



| Big Question | What makes us unique? | What is hidden behind the picture? | Can we investigate? | What's between the pages? | How eco-friendly are we? | Where will our future take us? |
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| Values | Tolerance | Diversity | Responsibility | Honesty | Resilience | Curiosity |
| Key Person (Discuss in hook assembly) | Marcus Rashford | Pablo Picasso Black History Week: Nelson Mandela | Marie Curie | Michael Rosen | Greta Thunberg | Ada Lovelace |
| Focus Area | PSHE/PE | Art/ History | Science | English/ D&T | Geography | Computing |

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| Subjects Taught | <p>History Music Art</p> <p>Science Computing PSHE PE RE</p> | <p>History- Black History Week Music Art</p> <p>Science Computing PSHE PE RE</p> | <p>Geography MFL D&T</p> <p>Science Computing PSHE PE RE</p> | <p>History MFL D&T</p> <p>Science Computing PSHE PE RE</p> | <p>Geography MFL D&T</p> <p>Science Computing PSHE PE RE</p> | <p>Geography Music Art</p> <p>Science Computing PSHE PE RE</p> |
| Outcome | <p>Daily Mile target</p> <p>Whole school unique video</p> | <p>Piece of art with at least one element from Cubism</p> | <p>Science Fair- each class models their experiment and findings</p> | <p>Create a poem with associated pop-up mechanism artwork</p> | <p>Sculpture of an endangered animal using recycled materials</p> | <p>Make a video about our future</p> |

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| Texts | <p>The Lost Thing</p> <p>Adolphus Tips</p> | <p>Rose Blanche</p> <p>Black History Month - Windrush</p> | <p>The Viewer</p> <p>Secrets of a Sun King (start)</p> | <p>Francis</p> <p>Secrets of a Sun King</p> | <p>The Island (Narrative, instructions and persuasion unit)</p> <p>Crater Lake</p> | <p>Alma</p> <p>Crater Lake</p> |
| ENGLISH - READING | <p>Year 5 READING WORD READING Phonics and Decoding</p> <ul style="list-style-type: none"> To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, - | | | <p>Year 6 READING WORD READING Phonics and Decoding</p> <ul style="list-style-type: none"> To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. <p>Fluency</p> | | |

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| | <p>ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.</p> <p>Fluency</p> <ul style="list-style-type: none"> At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. <p>Common Exception Words</p> <ul style="list-style-type: none"> To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. <p><u>READING COMPREHENSION</u> <u>(Three phase approach – Reading and Writing Sequence)</u></p> <p>Comparing, Contrasting and Commenting</p> <ul style="list-style-type: none"> To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously. To identify main ideas drawn from more than one paragraph and to summarise these. To recommend texts to peers based on personal choice. <p>Words in Context and Authorial Choice</p> <ul style="list-style-type: none"> To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors’ language and explain how it has created an impact on the reader. <p>Inference and Prediction</p> <ul style="list-style-type: none"> To draw inferences from characters’ feelings, thoughts and motives. | <ul style="list-style-type: none"> At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. <p>Common Exception Words</p> <ul style="list-style-type: none"> To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. <p><u>READING COMPREHENSION</u> <u>(Three phase approach – Reading and Writing Sequence)</u></p> <p>Comparing, Contrasting and Commenting</p> <ul style="list-style-type: none"> To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including <i>myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</i> To recognise more complex themes in what they read (such as loss or heroism). To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. To draw out key information and to summarise the main ideas in a text. To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. To compare characters, settings and themes within a text and across more than one text. <p>Words in Context and Authorial Choice</p> <ul style="list-style-type: none"> To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. <p>Inference and Prediction</p> <ul style="list-style-type: none"> To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). |
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| | <ul style="list-style-type: none"> To make predictions based on details stated and implied, justifying them in detail with evidence from the text. <p>Poetry and Performance</p> <ul style="list-style-type: none"> To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. <p>Non-fiction</p> <ul style="list-style-type: none"> To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. | <ul style="list-style-type: none"> To discuss how characters change and develop through texts by drawing inferences based on indirect clues. <p>Poetry and Performance</p> <ul style="list-style-type: none"> To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect <p>Non-Fiction</p> <ul style="list-style-type: none"> To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review). |
