



Year 6 Overview 2021/22

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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Geography			<p>North America KLP:</p> <ul style="list-style-type: none"> • Understand the significance of the Bering Strait • Understand climate zones, weather patterns and ocean currents. • Understand the agricultural diversity between the Caribbean and North America. • Understand the route of the transcontinental railroad in the United States of America. • Recognise mountainous areas and the extraction of natural resources. • Understand the difference between metropolitan and cosmopolitan. • Understand the pattern of population growth and spread. • Understand how rivers are used for trade and transport • Understand the physical features and route of the Colorado river. • Relate knowledge of biomes in North America to knowledge of mountainous areas. • Maps to understand the route of the transcontinental railroad in the United States of America. • Relate knowledge of biomes in North America to knowledge of mountainous areas. • Maps to understand the route of the transcontinental railroad in the United States of America. 			<p>Biomes and Climate Zones KLP:</p> <ul style="list-style-type: none"> • Investigate biomes throughout the world. • Know about Tundra, Freshwater, Grassland, Ice, Marine, Savannah, Taiga and Temperate deciduous biomes. • Recognise physical features of biomes. • Understand how biomes are damaged and how to preserve them. • Understand and recognise the factors that affect an eco-system. • Understand how humans respond to the conditions within a biome. 	
History	<p>The Ancient Mayans History – A non-European society that provides contrast with British History. KLP:</p> <ul style="list-style-type: none"> • Geographical location of the Mayan region. • How the Mayan civilisation developed over time and has impacted on modern day life. 		<p>The Vikings History – The Viking and Anglo-Saxon struggle for the kingdom of England. KLP:</p> <ul style="list-style-type: none"> • The battle of Lindisfarne and where Vikings originated. • Viking warrior and their weaponry. • Viking Shields. • Everyday life for Vikings. 		<p>World War II Battle of Britain History – Hitler’s invasion of Europe and its impact on Britain. KLP:</p> <ul style="list-style-type: none"> • Identify the axis and allies in World War 2. • What life was like during World War 2: Evacuation, rationing. • Who was Anne Frank? 		

	<ul style="list-style-type: none"> • Importance of Mayan masks. • Discovery of cocoa and how it is used today. • Hierarchy of Mayan society. • Mayan beliefs. • Investigate the impact of the arrival of the Spanish on the continuity of Maya culture and beliefs. • Investigate the Maya calendar system and the Dresden Codex. 		<ul style="list-style-type: none"> • Viking Gods. • Viking chronology of significant events. • Viking long boats. • Viking clothing and jewellery. • How the Viking era came to an end. • Viking sunstone and navigation tools used at the time. • Three rulers who laid claim to the English throne in 1066. • Famous battles between the Vikings and the Anglo-Saxons. • Use historical language to help present information. 	<ul style="list-style-type: none"> • What life was like for soldiers in World War 1 and 2. • The Blitz. • Anderson/Morrison Shelters. • Propaganda. • Winston Churchill. • The Universal Declaration of Human Rights. • Use multiple sources of evidence, including maps, investigate the evacuation of British forces at Dunkirk. 		
Science	<p>A Journey through your Body KLP:</p> <ul style="list-style-type: none"> • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • Describe the ways in which nutrients and water are transported within animals, including humans. <p>Working scientifically</p> <ul style="list-style-type: none"> • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Use test results to make predictions to set up further comparative and fair tests. • Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. • Identifying scientific evidence that has been used to support or refute ideas or arguments. 	<p>Classifying Living things KLP:</p> <ul style="list-style-type: none"> • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. • Give reasons for classifying plants and animals based on specific characteristics. <p>Working Scientifically</p> <ul style="list-style-type: none"> • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Record data and results of increasing complexity 	<p>Evolution and inheritance KLP:</p> <ul style="list-style-type: none"> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <p>Working Scientifically</p> <ul style="list-style-type: none"> • Identify scientific evidence that has been used to support or refute ideas or argument. 	<p>How can you light up your life? KLP:</p> <ul style="list-style-type: none"> • Recognise that light appears to travel in straight lines. • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <p>Working Scientifically</p> <ul style="list-style-type: none"> • Take measurements, using a range of scientific equipment, with increasing accuracy and 	<p>Electricity KLP</p> <ul style="list-style-type: none"> • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on / off position of switches. • Use recognised symbols when representing a simple circuit in a diagram. <p>Working Scientifically</p> <ul style="list-style-type: none"> • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Take measurements, using a range of 	

			<p>using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Use test results to make predictions to set up further comparative and fair tests.</p> <ul style="list-style-type: none"> Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identify scientific evidence that has been used to support or refute ideas or arguments. 		<p>precision, taking repeat readings when appropriate.</p> <ul style="list-style-type: none"> Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Use test results to make predictions to set up further comparative and fair test. <p>Sex and Relationships Education KLP:</p> <ul style="list-style-type: none"> Puberty How babies are made How babies are born 	<p>scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <ul style="list-style-type: none"> Record data and results of increasing complexity. Use test results to make predictions to set up further comparative and fair tests. Report and present findings from enquiries, including conclusions. Identify scientific evidence that has been used to support or refute ideas or arguments.
