



Rotherhithe Primary School Spring 1 Curriculum Plan 2024 Year 5/6

Subject	Week 1 Read aloud text: Boy in the Stripe Pyjamas	Week 2 Read aloud text: Boy in the Stripe Pyjamas	Week 3 Read aloud text: Boy in the Stripe Pyjamas	Week 4 Read aloud text: Wartime boy	Week 5 Read aloud text: Wartime boy	
Reading	<p>Genre: Narrative Text: Candle in the Dark by Adele Geras</p> <p>2a: Give/explain the meaning of words in context.</p> <p>2b: Retrieve and record information/identify key details from fiction and non-fiction.</p> <p>2c: Summarise main ideas from more than one paragraph.</p> <p>2d: Make inferences from the text/explain and justify inferences with evidence from the text</p> <p>2e: Predict what might happen from details stated and implied.</p> <p>2f: Identify/ explain how info/narrative</p>	<p>Y5 - Genre: Narrative Text: The Eye of the Wolf</p> <ul style="list-style-type: none"> - How meaning is enhanced through words and phrases - Inference - Drawing comparisons <p>Y6 - Sneaky Peek</p> <p>2a: Give/explain the meaning of words in context.</p> <p>2b: Retrieve and record information/identify key details from fiction and non-fiction.</p> <p>2c: Summarise main ideas from more than one paragraph.</p> <p>2d: Make inferences from the text/explain and justify inferences with evidence from the text</p> <p>2e: Predict what might happen from details stated and implied.</p> <p>2f: Identify/ explain how info/narrative</p>	<p>Genre: Narrative Text: Candle in the Dark by Adele Geras</p> <p>2a: Give/explain the meaning of words in context.</p> <p>2b: Retrieve and record information/identify key details from fiction and non-fiction.</p> <p>2c: Summarise main ideas from more than one paragraph.</p> <p>2d: Make inferences from the text/explain and justify inferences with evidence from the text</p> <p>2e: Predict what might happen from details stated and implied.</p> <p>2f: Identify/ explain how info/narrative</p>	<p>Y5 - Genre: Narrative Text: The Eye of the Wolf</p> <ul style="list-style-type: none"> - Summary - Mark comparisons - Inference (setting) - Inference (character) <p>Y6 - Modelled</p> <p>2a: Give/explain the meaning of words in context.</p> <p>2b: Retrieve and record information/identify key details from fiction and non-fiction.</p> <p>2c: Summarise main ideas from more than one paragraph.</p> <p>2d: Make inferences from the text/explain and justify inferences with evidence from the text</p>	<p>Y5 - Genre: Non-fiction Text: Jane Goodall</p> <ul style="list-style-type: none"> - Fact retrieval - True or false - Ordering (summary) <p>Y6 – Sneaky Peek</p> <p>2a: Give/explain the meaning of words in context.</p> <p>2b: Retrieve and record information/identify key details from fiction and non-fiction.</p> <p>2c: Summarise main ideas from more than one paragraph.</p> <p>2d: Make inferences from the text/explain and justify inferences with evidence from the text</p>	