| <p>ENGLISH - WRITING</p> | <p>Year 5 WRITING TRANSCRIPTION – SPELLING Daily RWI Spelling Phonics and Spelling rules</p> <ul style="list-style-type: none"> To spell words with endings that sound like / shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious). To spell words with endings that sound like / shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious). To spell words with ‘silent’ letters (e.g. doubt, island, lamb, solemn, thistle, knight). To spell words containing the letter string ‘ough’ (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough). <p>Common Exception Words</p> <ul style="list-style-type: none"> To spell many of the Y5 and Y6 statutory spelling words correctly. <p>Prefixes and Suffixes</p> <ul style="list-style-type: none"> To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate). To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise). | <p>Year 6 WRITING TRANSCRIPTION – SPELLING Daily RWI Spelling Phonics and Spelling rules</p> <ul style="list-style-type: none"> To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably). To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly). To spell words with a long /e/ sound spelt ‘ie’ or ‘ei’ after ‘c’ (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize). To spell words with endings which sound like /shuhl/ after a vowel letter using ‘cial’ (e.g. official, special, artificial). To spell words with endings which sound like /shuhl/ after a vowel letter using ‘tial’ (e.g. partial, confidential, essential). <p>Common Exception Words</p> <ul style="list-style-type: none"> To spell all of the Y5 and Y6 statutory spelling words correctly. <p>Prefixes and Suffixes</p> <ul style="list-style-type: none"> To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance). To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, |

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| | <ul style="list-style-type: none"> • To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify). • To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten). <p>Further Spelling Conventions</p> <ul style="list-style-type: none"> • To spell complex homophones and near- homophones, including who's/whose and stationary/stationery. • To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. <p><u>TRANSCRIPTION – HANDWRITING</u> Letter Formation, Placement and Positioning</p> <ul style="list-style-type: none"> • To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. • To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version. <p>Joining Letters</p> <ul style="list-style-type: none"> • To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way. <p><u>WRITING – COMPOSITION</u> <u>(Three phase approach – Reading and Writing Sequence)</u> Planning, Writing and Editing</p> <ul style="list-style-type: none"> • To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. • To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. • To consistently link ideas across paragraphs. | <p>frequent, frequency, confident, confidence, obedient, obedience, independent).</p> <ul style="list-style-type: none"> • To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference). <p>Further Spelling Conventions</p> <ul style="list-style-type: none"> • To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/practise, licence/license, advice/advise). • To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own). • To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. • To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms. <p><u>TRANSCRIPTION – HANDWRITING</u> Letter Formation, Placement and Positioning</p> <ul style="list-style-type: none"> • To write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; - choosing the writing implement that is best suited for a task. <p>Joining Letters</p> <ul style="list-style-type: none"> • To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form). <p><u>WRITING – COMPOSITION</u> <u>(Three phase approach – Reading and Writing Sequence)</u> Planning, Writing and Editing</p> <ul style="list-style-type: none"> • To note down and develop initial ideas, drawing on reading and research where necessary. • To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). |
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| | <ul style="list-style-type: none"> To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements. <p>Awareness of Audience, Purpose and Structure</p> <ul style="list-style-type: none"> To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. To regularly use dialogue to convey a character and to advance the action. To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear. <p><u>WRITING - VOCABULARY, GRAMMAR AND PUNCTUATION</u></p> <p>Sentence Construction and Tense</p> <ul style="list-style-type: none"> To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. To ensure the consistent and correct use of tense throughout all pieces of writing. <p>Use of Phrases and Clauses</p> <ul style="list-style-type: none"> To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery. <p>Punctuation</p> <ul style="list-style-type: none"> To use the full range of punctuation from previous year groups Y3 and Y4. | <ul style="list-style-type: none"> To use a wide range of devices to build cohesion within and across paragraphs. To habitually proofread for spelling and punctuation errors. To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing. <p>Awareness of Audience, Purpose and Structure</p> <ul style="list-style-type: none"> To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). To distinguish between the language of speech and writing and to choose the appropriate level of formality. To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). <p><u>WRITING - VOCABULARY, GRAMMAR AND PUNCTUATION</u></p> <p>Sentence Construction and Tense</p> <ul style="list-style-type: none"> To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. <p>Use of Phrases and Clauses</p> <ul style="list-style-type: none"> To use the subjunctive form in formal writing. To use the perfect form of verbs to mark relationships of time and cause. To use the passive voice. To use question tags in informal writing. <p>Punctuation</p> <ul style="list-style-type: none"> To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity. <p>Use of Terminology</p> |