<p style="text-align: center;">R.E.</p>	<p>Why is Diwali celebrated by both Hindus and Sikhs? KLP:</p> <ul style="list-style-type: none"> Explain Hindus beliefs about different forms of God, including the Trimurti. Recall/retell the main events of the story of Rama and Sita. Understand the significance of Rama and Sita. Explain when, why and how Diwali is celebrated. Understand the symbolism and importance of Rangoli Patterns during Diwali celebrations. 	<p>What is prayer and meditation? KLP:</p> <ul style="list-style-type: none"> Recognise and understand the importance of prayer for Christians, Jews and Hindus. Know how important prayer is within a religious community. Understand the different aspects of prayer - forgiveness, adoration, intercession and supplication. Understand what meditation is and its origins (Buddhism). <p>Christianity – Christmas What is the true meaning of Christmas? KLP:</p> <ul style="list-style-type: none"> Understand what Christians celebrate at Christmas. Christians see Jesus as a gift to world bringing love, peace (salvation). Christian concept of salvation. Share ideas and thoughts about how can we show love 	<p>How do different religions celebrate birth, coming of age and marriage? KLP:</p> <ul style="list-style-type: none"> Consider how at key moments, e.g. birth, growing up, marriage religion can be important for some people. Reflect on key moments in their own life. Concept of making a commitment to another person through marriage. Compare how different religions and cultures celebrate marriage (Hindus and Christians). Understand how religious and non-religious marriages differ. Christian beliefs relating to baptism, confirmation and marriage. Significance of Jewish bar/bat Mitzvah. Rituals and promises associated with confirmation in Christianity, and Bar/Bat Mitzvah in Judaism. <p>Easter KLP:</p> <ul style="list-style-type: none"> Meaning of Crucifixion for Christians. Concept of sacrifice (Christianity). 		<p>What do people believe happens after someone dies? KLP:</p> <ul style="list-style-type: none"> Special moments in life can be marked by religious ceremonies e.g. childhood to adulthood, funerals. Recognises the key emotions and the power of feelings associated with loss. Reflect on and, where appropriate, share their own feelings about loss. How different religions and cultures mark the death of someone. Recognise the power and importance of memory (memories). Reflect on key moments in their own life. Different religions and cultures have their own beliefs about what happens when you die. 	<p>How can religious meaning be expressed through art? KLP:</p> <ul style="list-style-type: none"> Expressing faith can involve feelings and emotions. Religious beliefs can be expressed through creative and expressive arts. Compare and contrast some of the ways in which believers express their principal beliefs, ideas and teachings through the arts. Art can be sacred and spiritual for believers. Symbolic importance of Islamic art and architecture (e.g.: prayer mats). Images in Christian art (e.g. analysing stain glass windows). Recognises how art is used differently in Christianity and Islam. Mandala comes from Sanskrit meaning

		and peace in our home/school or wider community.		<ul style="list-style-type: none"> • Concept of reincarnation (Hinduism). • Life after Death and our own ideas. 	<ul style="list-style-type: none"> • 'circle' and that they are a symbolic picture of the universe in Buddhism often using geometric patterns. • Buddhists believe of loss and change. • Music is used as a form of worship (e.g.: Christian hymns).
