

Patrington Church of England Primary Academy LTP 2020 - 2021

Y5

| Long Term Plan | | | | | | |
|----------------------------|---|---|--|---|--|--|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Theme | Explore! | In your shoes | Fragile Earth | Monsters, myths and legends | Best of British | We can be heroes |
| Year group topic heading | Space | Wonder | Rainforests | King Arthur | WWII | |
| Visits/visitors/engagement | | "We are Wonderful" performance to another class | Sam Safari | | | Eden Camp visit Parent assembly |
| ENGLISH | Planet description Newspaper report Descriptive Poetry Advert- space planet Biography - Neil Armstrong (in topic books) | Letter writing from August to parents explaining why he doesn't want to go to school Diary entry from another character's point of view Narrative- rewrite a scene from Wonder from another character's | Non Chronological Report- explanation about the Amazon Rainforest Animal fact file of a sloth One sided argument about deforestation | Performance poetry-linked to The Explorer TV script- linked to The Explorer Letter of complaint | Diary entry Evacuee letter War poetry- use Beyond the Lines- Literacy Shed | Flashback writing- "The Piano" "German in the Woods"- film narrative- links to Forest Schools Newspaper report- end of the war (topic books) |

Patrington Church of England Primary Academy LTP 2020 - 2021

Y5

| | | | | | | |
|-----------------|---|---------------|-----------------------------------|--|---|--|
| | | point of view | | | | |
| Key texts | Cosmic | Wonder | The Explorer Katherine Rundell | The Usborne illustrated tales of King Arthur (short stories) | Emergency Zoo Rose Blanche (Take One Book) | |
| English reading | <p>Word reading- Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Reading comprehension- Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart 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 understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters'</p> | | | | | |

| | |
|-----------------|--|
| | <p>feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views</p> |
| English writing | <p>Writing- transcription</p> <p>Spellings- Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus.</p> <p>Handwriting- Pupils should be taught to: write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task.</p> <p>Writing- composition</p> <p>Pupils should be taught to: plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance</p> |

Patrington Church of England Primary Academy LTP 2020 - 2021

Y5

| | | | | | | |
|--|--|--|--|--|--|--|
| | <p>the action précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Writing- vocabulary, grammar and punctuation-</p> <p>Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2</p> <p>indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p> | | | | | |
|--|--|--|--|--|--|--|

| MATHS | Number & PV: read, write, order and compare numbers to | Multiplication & Division: | Number- fractions compare and order | Number- decimals & percentages: | Geometry- Properties of shape: | Measurement- Converting units |
|-------|---|----------------------------|--|---------------------------------|--------------------------------|-------------------------------|
|-------|---|----------------------------|--|---------------------------------|--------------------------------|-------------------------------|

| | | | | | | |
|--|---|---|--|---|--|---|
| | <p>at least 1 000 000 and determine the value of each digit count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 solve number problems and practical problems that involve all of the above</p> <p>Number: Addition & Subtraction:</p> <p>add and subtract whole numbers with more than 4 digits, including using formal</p> | <p>identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers establish whether a number up to 100 is prime and recall prime numbers up to 19 multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</p> <p>Multiplication & Division:</p> <p>multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</p> | <p>fractions whose denominators are all multiples of the same number identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $5 \frac{2}{3} + 5 \frac{4}{5} = 5 \frac{6}{15} + 5 \frac{12}{15} = 15 \frac{1}{15}$] add and subtract fractions with the same denominator and denominators that are multiples of the same number multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p> | <p>read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$] recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents 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 solve problems involving number up to three decimal places 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 solve problems which require knowing percentage and decimal equivalents of 2</p> | <p>identify 3-D shapes, including cubes and other cuboids, from 2-D representations know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles draw given angles, and measure them in degrees (o) identify: angles at a point and one whole turn (total 360°) angles at a point on a straight line and 2 1 a turn (total 180°) other multiples of 90° use the properties of rectangles to deduce related facts and find missing lengths and angles distinguish between regular and irregular polygons based on reasoning about equal sides and angles</p> <p>Geometry- Position & direction</p> <p>identify, describe and represent the position of a shape following a</p> | <p>convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</p> <p>solve problems involving converting between units of time use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</p> <p>Measurement- perimeter and area</p> <p>measure and calculate</p> |
|--|---|---|--|---|--|---|

