



‘Learning together, supporting each other’

YEAR GROUP: 5/6 (Elder Class)		TERM: Autumn 1	Key Text:	Kensuke's Kingdom by Michael Morpurgo	
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
English	Kensuke's Kingdom by Michael Morpurgo				
	Adventure stories: Elder Summer 2 Cycle A Adventure Stories: Maple Spring 1 Cycle A	Reading - Know root word to understand meanings of words. - Know root words, prefixes and suffixes can change the meaning of words. - Know the difference between a fact and an opinion. - Know how language structure and presentation contribute to meaning. Writing - An independent clause is a group of words that can stand alone as a complete sentence. - A colon is used to introduce a list, particularly after a complete sentence (e.g., "You need to bring the following items: a pencil, a notebook, and a ruler"). - A preposition is a word that shows the relationship between a noun (or pronoun) and other words in a sentence, often indicating location, direction, or time (e.g., "on," "in," "by").	Reading - Discuss themes within texts and stories read. - Make inferences on characters based on their thoughts and actions. - Compare characters within and across texts. - Provide reasoned justifications for their views. - Make notes of events in chronological order. Writing - To know that when the list items themselves contain commas, semi-colons are used to clearly separate each item. - Pupils can identify prepositions by finding words that indicate where or when something is in relation to something else.	Reading - To explore texts and deepen comprehension through small group discussion. - To infer thoughts, feelings and motives from characters actions in texts and film clips. - To provide reasoned justifications for their views. - To raise appropriate questions using a text. - To compare characters within and across texts. - To read and discuss texts presented in different ways. - To analyses the structure of poems. Writing	Novel Study: Elder Spring 2 Cycle B

		- Modal verbs are auxiliary verbs that express necessity, possibility, permission, or ability. Common modal verbs include "can," "could," "may," "might," "must," "should," and "would." - Cohesion in writing refers to the way ideas and sentences are linked together logically and clearly. Spelling - Know a range of words with the suffixes -ious, -tious and -cious.	- Pupils can use modal verbs to express different levels of possibility in their writing. - Create cohesion by ensuring that each sentence logically follows the one before it and by using cohesive devices to link paragraphs. Spelling - Words ending -ious have an /ee/ sound before the suffix. - Words ending -tious make a /shus/ sound at the end. - If the root words ends in -ce the sound is usually spelt -cious.	- To use semi-colons, colons and dashes to mark the boundary between independent clauses. - To use colons to introduce a list and use of semi-colons within lists. - To evaluate and edit by proof-reading for spelling and punctuation errors. - To recognise and use prepositions. - To use modal verbs to indicate possibility. - To draft and write by using a wide range of devices to build cohesion within and across paragraphs. Spelling - To spell words ending -tious and -ious - To spell words ending -cious.	
	Key Vocabulary	Preposition, suffix, modal verb, cohesion, colons, semi-colons, independent clause.	Enrichment Opportunities		
	Hammer the Grammar (1 week)				
	- Inverted commas for direct speech.	Writing - Parenthesis is a word, phrase, or clause inserted into a sentence to add extra information, which is not essential to the main point of the sentence. The sentence would still make sense if the parenthesis were removed. - Brackets are used to insert additional information into a	Writing - I can include parenthesis in my writing.	Writing - Recap punctuation types and uses. - To use brackets, dashes and commas to show parenthesis.	- To use colons to introduce a list and use semi-colons within lists.

		sentence. The information within the brackets is usually less important to the sentence. - Dashes can be used similarly to brackets to add extra information or an aside, but they tend to add a more dramatic pause or emphasis (e.g., "The cat—black and white—sat on the windowsill."). - Commas are often used to include parenthetical information within a sentence in a more subtle way than dashes or brackets (e.g., "The cat, which was black and white, sat on the windowsill.").			
	Key Vocabulary	Colon, semi-colon, full stop, capital letter, brackets, dashes, commas, parenthesis.			
	Monologue				
		Writing - A monologue is a speech delivered by a single character, expressing their thoughts, emotions, or a story to an audience. It can be part of a play, film, or stand-alone piece. - First-person writing means the narrator or speaker is telling the story from their own perspective, using personal pronouns like "I," "me," "my," and "we." - Performance requires understanding the character's emotions,	Writing - Pupils can read various monologues, identify these features, and analyse how they shape the character's voice and the emotional impact of the piece. - Pupils will practice using personal pronouns correctly to maintain the first-person point of view throughout their writing.	Writing - To read a selection of monologues and identify the key features. - To write in the first person using personal pronouns. - To plan and draft a monologue. - To edit, improve and perform a monologue for others.	