PSHE (including RSHE)	<p>Identity, Society, Equality and Belonging</p> <p>KLP:</p> <ul style="list-style-type: none"> • Valuing diversity; challenging discrimination and stereotypes. <p>Keeping safe</p> <p>KLP:</p> <ul style="list-style-type: none"> • Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media. <p>Money and Work</p> <p>KLP:</p> <ul style="list-style-type: none"> • Influences and attitudes to money; money and financial risks. 	<p>Respecting ourselves and others</p> <p>KLP:</p> <ul style="list-style-type: none"> • Expressing opinions and respecting other points of view, including discussing topical issues. <p>Safe relationships</p> <p>KLP:</p> <ul style="list-style-type: none"> • Recognising and managing pressure; consent in different situations. <p>Physical health and Mental wellbeing</p> <p>KLP:</p> <ul style="list-style-type: none"> • What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online. 	<p>Families and friendships</p> <p>KLP:</p> <ul style="list-style-type: none"> • Attraction to others; romantic relationships; civil partnership and marriage. <p>Growing and changing</p> <p>KLP:</p> <ul style="list-style-type: none"> • Human reproduction and birth. • Increasing independence; managing transitions. 		
	<p>Media literacy and Digital Resilience:</p> <p>Evaluating media sources and sharing things online.</p>				
Art & Design	<p>The Art of Anatomy</p> <p>Artist Spotlight: Albrecht Durer</p> <p>Media Focus: drawing, pencil sketches, printing</p> <p>KLP:</p> <ul style="list-style-type: none"> • Investigate Leonardo da Vinci's Vitruvian Man drawing. • Investigate and critique the use of the ball-and-socket technique through depicting the human body in a series of different action poses. • Similarities between sculptures by Auguste Rodin with the work of Ancient Greek sculptors. • Dürer's use of grey wash and opaque white colours. • Comparing and contrasting how artists use of colour choices add to the expressive detail of their work. • Connections between the works of Leonardo da Vinci and the artistic styles of Albrecht Dürer. 	<p>Art and Religion</p> <p>Artist Spotlight: El Greco</p> <p>Media Focus: glass painting, collage, painting</p> <p>KLP:</p> <ul style="list-style-type: none"> • Religious Art and Spiritual Themes. • Images and stories depicted in stained glass windows. • Connection with Islamic Art Work. • Compare and contrast El Greco's human form in his paintings with the human sculptures of Auguste Rodin. • El Greco's style of Art and comparisons with the typical features of later Expressionist artists. • Create own spiritual painting which uses similar effects to El Greco's painting The Adoration of the Shepherds in order to evoke feelings of wonder. 	<p>The Explosion of Pop Art</p> <p>Artist Spotlight: Andy Warhol</p> <p>Media Focus: digital media, drawing, painting</p> <p>KLP:</p> <ul style="list-style-type: none"> • Eduardo Paolozzi and his influence in the development of Pop art. • Lichtenstein's Pop Art Style. • Create your own piece of modern Pop art in the style of an American pop artist. • Dadaism Art Movement. • Andy Warhol's Pop art and his influence on the work of modern-day artists like Banksy, for example. • Warhol's use of bright colours. 		

Design & Technology	<p>Design and make a Mayan Mask. KLP:</p> <ul style="list-style-type: none"> • Research the historical factors that link to their design. • Consider culture and society in their designs. • Justify and evaluate their plan. • Adapt plans, tools and materials if required. • Use tools and materials precisely to shape clay. <p>Making a healthy sandwich. KLP:</p> <ul style="list-style-type: none"> • Use market research to inform plans. • Work within constraints. Follow and refine their plans. • Justify and evaluate their plan. • Adapt plans, tools and materials if required. • Use tools and materials precisely and safely i.e. knives to cut, spread and slice. • Taste test and evaluate their final product. 	-	<p>Viking Jewellery. KLP:</p> <ul style="list-style-type: none"> • Consider culture and society in their designs. • Use tools and materials precisely to shape clay. • Adapt plans, tools and materials if required. <p>Designing and making a Viking long boat. KLP:</p> <ul style="list-style-type: none"> • Research the historical factors that link to their design. • Follow and refine their plans. • Adapt plans, tools and materials if required. • Use tools and materials precisely and safely (household materials). 	<p>Design and make a WW2 Anderson Shelter. KLP:</p> <ul style="list-style-type: none"> • Research the historical factors that link to their design. • Follow and refine their plans. • Adapt plans, tools and materials if required. • Use tools and materials precisely and safely (household materials). • Discuss whether it is fit for purpose. 	<p>Biome Shoebox KLP:</p> <ul style="list-style-type: none"> • Creating miniature biomes using a range of carefully selected materials to represent a chosen biome. • Design, plan and improve • Review and evaluate, identifying successes and points for improvement 	