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	<p>content is related and contributes to meaning as a whole.</p> <p>2g: Identify explain how meaning is enhanced through choice of words and phrases.</p> <p>2h: Make comparisons within the text.</p>	<p>text/explain and justify inferences with evidence from the text</p> <p>2e: Predict what might happen from details stated and implied.</p> <p>2f: Identify/ explain how info/narrative content is related and contributes to meaning as a whole.</p> <p>2g: Identify explain how meaning is enhanced through choice of words and phrases.</p> <p>2h: Make comparisons within the text.</p>	<p>content is related and contributes to meaning as a whole.</p> <p>2g: Identify explain how meaning is enhanced through choice of words and phrases.</p> <p>2h: Make comparisons within the text.</p>	<p>2e: Predict what might happen from details stated and implied.</p> <p>2f: Identify/ explain how info/narrative content is related and contributes to meaning as a whole.</p> <p>2g: Identify explain how meaning is enhanced through choice of words and phrases.</p> <p>2h: Make comparisons within the text.</p>	<p>2e: Predict what might happen from details stated and implied.</p> <p>2f: Identify/ explain how info/narrative content is related and contributes to meaning as a whole.</p> <p>2g: Identify explain how meaning is enhanced through choice of words and phrases.</p> <p>2h: Make comparisons within the text.</p>	
Writing	<p>WW2: Non-chronological report writing</p> <p>L.O. To plan an introduction to a chronological report</p> <p>L.O. To write an introduction to a</p>	<p>WW2: Non-chronological report writing</p> <p>L.O. To write an introduction to a chronological report</p>	<p>WW2: Non-chronological report writing</p> <p>L.O. To plan a non-chronological report on how WW2 began</p> <p>L.O. To write a non-chronological report on how WW2 began</p>	<p>WW2: Non-chronological report writing</p> <p>L.O. To plan a report on the Blitz</p> <p>L.O. To write a chronological report on the Blitz using punctuation to show clarity</p>	<p>WW2: Letter</p> <p>L.O. To plan a persuasive letter using formal language</p> <p>L.O. To use persuasive language effectively in a leaflet</p>	



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	chronological report					
Maths (Y6)	<p>Perimeter and Area</p> <p>Recognise that shapes with the same areas can have different perimeters and vice versa.</p> <p>Recognise when it is possible to use formulae for area and volume of shapes.</p> <p>Calculate the area of parallelograms and triangles.</p>	<p>Volume and Area</p> <p>Recognise when it is possible to use formulae for area and volume of shapes.</p> <p>Calculate the area of parallelograms and triangles.</p> <p>Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm^3, m^3 and extending to other units (mm^3 and km^3)</p>	<p>Percentages and Ratio and Proportion</p> <p>Solve problems involving the calculation of percentages (e.g. of measures and such as 15% of 360) and the use of percentages for comparison.</p> <p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication & division facts.</p>	<p>Mixed Practise</p> <p>Review of:</p> <ul style="list-style-type: none"> • place value • four operations • fractions • reasoning questions • shape • area and perimeter • percentage • ratio and proportion 	<p>Negative Numbers and Algebra</p> <p>Use negative numbers in context, and calculate intervals across zero.</p> <p>Use simple formulae Generate and describe linear number sequences</p> <p>Express missing number problems algebraically</p> <p>Find pairs of numbers that satisfy an equation with two unknowns.</p> <p>Enumerate possibilities of combinations of two variables.</p>	



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			<p>Solve problems involving similar shapes where the scale factor is known or can be found.</p> <p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>			
Maths (Y5)	<p>Multiplication and Division</p> <ul style="list-style-type: none"> - Long multiplication (2x4 digit and 3x4 digit) - Division strategies - Short division - Division with remainders 	<p>Perimeter and Area</p> <ul style="list-style-type: none"> - To calculate area and perimeter - To calculate the area of rectangles - To calculate the area of rectilinear shapes - To compare the area and perimeter of rectilinear shapes 	<p>Fractions and Decimals</p> <ul style="list-style-type: none"> - To draw, identify, name and write fractions - To represent, identify, name and write fractions - To identify, name and write equivalent fractions - To identify, name and write equivalent tenths and hundredths 	<p>Fractions and Decimals</p> <ul style="list-style-type: none"> - To compare and order fractions - To read and write decimal numbers as fractions - To recognise and use thousandths - To compare and order fractions and decimals 	<p>Fractions and Decimals</p> <ul style="list-style-type: none"> - To recognise and use mixed numbers and improper fractions - To order and compare decimals with up to three decimal places - To round decimal numbers - To solve problems involving fractions and division 	
Science	<p>Physics: Light</p> <p>Explore how light travels</p>	<p>Physics: Light</p> <p>Explore reflection</p>	<p>Physics: Light</p> <p>Explore reflection and explain how it</p>	<p>Physics: Light</p> <p>Investigate how shadows can change</p>	<p>Physics: Light</p> <p>Investigate how we can show why</p>	