		body language, and tone to bring the monologue to life for an audience.			
	Key Vocabulary	Monologue, first person, personal pronouns.			
Maths	- Place Value - Addition and Subtraction - Multiplication and Division		Select the files to the right for more detailed guidance.	Aut 1 Place Value Aut 1 Add and Subtract Aut 1 Multiplication and Division	
Science (Living Things: Classifying Big and Small 6)	What makes one living thing different from another?				
	How are living things connected to each other and their environment? (Ash Class: Summer 1: Cycle B)	- Living things can be classified into increasingly specific groups according to their shared characteristics. Carl Linnaeus developed a systematic approach to classification and naming organisms, which forms the basis of modern classification. - Vertebrates are animals with a backbone. Fish, amphibians and reptiles are groups of vertebrates with distinctive characteristics. - Birds and mammals are warm-blooded vertebrates. Birds have feathers and lay hard-shelled eggs, while mammals have fur or hair and produce milk to feed their young. - Invertebrates are animals without a backbone. Groups include worms, snails, spiders and insects, which can be distinguished by characteristics such as body structure, number of legs and segmentation. - Plants can be classified into groups including flowering plants, ferns, mosses and conifers. These groups can be distinguished by	- I can observe similarities and differences between organisms and use these characteristics to explain why scientists classify living things into groups. - I can use a branching classification key, answering questions about observable characteristics to identify and classify vertebrates. - I can use evidence from observable characteristics to distinguish between vertebrate groups and use a branching key to classify an unfamiliar animal. - I can select relevant characteristics and use a classification key to identify and classify invertebrates. - I can construct and use a classification key, choosing useful questions based on observable characteristics to progressively separate organisms into smaller groups. - I can observe, compare and group micro-organisms according to their characteristics and use	- To understand how Carl Linnaeus developed a system for classifying and naming living things. - To identify and compare the characteristics of fish, amphibians and reptiles and use these characteristics to classify them. - To identify and compare the characteristics of birds and mammals and use these characteristics to classify them. - To identify, compare and classify different groups of invertebrates using their characteristics. - To describe how plants can be grouped according to their shared characteristics and classify plants using a key. - To understand what micro-organisms are and classify them according to their characteristics.	Further study into classification at KS3 and beyond.

		characteristics such as how they reproduce and whether they produce seeds or spores. - Micro-organisms are extremely small living organisms that usually require a microscope to see. Different types of micro-organisms have different characteristics and can be grouped and classified.	evidence to justify how they have been classified.		
	Key Vocabulary	classification key, classify, cold-blooded, conifer, exoskeleton, fern, life processes, micro-organism, moss, organism, warm-blooded	Enrichment Opportunities	Plant classification walk, Clay Invertebrate modelling	
Geography	What can a globe tell us about the world?				
	How are coasts and rivers a key part of our world? Maple	-To know hemisphere is half of a sphere and half of the earth. -To name key features of the polar region (long cold winters, annual temperatures mostly below freezing, often windy, very little precipitation) -To know the Tropic of Cancer is the Earth’s northernmost circle of latitude. -To know the Tropic of Capricorn is the Earth’s most southerly latitude. -To know the Meridian line runs through Greenwich in London and it splits the world into eastern and western hemispheres. It is used for the global system of time zones.	-To locate the Northern and Southern hemisphere. -To identify the position and meaning of Arctic and Antarctic circle. -To identify the position of the Tropics of Cancer and Capricorn. -To identify the position of the Greenwich Meridian. -To identify countries on the Meridian line. -To identify the different time zones including day and night. -To compare times in different countries using the time zones.	-To understand the meaning of hemispheres and locate the Northern and Southern hemisphere. -To identify the position and meaning of the Arctic and Antarctic circle. -To describe the features of the polar region. -To identify the position and significance of the Tropics of Cancer and Capricorn. -To identify the position and significance of the Greenwich Meridian by exploring countries on the Meridian line. -To identify the different time zones by comparing times in different countries.	KS3 Geography
	Key Vocabulary	Hemisphere, Tropic of Cancer, Tropic of Capricorn, Greenwich Meridian, Arctic circle, Antarctic circle, time zones.	Enrichment Opportunities	Create a Geography show which teaches other children what we can learn from a globe.	