Music	<p>Happy KLP:</p> <ul style="list-style-type: none"> • Identify style indicators in a piece of music focusing on; sounds, instruments and musical dimensions that can be heard. • Use glockenspiels or recorders to play and copy back using up to 3 notes. • Play instrumental parts with the song by ear and/or from notation using the easy or medium part. • Improvise using up to 3 notes. 	<p>Classroom Jazz 2 KLP:</p> <ul style="list-style-type: none"> • Listen & appraise: Bacharach Anorak and Meet The Blues focusing on what style indicators can be heard. • Describe the structure and what instruments/voices you can heard. • Play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C. And C, Bb, G, F + C (Meet The Blues). • Improvise in Bacharach Anorak using the notes C, D, E, F, G, A, B + C. • Improvise in a Blues style using the notes C, Bb, G, F + C. • Understand what Blues music is and listen to a variety of Blues music. 	<p>A New Year Carol KLP:</p> <ul style="list-style-type: none"> • Listen to music by Britten and alternative cover versions. • Discuss the mood and story told in a piece of music. • Participate in games exploring the pulse, rhythm and pitch. • Learn to clap some of the rhythms used in the song. • Learn some musical phrases that you will sing in the song including extension rhythm and pitch patterns. 	<p>Music and Me KLP:</p> <ul style="list-style-type: none"> • Explore the concept of 'identity' – the various elements that shape us. - Understand how social and cultural differences influence music. • Try out different ways of making their own music, while exploring the work of some of the most influential women in music over the last 100 years. • Listen and explore the work of multiple musicians including; Shiva Feshareki, Eska Mtungwazi, 	<p>You've Got A Friend KLP:</p> <ul style="list-style-type: none"> • Listen & appraise music by Carole King considering; style indicators, structure, instrument, voices and musical dimensions. • Play and copy back using up to 3 notes. • Play instrumental parts with the song by ear and/or from notation using the easy or medium part. • Improvise using up to 3 notes. • Compose a simple melody using simple rhythms choosing 	<p>Reflect, Rewind and Replay KLP:</p> <ul style="list-style-type: none"> • Revisit songs and musical activities, exploring a context for the History of Music and the beginnings of the Language of Music. • Listen with attention to detail and recall sounds with increasing aural memory. • Continue to embed the foundations of the interrelated dimensions of music using voices and instruments.

	<p>-Compose a simple melody using simple rhythms choosing from the notes A, G + B or C, E, G, A + B.</p> <p>- Listen to five other songs and recognise the style of music.</p> <p>-Perform and record a performance with accompanying instruments and choreography.</p>	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music to create a piece of Blues Music. 	<ul style="list-style-type: none"> Singing in unison in it's original style, and the Urban Gospel version. 	<p>Afrodeutsche, Anna Meredith.</p> <ul style="list-style-type: none"> Discover that music offers a way of exploring and expressing our identity, giving us confidence, power and purpose. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 	<p>from the notes E, G + A or E, G, A, C + D.</p>	<ul style="list-style-type: none"> Sing and play instruments within a song . Improvisation using voices and instruments. - Compose, share and perform the learning that has taken place. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
Computing	<p>Internet communication</p> <p>KLP:</p> <ul style="list-style-type: none"> Recognising how the WWW can be used to communicate and be searched to find information. 	<p>Webpage creation</p> <p>KLP:</p> <ul style="list-style-type: none"> Designing and creating webpages, giving consideration to copyright, aesthetics and navigation. 	<p>Variables in games</p> <p>KLP:</p> <ul style="list-style-type: none"> Exploring variables when designing and coding a game. 	<p>Introduction to spreadsheets</p> <p>KLP:</p> <ul style="list-style-type: none"> Answering questions by using spreadsheets to organise and calculate data. 	<p>3D modelling</p> <p>KLP:</p> <ul style="list-style-type: none"> Planning, developing, and evaluating 3D computer models of physical objects. 	<p>Sensing</p> <p>KLP:</p> <ul style="list-style-type: none"> Designing and coding a project that captures inputs from a physical device.