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	<p>Understand that light appears to travel in straight lines</p> <p>Understand how to draw a scientific diagram</p> <p>Understand how to draw a scientific diagram that helps support what you have found out</p>	<p>Understand that light is reflected off of surfaces so that we can see it</p> <p>Understand how to set up a fair test and carry it out</p> <p>Understand how to draw conclusions based on findings</p>	<p>can be used to help us see</p> <p>Understand that light can be reflected off multiple surfaces so that we can see it</p> <p>Understand how to make a periscope to reflect an image</p> <p>Understand how to explain how an unseen image can be seen using a scientific diagram</p>	<p>Understand that shadows change length depending on how far away they are from a light source</p> <p>Understand how to collect data</p> <p>Understand how to display data to support findings</p>	<p>shadows have the same shape as the object that casts them</p> <p>Understand how to create a shadow</p> <p>Understand where to position the sun shades to create the most shade</p> <p>Understand how to feedback information based on findings</p>	
Geography	<p>LINKED TO ENGLISH UNIT</p> <p>Europe Place knowledge – linked to WW2 Compare maps and aerial photographs. Make comparisons and reflect on the reasons for the differences. Study population numbers throughout the course of WWII and reflect on the reasons for changes. Study pictures of land use during these three periods. Draw conclusions and develop informed reasons for the changes. Study one key building in the locality during the three periods (e.g. hospital) and reflect on the changes. Look at maps on different scales and calculate scales on own maps.</p>					
History	<p>LINKED TO ENGLISH UNIT</p> <p>Locality study: life in Bermondsey during the Blitz</p> <p>Locality study: life in Bermondsey during the Blitz</p> <p>Key events of WW2</p> <p>Key figures in WW2</p> <p>Life as an evacuee</p> <p>Life as an evacuee</p>					



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<p>COMPUTING</p>	<p>Introducing variables To define a 'variable' as something that is changeable</p> <p>I can identify examples of information that is variable</p> <p>I can explain that the way a variable changes can be defined</p> <p>I can identify that variables can hold numbers or letters</p>	<p>Variables in programming To explain why a variable is used in a program</p> <p>I can identify a program variable as a placeholder in memory for a single value</p> <p>I can explain that a variable has a name and a value</p> <p>I can recognise that the value of a variable can be changed</p>	<p>To choose how to improve a game by using variables I can decide where in a program to change a variable</p> <p>I can make use of an event in a program to set a variable</p> <p>I can recognise that the value of a variable can be used by a program</p>	<p>Designing a game To design a project that builds on a given example</p> <p>I can choose the artwork for my project</p> <p>I can create algorithms for my project</p> <p>I can explain my design choices</p>	<p>Design to code To use my design to create a project</p> <p>I can create the artwork for my project</p> <p>I can choose a name that identifies the role of a variable</p> <p>I can test the code that I have written</p>	<p>Improving and sharing To evaluate my project</p> <p>I can identify ways that my game could be improved</p> <p>I can use variables to extend my game</p> <p>I can share my game with others</p>
<p>RE</p>	<p>Religious leaders: Why do we need leaders?</p> <p>To investigate the reasons for needing leaders in our world</p>	<p>Religious leaders: What qualities do leaders possess?</p> <p>To consider important qualities for a leader to possess</p>	<p>Religious leaders: Who is an important religious leader in Newham?</p> <p>To investigate a local religious leader</p>	<p>Religious leaders: Who are important world religious leaders?</p> <p>To investigate important religious leaders in the world</p>	<p>Religious leaders: Can I compare different religious leaders?</p> <p>To compare and contrast religious leaders</p>	<p>Religious leaders: What is the difference between a religious leader and a secular leader?</p> <p>To evaluate the difference between secular and religious leaders</p>
<p>Spanish</p>		<p>Esta noche lo hace papá</p>	<p>Esta noche lo hace papá</p>	<p>Revision: family members, pets, asking and answering questions in Spanish</p>	<p>English & Spanish Dictionary</p> <ul style="list-style-type: none"> • To recognise 	<p>Hobbies</p> <ul style="list-style-type: none"> • To learn seven