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| | <ul style="list-style-type: none"> To use commas consistently to clarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis. <p>Use of Terminology</p> <ul style="list-style-type: none"> To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity. <p>English Appendix I Spelling https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_I_-_Spelling.pdf</p> | | <ul style="list-style-type: none"> To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points. <p>English Appendix I Spelling https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_I_-_Spelling.pdf</p> | | | |
| <p>Maths</p> | <p><u>Year 5</u> <u>Number – Place Value</u></p> <p>Read, write, order and compare numbers to at least 1000000 and determine the value of each digit. Count forwards or backwards in steps of powers of 10 for any given number up to 1000000 interpret negative numbers in context. Count forwards and backwards with positive and negative whole numbers, including through zero. Solve number problems and practical problems</p> | <p><u>Year 5</u> <u>Addition and Subtraction</u></p> <p>Add and subtract whole numbers with more than 4 digits including using formal written methods (column) Add and subtract numbers mentally with increasingly large numbers. Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. Solve addition and subtractions multi-step problems, deciding which</p> | <p><u>Year 5</u> <u>Multiplication and division with written methods.</u> Multiply numbers up to 4 digits by a two or one digit using a formal written method, including long X for 2 digit numbers, multiply and divide numbers mentally drawing upon known facts. Divide numbers mentally drawing upon known facts and numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders. Solve problems involving multiplication and</p> | <p><u>Year 5</u> <u>Number: Decimals and Percentages</u> Solve problems involving number up to three decimal places. Multiply one-digit numbers with up to 2 decimal places by whole numbers. Use written division methods in cases where the answer has up to 2 decimal places.</p> <p>Recognise the percent symbol (%) and understand that percent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100,</p> | <p><u>Year 5</u> <u>Fractions – calculating</u> Recognise mixed number and improper fractions and convert from one form to the other and write mathematical statements >I as a mixed number. Add and subtract fractions with the same denominator and denominator that are multiples of the same number. Multiply proper fractions by whole numbers supported by materials and diagrams.</p> <p><u>Year 6</u> <u>Statistics</u></p> | <p><u>Year 5</u> <u>Measures</u> Measure and calculate the perimeter of composite rectilinear shapes in cm and m. Calculate and compare the area of rectangles (inc squares) and including using standard and units, square cm and square m and estimate the area of irregular shapes. Estimate the volume and capacity.</p> <p><u>Geometry- Properties of Shapes and Angles</u> Identify 3D shapes, including cubes and other cuboids, from 2D representations.</p> <p>Use the properties of rectangles to deduce related facts and find missing lengths and angles.</p> <p>Distinguish between regular and irregular polygons based on reasoning about equal sides</p> |

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| | <p>that involve all of the above. Read Roman numerals to 1000 and recognise years written in Roman numerals. Round any number to the nearest 10, 100, 1000, 10000 and 100000.</p> <p><u>Decimals</u> Read and write decimal numbers as fractions (for example $0.71 + 71/100$). Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Read, write, order and compare numbers with up to three decimal places, round decimals with two decimal places to the nearest whole number and to one decimal place.</p> <p><u>Geometry</u> Identify 3-D shapes including cubes and other cuboids from 2-D representations.</p> <p>Year 6</p> | <p>operation and methods to use (up to 3 decimal places)</p> <p><u>Multiplication and division – powers of ten.</u> Multiply and divide numbers and those involving decimals by 10, 100 and 1000.</p> <p>Identify multiples and factors, including finding all factor pairs of a number, common factors of two numbers and use the vocab of prime, factors, composite (non prime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19. Recognise and use square and cube numbers and the notation used.</p> <p>Solve problems involving multiplication and division including using their knowledge of factors</p> | <p>division including their knowledge of factors, multiples, primes, squares and cubes. Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the equals sign. Solve problems involving scaling by simple fractions and simple rates.</p> <p><u>Geometry</u> Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</p> <p><u>Year 6</u> <u>Number: Fractions</u> Compare and order fractions whose denominators are multiples of the same number. Compare and order fractions, including fractions > 1</p> | <p>and as a decimal. Solve problems which require knowing percentage and decimal equivalents of $1/2$, $1/4$, $1/5$, $2/5$, $4/5$ and those fractions with a denominator of a multiple of 10 or 25. Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison.</p> <p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p><u>Measurement</u> Convert between diff units of metric measure (km and M, m, cm and mm, g and kg, l and ml) Understand and use app, equivalences between metric and common units – inches/pounds/pints. Measure and calc the</p> | <p>Interpret piecharts. Construct a pie chart by measuring angles. Understand the meaning of ‘average’ and calculate the mean of a set of discrete data. Interpret the mean of a set of discrete data.</p> <p>KS2 SATs- revision</p> <p>Extra problem solving</p> | <p>and angles. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.</p> <p>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.</p> <p>Draw given angles, and measure them in degrees (o) Draw 2-D shapes using given dimensions and angles.</p> <p>Identify: angles at a point and one whole turn (total 360o), angles at a point on a straight line and $1/2$ a turn (total 180o) other multiples of 90o Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p> <p><u>Statistics</u> Complete, read and interpret info in tables, including timetables. Solve comparison, sum and different problems using info .presented in a line graph.</p> <p><u>Year 6</u></p> |
