Year 5/6 Curriculum

Term 1 – Topic: World War I Centenary Commemoration – Lest we forget.

English:	**Mathematics:**	**Science:**	**PE:**

i. Compare and contrast texts explaining about the start of WWI; biography writing; poetry to include Invictus and works by Wilfred Owen. Newspaper writing. Class reader: War Horse by Michael Morpurgo
ii. Compare and contrast texts about the Christmas Truce football match; narrative writing War Game Michael Foreman – compare and contrast printed and animated versions. Class reader: Stay where you are and then leave by John Boyne
Spelling and Grammar see Appendix 1,2&3
	Ongoing: problem solving and the use of RUCSAC within that process; times tables recall; mental arithmetic.
	Working through Learning Ladders for:
	i. Geometry, Fractions and Division
	ii. Measurement, Statistics and Ratio/Proportion
		i. **Forces**: gravity, air resistance and friction. Mechanisms allow forces to have a greater effect.
		ii. **Properties and Changes of Materials**. group materials based on hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets; dissolving to form a solution, and recovering a substance from a solution; decide how mixtures might be separated, including through filtering, sieving and evaporating
			i. **Netball** – playing competitive games and apply basic skills of attack and defence
			   Swimming – competency, confidence and proficiency over at least 25m; range of strokes and safely self-rescue
			ii. **Dancing** – use a range of movement and patterns
			   Swimming - competency, confidence and proficiency over at least 25m; range of strokes and safely self-rescue

Geography: *Develop contextual knowledge.* Locational knowledge: Europe and how it has changed since 1918. Place knowledge: similarities and differences. Human and physical geography: rivers and how war affected Europe's boundaries. Geographical skills and fieldwork: use maps, atlases, globes.	**History:** *A study of an aspect of British History that extends knowledge beyond 1066.* Develop secure chronological knowledge of British and world history. Establish clear narratives across period of time and prior to it. Regularly address valid questions and use a range of sources. Carry out in depth studies to help pupils understand complexity of specific content.	**Design and Technology:** *Design, make, evaluate and draw on technical knowledge.* Understand the principles of the design of Dazzle Ships; design and make their own examples. Muybridge and links with Rae Smith (War Horse set designer) – design and create own "flick books" and Zoetrope	**Art and design:** Use a sketch book to record, review and revisit; improve their mastery of techniques including drawing and painting whilst using a range of materials; learn about great artists and designers. Rae Smith's work as set designer for War Horse – comparing and contrasting techniques and effects; Norman Wilkinson as an artist and an inventor; World War I style Christmas cards – stitching
Languages: Le Monde: names of some countries and towns, know the points of the compass in French; sing a song or recite a poem from memory on a related topic; copy accurately in writing key words and phrases from the unit; listen to a story and select key words and phrases; devise and perform a short sketch, in groups of 2 or 3, using structures learnt in the unit.	**Music:** Sing and play with increasing confidence and control. Archie Dobson's War: Class singing skills, language and rhythm activities. Starting points here for the children to perform with classroom instruments and to develop original composing and creative music-making.	**Computing:** Design, write and de-bug programs that achieve specific goals; use sequence selection and repetition in programs; work with variables and inputs and outputs. Puppy Adventure – tynker.com Spark Island	**Religious Education:** South Tyneside agreed syllabus for Years 5/6