P.E.	<p>Netball</p> <p>KLP:</p> <ul style="list-style-type: none"> To further develop knowledge of attacking and defending. To know how to intercept a pass. To know how to invade as a team. To communicate effectively with team mates. To develop sportsmanship Know the positions in Netball. Know the rules and how to score games. <p>Sports Leader Sessions:</p> <p>KLP:</p> <ul style="list-style-type: none"> Small team games. Play Leader training. 	<p>Sports Hall Athletics</p> <p>KLP:</p> <ul style="list-style-type: none"> Throw a javelin, discus and shotput for furthest distance. Jump as high and as far as possible. Use arms to power a sprint. Jump over hurdles. Record measurements of distance and speed/time. Bleep Test – Running Skills. Exchange a baton with success. Lead a small group through a short warm-up routine. 	<p>Football</p> <p>KLP:</p> <ul style="list-style-type: none"> To develop teamwork. To consolidate knowledge of defending. To dribble a ball with control and fluency using foot. To consolidate knowledge of attacking. To strike a ball or object towards a target or goal with power and accuracy. Understand rules and keep score. 	<p>Dance (World War 2)</p> <p>KLP:</p> <ul style="list-style-type: none"> Able to move with a range of dynamics to express different emotions. Able to execute jitterbug actions. Able to develop relationships – leading and following. Able to demonstrate unison as a group. Able to demonstrate and create shapes representing unity. <p>-</p>	<p>Athletics</p> <p>KLP:</p> <ul style="list-style-type: none"> Learn to measure & record performance To train the body to run for a longer duration. To sustain pace over longer distances. To choose appropriate techniques for specific events Complete and Compare Bleep Test results Compare times/distances. Record and challenge own personal bests. 	<p>Rounders</p> <p>KLP:</p> <ul style="list-style-type: none"> To field as a collaborative team unit. To strike a ball or object 'cleanly' using a rounders bat. To retrieve, intercept and stop a ball when fielding. To strike a ball or object using both sides of the body. Bowl accurately to a 'hitter' Understand the rules of rounders. Recognise their own and other's strengths.

	<ul style="list-style-type: none"> Evaluating activities and perfecting games. Following and setting rules. Explaining games/activities to others. <ul style="list-style-type: none"> Use of equipment sensibly and safely. 					
English	<p>Skellig KLP:</p> <ul style="list-style-type: none"> Protagonist study. Explore key themes and setting. Detailed setting description. Balanced argument for and against home schooling. Film adaptation. Poetry Writing in role Diary entry William Blake 	<p>There's a boy in a girl's bathroom. KLP:</p> <ul style="list-style-type: none"> Poetry. Protagonist study. Diary from the perspective of a child. Dialogue between characters. Formal education report about the main character. Writing an email in role Drama and hot seating 	<p>Macbeth KLP:</p> <ul style="list-style-type: none"> To explore the themes of a Shakespeare tragedy. To explore complex relationships within story To begin to understand the language of Shakespeare. Setting description of the heaths. Re-enactment of the battle. A detailed description of the battle. Letter from the perspective of the protagonist. Biography of Shakespeare's life. Links to Viking myths and legends. 	<p>Goodnight Mister Tom KLP:</p> <ul style="list-style-type: none"> Protagonist thoughts and feelings. Poetry. Newspaper article for the declaration of war. Emotive letter from a soldier's perspective with a focus on flashbacks. Diary entry from Williams perspective – focus on character tone. Film adaptation review Drama/hot seating Drawing characters and settings Writing in role, letters as Mr Tom. Film review Character analysis 	<p>Floodland KLP:</p> <ul style="list-style-type: none"> To engage children with a story with which they will empathise To explore themes and issues, and develop and sustain ideas through discussion To develop creative responses to the text through drama, storytelling and artwork To write in role in order to explore and develop empathy for characters. To write with confidence for real purposes and audiences Description of Eel's island. Protagonist study. Newspaper report. Letter writing Writing in role Poetry Persuasive speeches Free writing opportunities . 	<ul style="list-style-type: none"> SENSATIONAL Poems Inspired by the senses by Roger McGough <p>KLP:</p> <ul style="list-style-type: none"> The Magic of the Brain Jenny Joseph Performance poetry (Vegan Delight Benjamin Zephaniah) Preludes TS Elliott Creating poems in the style of a poet Poetic features of simile, metaphor, syllables, onomatopoeia. To read, enjoy and respond to poetry To broaden understanding of writers' use of language To prepare poems to read aloud and perform. To compose poetry