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| | <p><u>Number and Place Value</u> Read, write, order and compare numbers to at least 10000000 and determine the value of each digit. Round any whole number to a required degree of accuracy, use negative numbers in context, and calculate intervals across zero. Solve number and practical problems that involved all of the above. Identify the value of each digit in numbers given to 3 decimal places (from fractions, including decimals and percentages)</p> <p><u>Four operations</u> Multiply and divide numbers by 10, 100 and 1000 giving answers up to 3 decimal places. Identify common factors, common multiples and prime numbers. Multiply multi digit numbers up to 4 digits by a two digit</p> | <p>and multiples, squares and cubes.</p> <p><u>Year 6 Fractions, decimals and percentage</u> Multiply one- digit numbers with up to two decimal places by whole numbers.</p> <p><u>Geometry</u> Recognise angles where they meet at a point, are on a straight line, or are vertically opposite and find missing angles. Draw 2-D shapes using given dimensions and angles. Recognise,</p> | <p>Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</p> <p>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example $2/5 + 4/5 = 6/5 = 1 \ 1/5$]</p> <p>Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Add and subtract fractions with different denominations and mixed numbers, using the concept of</p> | <p>perimeter of composite rectilinear shapes in cm and m. estimate volume and capacity. Use all 4 operations to solve problems involving measure including decimal notation and scaling.</p> <p><u>Year 6: Ratio and proportion</u> Use simple formulae Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables.</p> <p>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.</p> <p>Solve problems involving similar</p> | | <p><u>Fractions</u> Multiply one digit numbers with up to two decimal places by whole numbers.</p> <p><u>Algebra</u> Use simple formulae. Generate and describe linear number sequences. Express missing number problems algebraically that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables.</p> <p><u>Ratio and proportion</u> 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 calc. Of percentages and the use of percentages for comparison. 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> <p><u>Transition projects</u></p> |
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| | <p>whole number using the formal written method of long multiplication. Divide numbers up to 4 digits by a two digit whole number using written division method and interpret remainders as whole number remainders or fractions, or by rounding as appropriate for the context. Divide numbers up to 4 digits by a two digit number using the formal method where app. Perform mental calc.inc with mixed operations and large numbers. Identify common factors, common multiples and prime numbers. Solve problems involving addition, subtraction, multiplication and division. Use estimation to check answers to calculations and determine, in the context of a</p> | <p>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. Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</p> <p><u>Four operations</u> Use their knowledge of the order of operations to carry out calculations involving the four operations.</p> | <p>equivalent fractions. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example $1/4 \times 1/2 = 1/8$] Divide proper fractions by whole numbers [for example $1/3 \div 2 = 1/6$]</p> <p>Read and write decimal numbers as fractions [for example $0.71 = 71/100$] Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example $3/8$]</p> <p><u>Decimals</u> Multiply one digit numbers with up to two decimal places by whole numbers.</p> <p><u>Mock Papers</u></p> | <p>shapes where the scale factor is known or can be found.</p> <p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</p> <p><u>Measurement – converting units</u> Solve probs involving the calc. And conversion of units of measure using decimal notation up to 3 d.p. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a small unit to a larger and vice versa using decimal notation up to 3 d.p. Convert between miles and km.</p> <p><u>Measurement – area and volume</u> Recognise that shapes with the same area can have different perimeters and vice versa. Recognise when it is possible to use</p> | | |
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| | <p>problem, an appropriate degree of accuracy.</p> <p>Solve accuracy and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. Solve problems involving all four operations.</p> <p><u>Geometry</u></p> <p>Describe positions on the full coordinate grid – all 4 quadrants. Draw and translate simple shapes on the coordinate plane and reflect them in the axes.</p> | | | <p>formulae for area and volume of shapes. Calc area of parallelograms and triangles. Calculate, estimate and compare volume of cubes cuboids using standard units, cubic cm and cubic m and extending to other units.</p> <p><u>Algebra</u> Use simple formulae. Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables.</p> | | |
