



	Autumn Term	Spring Term	Summer Term
Spoken language	<ul style="list-style-type: none"> • Speak in full sentences maintaining Standard English • Debate topical questions and look at different sides to arguments and points of view • Encourage polite manner and conversational etiquette 	<ul style="list-style-type: none"> • Extend and introduce new vocabulary, discussing and exploring the meaning of new words • Speak in full sentences maintaining Standard English • Read aloud, perform plays or poems to an audience • Use expression in our voices when reading aloud 	<ul style="list-style-type: none"> • Talk about timetables and daily routines • Introduce a strange or new word regularly and together find out the meaning • Speak in full sentences in standard English to different audiences • Play word games extending vocabulary or testing memory • Understand the difference between formal language and informal
Writing	<ul style="list-style-type: none"> • Select the correct level of formality in writing depending on the audience and be aware that they are writing for them • Use paragraphs to organise ideas • Describe settings and characters • Use some cohesive devices* within and across sentences and paragraphs • Use co-ordinating and subordinating conjunctions (see home learning books) • Use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly • Spell most words from the Year 3 and 4 lists correctly • Spell some words from the Year 5 and 6 list correctly • Produce legible, joined handwriting. 	<ul style="list-style-type: none"> • Create atmosphere, and integrating dialogue into writing to add detail • Assess the effectiveness of their own writing by writing for a purpose and looking at the end result • Selecting vocabulary and grammatical structures that reflect the level of formality • Use a range of cohesive devices (see list), including adverbials, within and across sentences and paragraphs • Use a wide range of clause structures, sometimes varying their position within the sentence. • Spelling most words from the Year 5 and 6 list correctly • Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters. 	<ul style="list-style-type: none"> • Use inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens • Spelling most words from the Year 5 and 6 list correctly • Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters • Selecting vocabulary precisely and manipulate sentences depending upon the audience for the writing • Select verb forms for meaning and effect • Using the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.
Reading	<ul style="list-style-type: none"> • Identify the audience and purpose of non-fiction text and identify people you could recommend a book to • Make comparisons between books • Participate in discussions about books that you or your child have read • Provide reasoned justifications for their views about a book. • Summarise the main ideas of a story in sequence and justify opinions on it. • Compare a book to the film version and make detailed links between detail, characters, imagery and your preferences • Quickly recall key facts by scanning for information 	<ul style="list-style-type: none"> • Discuss and identify the authors' language choices and the meaning behind them • Read, perform or act out texts with expression and understanding of characterisation • Pick out the difference between fact and opinion in a text • Quickly recall key facts from a text • Justify an opinion and use an example to back up ideas • Read age-appropriate books with confidence and fluency (including whole novels) • Read aloud with intonation that shows understanding • Work out meanings of words from the context • Maintain focus in a topic making notes where necessary to back up ideas 	<ul style="list-style-type: none"> • To begin to 'read between the lines' and identify any hidden meanings or hints in a text • Retrieve, record and present information taken from a non-fiction text • Participate in discussions about books you have loved and make comparisons • Summarise main ideas, identifying key details and using quotations for illustration • Evaluate how authors use language, including figurative language, considering the impact on the reader • Make comparisons within and across books • Maintain justifications in debate, looking and reading for evidence to back up ideas in a text.
Maths	<ul style="list-style-type: none"> • Know all times tables and use them to help aid division • Solve problems involving multiplication and division including using knowledge of factors and multiples, squares and cubes. • Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple ratio • Compare and order fractions whose denominators are all multiples of the same number. • Read, write, order and compare numbers to at least one million and determine the value of each digit. • Solve word problems that involve more than one step (e.g. "which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?"). • Read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given (e.g. measure using a ruler). • Identify simple properties of 2D and 3D shapes (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres). 	<ul style="list-style-type: none"> • Read, write and compare numbers to 10 000 000 • Demonstrate an understanding of place value, including large numbers and decimals (e.g. what is the value of the '7' in 276,541?; find the difference between the largest and smallest whole numbers that can be made from using three digits; $8.09 = 8 + 9?$; $28.13 = 28 + + 0.03$). • Demonstrate an understanding of place value, including large numbers and decimals (e.g. what is the value of the '7' in 276,541?; find the difference between the largest and smallest whole numbers that can be made from using three digits; $8.09 = 8 + 9?$; $28.13 = 28 + + 0.03$). • Use formal methods to solve multi-step problems (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?). • Recognise the relationship between fractions, decimals and percentages and express them as equivalent quantities (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as 15 or 0.2 or 20% of the whole cake). 	<ul style="list-style-type: none"> • Calculate using fractions, decimals or percentages (e.g. knowing that 7 divided by 21 is the same as $7/21$ and that this is equal to 13; 15% of 60; $112 + 34$; 79 of 108; 0.8×70). • Substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle). • Calculate with measures (e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm). • Use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles). • Revise all four operations (+ - x ÷) and questions related to them. • Understand, name and identify the properties of 2d and 3d shapes and the relationships between them • Illustrate and name parts of the circles