

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vehicle for learning	The Industrial Revolution		Chocolate	The Circulatory System	Holidays	New beginnings
Maths	Number and place value (to include decimal numbers) Four operations - addition and subtraction	Four operations - multiplication and division Multiplying and dividing 10, 100, 1000 (decimal numbers) Geometry - perimeter and area (taught alongside multiplication) Geometry - properties of shape	Fractions (this will need to be a longer focus due to missed learning opps) Algebra	Statistics Ratio and Proportion FDP - conversion between Geometry - angles	Measure - imperial to metric Geometry - position and direction	Recap all areas of learning through problem solving tasks and project work
English	Narrative - mystery	Non-fiction - persuasive letter	Shakespeare Non-chronological report	Narrative - adventure Poetry	Shakespeare Narrative - story	Non-fiction - speech
Science	<p><b>Living things and their habitats - classification</b> I can investigate how animals can be grouped and classified, considering common features.</p> <p>I can identify different animals in their broad groups and describe their features.</p> <p>I can identify the different groups for plants and describe their key features.</p> <p>I can identify the different groups for microorganisms and describe their key features.</p> <p>I can explain why certain plants and animals are classified into specific groups, giving reasons why.</p> <p><b>(Previous learning: see N, R, Y2, Y3 &amp; Y5 coverage)</b></p>	<p><b>Light</b> I can test a hypothesis for light, drawing on my observational skills.</p> <p>I can describe how light travels in straight lines.</p> <p>I can describe how we see objects, explaining the role of reflection.</p> <p>I can investigate the shape of shadows.</p> <p>I can use my findings from my investigation to explain why shadows have the same shape as the objects that cast them.</p> <p><b>(Previous learning: see Y3 coverage)</b></p>	<p><b>Evolution &amp; Inheritance</b> I can recognise that living things have changed over time and describe those changes.</p> <p>I can explain how fossils support us to know how living things have changed over time.</p> <p>I can describe how plants and animals have adapted to their environments.</p> <p>I can explain how adaptation can sometimes lead to evolution.</p> <p>I can recognise that living things produce offspring of the same kind, but they're not identical.</p>	<p><b>Animals including humans - circulatory system</b> I can identify and name the main parts of the body associated with the circulatory system.</p> <p>I can describe the function of the heart, blood vessels and blood in relation to the circulatory system.</p> <p>I can describe how nutrients and water are transported within animals, including humans.</p> <p>I can investigate how exercise and the heart are related.</p> <p>I can describe the impact of diet and exercise on the human body.</p> <p>I can describe the impact of drugs and lifestyle choices on the human body.</p> <p><b>(Previous learning: see N, R, Y1, Y2, Y3, Y4 &amp; Y5 coverage)</b></p>	<p><b>Working Scientifically</b> TBC dependent on ongoing assessment.</p>	<p><b>Electricity</b> I can understand and recognise the symbols for a range of common components in an electrical circuit.</p> <p>I can investigate the relationship between the brightness of a bulb and the number of cells in a circuit.</p> <p>I can explain my findings using diagrams to support my explanation.</p> <p>I can investigate how a switch will affect how different components function.</p> <p><b>(Previous learning: see Y4 coverage)</b></p>

