

## Half Termly Planning

### Year 5 – Spring 2 2024 - 2025



#### The Vikings & Anglo-Saxons

Value		Respect		
No Outsiders		The Cow who climbed a tree		
Educational Visits and Enrichment Experiences		Yorvik Centre		
Subject		National Curriculum Objective	Knowledge	Skills
English	I Informal letters	<p>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> <p>draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>Identify key features of an informal letter.</li> <li>Identify the audience and purpose of an informal letter.</li> <li>Describe the difference between informal and formal letters.</li> <li>Use a range of sentence structures to create cohesion across their writing.</li> <li>Identify modal verbs and the degree of certainty that they indicate.</li> </ul>	<ul style="list-style-type: none"> <li>To identify the key features of an informal letter in comparison to other pieces of writing.</li> <li>To use time adverbials at the beginning of sentences to build cohesion within writing.</li> <li>To use dictionaries to check the spelling and meaning of words</li> <li>To use the correct punctuation for contractions.</li> <li>To use a thesaurus.</li> <li>To use informal language.</li> <li>To use modal verbs to indicate the degree of certainty.</li> </ul>

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	<p>2/3 Newspaper recount</p>	<p>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> <p>proof-read for spelling and punctuation errors</p>	<p>Identify the key features of a newspaper report.</p> <p>Identify the audience and purpose of a newspaper report.</p> <p>Know the 5Ws that should be included in an introduction.</p> <p>Know the difference between direct and reported speech.</p> <p>Effectively plan writing using modals to inform their own writing.</p>	<p>Include parenthesis in their writing.</p> <p>Use the 5Ws when writing an introduction.</p> <p>Explain the difference between direct and reported speech.</p> <p>Use the correct punctuation to indicate direct speech.</p> <p>Convert direct speech to reported speech.</p> <p>Use a dictionary to check spellings are correct.</p> <p>Use organisational devices to correct structure a newspaper report.</p> <p>Use formal language in a newspaper report.</p> <p>Edit their writing by proposing changes to vocabulary, grammar and punctuation.</p>

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	4-5 Kennings	<p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Learning a wider range of poetry by heart.</p> <p>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>	<p>Poetry: Kennings</p> <p>Know what a Kenning poem is. Understand their history and relate it to Vikings and Anglo Saxons.</p> <p>Write and perform their own Kenning poems.</p>	Use appropriate intonation, volume and movement whilst performing their poetry to others.
SPaG / Phonics	1	<p>Y5 National curriculum spellings</p> <p>Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p>	Cemetery, determine, exaggerate, familiar, individual, marvellous, occupy, prejudice, relevant, sincerely.	
	2	<p>Y5 National curriculum spellings</p> <p>Using semi-colons, colons or dashes to mark boundaries between independent clauses</p>	Temperature, sufficient, sacrifice, rhythm, programme, profession, pronunciation, lightning, identity, dictionary.	
	3	<p>Building words from root words</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</p>	Infinite, definitely, reattached, attaches, detached, unfinished, detachable, infinitive, finally, attaching.	
	4	<p>Y5 National curriculum spellings</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p>	Disastrous, committee, aggressive, accommodate, conscious, criticise, equipped, government, interfere, relevant.	
	5	<p>Words with ei and ie</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p>	Ceiling, vein, pierce, perceive, mischief, obedient, height, grief, ancient, receipt.	
Guided Reading	Weekly	<p>To apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.</p> <p>To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>To develop positive attitudes to reading and understanding of what they read.</p>	<ul style="list-style-type: none"> <li>• 2a give / explain the meaning of words in context</li> <li>• 2b retrieve and record information / identify key details from fiction and non-fiction</li> <li>• 2c summarise main ideas from more than one paragraph</li> <li>• 2d make inferences from the text / explain and justify inferences with evidence from the text</li> <li>• 2e predict what might happen from details stated and implied</li> <li>• 2f identify / explain how information / narrative</li> </ul>	

