




English	Maths	Science
<p><u>Writing</u></p> <p><u>Writing to Inform</u></p> <ul style="list-style-type: none"> - Newspaper Article (tbc) <p><u>Writing to Entertain</u></p> <ul style="list-style-type: none"> - Setting Description (based on our class novel) <p><u>Writing to Discuss</u></p> <ul style="list-style-type: none"> - Is graffiti art or crime? <p><u>Spellings</u></p> <ul style="list-style-type: none"> - Words ending in '-ible' - Adding the suffix '-ibly' to create an adverb. - Changing '-ent' to '-ence.' - -er, -or, -ar at the end of words. - Adverbs synonymous with determination. - Adjectives to describe settings 	<p><u>Reading</u></p> <p><u>Class Novel</u>- The Middler by Kirsty Applebaum</p> <p><u>Wider Curriculum</u>- Hansel and Gretel by Neil Gaiman and Lorenzo Mattotti</p> <p><u>Picture Book</u>- The Listeners by Walter de la Mare</p>  <p><u>Fiction extracts</u>- Explore potential meanings of ambitious vocabulary (of age appropriate texts and beyond) read in context using knowledge of etymology (word origin), morphology (form and structure of word), or the context of the word</p> <p><u>Non fiction extracts</u> - Making comparisons within and across books</p> <p><u>Poetry</u>-Discussing and evaluating how authors use of language, including figurative language, considering the impact on the reader</p>	<p><u>Prior learning</u>: Solve comparison, sum and difference problems using information presented in a line graph.</p> <p><u>SATS Revision</u></p> <ul style="list-style-type: none"> -A particular focus on Calculations and Fractions <p><u>Shape</u></p> <ul style="list-style-type: none"> -Area of a parallelogram -Volume <p><u>Ratio</u></p> <ul style="list-style-type: none"> -Ratio and Fractions -Calculating Fractions -Scale Factors <p><u>Statistics</u></p> <ul style="list-style-type: none"> -Read, interpret and draw line graphs (science link) -Circles -Pie Charts -The mean <p>Times Tables up to and including 12x12</p> <p><u>Prior learning</u>: Recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p><u>Light</u></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

PSHE	History	Art	Computing
<p><i>Prior learning:</i> Know that personality is made up of many different characteristics.</p> <p><u>Relationships</u></p> <ul style="list-style-type: none"> -Understanding and taking care of my mental health -Love and Loss (including the stages of grief) -Recognise when people are trying to gain power or control -Use technology positively and safely to communicate to communicate with my friends and family. (Computing Link) 	<p><i>Prior learning:</i> The Viking and Anglo Saxon struggle for the Kingdom. Victorian Britain. Ancient Romans.</p> <p><u>Historical Study:</u></p> <ul style="list-style-type: none"> -Study of aspect or theme in British history that extends pupil's chronological knowledge beyond 1066: -Changes in an aspect of social history over time-<i>Crime and Punishment</i> from the Anglo Saxons to present day in the 20th century <p><u>Enquiry Question:</u> How has crime and punishment changed over time?</p>	<p><i>Prior learning:</i> I can compare and discuss artists historically with others</p> <p><u>Artist Study- Banksy (stencilling)</u></p> <ul style="list-style-type: none"> -I can analyse, interpret and evaluate the work, ideas and ways of working of some important artists. -I include the influence of the different historical, cultural and social contexts. -Work systematically and think critically to record while they investigate, research and test ideas and plan using sketchbooks and other suitable approaches. <p><u>Design Technology</u></p> <p><i>Prior learning:</i> Start to measure, tape or pin, cut and join fabric with some accuracy (Y3).</p> <ul style="list-style-type: none"> -With confidence, pin, sew and stitch materials together to create a product. Construct products using permanent joining techniques. -Aim to make and to achieve a quality product and demonstrate when to make modifications as they go along. 	<p><i>Prior learning:</i> Type using the appropriate hands/fingers to achieve a speed of 15 words a minute</p> <p><u>Information Technology- Touch Typing</u></p> <p>Input any letter/symbol on the keyboard using both hands at a speed of 20 words per minute</p> <p><u>E-Safety</u></p> <ul style="list-style-type: none"> -Use technology positively and safely to communicate to communicate with my friends and family. (PSHE Link) <p><u>MFL - French</u></p> <p><i>Prior learning:</i> Saying hello, discussing age and how you are.</p> <p><u>En Classe</u></p> <ul style="list-style-type: none"> -I can remember, repeat and spell all the vocabulary covered in lessons for classroom objects. - I can tell you what I have and do not have in my pencil case. - I can understand and follow simple classroom commands in French.

Geography	PE	RE PPA	Music
<p><i>Prior learning:</i> Identify climate zones, biomes and vegetation belts in different parts of continents studied</p> <p><u>Continent study: Antarctica</u> (Why not The Arctic?)</p> <ul style="list-style-type: none"> -Use maps to identify the position and significance of longitude and latitude. -Explain the climates of given continent and relate this to knowledge of the hemispheres, the Equator and the Tropics. -Make comparisons between this biome and others. -The Prime/Greenwich Meridian and time zones (including day and night) (maths link) 	<p><i>Prior learning:</i> To select and maintain a running pace for different distances.</p> <p><u>Outdoor PE- Outdoor and Adventurous</u></p> <ul style="list-style-type: none"> -Use and interprets maps. -Think activities through and problem solve using knowledge and skills including skills from other curriculum areas e.g.: STEM / geography. -Choose and apply strategies to solve problems with support. <p>Discuss and work with others in a group.</p> <p><u>Indoor PE- Gymnastics</u></p> <ul style="list-style-type: none"> -Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. -Perform difficult actions, with an emphasis on extension, clear body shape and changes in direction. -Adapt sequences to include a partner or a small group. 	<p><i>Prior learning</i> y6 Autumn 1 - Pillars of Islam</p> <p><u>Key Questions:</u> Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p><u>Religion-</u> Islam</p> <ul style="list-style-type: none"> -Give examples of times my choices have been influenced and may have changed when I considered there may be consequences. - Explain how believing in Akhirah influences Muslims to do their best to lead good lives. -Recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims. 	<p><i>Prior learning:</i> Focus on notation: Crochets, minims, semibreves, quavers and crotchet rests</p> <p><u>Glockenspiels</u></p> <p>Focus on notation:</p> <ul style="list-style-type: none"> -Crochets, minims, semibreves, quavers, semiquavers and crotchet rests -Play a rhythmical melody on an instrument clearly, with increasing accuracy, control and expression. -Improvise and compose rhythmical melodies using Y6 notes and chords. -Compose music with a specific structure, either AB, AABB (binary), or ABA, (ternary). -Improvisations and compositions are created for a purpose (to tell a story or convey an emotion).