Computing (Basic Skills)	- Computing: Basic Skills, Maple Autumn 1, Cycle A - Computing: Basic Skills, Elder Autumn 1, Cycle A	- Know the general layout of a QWERTY keyboard. - CTRL + C is the shortcut for copying text. - CTRL + V is the shortcut for pasting text or images. - CTRL + S is the shortcut for saving a document. - CTRL + O is the shortcut for opening a file. - A spreadsheet is a quick way of organising and calculating data. - A cell is an individual box on a grid in Excel. - Using inverted commas around search terms can make searches more precise.	- Know how to conduct an advanced search. - Use keyboard shortcuts to make jobs online quicker. - Recognise and use simple formulae to carry out tasks in Excel / Google Sheets	- To type using 2 hands fluently. - To save an image from the internet to be inserted into a document (e.g. Goold Docs). - To copy and paste text between two documents. - To copy and paste an image from the internet. - To begin to use keyboard shortcuts to copy, paste, save and open. - To enter formulae into a spreadsheet (e.g. Google Sheets). - To conduct advanced searches and explore how to refine web searches through use of keywords and “inverted commas”.	- Computing: Basic Skills, Elder Autumn 1, Cycle A
	Key Vocabulary	Copy, paste, save, open, spreadsheet, formulae, keywords, inverted commas		Enrichment Opportunities	-Publish a piece of writing from English lessons and display in the library.
PSHE (My Healthy Self: 5/6B)	How can I support my mind and body as I grow?				
	My Healthy Self (Ash/Maple Class: Autumn 1, Cycle B)	- Food labels provide information about the nutritional content of food and drink. - Regular physical activity is important for physical and mental wellbeing. - Different types of physical activity have different effects on the body. - People experience a wide range of emotions and feelings. - Strong or complex feelings are a normal part of life.	- Interpret and compare information from food labels. - Reflect on and evaluate personal activity levels. - Classify different physical activities according to their characteristics. - Identify, describe and distinguish between different feelings. - Evaluate different strategies for managing emotions.	- To understand what food labels tell us about the nutritional content of food and drink. - To recognise how active I am and identify ways to increase my level of physical activity. - To understand different types of physical activity and explain how they benefit physical and mental health. - To recognise, describe and understand complex feelings and the factors that can contribute to them.	Further PSHE study at Ks3 and beyond.

		- Mental health is part of overall health and wellbeing.	- Recognise possible indicators of emotional or mental-health difficulties.	- To identify and apply strategies for responding to and regulating strong and complex feelings. - To recognise signs that someone may be experiencing difficulties with their mental health and identify appropriate sources of support.	
	Key Vocabulary	active, emotions, exercise, feelings, light activity, mental health, moderate activity, nutrients, regulate, response, vigorous activity		Enrichment Opportunities	Healthy lunch challenge Give groups a hypothetical budget and ask them to design a balanced lunch using real supermarket products. They must use the food labels to justify their choices.
Art (Drawing)	Maple-Cycle A- Observational Drawing	-Know that the drawing process is different for different artists. -Know that a subject needs to be chosen in the drawing process, a composition, the drawing media, colour scheme and the right paper. -Know that composition refers to the arrangement of elements in a piece of art. -Know that scale refers to the overall physical size of an artwork or objects in the artwork. -Know that proportion is a part or portion in relation to a whole and that it is essential for creating accurate images. -Know that foreground is closer to the bottom of a composition, background is furthest away and middleground is the space between the foreground and background.	-Investigate artists such as Utagawa Hiroshige (Swimming Carp drawing) who used specific proportions to help with the art. -Experiment with ways in which surface detail can be added to drawings. -Experiment with scale and proportion by dividing drawings up like Utagawa Hiroshige.	-To identify artists who have worked in a similar way and try out their techniques. -To be able to draw in a sustained and independent way to add detailed. - To develop an awareness of composition, scale and proportion. -Start to feel more confident when learning from mistakes. Start to feel more confident when learning from mistakes. - To create an understanding of foreground, middle ground and background. -To show an awareness of how drawings are created. -Be confident when learning from mistakes.	KS3 - To work directly from observation to understand space, form, shapes, textures, tones, line and composition.

				- To create an understanding of foreground, middle ground and background.	
	Key Vocabulary	- Artist, Technique, Style, Inspiration, Analyse, Detail, Line, Mark-making, Tone, Shading, Composition, Foreground, Middle ground, Background, Scale, Proportion, Perspective, Texture, Experimentation, Resilience		Enrichment Opportunities	Final artwork parent showcase presentation.
Physical Education	Net and Wall				
	Year 4 To explore how to use a racket in more than one way to strike.	-Know how to complete a forehand and backhand shot and when best to sue them. -Know the meaning of the term rally. -Know that a ball can be shot into empty space to gain an advantage.	-Use correct body position to accurately complete a forehand and backhand shots. -Use accuracy so that you can complete a rally. -Use tactics to gain an advantage.	-To be able to demonstrate a forehand and backhand shot with consistency. -To be able to direct a ball to a partner, with growing accuracy. -To be able to complete a rally. -To demonstrate simple tactics.	KS3
	Key Vocabulary	Forehand, backhand, accuracy, rally, tactic.		Enrichment Opportunities	Create and lead a lunchtime tennis activity.
	Basketball				
	Year 4 To be able to dribble a ball with control.	-Know how to manipulate and manoeuvre a basketball. -Know how to use your body to protect the ball. -Know a variety of ways to pass. -Know how to create space and receive a pass. -Know how to defend against an attacker. -Know how to use space to limit opponents' movements. -Know when and how best to shoot.	-Use various dribbling techniques when in possession, depending on the environment. -Use varied speed and direction when dribbling to get past a defender. -Use different defensive styles to limit opponents' movement. -Use Balance, Eyes, Elbow and Follow through (BEEF) to shoot a basketball.	-To be able to control a ball with both hands. -To be able to protect a ball under pressure. -To be able to pass a ball using good techniques, receiving a pass and stepping in the direction of the chest or bounce pass. -To be able to cut away and back again to receive in space. -To combine and vary dribbles changing speed and direction. -To be able to mark a player or an area of the court.	KS3
	Key Vocabulary	Manipulate, manoeuvre, defend, opponent, attacker, dribble, possession, BEEF.		Enrichment Opportunities	Interschool basketball competition.