<p>Geography</p>	<p><b>Map skills and field work</b>  Natural Resources, Trade (cotton), Contours and 6-figure grid references, food miles.</p> <p>I can map the journey of how products get into our homes.</p> <p>I can recap my knowledge of scales to calculate food miles of different products</p> <p>I can use an OS map to identify the location of a flag.</p> <p>I can use 6 figure grid references to locate features on an OS map.</p> <p><b>Physical geography</b></p> <p>I can use the UK during the industrial revolution to discuss the importing and exporting of goods.</p> <p>I can understand that products we use are imported as well as locally produced.</p> <p>I can discuss the impact of carbon footprint.</p> <p>I can suggest different ways a locality could be changed and improved.</p> <p>I can explain reasons for settlements including economics, trade links and natural resources. (some consolidation from year 4 - rivers and year 5 - sustainable development)  <b>(Previous learning: see N, R, Y1, Y2, Y3, Y4 &amp; Y5 coverage)</b></p>	<p><b>Map skills and field work/Knowledge of the world</b>  Climate Zones, Biomes, Chocolate journey, Fairtrade.</p> <p>I can locate and label the climate zones.</p> <p>Locate and label vegetation belts.</p> <p>I can describe where countries are using longitude/latitude.</p> <p>I can explain what the three climate zones are identify some countries/regions within each of them.</p> <p>I can explain what the vegetations belts are and the significance of these.</p> <p>I can predict the climate and vegetation of a locality, given its position in the world, drawing on geographical vocabulary.</p> <p>I can name some countries/regions with different vegetations; forest, grassland, tundra, desert and ice sheet.</p> <p><b>Human and physical geography</b></p> <p>I can explain how tropical rainforests have a large impact on biomes.</p> <p>I can understand how climates and vegetation are connected in biomes, e.g. coastal areas, deserts and tropical rainforests</p> <p>I can discuss the importance of individual responsibility for taking care of our environment.</p> <p>I can discuss sustainable development, the fair/unfair distribution of resources (inc energy) and fairtrade</p> <p>I can understand that our food is grown in many different countries because of the climate</p> <p>I can understand that products we use are imported as well as locally produced  <b>(Previous learning: see N, R, Y1, Y2, Y3, Y4 &amp; Y5 coverage)</b></p>	<p>Journeys &amp; Coasts  I can navigate a route using an OS map.</p> <p>I can plan a route and describe the journey, using an OS maps.</p> <p><b>Location &amp; place knowledge</b>  I can use Lichfield as a case study when comparing it to another city.</p> <p>I can reflect upon my knowledge of the United Kingdom and apply it to another town</p> <p><b>Human and physical geography</b></p> <p>I can discuss and compare a range of coastal areas.</p> <p>I can discuss why some coastal areas are more appealing to others.</p> <p>I can explain reasons for and against living in a coastal town.</p> <p>I can make comparisons between the human and physical features of my locality with a contrasting region in the UK, such as a coastal town/city.  <b>(Previous learning: see N, R, Y1, Y2, Y3, Y4 &amp; Y5 coverage)</b></p>
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## History

### Industrial Revolution - Local Study

I can further explore the influence of Josiah Wedgwood on our local area?

I can place current study on timeline in relation to other studies

I can use relevant dates and terms

I can sequence up to 10 events on a timeline

I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings

I can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate my explanation

I can link sources and work out how conclusions were arrived at

I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion

I can confidently use the library and internet for research

I can recognise primary and secondary sources

I can use a range of sources to find out about an aspect of time in the past

**(Previous learning: see N, R, Y1, Y2, Y3, Y4 & Y5 coverage)**

### History of Chocolate - the Mayans, Europe, drink to bar, workers rights - Cadbury/Rowntree etc.

I can identify the impact John Cadbury had upon workers' welfare.