| <p>History</p> <p>Historical Timeline up in classroom so each topic can be plotted with children</p> <p>Taught Vocabulary Past</p> | <p>British Chronological History</p> <p>WW2 & The Holocaust</p> <p>A study of an aspect or theme in British history that</p> | <p>Historical Enquiry</p> <p>Carry over of WW2 and also Black History month</p> <p>Knowledge and understanding of Events, People</p> | | <p>Historical Enquiry</p> <p>A study of Ancient Egypt</p> <p>The achievements of the earliest civilizations – an</p> | | |

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| <p>Present Future Time line Memory Change Old New Time Period Chronological Monarch British History Ancient</p> <p>Influenced Nation Civilisations Expansion Dissolution Societies Empire Parliament Peasantry Influence Culture Invasion</p> | <p>extends pupils' chronological knowledge beyond 1066 (World War II)</p> <p>Key Skills:</p> <p>Historical Knowledge:</p> <p>To establish clear narratives within and across the periods they study.</p> <p>To combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>To develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>Historical Concepts:</p> <p>To address and devise historically valid questions about change, similarity, difference.</p> | <p>and Changes in the Past Significant individuals</p> | | <p>overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p> <p>Key Skills</p> <p>Historical Knowledge:</p> <p>o establish clear narratives within and across the periods they study.</p> <p>o combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>o develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>Historical Concepts:</p> <p>To address and devise historically valid questions about change, similarity, difference.</p> | | |
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| | <p>To note connections, contrasts and trends over time.</p> <p>To address and devise historically valid questions about cause and significance</p> <p>Historical Enquiry:</p> <p>To construct informed responses that involve thoughtful selection and organisation.</p> <p>To make appropriate use of historical terms.</p> <p>To understand how our knowledge of the past is constructed from a range of sources.</p> <p>Key Vocabulary: Chronological, air raid, Land army, Navy, RAF, evacuees, Air raid siren, Allies, Axis, Anderson shelter, The Blitz, Bunker, Concentration camp, Evacuate, Blackout, Jew, Nazi, Propaganda, Ration, Swastika, U Boat</p> <p>Key Questions:</p> | | | <p>To note connections, contrasts and trends over time.</p> <p>To address and devise historically valid questions about cause and significance</p> <p>Historical Enquiry:</p> <p>To construct informed responses that involve thoughtful selection and organisation.</p> <p>To make appropriate use of historical terms.</p> <p>To understand how our knowledge of the past is constructed from a range of sources.</p> <p>Key Vocabulary: Historian, chronology/chronological order, timeline, BC/AD, ascending, descending, archaeology/archaeologist, artefacts, sources of evidence, pyramids, mummies, mummification, pharaohs, afterlife, Canopic jars, tomb,</p> | | |
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| | <p>What keys events occurred during WW2? What caused them?</p> <p>What are the key events during WW2?</p> <p>Which key people were involved in WW2? How was Winston Churchill's role significant?</p> <p>What is an air raid and what impact did it have on the lives of people living in Britain?</p> <p>How would people keep themselves safe during the war?</p> <p>What are the differences and similarities between Britain now and Britain during WW2?</p> <p>What changes were made to Britain as a result of the war?</p> <p>How did the war affect life at home in Britain (specifically children)?</p> | | | <p>hieroglyphics, Tutankhamun, significance</p> <p>Key Questions: What is the significance of the location of Ancient Egypt? Why was the River Nile so important in Ancient Egypt?</p> <p>How do we know what Ancient Egypt was like over 5000 years ago and what was important to people during Ancient Egyptian times?</p> <p>What does the evidence tell us about everyday life for men, women and children in Ancient Egypt?</p> <p>What sources of evidence have survived and how were they discovered?</p> <p>How would we find out who really did build the pyramids?</p> | | |
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| | | | | <p>What did the Ancient Egyptians believe about life after death and how do we know? (mummification)</p> <p>What did the Ancient Egyptians believe about life after death and how do we know? (Book of the Dead)</p> <p>What did Ancient Egypt have in common with other civilizations at the time?</p> | | |
| <p>Geography</p> <p>Taught Vocabulary</p> <p>Compass</p> <p>United Kingdom</p> <p>Scotland</p> <p>Ireland</p> <p>Wales</p> <p>England</p> <p>Climate zones</p> <p>Biomes</p> <p>Vegetation belts</p> <p>Rivers</p> <p>Mountains</p> <p>Volcanoes</p> <p>Earthquakes</p> <p>Water cycle</p> <p>Digital and computer mapping</p> <p>Countries</p> | | | <p>Locational knowledge</p> <p>Place Knowledge</p> <p>Compare the UK with areas of Europe (Andalucia) North America (Grand Canyon</p> <p>Compare both physical and humans features of this and surrounding areas.</p> <p>Comparison of a region of the United Kingdom, a region in a European country, and a region within</p> | | <p>Locational/place knowledge</p> <p>Human and physical Geography</p> <p>Ukraine</p> <p>Middle East</p> <p>Look at refugees who have come to our country, discussing where they have come from, focusing on the differences in both human and geography of these countries.</p> <p>Link to The Island</p> | <p>Geographical skills and Fieldwork</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Link to Gaglebrook/ Eco Village (Sketch maps of the eco village, local surveys about recycling, where does Gaglebrook get its power from?)</p> |