French (Alphabet and Numbers)	Year 4 To know French numbers 10- 20. Year 5 Know the French numbers from 20-30.	-To know the French numbers from 20-30. - To know the French alphabet with the correct pronunciation. - To know the French numbers from 30-40. -To know how to correctly pronounce the alphabet and numbers to 40 with increasing confidence and accuracy. -To know how to use a French dictionary to use the alphabet to identify vocabulary.	- Identify and apply the correct pronunciation for the French alphabet. - Recognise the written French for numbers 20-30 -Recognise the written French for numbers 30-40. -Use a French dictionary to identify numbers to 40. -Spell French numbers correctly in a sentence.	-To pronounce the French alphabet through songs. -To recall and recap French numbers 0-20, using pronunciation from the French alphabet. -To understand the accurate vocabulary for numbers 20-30 in French. -To understand the accurate vocabulary for numbers 30-40 in French. -To develop pronunciation using familiar words and phrases. - To develop more accurate pronunciation when reading aloud. - To understand the main points from a spoken passage with repetition. - To understand the main points and some detail from a spoken passage by identifying specific numbers in French. - To begin to use a French dictionary to broaden vocabulary. - To independently use a French dictionary to develop the ability to understand new words for sentences.	Year 6 To know the French numbers from 30-40 Further KS3 learning on languages.
	Key Vocabulary	- 20 vingt, 21 vingt et un, 22 vingt-deux, 23 vingt-trois, 24 vingt-quatre, 25 vingt-cinq, 26 vingt-six, 27 vingt-sept, 28 vingt-huit, 29 vingt-neuf, 30 trente - alphabet A-Z - 30 trente, 31 Trente et un, 32 Trente-deux, 33 Trente-trois, 34 Trente-quatre, 35 Trente-cinq, 36 Trente-six, 37 Trentesept, 38 Trente-huit, 39 Trente-neuf	Enrichment Opportunities	To create a display to help children remember and recognise French vocabulary for numbers beyond 20.	
Religious Education (Christianity)	How do Christians mark the turning point on their journey of life?				
	Maple- Christianity (God) Why is it sometimes	-To recognise birthdays, dates of our births, deaths and marriages are key events within our lives.	-To ask and respond thoughtfully to questions about how they have changed during their life so far – and how they might	-To discuss how people change during the course of their life. To share ideas about key events that humans will	Elder- Spring 2. Christianity (Jesus) Why

	difficult to do the right thing?	-To know baptism is defined as a Christian sacrament marked by ritual use of water and admitting the recipient to the Christian community. Christians believe that baptising cleanses people from original sin. and marks a person's official entry into the Church - To know Christians believe Jesus was baptised so that he could become like one of us. This shows his great humility. He set an example for us to follow. -To know an infant baptism means that you are devoted to God all of your life and a believer's baptism testifies to its deep connection with personal repentance and faith. - To know baptism presents an opportunity to the new believer to confess before others that Jesus is Lord and Savior. .	continue to change -To discuss where they might find wisdom and guidance to help prepare them for the changes and responsibilities of different stages of life -To use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies	remember and celebrate throughout their lifetime. -To consider the value of celebrating landmarks in life – for individuals and communities. -To be able to retell the baptism of Jesus. To discuss why Jesus might have wanted to get baptised. -To explain how rituals (sacraments/rites of passage) might reflect Christian beliefs about their relationship with God -To explain how rituals might differ between different denominations (eg. Infant baptism and believer's baptism) -To analyse the importance of Christian rites of passage as an expression of faith and commitment.	do Christians believe Good Friday is 'good'?
	Key Vocabulary	Christians, baptism, responsibilities, Jesus, rituals.	Enrichment Opportunities	To act out a Jesus' baptism.	