I can place current study on timeline in relation to other studies

I can use relevant dates and terms

I can sequence up to 10 events on a timeline

I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings

I can link sources and work out how conclusions were arrived at

I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion

I can confidently use the library and internet for research

I can recognise primary and secondary sources

I can use a range of sources to find out about an aspect of time past

**(Previous learning: see N, R, Y1, Y2, Y3, Y4 & Y5 coverage)**

### History of Holidays

I can place current study on timeline in relation to other studies

I can use relevant dates and terms

I can sequence up to 10 events on a timeline

I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings

I can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate my explanation

I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion

I can confidently use the library and internet for research

I can recognise primary and secondary sources

I can use a range of sources to find out about an aspect of time past

**(Previous learning: see N, R, Y1, Y2, Y3, Y4 & Y5 coverage)**

<p>Computing</p>	<p><b>Online safety</b> I can identify what media balance means for me.</p> <p>I can identify what clickbait is, and how we can avoid it.</p> <p>I can identify how gender stereotypes shape our experiences online.</p> <p>I can identify how we keep online friendships safe.</p> <p>I can identify what cyberbullying is, and what we can do to stop it.</p> <p>I can identify the important parts of an online news article.</p> <p><b>(Previous learning: see R, Y1, Y2, Y3, Y4 &amp; Y5 coverage)</b></p>	<p><b>Data</b> I can identify questions which can be answered using data</p> <p>I can explain that objects can be described using data</p> <p>I can explain that formula can be used to produce calculated data</p> <p>I can apply formulas to data, including duplicating</p> <p>I can create a spreadsheet to plan an event and choose suitable ways to present the data</p> <p><b>(Previous learning: see R, Y1, Y2, Y3, Y4 &amp; Y5 coverage)</b></p>	<p><b>3D Modelling</b> I can use a computer to create and manipulate three-dimensional (3D) digital objects</p> <p>I can compare working digitally with 2D and 3D graphics</p> <p>I can construct a digital 3D model of a physical object</p> <p>I can identify that physical objects can be broken down into a collection of 3D shapes</p> <p>I can design and improve a digital model by combining 3D objects</p> <p><b>(Previous learning: see R, Y1, Y2, Y3, Y4 &amp; Y5 coverage)</b></p>	<p><b>Computer science and programming</b></p> <p>Suggested technology: Scratch / Microbit</p> <p>I can define a 'variable' as something that is changeable and why they are used</p> <p>I can choose how to improve a game by using variables</p> <p>I can design, create and evaluate a project that builds on a given example</p> <p>I can create and develop a program which uses inputs and outputs to run on a controllable device</p> <p>I can explain that selection can control the flow of a program</p> <p>I can update a variable with a user input</p> <p>I can use an conditional statement to compare a variable to a value</p> <p><b>(Previous learning: see R, Y1, Y2, Y3, Y4 &amp; Y5 coverage)</b></p>	<p><b>Systems and networks</b> I can identify how to use a search engine</p> <p>I can describe how search engines select results</p> <p>I can explain how search results are ranked, why this is important and to whom</p> <p>I can recognise and evaluate how we communicate using technology</p> <p><b>(Previous learning: see R, Y1, Y2, Y3, Y4 &amp; Y5 coverage)</b></p>	<p><b>Web Page Creation</b> I can review an existing website and consider its structure</p> <p>I can plan the features of a web page outlining a navigation path</p> <p>I can consider the ownership and use of images (copyright) recognising the implications of linking to content owned by other people</p> <p>I can recognise the need to preview pages</p> <p><b>(Previous learning: see R, Y1, Y2, Y3, Y4 &amp; Y5 coverage)</b></p>
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<p><b>Art</b></p>	<p><b>Famous Artist - Lowry</b></p> <p>I can critically analyse the styles of a range of artists, craft makers or designers and use this to inform my own work.</p> <p>I can explain how a chosen artist or art form has contributed to the culture and /or history of a specific nation</p> <p><b>Painting</b></p> <p>I can create an imaginative painting from a starting point e.g. music, themes, poetry.</p> <p>I can explore the effect of light and colour, texture and tone on natural and man-made objects using paint.</p> <p>I have an awareness of composition, scale and proportion.</p> <p>I can paint from observation describing different surfaces and textures using tone, line, texture and colour to express mood and feeling</p> <p>I can confidently mix colours, being able to control these to suit the purpose.</p> <p>I understand colour relationships using the colour wheel.</p> <p>I can control paint to make things appear lighter and further away or with darker more intense hues to bring them closer such as when painting landscapes.</p> <p>I can work on sustained pieces reviewing and refining as needed</p> <p>I can paint 3D forms, preparing the surface before painting</p> <p>I can use texture to create mood and feeling in my pictures <b>(Previous learning: see R, Y1, Y2, Y3, Y4 &amp; Y5 coverage)</b></p>	<p><b>Drawing</b></p> <p>Still Life - Pencil skills, perspective, shape, line, shading watercolour.</p> <p>I can draw objects in still life considering composition</p> <p>I can draw with confidence using my own personal style.</p> <p>I can use different drawing styles including; graphic, realistic, technical, illustration, abstract, and digital.</p> <p>I can use line, tone, shade and hatching with precision showing attention to detail to achieve realistic outcomes</p> <p>I can look at the effect of light on an object from different directions.</p> <p>I can apply very basic one point perspective</p> <p>I can use drawing pencils in a range of values.</p> <p>My work includes technical aspects such as Architectural design.</p> <p><b>Sketchbooks</b></p> <p>I can use my sketch book to adapt and critically evaluate my work as my ideas develop.</p> <p>My annotations reflect my critical evaluations and development of ideas.</p> <p>I can reflect on the ways in which my imaginative work has developed from a range of starting points. <b>(Previous learning: see R, Y1, Y2, Y3, Y4 &amp; Y5 coverage)</b></p>	<p><b>Sculpture</b></p> <p>I can recognise the importance of shapes within sculptures.</p> <p>I can consider perspective and how this can change in a sculpture, depending on your viewpoint.</p> <p>I can talk about famous sculptures</p> <p>I can express my own ideas and feelings through 3D design <b>(Previous learning: see R, Y1, Y2, Y3, Y4 &amp; Y5 coverage)</b></p>
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**DT**