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| <p>Continents Hills Coasts Land patterns Latitude Longitude Equator Northern hemisphere Southern hemisphere Tropics of Cancer Tropics of Capricorn Arctic and Antarctic Circle The Prime/ Greenwich Meridian and time zones (including day and night) Settlement Region</p> | | | <p>North or South America</p> <p>Skills Children should be able to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Knowledge Be able to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some</p> | | <p>Skills Use physical maps to identify the physical geography</p> <p>Analyse and draw conclusions from data about temperature and climate and make comparisons.</p> <p>Recognise and describe a wide range of biomes.</p> <p>Use world maps to identify similarities between locations, identify patterns and give reasons.</p> <p>Use maps and data sources to identify change over time.</p> <p>Use a map key to make deductions about a place</p> <p>Justify reasons for the changes needed to reduce global warming.</p> <p>Describe and understand key</p> | <p>Skills Children should use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p>Knowledge Children should be able to describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> |
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| | | | <p>of these aspects have changed over time</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night</p> | | <p>aspects of: physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Knowledge Be able to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Be able to locate the world's countries, using maps to focus on Europe (including the location of</p> | |
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| | | | | | Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. | |
| <p>Religious Studies Year 5/6</p> <p>Taught Vocabulary</p> <p>Beliefs Symbols Rituals Ceremonies Faith Sacred Holy books Islam Muslim Hinduism Pilgrimage Judaism Christianity Prayer Worship</p> | <p>Peace</p> <ul style="list-style-type: none"> • I can explain the meaning of the word 'peace'. • I can explain how different religions view peace. <p>I can state the similarities and differences between each religion's view on peace.</p> <p>I can explain how some religions use inner peace to find peace and can reflect on this technique.</p> <p>I can explain how religions focus on community cohesion to bring about peace.</p> <ul style="list-style-type: none"> • I can recognise key peace symbols. | <p>The True Meaning of Christmas</p> <p>What Christmas means to me and Christians Christmas cards Love Carols Christmas Debate</p> | <p>Worship</p> <p>What it means to have worth Worship through Art and Music Prayer Religious Artefacts Freedom to believe and worship.</p> | <p>Forgiveness</p> <p>What is Forgiveness? Forgiveness in Judaism Yom Kippur Forgiveness in Buddhism Compare and contrast. Symbols of Forgiveness</p> | <p>Jesus the Healer</p> <p>Miracles Parables</p> | <p>Commitment</p> <p>What is commitment? Sacrifice Marriage Fasting Remaining committed</p> |
| Skills | Children can: | | | | | |

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| | <p>recognise and explain how some teachings and beliefs are shared between religions; explain how religious beliefs can shape the lives of individuals and contribute to society; explain practices and lifestyles associated with belonging to a faith; explain practices and lifestyles associated with belonging to a non-religious community; show an understanding of the role of a spiritual leader; explain some of the different ways individuals show their beliefs; share their opinion or express their own belief with respect and tolerance for others; explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers; explain why their answers may be different from someone else's and respond sensitively; explain why individuals and communities may have similar and differing values; show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences; express their own values while respecting the values of others.</p> | | | | | |
| <p><u>Work of Other Artists:</u> To learn about great artists, architects and designers in history.</p> <p>Skills: give detailed observations about notable artists', artisans' and designers' work; offer facts about notable artists', artisans' and designers' lives; use key vocabulary to demonstrate knowledge and understanding in this strand: Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean- Michel Basquiat, Mary Cassatt.</p> | | | | | | |
| <p>Art</p> <p style="color: blue;">Taught Vocabulary</p> <p style="color: blue;">Delicate Simple Bold Thick Thin Contrasting Simple Dramatic Rough Fine Smooth Uneven Swirling Flowing Big Small Vibrant Colourful Bright</p> | <p><u>Collage</u></p> <p>To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Skills: add collage to a painted or printed background; create and arrange accurate patterns; use a range of mixed media; plan and design a collage;</p> | <p><u>Painting</u></p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Great artists of the 19th and 20th century</p> <p>Skills: create a colour palette, demonstrating mixing techniques; use a range of paint (acrylic, oil paints,</p> | <p><u>Drawing</u></p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Skills: review and revisit ideas in their sketchbooks;</p> | | | |