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		<ul style="list-style-type: none"> To understand the gist of a short story in Spanish and recognise on repeated phrase as it occurs in text To learn the 5 W's in Spanish to then begin recognising them in questions posed by teacher in Spanish To investigate in groups the many ways new vocabulary can be categorised and organised To apply phonic knowledge to support reading and writing 	<ul style="list-style-type: none"> To discuss the key parts of a short story To write simple words and phrases using a model and some words from memory To consolidate previous terms' learning of vowels and consonants using story vocabulary 	<ul style="list-style-type: none"> Revision of family membes, pets + sentence building with tener: tengo and tienes To create a class survey on pets by interviewing each other in Spanish To ask class mates questions and answers in Spanish to practise understanding written and spoken Spanish To begin to identify verbs and nouns 	<p>word classes</p> <ul style="list-style-type: none"> To be able to sort words into dictionary order by first/second letter Become familiar with a simple bilingual dictionary To sort words into categories 	<p>leisure activities</p> <ul style="list-style-type: none"> To identify common sounds in a list of verbs To identify strategies for learning new vocabulary To attempt a short dictation activity
Music	Rounderbout Unit Aim: To develop children's	Rounderbout Unit Aim: To develop children's	Rounderbout Unit Aim: To develop children's	Rounderbout Unit Aim: To develop children's ability to	Rounderbout Unit Aim: To develop children's	Rounderbout Unit Aim: To develop children's



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	ability to sing and play music in 2 parts and transfer known songs to tuned instruments. Learn to play the recorder.	ability to sing and play music in 2 parts and transfer known songs to tuned instruments. Learn to play the recorder.	ability to sing and play music in 2 parts and transfer known songs to tuned instruments. Learn to play the recorder.	ability to sing and play music in 2 parts and transfer known songs to tuned instruments. Learn to play the recorder.	ability to sing and play music in 2 parts and transfer known songs to tuned instruments. Learn to play the recorder.	ability to sing and play music in 2 parts and transfer known songs to tuned instruments. Learn to play the recorder.
Art & Design	<p>Painting & Mixed Media: Artist study</p> <p>To understand how to analyse a famous painting.</p> <p>To understand how to find meaning in painting.</p>	<p>Painting & Mixed Media: Artist study</p> <p>To apply drama techniques to explore the meaning of a painting.</p> <p>To understand how art can tell stories or portray messages.</p>	<p>Painting & Mixed Media: Artist study</p> <p>To develop starting points for creative outcomes.</p>	<p>Painting & Mixed Media: Artist study</p> <p>To demonstrate an understanding of painting techniques to make personal choices.</p>	<p>Painting & Mixed Media: Artist study</p> <p>To demonstrate an understanding of painting techniques to make personal choices.</p>	
PSHE	<p>My Year Ahead</p> <p>I can identify my goals for this year, understand my fears and worries about the future and know how to express them</p>	<p>Being a Global Citizen 1</p> <p>I know that there are universal rights for all children but for many children these rights are not met</p>	<p>Being a Global Citizen 2</p> <p>I understand that my actions affect other people locally and globally</p>	<p>The Learning Charter</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to</p>	<p>Our Learning Charter</p> <p>I understand how an individual's behaviour can impact on a group</p>	<p>Owning our Learning Charter</p> <p>I understand how democracy and having a voice benefits the school community</p>



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	I know how to use my Jigsaw Journal			my rights and responsibilities		
PE	<p>Gymnastics</p> <p>To select and combine matched actions with a partner.</p> <p>To perform in sequence.</p>	<p>Gymnastics</p> <p>To match your partners actions.</p> <p>To combine different expressive actions to form a sequence.</p>	<p>Gymnastics</p> <p>To adapt and develop formations and patterns.</p> <p>To perform dances expressively using sporting actions.</p>	<p>Gymnastics</p> <p>To adapt and develop formations and patterns.</p> <p>To perform dances expressively.</p>	<p>Gymnastics</p> <p>To create sequences of several different actions as part of a small and large group.</p>	<p>Gymnastics</p> <p>To create and perform actions in a realistic order.</p> <p>To work in partnership with a large group.</p>