(All objectives to be covered over each of the terms)

**Burgers  
Design**

I can use research and develop design criteria to create innovative, functional and appealing products that are fit for purpose

I can use the results of investigations, information sources, including ICT when developing ideas

I can generate, develop, model and communicate my ideas through discussion, annotated sketches, diagrams (cross-sectional, exploded), prototypes, pattern pieces and computer aided design

I can produce detailed, step by step plans that can be followed by myself and by others

I can use my previous knowledge to plan what tools and materials I will need to complete my product

I can suggest alternative plans and say what the good points/drawbacks of each are

**(Previous learning: see R, Y1, Y2, Y3, Y4 & Y5 coverage)**

**Birdhouses  
Make**

I can demonstrate skill in using different tools and equipment safely and accurately

I can cut and join with accuracy to ensure a good quality finished product

I can, with confidence, pin, sew and stitch materials together to make a project

I can sew under supervision

I can use sand paper to smooth edges

I can construct products using permanent joining techniques

I can use a screwdriver

**Evaluate**

I can evaluate existing products and complete market research

I can evaluate my products, identifying strengths and areas for development and carrying out appropriate tests

I can evaluate my work both during and at the end of the making process recording where I have made modifications as I go along

I can understand how much products cost to make, how sustainable and innovative they are and the impact of products have beyond their intended purpose

**(Previous learning: see R, Y1, Y2, Y3, Y4 & Y5 coverage)**

**Programming Pioneers  
Technical knowledge**

I understand and can apply the safety procedures needed when using different tools

I know how more complex electrical circuits and components can be used to create functional products

I know how to program a computer to monitor changes in the environment and control my product

I understand that sometimes raw ingredients need to be processed before they can be used in cooking

I can understand that recipes can be adapted to change the appearance, taste and aroma of a dish

