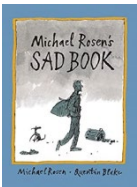
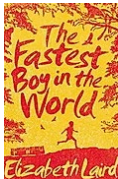
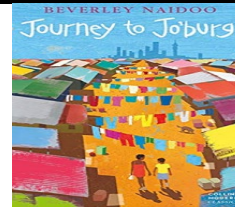


Year 5	Autumn 1: Recovery Curriculum Part 1 Reading, Writing, Arithmetic and PSHCE <u>Emotions</u> (Y4 Objectives) 7 weeks	Autumn 2: Recovery Curriculum Part 2 Thematic Approach to Learning  <u>Africa</u> (Y4 Objectives) 7 weeks
Text	 <p>Sad Book Michael Rosen</p>	 <p>The Fastest Boy in the World Elizabeth Laird</p>
Words of the Week	<p>Week 1: Positive Week 2: Empathetic Week 3: Charitable Week 4: Happy</p> <p>Week 5: Proud Week 6: Forgiving Week 7: Peaceful</p>	TBC
English: Reading	<ul style="list-style-type: none"> <li>• Use a dictionary to check the meaning of unfamiliar words.</li> <li>• Discuss and record words and phrases that writers use to engage and impact on the reader.</li> <li>• Show their understanding of texts that they have read and explain the meaning of words in context.</li> <li>• Ask relevant questions to improve my understanding of a text.</li> <li>• Infer meanings and begin to justify them with evidence from the text.</li> <li>• Predict what might happen from details stated and from the information they have deduced.</li> </ul>	

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	<ul style="list-style-type: none"> <li>Identify where a writer has used precise word choices for effect to impact on the reader.</li> <li>Retrieve information from non-fiction and fiction texts.</li> <li>Build on others' ideas and opinions about a text in discussion.</li> <li>Identify the main points of a text, drawn from more than 1 paragraph and can summarise this information.</li> <li>Attempt the pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</li> </ul>	English Learning Journey based upon Y4 Objectives
English: Writing	<ul style="list-style-type: none"> <li>Compose sentences using a range of sentence structures and vocabulary.</li> <li>Orally rehearse my ideas on my own and in a group.</li> <li>Write a narrative with a clear structure, setting and plot.</li> <li>Use a range of sentences which have more than one clause.</li> <li>Use direct speech in my writing and punctuate it correctly.</li> <li>Discuss writing similar to that which I am planning to write and show understanding of the text's structure, vocabulary and grammar.</li> <li>Use inverted commas and other punctuation to indicate direct speech.</li> <li>Use apostrophes to mark plural possession.</li> <li>Use commas after fronted adverbials.</li> <li>Ensure my handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.</li> <li>Use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.</li> <li>Use adverbials with a degree of accuracy.</li> <li>Write in paragraphs.</li> </ul>	 <p>Journey to Jo'burg Beverley Naidoo</p>
Maths	<ul style="list-style-type: none"> <li>Count in multiples of 6, 7, 9, 25 and 1,000.</li> <li>Read and write numbers up to 100,000.</li> <li>Find 1,000 more or less than a given number.</li> <li>Count backwards through zero to include negative numbers.</li> <li>Recognise the place value of each digit in a 4-digit number.</li> <li>Order and compare numbers beyond 1,000.</li> <li>Identify, represent and estimate numbers using different representations.</li> <li>Round any number to the nearest 10, 100 or 1,000.</li> <li>Recall multiplication and division facts up to 12x12.</li> </ul>	<ul style="list-style-type: none"> <li>Estimate and use inverse operation to check answers in a calculation.</li> <li>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1.</li> <li>Multiply three numbers together.</li> <li>Recognise and use factor pairs (and commutativity) in mental calculations.</li> <li>Multiply 2-digit numbers by a 1-digit number using formal written layout.</li> <li>Solve missing number problems using the inverse operation with 2 digit numbers (trio triangle).</li> <li>Solve problems using the distributive law to multiply 2-digit numbers by 1-digit.</li> <li>Solve integer scaling problems using multiplication and division.</li> </ul>

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	<ul style="list-style-type: none"> <li>Add and subtract numbers with up to 4-digits using the formal written methods of columnar addition and subtraction.</li> <li>Add and subtract numbers mentally with numbers up to 4 digits.</li> <li>Solve problems including missing numbers using the inverse operation with numbers up to 4 digits (trio triangle).</li> <li>Solve addition and subtraction 2-step problems in contexts, deciding which operations and methods to use and why.</li> </ul>	<ul style="list-style-type: none"> <li>Solve complex correspondence problems where n objects are connected to m objects.</li> </ul>
<b>Guided Reading</b>	<b>Follow whole class guided reading format (7 steps).</b>	
<b>PSHCE (KS2 Objectives)</b>	<ul style="list-style-type: none"> <li>Reflect on ways they can contribute to others' mental wellbeing, and establish which activities help them maintain their own wellbeing.</li> <li>Identify and name the range and degrees of emotions in daily life.</li> <li>Show awareness of the impact of life events (parents' separating/new sibling), the many factors that can affect mood (such as responsibilities, personal preferences and exercise) and how events can affect the intensity of our emotions.</li> <li>Discuss the complexity of how events and people can make them and others' feel.</li> <li>Know a range of self-care strategies that regulate emotional experiences.</li> <li>Describe what loneliness is, know that it can help to talk about feelings, are aware of the adults they can talk to and suggest actions a character might take if they were lonely.</li> <li>Know whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control emotions.</li> <li>Know it is common for people to experience mental ill health.</li> </ul>	<ul style="list-style-type: none"> <li>Know the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness.</li> <li>Reflect on how rest, time with others, hobbies and interests, rationing time online, help to maintain and increase wellbeing.</li> <li>Know that bullying has a negative and often lasting impact on mental wellbeing.</li> <li>Select appropriate emotions and behaviours in response to positive/negative scenario-based triggers.</li> <li>Recognise scenarios when they should ask for help such as when they are concerned about their or somebody else's wellbeing/emotional reactions.</li> </ul>
<b>Science</b>		<p><b>Living Things and their Habitats</b></p> <ul style="list-style-type: none"> <li>Group living things in different ways.</li> <li>Use classification keys to group, identify and name living things.</li> <li>Create classification keys to group, identify and name living things (for others to use).</li> <li>Describe how changes to an environment could endanger living things.</li> </ul>
<b>Theme</b>		<p><b>Africa</b></p> <p>Geography</p> <ul style="list-style-type: none"> <li>Carry out research to discover features of villages, towns or cities.</li> </ul>



		<ul style="list-style-type: none"><li>• Collect and accurately measure information (rainfall/temperature – climate comparison).</li><li>• Explain why people may choose to live in one place rather than another (letter writing).</li><li>• Locate the Tropic of Cancer and Tropic of Capricorn.</li></ul> <p>History</p> <ul style="list-style-type: none"><li>• Explain how an event from the past has shaped our life today.</li><li>• Explain how the lives of wealthy people were different from the lives of poorer people.</li></ul> <p>Art</p> <ul style="list-style-type: none"><li>• Show reflections in my art.</li><li>• Use marks and lines to show texture in my art.</li><li>• Experiment with the styles used by other artists.</li></ul> <p>Explain some of the features of art from historical periods and cultures.</p>
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