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		<p>To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To read books that are structured in different ways and read for a range of purposes.</p> <p>To use dictionaries to check the meaning of words that they have read.</p> <p>To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>To discuss words and phrases that capture the reader's interest and imagination.</p> <p>To recognise some different forms of poetry [for example, free verse, narrative poetry].</p> <p>To understand what they read, in books they can read independently.</p> <p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To ask questions to improve their understanding of a text.</p> <p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>To predict what might happen from details stated and implied.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p> <p>To identify how language, structure, and presentation contribute to meaning.</p> <p>To retrieve and record information from non-fiction.</p> <p>To participate in discussions about both books that are read to them and those they can read for themselves, take turns and listen to what others say.</p>	<p>content is related and</p> <ul style="list-style-type: none"> <li>• contributes to meaning as a whole</li> <li>• 2g identify / explain how meaning is enhanced through choice of words and phrases</li> <li>• 2h make comparisons within the text</li> </ul>	
Maths	1 2	<p><b>Percentages &amp; decimals (linked to fractions)</b></p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place read, write, order and compare numbers with up to three decimal places</p> <p>Read and write decimal numbers as fractions</p> <p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p>	<p><b>Percentages &amp; decimals (linked to fractions)</b></p> <p>To recognise decimals up to 2 decimal places.</p> <p>To know how convert between decimals and fractions.</p> <p>Understand thousandths.</p> <p>Understand thousandths as</p>	<p><b>Percentages &amp; decimals (linked to fractions)</b></p> <p>Use place value counters and a place value grid to make numbers up to two decimal places. Read and write decimal numbers and understand the value of</p>

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		<p>Solve problems involving number up to three decimal places</p> <p>Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal</p> <p>Solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{4}{5}</math> and those fractions with a denominator of a multiple of 10 or 25.</p>	<p>decimals.</p> <p>Rounding decimal numbers.</p> <p>Order and compare decimals with up to three decimal places. Understand percentages as parts of a hundred and use % symbol. Represent percentages as fractions (using the denominator 100) and decimals. Equivalent fractions, decimals and percentages.</p>	<p>each digit.</p> <p>Show understanding by partitioning decimal numbers in different ways.</p> <p>Use concrete and pictorial representations of fractions to convert into a decimal to make links between fractions and decimals.</p> <p>Explore the relationship between tenths, hundredths and thousandths with concrete and pictorial representations. Can represent decimals in different ways. Can round decimal numbers to the nearest whole number and to the nearest tenth.</p> <p>Explore different representations of percentages as parts of a hundred.</p> <p>Recognise percentages, decimals and fractions as different ways of expressing proportion. Recognise simple equivalent fractions and represent them as decimals and percentages. Use bar models and hundred square to support their understanding and show equivalence.</p>
	3 & 4	Measure – perimeter and area	<p>Children know that the perimeter is the distance around the outside of a two-dimensional shape. They recap measuring skills and recognise that they need to use a ruler accurately in order to get the correct answer. Children use their understanding of perimeter to calculate missing lengths. Know what a rectilinear shape is. Children apply their knowledge of perimeter to find the perimeters of polygons and to solve word problems.</p> <p>Find the areas of shapes by counting squares, and are introduced to the square</p>	Use 2D shapes, rulers and arrays to find the perimeter and area of rectangles, rectilinear and compound shapes.

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			centimetre (cm <sup>2</sup> ) by counting squares on a centimetre squared grid. children learn to calculate the areas of compound shapes, which are shapes made up of two or more other shapes. The focus is on rectilinear shapes. children use their knowledge of counting squares to estimate the areas of non-rectilinear shapes.	
	5	<p>Graphs and tables</p> <p>Solve comparison, sum and difference problems using information presented in a line graph</p> <p>Complete, read and interpret information in tables, including timetables</p>	<p>Explore different sets of data that call for a range of intervals on the vertical axis. Children can decide what intervals to use by looking at the greatest and lowest values and using an appropriate scale. interpret information that has been presented on a line graph and answer questions and solve problems using them. Children read the graph at specific points to get information about one variable based on the other. Children should also explore estimating points between two intervals and should be able to explain why these are only estimates.</p> <p>children read and interpret data presented in a table. They look at the data in a table and work out the information that they need to extract from the table to answer questions on the data. Children learn to find missing values in the table, such as the total number or one of the parts from given totals.</p>	<p>Learn how to read and interpret line graphs and tables.</p> <p>Use information from line graphs to predict results.</p>
Science	1-5	<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>To know that a force causes an object to start moving, stop moving, speed up, slow down or change direction. Gravity is a force that acts at a distance. Everything is pulled to the Earth by gravity. This causes unsupported objects to fall.</p>	<p>Can demonstrate the effect of gravity acting on an unsupported object. Research how scientists such as Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.</p> <p>Measure taking repeat readings.</p>
			<p>To know that air resistance, water resistance and friction are contact forces that act between moving surfaces. The object may be moving through the air or</p>	<p>Can give examples of friction, water resistance and air resistance.</p> <p>Can give examples of</p>