**(Previous learning: see R, Y1, Y2, Y3, Y4 & Y5 coverage)**

<p>PE</p>	<p><b>Games</b></p> <p>I can confidently vary skills, actions and ideas and link these in ways that suit the game's activity.</p> <p>I can keep possession of balls during game situations.</p> <p>I can consistently use skills with co-ordination, control and fluency.</p> <p>I can confidently take part in competitive games with a strong understanding of tactics and composition.</p> <p>I can create my own games using knowledge and skills.</p> <p>I can modify competitive games.</p> <p>I can compare and comment on skills to support creation of new games.</p> <p>I can confidently make suggestions as to what resources can be used to differentiate a game.</p> <p>I can apply knowledge of skills for attacking and defending.</p> <p>I can consistently use running, jumping, throwing and catching in isolation and in combination. <b>(Previous learning: see R, Y1, Y2, Y3, Y4 &amp; Y5 coverage)</b></p>	<p>Games continued</p> <p>I can comment on tactics and techniques to help improve performance.</p> <p>I can learn from others how I can improve my skills.</p> <p>I can make suggestions on how to improve individual and others work, commenting on similarities and differences.</p>	<p><b>Dance</b></p> <p>I can exaggerate dance movements and motifs (using expression when moving)</p> <p>I can perform with confidence, using a range of movement patterns.</p> <p>I can demonstrate a strong imagination when creating my own dance sequences and motifs.</p> <p>I can demonstrate strong movements throughout a dance sequence.</p> <p>I can combine flexibility, techniques and movements to create a fluent sequence.</p> <p>I can move appropriately and with the required style in relation to the stimulus. <i>e.g using various levels, ways of travelling and motifs.</i></p> <p>I can show a change of pace and timing in movements.</p> <p>I can move to the beat accurately in dance sequences.</p> <p>I can improvise with confidence, still demonstrating fluency across a sequence.</p> <p>I can dance with fluency, linking all movements and ensuring they flow.</p> <p>I can demonstrate consistent precision when performing dance sequences.</p> <p>I can modify parts of a sequence as a result of self and peer evaluation, with confidence.</p> <p>I can use more complex dance vocabulary to compare and improve work. <b>(Previous learning: see R, Y1, Y2, Y3, Y4 &amp; Y5 coverage)</b></p>	<p><b>Athletics</b></p> <p>I can use a variety of running techniques with confidence and control.</p> <p>I can confidently perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>I can record peers' performances, and evaluate these.</p> <p>I can demonstrate accuracy and confidence in throwing and catching activities.</p> <p>I can confidently describe good athletic performance using correct vocabulary. <b>(Previous learning: see Y1, Y2, Y3, Y4 &amp; Y5 coverage)</b></p>	<p><b>Gymnastics</b></p> <p>I can plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>I can perform difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>I can adapt sequences to include a partner or a small group.</p> <p>I can gradually increase the length of a sequence of work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>I can draw on what I know about strategy, tactics and composition when performing and evaluating.</p> <p>I can analyse and comment on skills and techniques and how these are applied in my own and others' work.</p> <p>I can use more complex gym vocabulary to describe how to improve and refine performances.</p> <p>I can develop strength, technique and flexibility throughout performances. <b>(Previous learning: see R, Y1, Y2, Y3, Y4 &amp; Y5 coverage)</b></p>	<p><b>Outdoor Adventure Activity (linked with residential)</b></p> <p>I can confidently use and interpret simple maps.</p> <p>I can think activities through and problem solve using general knowledge.</p> <p>I can confidently choose and apply strategies to solve problems. <b>(Previous learning: see Y3, Y4 &amp; Y5 coverage)</b></p>
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<b>Music</b> See Charanga scheme for objectives and previous coverage	Developing melodic phrases	Understanding structure and form	Gaining confidence through performance	Exploring notation further	Using chords and structure	Respecting each other through composition
<b>RE</b>	<p><b>What is the best way for a Muslim to show commitment to God?</b></p> <p>I can explore the best way for a Muslim to show their commitment to God.</p> <p>I can explore how other religions show their commitment to God.</p> <p>I can see how Muslims try to lead lives respectful to God.</p> <p>I can explore ways in which Muslims can be stereotyped.</p> <p>I can identify things I find interesting/ puzzling about Islam.</p> <p>I can explain that there might be different ways in which people show commitment to their religion</p>	<p><b>How significant is it that Mary was Jesus' mother?</b></p> <p>I can explore the significance of why Mary was chosen as Jesus' mother.</p> <p>I can give my opinions on the importance of Mary being Jesus' mother.</p> <p><b>(Previous learning: see R, Y1, Y2, Y3, Y4 &amp; Y5 coverage)</b></p>	<p><b>Is anything ever eternal?</b></p> <p>I can describe what Christians might learn about the afterlife from Bible stories.</p> <p>I can discuss the theory, is anything ever eternal?</p> <p>I can explain ways in which Christianity appears to be a strong religion today 2,000 years after Jesus was on earth.</p> <p>I can ask important questions about eternity,</p> <p><b>(Previous learning: see R, Y1, Y2, Y3, Y4 &amp; Y5 coverage)</b></p>	<p><b>Is Christianity still a strong religion 2000 years after Jesus was on Earth?</b></p> <p>I can understand God's intentions with regard to Jesus' crucifixion.</p> <p>I can express my own understanding of what a religious figure would do in relation to a moral dilemma from the world today.</p> <p>I can give my opinions on whether Christianity is a strong religion now.</p> <p><b>(Previous learning: see R, Y1, Y2, Y3, Y4 &amp; Y5 coverage)</b></p>	<p><b>Does belief in Akhirah (life after death) help Muslims lead good lives?</b></p> <p>I can give reasons why I feel leading a good life might be a good idea.</p> <p>I can see how Muslims try to lead lives respectful to God.</p> <p>I can discuss- Does belief in Akhirah [ life after death] help Muslims lead good lives.</p>	