Appendix 1

Statutory requirements
Endings which sound like /ʃəs/ spelt –cious or –tious
Not many common words end like this.
If the root word ends in **–ce**, the /ʃ/ sound is usually spelt as **c** – e.g. *vice – vicious, grace – gracious, space – spacious, malice – malicious.*
Exception: *anxious*.
vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious
Endings which sound like /ʃəl/
–cial is common after a vowel letter and **–tial** after a consonant letter, but there are some exceptions.
Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to *finance*, *commerce* and *province*). official, special, artificial, partial, confidential, essential
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency
Use **–ant** and **–ance/–ancy** if there is a related word with a /æ/ or /eɪ/ sound in the right position; **–ation** endings are often a clue.
Use **–ent** and **–ence/–ency** after soft **c** (/s/ sound), soft **g** (/dʒ/ sound) and **qu**, or if there is a related word with a clear /ɛ/ sound in the right position.
There are many words, however, where the above guidance does not help. These words just have to be learnt. observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence
Words ending in –able and –ible
Words ending in –ably and –ibly
The **–able/–ably** endings are far more common than the **–ible/–ibly** endings.
As with **–ant** and **–ance/–ancy**, the **–able** ending is used if there is a related word ending in **–ation**.
If the **–able** ending is added to a word ending in **–ce** or **–ge**, the **e** after the **c** or **g** must be kept as those letters would otherwise have their 'hard' sounds (as in *cap* and *gap*) before the **a** of the **–able** ending.
The **–able** ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in **–ation**. The first five examples opposite are obvious; in *reliable*, the complete word *rely* is heard, but the **y** changes to **i** in accordance with the rule.
The **–ible** ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word *can* be heard (e.g. *sensible*).
adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly
Adding suffixes beginning with vowel letters to words ending in –fer
The **r** is doubled if the **–fer** is still stressed when the ending is added.
The **r** is not doubled if the **–fer** is no longer stressed. referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference
Use of the hyphen
Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. co-ordinate, re-enter, co-operate, co-own
Words with the /iː/ sound spelt ei after c
The '**i** before **e** except after **c**' rule applies to words where the sound spelt by **ei** is /iː/.
Exceptions: *protein, caffeine, seize* (and *either* and *neither* if pronounced with an initial /iː/ sound). deceive, conceive, receive, perceive, ceiling

Words containing the letter-string ough

ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds. ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough

Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)

Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in *knight*, there was a /k/ sound before the /n/, and the **gh** used to represent the sound that 'ch' now represents in the Scottish word *loch.* doubt, island, lamb, solemn, thistle, knight

Homophones and other words that are often confused

In the pairs of words opposite, nouns end **–ce** and verbs end **–se**. *Advice* and *advise* provide a useful clue as the word *advise* (verb) is pronounced with a /z/ sound – which could not be spelt **c**.

More examples: aisle: a gangway between seats (in a church, train, plane). isle: an island. aloud: out loud. allowed: permitted. affect: usually a verb (e.g. *The weather may affect our plans*). effect: usually a noun (e.g. *It may have an effect on our plans*). If a verb, it means 'bring about' (e.g. *He will effect changes in the running of the business*). altar: a table-like piece of furniture in a church. alter: to change. ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun). bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse. cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun *series* – a succession of things one after the other. compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word *complete* – to make something complete or more complete (e.g. *her scarf complemented her outfit*). advice/advise device/devise licence/license practice/practise prophecy/prophesy farther: further father: a male parent guessed: past tense of the verb *guess* guest: visitor heard: past tense of the verb *hear* herd: a group of animals led: past tense of the verb *lead* lead: present tense of that verb, or else the metal which is very heavy (*as heavy as lead*) morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. *In the past*) or preposition or adverb showing place (e.g. *he walked past me*) passed: past tense of the verb 'pass' (e.g. *I passed him in the road*) precede: go in front of or before proceed: go on

Homophones and other words that are often confused (continued) descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun). desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal. draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. *to draft in extra help*) draught: a current of air. principal: adjective – most important (e.g. *principal ballerina*) noun – important person (e.g. *principal of a college*) principle: basic truth or belief profit: money that is made in selling things prophet: someone who foretells the future stationary: not moving stationery: paper, envelopes etc. steal: take something that does not belong to you steel: metal wary: cautious weary: tired who's: contraction of *who is* or *who has* whose: belonging to someone (e.g. *Whose jacket is that?*)

Word list – years 5 and 6

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 (critic + ise) 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 immediate(ly) 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 signaturesincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht

Appendix 2

Year 5: Detail of content to be introduced (statutory requirement)

Word	Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, *–ate; –ise; –ify*]
	Verb prefixes [for example, *dis–*, *de–*, *mis–*, *over– and re–*]
Sentence	**Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun
	Indicating degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal verbs** [for example, *might*, *should*, *will*, *must*]
Text	Devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*]
	Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis
	Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun
	relative clause
	parenthesis, bracket, dash
	cohesion, ambiguity

Appendix 3

Year 6: Detail of content to be introduced (statutory requirement)

Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*]

How words are related by meaning as synonyms and antonyms [for example, *big, large, little*]. |
| **Sentence** | Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*].

The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend*, *isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they to come* in some very formal writing and speech] |
| **Text** | Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis

Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] |
| **Punctuation** | Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]

Use of the colon to introduce a list and use of semi-colons within lists

Punctuation of bullet points to list information

How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] |
| **Terminology for pupils** | subject, object

active, passive

synonym, antonym

ellipsis, hyphen, colon, semi-colon, bullet points |