| | | | | | | |
|---------|---|--|---|--|--|---|
| | <p>written methods (columnar addition and subtraction) add and subtract numbers mentally with increasingly large numbers use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> | <p>multiply and divide numbers mentally drawing upon known facts divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context</p> <p>Statistics:</p> <p>solve comparison, sum and difference problems using information presented in a line graph complete, read and interpret information in tables, including timetables.</p> | | <p>1 , 4 1 , 5 1 , 5 2 , 5 4 and those fractions with a denominator of a multiple of 10 or 25.</p> | <p>reflection or translation, using the appropriate language, and know that the shape has not changed.</p> | <p>the perimeter of composite rectilinear shapes in centimetres and metres calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes</p> <p>Measurement: Volume</p> <p>Estimate volume and capacity</p> <p>Number & PV- read Roman numerals to 1000 (M) and recognise years written in Roman numerals</p> |
| SCIENCE | Movement of Earth & planets. | Animals including humans | Living things and their habitats | Properties and changes of materials compare and group together everyday | Forces explain that | |

| | | | | | | |
|-----------|--|--|--|--|---|---------------------------------|
| | Movement of Moon Night and day describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. | describe the changes as humans develop to old age. | describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals. | materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda | unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. | |
| COMPUTING | E safety- use technology safely, | Use technology to control a device- | Develop a programme- use | Coding-using programs - select, | Reasoning- use logical reasoning to explain | Coding-using programs - select, |

| | | | | | | |
|-------------------|---|---|---|---|--|---|
| | <p>respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Search engines- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> | <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> | <p>sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> | <p>use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> | <p>how some simple algorithms work and to detect and correct errors in algorithms and programs</p> | <p>use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> |
| DESIGN TECHNOLOGY | <p>Moon buggy-</p> <p>Design- use research and develop design criteria to inform the design of</p> | <p>Make a waterproof container</p> <p>Make info boxes.</p> <p>Design- use research and</p> | | | | <p>Technical knowledge- LINK TO SCIENCE- understand and use mechanical systems in their products [for example,</p> |

| | | | | | |
|--|--|--|--|--|---|
| | <p>innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches</p> <p>Making- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Evaluating- evaluate their ideas and products</p> | <p>develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches</p> <p>Making- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> | | | <p>gears, pulleys, cams, levers and linkages]</p> <p>Make an Anderson Shelter</p> <p>Design- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches</p> <p>Making- select from and use a wider range of</p> |
|--|--|--|--|--|---|

| | | | | | |
|--|--|--|--|--|--|
| | against their own design criteria and consider the views of others to improve their work | Evaluating- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | | | tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Evaluating- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Cooking- Understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of |
|--|--|--|--|--|--|

| | | | | | | |
|-----------|---|---|--|--|--|---|
| | | | | | | cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. |
| GEOGRAPHY | <p>The Grand Canyon</p> <p>Human & physical geog: describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle:</p> <p>describe and understand key aspects of human</p> | <p>Extreme Earth</p> <p>Locational knowledge: identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> | <p>South America/ Rainforests-</p> <p>Locational knowledge: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> | | <p>Locate the countries in WWII.</p> <p>Locational knowledge: locate the world's countries and know the names of a number of European capitals</p> | |

| | | | | | | |
|--|--|---|--|--|--|--|
| | <p>geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Geog skills- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied:</p> | <p>Physical geog: describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle:</p> <p>Geog skills- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied:</p> | <p>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle:</p> <p>Know what is meant by biomes and what are the features of a specific biome</p> <p>Label layers of a rainforest and know what deforestation is</p> <p>Place knowledge- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and</p> | | | |
|--|--|---|--|--|--|--|

| | | | | | |
|---------|---|--|---|--|--|
| | | | <p>a region within South America</p> <p>Geog skills- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied:</p> <p>Know how to use graphs to record features such as temperature and rainfall across the world.</p> | | |
| HISTORY | <p>The Space Race-</p> <p>NC- Beyond 1066</p> <p>An aspect or theme that takes pupils beyond 1066.</p> | | <p>Anglo-Saxons</p> <p>NC- Chronology: Britain's settlement by Anglo-Saxons and Scots</p> <p>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> | <p>WWII</p> <p>NC- Local study: A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> | |

Patrington Church of England Primary Academy LTP 2020 - 2021

Y5

| | | | | | |
|--------------|---|--|--|---|---|
| | | | | Anglo-Saxon art and culture Christian conversion - Canterbury, Iona and Lindisfarne | |
| ART & DESIGN | <p>Rocket launch - Kapow- Art and Design Skills</p> <p>Using sketchbooks- to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Drawing, painting & sculpture- 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]</p> | | | <p>Anglo-Saxon art.</p> <p>Kapow- Y5 Formal Elements</p> <p>Using sketchbooks- to create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Drawing, painting & sculpture- 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]</p> | <p>Silhouette art work</p> <p>Kapow- Y5 Every Picture Tells A Story</p> <p>Using sketchbooks- to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Drawing, painting & sculpture- 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]</p> <p>Study of great artists-</p> |

