met.

To design a physical project that includes selection.

What I need to remember:

To create simple circuits using a crumble.
To understand different types of loops and how to programme them.
To include selection in designs.

To use a condition in an 'if...then...' statement to start an action.



YEAR 5: DESIGN AND TECHNOLOGY: Learning Journey: Spring: Robotics

What I already know:

I can identify the design features of their products that will appeal to intended customers.

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

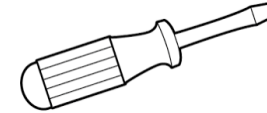
I can begin to select and use different and appropriate finishing techniques to improve the appearance of a product.

Key Vocabulary:

Plan, make, cut, model, stick, glue, material, textile, build, construct, tool, design, develop, function, product, template, mock-up, finish, create, evaluate, compare, equipment, practical, join, hinge, joint, structure, mechanism, circuit, code, programme, LED.

To observe close up photographs of beetles and replicate them accurately in 3D.

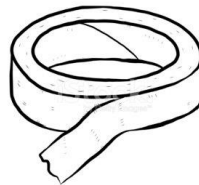
To experience simple robotic designs by creating a solar vibrobot.



To imagine and explore robot designs by creating a beetle robot without an integrated circuit.

To create developed bristlebot designs including an awareness of the consumer.

To refine beetle robot designs to include a multi component circuit and appeal to an identified user.



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

What I need to remember:
To create simple circuits that are integral to the design of a product.
To develop more complex circuits to create a more appealing product which is aimed at a specific consumer.
To evaluate current and historical designs against a set of criteria.

YEAR 5 ART AND DESIGN - Learning Journey: Spring: Art of Discovery

What I already know:

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

Key Vocabulary:

Background, foreground, midground, mood, atmosphere, compare, different, alike, pattern, realism, abstract, create, compose, form, relief, sculpture, scale, organic, nature, natural history, entomology, observation.

To observe the shapes and colours of beetles to make accurate, detailed drawings.

To experience sgraffito techniques to create large scale works inspired by beetles.

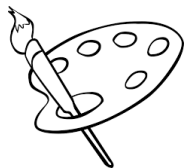


To imagine and explore creating pointillist inspired observational drawings of beetles, including shading.

To create carefully designed imaginary beetles; combining line, shape, colour and texture.



To refine beetle compositions to create collograph and transfer prints using a range of colours and media.



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

What I need to remember:
To explore colour and texture to create controlled effects.
To use transfer and layering techniques to create multimedia prints.
To use developing observational drawing skills for detail and accuracy.

YEAR 5 MUSIC - Learning Journey: Spring 1: Life Cycles

What I already know:

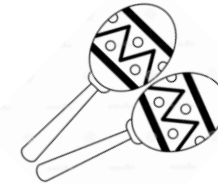
I can use musical vocabulary to analyse what I hear.
I can develop dynamics in songs.
I can perform with expression; paying attention to tone and phrasing.

Key Vocabulary:

Tunes, untuned, structure, round, metre, melody, lead vocal, backing vocal, cumulative, beat, pulse, tempo, tempi, dynamics, pitch, clusters, symmetrical, rhythm, chord, trill, minor, timbre, Brahms, Liszt.

To accompany a song with tuned or untuned instruments.

To compose music and perform together.



To create a performance using voices and instruments in four parts.

To develop a structure to combine sounds.



To create musical effects using contrasting pitch.

What I need to remember:
To read melody in staff notation.
To sing in two parts.
To explore extended vocal techniques.
To create descriptive music.
To combine vocal sounds to create a performance.

To develop a performance with awareness of audience.



YEAR 5: MUSIC - Learning Journey: Spring 2: Keeping Healthy

What I already know:

I can read melody in staff notation.
I can sing in two parts.
I can explore extended vocal techniques.
I can create descriptive music.
I can combine vocal sounds to create a performance.

Key Vocabulary:

Tempo, structure, pitch, scale, chromatic, steady, syncopation, drone, unison, syncopation, score, performance, bassline, accompaniment, harmony, melody, score, notate, lyrics, record, evaluate, perform, unison, identify.

To develop rhythm skills, through singing, playing and moving.

To use a steady beat and syncopated rhythms.



To sing in unison and in two parts.

To read grid or staff notation to play a bassline.



To learn to perform and sing with syncopated rhythms.

What I need to remember:

To sing syncopated melodies.
To sing and play scales and chromatic melodies.
To accompany a song with sung and played drones.
To create accompaniments for a song.
To arrange a complete performance of music and songs.

To use a score to notate and guide selected elements of a performance.



YEAR 5 FRENCH - Learning Journey: Spring: Musical Instruments

What I already know:

I can listen to more complex sentences about clothes.
I can pronounce words, phrases and simple sentences about clothes with increasing accuracy.
I can use dictionaries to find the meaning of unknown words.
I can use several regular verbs in the present tense.

Key Vocabulary:

Il est, Elle est, Ils sont, Quelle couleur de cheveux as-tu ? La trompette, La batterie, Le violoncelle, L'accordéon, La flûte, Je joue du / Je joue de la, La guitare, Le piano, Le ukélélé, Le glockenspiel, La guitare électrique,

To begin to show understanding of more complex phrases by using pronouns fluently.

To understand the **main points** of a short spoken passage using pronouns.



To ask and answer questions about musical instruments..

To write words, phrases and simple sentences about musical instruments.

To produce some short, correctly pronounced phrases about musical instruments.

To read and understand a short passage about musical instruments.



To read and answer questions about musical instruments

What I need to remember:

To understand more complex sentences about musical instruments.
To pronounce words, phrases and simple sentences about musical instruments with increasing accuracy.
To use dictionaries to find the meaning of unknown words.
To use several pronouns accurately and fluently.