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			<p>water, or the air and water may be moving over a stationary object.</p>	<p>when it is beneficial to have high or low friction, water resistance and air resistance. Investigate the effect of friction in a range of contexts.</p> <p>Investigate the effects of water resistance such as dropping objects in water. Investigate the effects of air resistance such as making spinners or parachutes.</p> <p>Measure taking repeat readings.</p>					
			<p>To know that a mechanism is a device that allows a small force to be increased to a larger force. The pay back is that it requires a greater movement. The small force moves a long distance and the resulting force moves a small distance, eg a crowbar or bottle top remover. Pulleys, levers and gears are all mechanisms, also known as simple machines.</p>	<p>Can demonstrate how pulleys, leavers and gears work. Make a product that involves a lever, pulley or gear.</p>					
RE	<table border="1"> <tr><td>1</td></tr> <tr><td>2</td></tr> <tr><td>3</td></tr> <tr><td>4</td></tr> <tr><td>5</td></tr> </table>	1	2	3	4	5	<p>Cheshire Scheme – Christianity</p> <p>Describe how celebrating Easter shows a Christian understanding of Sacrifice and Reconciliation.</p>	<p>Evaluate how Christians around the world celebrate the good news of Jesus at Christmas. (Incarnation)</p> <p>Explain how the life of Jesus was a sacrifice.</p> <p>Describe how references to Jesus' death and resurrection found in the Church (artefacts, ritual, or text) reinforce the Christian idea of forgiveness.</p>	<p>I can explain how religious sources are used to provide answers to important questions about life and morality. (i.e. Holy scriptures/books etc).</p> <p>I can use religious vocabulary in suggesting reasons for the similarities and differences between religions and beliefs which people hold.</p> <p>I can give my own and others' views on questions about who we are and where we belong. (This is an opportunity to show their knowledge of a range of religious views).</p>
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<p>PE</p>	<p>1 2 3 4 5</p>	<p><b>Basketball and hockey</b></p> <p>Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination, play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p><b>Basketball</b></p> <p>Pupils will pass, move, dribble and shoot accurately and consistently, switching fluidly between attack and defence as possession changes.</p> <p>Pupils will begin to create and apply tactics that they can then adapt depending on the situation. Pupils will develop communication skills as they officiate in game based scenarios. Pupils will also start to lead their team and manage their games. By facilitating learning through game based scenarios and mini game situations, pupils will be challenged to try their best and start to take responsibility for others.</p> <p><b>Hockey</b></p> <p>Pupils will be able to apply a secure understanding of passing, moving and dribbling and develop their skills of blocking and tackling, to prevent attacks. Pupils will demonstrate a growing understanding of the difference between attack and defence as well as when, where and why we execute certain skills. Pupils will develop life skills such as trust and cooperation as they collaborate with others and apply the rules of the game. Pupils will continue to develop and apply life skills such as resilience and self-motivation as they strive to improve their own performance and understanding.</p>	<p>Basketball</p> <p>Recap and refine dribbling and passing to create attacking opportunities Develop marking Refine shooting Refine attacking skills, passing, dribbling and shooting introduce officiating</p> <p>Hockey</p> <p>Refine dribbling and passing Develop shooting; combine passing and dribbling to create shooting opportunities Develop passing and dribbling creating space for attacking opportunities Introduce defending; blocking and tackling</p>
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<p style="text-align: center;">Geography and History</p>	<p style="text-align: center;">1 2 3 4 5 6</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>To know when the Vikings invaded Britain including Scotland To know why the Vikings invaded Britain including Scotland To recall ways of life in Vikings times To explain why Vikings explored many parts of the world To explain why Vikings chose to raid monasteries To know that the Vikings were Pagans and what this means To recall the main Viking gods To know where the Vikings finally settled in England</p>	<p>Recall and sequence key events of time studied Use relevant terms and period Labels Make comparisons between different times in the past Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period</p>
<p style="text-align: center;">Art and Design (1 full afternoon fortnightly)</p>	<p style="text-align: center;">2 4 6</p>	<p><b>Artist – Alvaro Suarez Vertiz</b></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul>	<p>To know who Alvaro Suarez Vertiz is and the type of art he produced. To name a range of artists To name types of art the artists have created To know that artwork generates feelings To demonstrate a secure knowledge about primary, secondary, warm and cold, complimentary and contrasting colours. To know how to create shades and tint using black and white. To have an awareness of how working on preliminary studies to test media and materials can influence their final piece of artwork.</p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources.</p>
<p style="text-align: center;">Design Technology</p>	<p style="text-align: center;">Day 1</p>	<p><b>Sewing – Viking Shields</b></p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p>	<p>To know the materials and components needed for a product, including construction materials, textiles, according to their functional properties and aesthetic qualities 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 and groups.</p>	<p>Select appropriate materials, tools and techniques Measure and mark out accurately Use skills in using different tools and equipment safely and accurately Cut and join with accuracy to ensure a good-quality finish to the product</p> <p>Evaluate a product against the original design specification using appropriate tests Evaluate it personally and seek evaluation from</p>