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| <p>Dark Realistic Unrealistic Complex Simple Boring Engaging Dull Flat Shapes Lines Sketching Brush Strokes Natural Unnatural Busy Plain</p> | <p>use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.</p> <p>Art movement</p> <p>Henry Moore - Modernism</p> | <p>water colours) to create visually interesting pieces;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p> <p>Art movement</p> <p>Picasso Guernica - Cubism</p> | <p>use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;</p> <p>depict movement and perspective in drawings;</p> <p>use a variety of tools and select the most appropriate;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p> <p>Art movement</p> <p>Kandinsky - Impressionism</p> | | | |
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| Design Technology Taught Vocabulary Design Technology Plan Equipment Sustainability Products Data Information Test Construct Production Packaging Label Food Tools Technology Environment Fibres Energy Efficient Engineer Designer Human Impact Criteria Self- Evaluation Improve Modify | | | | <p>Technical Knowledge</p> <p>Skills: apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products;</p> <p>understand and demonstrate that mechanical and electrical systems have an input, process and output;</p> <p>explain how mechanical systems, such as cams, create movement and use mechanical systems in their products;</p> | <p>Textiles</p> <p>To improve their mastery of art and design techniques with a range of materials – textiles.</p> <p>Skills: experiment with a range of media by overlapping and layering in order to create texture, effect and colour;</p> <p>add decoration to create effect;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern</p> | <p>Cooking and nutrition</p> <p>Skills: know, explain and give examples of food that is grown (such as pears, wheat and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe and the wider world;</p> <p>understand about seasonality, how this may affect the food availability and plan recipes according to seasonality;</p> <p>demonstrate how to use a range of cooking techniques, such as griddling, grilling, frying and boiling;</p> <p>understand that food is processed into ingredients that can be eaten or used in cooking;</p> <p>demonstrate how to prepare and cook a variety of predominantly savoury dishes safely and hygienically</p> |

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| <p>Procedures</p> | | | | <p>apply their understanding of computing to program, monitor and control a product.</p> | | <p>including, where appropriate, the use of a heat source;</p> |
| <p>Physical Education</p> | <p>Orienteering Focus: To be able to follow and make a map. To be able to set up and follow set routes. To develop and understand skills to improve teamwork. To be able to solve mental challenges individually or as a team. I can use a compass to follow directions. I can provide feedback to others. NC link:</p> | <p>Invasion Games Focus: I can identify what invasion game are. I can name and display a range of skills included in invasion games. I can apply ABC's in combination in a broad range of activities. I can recognise and implement attack and defence tactics. I can work individually and collaboratively in a range of competitive games.</p> | <p>Invasion Games Focus: I can identify what invasion game are. I can name and display a range of skills included in invasion games. I can apply ABC's in combination in a broad range of activities. I can recognise and implement attack and defence tactics. I can work individually and collaboratively in a range of competitive games.</p> | <p>Net and Wall Focus: I can identify what net and wall is. I can apply the skill of striking to a range of activities. I can use a range of implements to strike an object. I can name and display a range of skills included in net and wall activities. I can apply ABC's in combination in a broad range of activities. I can apply a range of tactics and</p> | <p>Swimming Striking and Feilding Focus: I can identify activities which include striking and fielding. I can display and name skills included within striking and fielding activities. I can apply ABC's in combination in a broad range of activities. I can apply a range of tactics and recognise which to use when.</p> | <p>Swimming Athletics Focus: I can apply ABC's into activities to compete against others and against myself. I can run for speed or distance. I can throw for distance. I can jump for height or distance. I can compete against others. NC links: Develop competence in a broad range of activities. Are physically active for a sustained period of time. Apply a broad range of skills in sequence.</p> |

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| | <p>Develop competence in a broad range of activities. Are physically active for a sustained period of time. To engage in competitive activities. Apply a broad range of skills in sequence. Enjoy communicating, collaborating and competing with each other. Take part in outdoor and adventurous activity. Compare performance and analyse self and others.</p> <p>Gymnastics- Unit 1</p> <p>Focus: Can I complete a round off? Can I add symmetry to my sequence? What is an asymmetrical balance?</p> | <p>I can recognise different roles within a game. I can display a range of skills to ensure I work well within a team. I can analyse my own/others performance to help me improve in the future. I can set up and run competitions. I can learn rules to officiate games.</p> <p>Skills to be developed in combination: Running, dodging, jumping, throwing, catching, kicking, attacking, defending, striking, teamwork, problem solving, personal/peer analysis.</p> <p>NC links: Develop competence in a broad range of activities.</p> | <p>I can recognise different roles within a game. I can display a range of skills to ensure I work well within a team. I can analyse my own/others performance to help me improve in the future. I can set up and run competitions. I can learn rules to officiate games.