SPaG	<p>Punctuation</p> <ul style="list-style-type: none"> Using relative clauses beginning with who, which, where, when, whose, that or with an 	<p>Punctuation</p> <ul style="list-style-type: none"> Subjunctive Form- recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms 	<p>Punctuation</p> <ul style="list-style-type: none"> Using a colon to introduce a list Use of semicolons within lists Punctuating bullet points consistently 	<p>Punctuation</p> <ul style="list-style-type: none"> Recognising vocabulary and structures that is appropriate for formal speech and writing, 	<p>Punctuation</p> <ul style="list-style-type: none"> Cohesion Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or 	<ul style="list-style-type: none"> Consolidation (Key Stage 2) Coverage of all KS2 Grammar, Vocabulary and Punctuation objectives

	<p>implied relative pronoun</p> <ul style="list-style-type: none"> Using modal verbs to indicate degrees of possibility Using adverbs to indicate degrees of possibility Using brackets, dashes or commas to indicate parenthesis Using expanded noun phrases to convey complicated information concisely Using the perfect form of verbs to mark relationships of time and cause Using commas to clarify meaning or avoid ambiguity in writing Synonyms and Antonyms - how words are related by meaning as synonyms and antonyms [for example, big, large, little] <p>Spelling</p> <ul style="list-style-type: none"> Homophones & Near Homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy Adjectives ending in -ant into nouns ending in -ance/ -ancy Adjectives ending in -ent into nouns ending in -ence/ -ence 	<ul style="list-style-type: none"> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]] <p>Spelling</p> <ul style="list-style-type: none"> Words ending in -able Words ending in -ably Word families based on common words, showing how words are related in form and meaning Creating diminutives using prefixes microor mini 	<ul style="list-style-type: none"> Punctuation of bullet points to list information Active and Passive – using passive verbs to affect the presentation of information in a sentence using semi-colons to mark boundaries between independent clauses Using colons to mark boundaries between independent clauses. Using dashes to mark boundaries between independent clauses Hyphens - using hyphens to avoid ambiguity [for example, man eating shark versus maneating shark, or recover versus recover <p>Spelling</p> <ul style="list-style-type: none"> Adding suffixes beginning with vowel letters to words ending in -fer Words with a long /e/ sound spelt ‘ie’ or ‘ei’ after c (and exceptions) Words with the long /e/ sound spelt ‘ie’ or ‘ei’ after c (and exceptions) Word families based on common words, showing how words are related in form and meaning Statutory spellings challenge 	<p>including subjunctive forms</p> <ul style="list-style-type: none"> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] <p>Spelling</p> <ul style="list-style-type: none"> Words with endings which sound like /shuhl/ Words with a ‘soft c’ spelt /ce/ Word families based on common words, showing how words are related in form and meaning Statutory Spelling Challenge Words 	<p>phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p>Spelling</p> <ul style="list-style-type: none"> Word families based on common words, showing how words are related in form and meaning Words that can be nouns or verbs Words with a long /o/sound spelt ou or ow Words ending in ible Words ending in ibly 	<ul style="list-style-type: none"> Review of statutory spellings Review of spelling rules learned throughout the year
Maths	<p>Place Value</p> <ul style="list-style-type: none"> Read, write, order and compare numbers up to 10 000 000 Round any whole number Use negative numbers in context, and calculate intervals across zero. 	<p>Fractions, Percentages, Ratio and Proportion</p> <ul style="list-style-type: none"> Identify common factors, common multiples and prime numbers. Compare and order fractions, including fractions >1. Add and subtract fractions with different denominators and mixed numbers. 	<p>Place Value</p> <ul style="list-style-type: none"> Count forwards or backwards in steps of integers, decimals or powers of 10 for any number. Describe and extend number sequences Use simple formulae. Generate and describe linear number sequences. 	<p>Addition and Subtraction</p> <ul style="list-style-type: none"> Add and subtract whole numbers and decimals using formal written methods. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods 	<p>Place Value</p> <ul style="list-style-type: none"> Count forwards or backwards in steps of integers, decimals or powers of 10 for any number. Order and compare numbers including integers, decimals and negative numbers. 	<p>Place Value and Decimals</p> <ul style="list-style-type: none"> Count forwards or backwards in steps of integers, decimals or powers of 10 for any number. Order and compare numbers including integers, decimals and negative numbers.