<p>PSHE</p>	<p><b>Identifying strengths and setting goals</b></p> <p>I can self-assess, understanding how this will help my future actions.</p> <p>I can recognise my strengths and how they can contribute to different groups.</p> <p>I can reflect on past achievements. I can work collaboratively towards common goals.</p> <p>I can begin to set personal goals.</p> <p>I can be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p><b>(Previous learning: see (N, R, Y1, Y2, Y3, Y4 &amp; Y5 coverage)</b></p>	<p><b>Race &amp; ethnicity, stereotypes and culture</b></p> <p>I can talk with a wide range of adults.</p> <p>I can show an understanding of how relationships can change as a result of growing up.</p> <p>I can show an understanding of how marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>I can identify different forms of discrimination against people in societies.</p> <p>I can recognise and respect similarities and differences between people.</p> <p>I can recognise stereotyping and discrimination.</p> <p>I can recognise the factors influencing opinion and choice, including the media.</p> <p>I can challenge stereotyping and discrimination.</p> <p><b>(Previous learning: see (N, R, Y1, Y2, Y3, Y4 &amp; Y5 coverage)</b></p>	<p><b>Illness &amp; immunisation</b></p> <p>I can show an understanding of how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>I can take responsibility for my own safety and the safety of others and be able to seek help in an emergency.</p> <p>I can show an understanding of the facts and science relating to allergies, immunisation and vaccination.</p> <p><b>(Previous learning: see (N, R, Y1, Y2, Y3, Y4 &amp; Y5 coverage)</b></p>	<p><b>Mental wellbeing</b></p> <p>I can identify and talk about my own and others' strengths and weaknesses and how to improve.</p> <p>I can recognise how my behaviour and that of others may influence people both positively and negatively.</p> <p>I can show an understanding of how and when to seek support including which adults to speak to in school if I am worried about my health.</p> <p>I can show an understanding that it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p> <p>I can show that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>I can show an understanding that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p><b>(Previous learning: see (N, R, Y1, Y2, Y3, Y4 &amp; Y5 coverage)</b></p>	<p><b>Budgeting &amp; finance</b></p> <p>I can make connections between my learning, the world of work and my future economic wellbeing.</p> <p>I can learn about budgeting and what it means to budget</p> <p>I can understand why financial management and planning is important from a young age</p> <p>I can understand financial terms such as loan, interest, tax and discount</p> <p><b>(Previous learning: see (Y3, Y4 &amp; Y5 coverage)</b></p>	<p><b>Generating income</b></p> <p>I can identify the skills I need to develop to make my own contribution in the working world in the future.</p> <p>I can understand why aspirations are important in helping to plan for the future</p> <p>I can understand the principles of enterprise</p> <p>I can understand profit and loss</p> <p>I can understand the principles of charity work</p> <p><b>(Previous learning: see (Y3, Y4 &amp; Y5 coverage)</b></p>
<p>Languages</p>	<p><b>Phonics 4 At School</b></p> <p>I can apply phonic knowledge</p> <p><i>Listening</i> <i>Speaking</i> <i>Reading</i> <i>Writing</i> <i>Culture</i></p>	<p><b>Weekend</b></p> <p>I can compare and contrast and appreciate both cultures</p> <p>Bleuet de France</p> <p><i>Listening</i> <i>Speaking</i> <i>Reading</i> <i>Writing</i> <i>Culture</i></p>	<p><b>World War II</b></p> <p><i>Listening</i> <i>Speaking</i> <i>Reading</i> <i>Writing</i> <i>Culture</i></p>		<p><b>Me and the World</b></p> <p><i>Listening</i> <i>Speaking</i> <i>Reading</i> <i>Writing</i> <i>Culture</i></p>	

You can merge columns together if things run over the whole term. Consider what themes areas of learning you are focussing on. What is your vehicle for teaching? - e.g. the Mayas. This might cover the history and geography but it is not going to link with science and computing; these subjects will have a different vehicle for teaching. We need to move away from thinking about things as topics.