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				others
PSHE	1 2 3 4 5 6	<b>Money Matters/The Working World</b>	Understand the basics of saving money, be able to identify how you can help at home Understand how to budget for items you would like to buy.	Show how to budget when given a scenario.
Music	1 2 3 4 5 6	improvise and compose music for a range of purposes using the inter-related dimensions of music	<p><b>Compose</b> To compose melodies made from pairs of phrases in either C major or A minor or a key suitable for your chosen instrument.</p> <p>To work in pairs to compose a short ternary pieces. To know how to use chords to compose music to evoke a specific atmosphere.</p> <p>To compose music for a silent film or book. To use graphic symbols, rhythm notation, time signatures, staff notation And technology to compose music.</p>	<p><b>Compose</b> • Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. • Working in pairs, compose a short ternary piece. • Use chords to compose music to evoke a specific atmosphere, mood or environment. For example, La Mer by Debussy and The River Flows In You by Yiruma both evoke images of water. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book. • Capture and record creative ideas using any of: o graphic symbols o rhythm notation and time signatures o staff notation o technology.</p>

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Computing	1 - 5	<p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>To learn about how to reference sources in their work.</p> <p>To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. Ensuring reliability through using different methods of communication</p>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Search with greater complexity for digital content when using a search engine.</p> <p>Explain in some detail how credible a webpage is and the information it contains.</p>
MFL	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>	<p>- listen attentively to spoken language and show understanding by joining in and responding</p> <p>- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>- speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>- present ideas and information orally to a range of audiences*</p> <p>- read carefully and show understanding of words, phrases and simple writing - appreciate stories, songs, poems and rhymes in the language</p> <p>- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>- write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>- describe people, places, things and actions orally* and in writing</p>	<p>To name some school subjects</p> <p>To know how to say which subjects they like / dislike</p> <p>To ask someone which their favourite subject is</p>	<p>Listening: Pupils can pick out some of the main points from short spoken passages.</p> <p>Pupils can join in a short conversation.</p> <p>Pupils understand simple opinions.</p> <p>Pupils recognise typical conventions of word order and compare with English.</p> <p>Pupils understand and use statements.</p> <p>Speaking:</p> <p>Pupils communicate by asking a wider range of questions.</p> <p>Pupils express simple opinions.</p> <p>Pupils develop accuracy in pronunciation and intonation.</p> <p>Pupils manipulate language by changing a single</p>



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				<p>element in a sentence.</p> <p>Pupils understand and use statements.</p> <p>Reading:</p> <p>Pupils read and understand some of the main points from a short text.</p> <p>Pupils recognise typical conventions of word order and compare with English</p> <p>Pupils understand and use negative statements.</p> <p>Writing:</p> <p>Pupils understand how a simple sentence is written.</p> <p>Pupils write words, phrases and a few sentences using a model.</p> <p>Pupils remember simple structures and apply in new contexts</p> <p>Pupils manipulate language by changing a single element in a sentence.</p>
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