	<ul style="list-style-type: none"> Count forwards or backwards in steps of integers, decimals or powers of 10 for any number. Order and compare numbers including integers, decimals and negative numbers. Find 0.001, 0.01, 0.1, 1, 10 and powers of 10 more or less than a given number. Recall and use addition and subtraction facts for 1 (with decimal numbers to two decimal places). Round decimals with three places to the nearest whole number or one or two decimal places. Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places. <p>Addition and Subtraction</p> <ul style="list-style-type: none"> Perform mental calculations, including with mixed operations and large numbers and decimals. Choose an appropriate strategy to solve a calculation. Solve addition and subtraction multi-step problems. Express missing number problems algebraically. Find pairs of numbers that satisfy an 	<ul style="list-style-type: none"> Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$). Recall and use equivalences between simple fractions, decimals and percentages. Solve problems involving fractions. Find simple percentages of amounts. Solve problems involving the calculation of percentages Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. <p>Geometry</p> <ul style="list-style-type: none"> Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. <p>Statistics</p> <ul style="list-style-type: none"> Interpret and construct pie charts and line graphs and use these to solve problems. Solve comparison, sum and difference problems using information presented in all types of graph. <p>Measures</p> <ul style="list-style-type: none"> Solve problems involving the calculation and conversion of units of measure (including money and time). Use, read, write and convert between standard units, converting measurements of length and mass. Convert between miles and kilometres. Recognise that shapes with the same areas can have different perimeters and vice versa. Calculate the area of parallelograms and triangles. Recognise when it is possible to use the formulae for area and volume of shapes. 	<p>Geometry</p> <ul style="list-style-type: none"> Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. <p>Measures</p> <ul style="list-style-type: none"> Use negative numbers in context. Order and compare numbers including integers, decimals and negative numbers. Calculate and interpret the mean as an average. <p>Fractions</p> <ul style="list-style-type: none"> Identify common factors, common multiples and prime numbers. Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. Multiply simple pairs of proper fractions, writing the answer in its simplest form. Divide proper fractions by whole numbers. Calculate decimal fraction equivalents for a simple fraction. <p>Multiplication and Division</p> <ul style="list-style-type: none"> Divide numbers up to 4 digits by a two-digit whole number using long division. Divide numbers up to 4 digits by a two-digit number using short division. Use written division methods where the answer 	<ul style="list-style-type: none"> Use their knowledge of the order of operations to carry out calculations involving the four operations. <p>Measurement, Ratio and Proportion</p> <ul style="list-style-type: none"> Solve problems involving similar shapes where the scale factor is known or can be found. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time. Solve problems involving the calculation and conversion of units of measure (including money and time). Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving the calculation of percentages. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. Convert between miles and kilometres. <p>Geometry</p> <ul style="list-style-type: none"> Draw 2-D shapes using given dimensions and angles. Recognise, describe and build simple 3-D shapes, including making nets. 	<ul style="list-style-type: none"> Identify, represent and estimate numbers using the number line. Find 0.001, 0.01, 0.1, 1, 10 and powers of 10 more or less than a given number. Round decimals. Simplify fractions. Compare and order fractions. Add and subtract fractions. Calculate decimal fraction equivalents. <p>Multiplication and Written Calculation</p> <ul style="list-style-type: none"> Perform mental calculations, including with mixed operations and large numbers and decimals. Add and subtract whole numbers and decimals using formal written methods. Solve problems involving addition, subtraction, multiplication and division, using formal written methods. Use estimation and inverse to check answers to calculations. <p>Fractions, Ratio and Proportion</p> <ul style="list-style-type: none"> Multiply simple pairs of proper fractions. Divide proper fractions by whole numbers. Solve problems involving the calculation of percentages. Solve problems 	<ul style="list-style-type: none"> Calculate differences in temperature. Find 0.001, 0.01, 0.1, 1, 10 and powers of 10 more or less than a given number. Round decimals with three places. Describe and extend number sequences. <p>Measures</p> <ul style="list-style-type: none"> Solve problems involving the calculation and conversion of units of measure. Use, read, write and convert between standard units. Calculate, estimate and compare volume of cubes and cuboids using standard units. <p>Addition, Subtraction, Multiplication and Division</p> <ul style="list-style-type: none"> Perform mental calculations, including with mixed operations and large numbers and decimals. Add and subtract whole numbers and decimals using formal written methods. Solve problems involving addition, subtraction, multiplication and division using formal written methods. Use estimation and inverse to check answers to calculations. <p>Fractions</p> <ul style="list-style-type: none"> Use common factors to simplify fractions.