| | | | | | | |
|-------|---|--|---|--|--|--|
| | <p>Study of great artists- To study great artists and designers in history. (Peter Thorpe)</p> | | | <p>Study of great artists- To study great artists and designers in history.</p> | <p>To study great artists and designers in history.</p> | |
| MUSIC | <p>Compose- Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Use and understand- Use and understand staff and other musical notations</p> | <p>Musical Theatre</p> <p>Appreciate- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> | <p>Rainforest music</p> <p>Listen- Listen with attention to detail and recall sounds with increasing aural memory</p> | <p>History of music- Develop an understanding of the history of music.</p> | <p>WWII music - Vera Lyn</p> <p>Appreciate- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> | |

| | | | | | |
|--|--|---|--|--|--|
| | | <p>Develop an understanding of the history of music.</p> <p>Perform-</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy, fluency, control and expression.</p> <p>Compose-</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen-</p> | | | |
|--|--|---|--|--|--|

| | | | | | | |
|------|--|--|--|--|--|---|
| | | <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand-</p> <p>Use and understand staff and other musical notations.</p> | | | | |
| P.E. | <p>Hockey</p> <p>Competitive games- play competitive games, modified where appropriate [for example, hockey] and apply basic principles suitable for attacking and defending</p> | <p>Fitness</p> <p>Athletics- Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination</p> <p>Evaluate- compare their performances with previous ones</p> | <p>Dance</p> <p>Dance- perform dances using a range of movement patterns.</p> <p>Evaluate- compare their performances with previous ones and demonstrate improvement to</p> | <p>Netball</p> <p>Competitive games- play competitive games, modified where appropriate [for example, cricket], and apply basic principles suitable for attacking and defending</p> <p>Evaluate- compare their performances with previous ones and demonstrate improvement to</p> | <p>Orienteering</p> <p>Outdoor & adventurous activity- take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Evaluate- compare their performances with previous ones and demonstrate improvement to</p> | <p>Athletics</p> <p>Athletics- use running, jumping, throwing and catching in isolation and in combination</p> <p>Evaluate- compare their performances with previous ones and demonstrate improvement to</p> |

Patrington Church of England Primary Academy LTP 2020 - 2021

Y5

| | | | | | | |
|----------------------|--|--|---|--|---|---|
| | Evaluate- compare their performances with previous ones and demonstrate improvement to achieve their personal best. | and demonstrate improvement to achieve their personal best. | achieve their personal best. | Evaluate- compare their performances with previous ones and demonstrate improvement to achieve their personal best. | with previous ones and demonstrate improvement to achieve their personal best. | improvement to achieve their personal best. |
| R. E. | U2.13 Why is pilgrimage important to some religious believers? (6 - 8 hours) Journeys | UC2.5 What would Jesus do? (6 - 8 hours) Wondering and debating Christmas adverts | UC2b.2 Creation and Science: conflicting or complementary? (6 - 8 hrs) Whole topic link | UC2b.6 What did Jesus do to save human beings? (6 - 8 hours) Stand alone unit | What kind of king is Jesus? (6-8 hrs) (Ongoing - peace garden U2.14 how do religions help people through good and bad times?) (6 - 8 hours) Kings/Queens/Leaders making decisions | 2.11 Why do some people believe in God and some people not? (6 - 8 hours) Corrie Ten Boom |
| Personal Development | Heartsmart- Get Heartsmart | Heartsmart: Don't forget to let love in | Heartsmart: Too much selfie isn't healthy | Heartsmart: Don't rub it in rub it out | Heartsmart: Fake is a mistake | Heartsmart: No way through isn't true |

| MFL | Spanish speaking countries and traditions. Numbers 0 -100 Days, months and special days of the year. | My family | Weather | Travel and transport | Food and drink | Hobbies & interests |
|-----|--|---|---|---|---|---|
| | Speaking- speak in sentences, using familiar vocabulary, phrases and basic language structures | Speaking- speak in sentences, using familiar vocabulary, phrases and basic language structures Reading- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* Writing- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary | Speaking- speak in sentences, using familiar vocabulary, phrases and basic language structures Reading- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* Writing- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary | Speaking- speak in sentences, using familiar vocabulary, phrases and basic language structures Reading- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* Writing- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary | Speaking- speak in sentences, using familiar vocabulary, phrases and basic language structures Reading- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* Writing- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary | Speaking- speak in sentences, using familiar vocabulary, phrases and basic language structures Reading- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* Writing- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary |

Patrington Church of England Primary Academy LTP 2020 - 2021 Y5

| | | | | | | |
|--|--|----------------------------|--|--|--|--|
| | | through using a dictionary | | | | |
|--|--|----------------------------|--|--|--|--|