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	<p>equation with two unknowns.</p> <ul style="list-style-type: none"> Use estimation and inverse to check answers to calculations. Add and subtract whole numbers and decimals using column addition and subtraction. Solve problems which require answers to be rounded to specified degrees of accuracy. <p>Multiplication and Division</p> <ul style="list-style-type: none"> Multiply multi-digit numbers up to 4 digits by a two-digit whole number using long multiplication. Multiply one-digit numbers with up to two decimal places by whole numbers. Divide numbers up to 4 digits by a two-digit whole number using long division. Divide numbers up to 4 digits by a two-digit number using short division, interpreting remainders. Use written division methods in cases where the answer has up to two decimal places. Perform mental calculations, including with mixed operations and large numbers and decimals. Solve problems involving addition, subtraction, multiplication and division. 	<ul style="list-style-type: none"> Calculate, estimate and compare volume of cubes and cuboids using standard units. 	<p>has up to two decimal places.</p> <ul style="list-style-type: none"> Multiply multi-digit numbers up to 4 digits by a two-digit whole number using long multiplication. Multiply one-digit numbers with up to two decimal places by whole numbers. 	<ul style="list-style-type: none"> Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. Continue to complete and interpret information in a variety of sorting diagrams. Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. Recognise that shapes with the same areas can have different perimeters and vice versa. Recognise when it is possible to use the formulae for area and volume of shapes. Calculate the area of parallelograms and triangles. Calculate, estimate and compare volume of cubes and cuboids. <p>Statistics</p> <ul style="list-style-type: none"> Interpret and construct pie charts and line graphs and use these to solve problems. Solve comparison, sum and difference problems using information presented in all types of graph. 	<p>involving similar shapes where the scale factor is known or can be found.</p> <p>Geometry</p> <ul style="list-style-type: none"> Draw 2-D shapes using given dimensions and angles. Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. <p>Algebra and Sequences</p> <ul style="list-style-type: none"> Describe and extend number sequences including those with multiplication and division steps, inconsistent steps, alternating steps and those where the step size is a decimal. Use simple formulae. Generate and describe linear number sequences. <p>Measures</p> <ul style="list-style-type: none"> Solve problems involving the calculation and conversion of units of measure (including money and time), using decimal notation up to three decimal places Use, read, write and convert between standard units. Calculate and interpret the mean as an average. 	<ul style="list-style-type: none"> Compare and order fractions, including fractions >1. Add and subtract fractions with different denominators. Multiply simple pairs of proper fractions. Divide proper fractions by whole numbers. <p>Geometry</p> <ul style="list-style-type: none"> Draw 2-D shapes using given dimensions and angles. Recognise, describe and build simple 3-D shapes, including making nets. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. Continue to complete and interpret information in a variety of sorting diagrams. Illustrate and name parts of circles, including radius, diameter and circumference. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
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	<ul style="list-style-type: none"> Express missing number problems algebraically. <p>Geometry</p> <ul style="list-style-type: none"> Draw 2-D shapes using given dimensions and angles. Recognise, describe and build simple 3-D shapes, including making nets. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. Continue to complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers and shapes). 				<p>Statistics</p> <ul style="list-style-type: none"> Solve comparison, sum and difference problems using information presented in all types of graph. 	
LOtC	<p>Science React Show Mayan Workshop Mayan Cocoa Theatre Trip</p>	<p>The Great British Sandwich Off Remembrance Assembly</p>	<p>Macbeth Drama Workshop Tullie House Outreach Programme Christian marriage workshop.</p>	<p>WWII Trip Darwin Workshop Watch Tree Visit</p>	<p>Water Workshop Heritage Trust Visit</p>	<p>Residential Courts Visit</p>