</p> <p>Skills to be developed in combination: Running, dodging, jumping, throwing, catching, kicking, attacking, defending, striking, teamwork, problem solving, personal/peer analysis.</p> <p>NC links: Develop competence in a broad range of activities. Are physically active for a sustained period of time.</p> | <p>recognise which to use when. I can work individually and collaboratively in a range of competitive games. I can display a range of skills to ensure I work well within a team. I can analyse my own/others performance to help me improve in the future. I can set up and run competitions. I can learn rules to officiate games.</p> <p>Skills to be developed in combination: Striking with body parts, striking with an implement (racket), tactics, personal/peer analysis.</p> <p>NC links: Develop competence in a broad range of activities.</p> | <p>I can work individually and collaboratively in a range of competitive games. I can display a range of skills to ensure I work well within a team. I can analyse my own/others performance to help me improve in the future. I can set up and run competitions. I can learn rules to officiate games.</p> <p>Skills to be developed in combination: Throwing, catching, striking, striking with implement, tactics, roles, personal/peer analysis</p> <p>NC links: Develop competence in a broad range of activities. Are physically active for a sustained period of time.</p> | <p>Enjoy communicating, collaborating and competing with each other. Develop flexibility, strength, technique, control and balance. Compare their performance with previous ones and demonstrate improvement to achieve personal best. I can set up and run competitions. I can learn rules to officiate games.</p> <p>Dance</p> <p>Focus: I can create a sequence and perform to others with music. I can compare my performances to help me improve. I can learn new dance techniques to enhance my performance. I can work individually or within a group.</p> <p>NC link: Develop competence in a broad range of activities. Are physically active for a sustained period of time.</p> |
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| | <p>Can I trust a partner to counter balance? Can I compose a sequence with counter balance? Can I evaluate sequences to provide areas for development? Can I evaluate sequences to provide areas for development? NC link: Develop competence in a broad range of activities. Are physically active for a sustained period of time. Apply a broad range of skills in sequence. Enjoy communicating, collaborating and competing with each other. Develop flexibility, strength, technique, control and balance. Compare their performance with previous ones and demonstrate improvement to</p> | <p>Are physically active for a sustained period of time. To engage in competitive activities. Apply a broad range of skills in sequence. Enjoy communicating, collaborating and competing with each other. To play a range of modified competitive games. To compare performances and demonstrate improvements. Develop flexibility, strength, technique, control and balance.</p> <p>Dance</p> <p>Focus: I can create a sequence and perform to others with music. I can compare my performances to help me improve. I can learn new dance techniques to</p> | <p>To engage in competitive activities. Apply a broad range of skills in sequence. Enjoy communicating, collaborating and competing with each other. To play a range of modified competitive games. To compare performances and demonstrate improvements. Develop flexibility, strength, technique, control and balance.</p> <p>Gymnastics- Unit 2</p> <p>Focus: Can I create a sequence across a pathway? Can I develop my round off? Can I bridge? Can I create a sequence? Can I develop my routine through feedback? Can I create a sequence?</p> | <p>Are physically active for a sustained period of time. To engage in competitive activities. Apply a broad range of skills in sequence. Enjoy communicating, collaborating and competing with each other. To play a range of modified competitive games. To compare performances and demonstrate improvements. Develop flexibility, strength, technique, control and balance.</p> <p>Dance</p> <p>Focus: I can create a sequence and perform to others with music. I can compare my performances to help me improve. I can learn new dance techniques to</p> | <p>Apply a broad range of skills in sequence. Enjoy communicating, collaborating and competing with each other. Develop flexibility, strength, technique, control and balance. Compare their performance with previous ones and demonstrate improvement to achieve personal best.</p> <p>Gymnastics- Unit 3</p> <p>Focus: I can travel onto high apparatus? Can we express cannon in a sequence? Can I combine equipment into a sequence? Can I use canon and unision in a flight sequence? Can I use canon and unision in a flight sequence? Include equipment.</p> | <p>Apply a broad range of skills in sequence. Enjoy communicating, collaborating and competing with each other. Develop flexibility, strength, technique, control and balance. Compare their performance with previous ones and demonstrate improvement to achieve personal best. I can analyse others performance and provide them feedback on how to improve.</p> |
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| | <p>achieve personal best. I can analyse others performance and provide them feedback on how to improve.</p> | <p>enhance my performance. I can work individually or within a group. I can compare and analyse different dances to provide feedback.</p> <p>NC link: Develop competence in a broad range of activities. Are physically active for a sustained period of time. Apply a broad range of skills in sequence. Enjoy communicating, collaborating and competing with each other. Develop flexibility, strength, technique, control and balance. Compare their performance with previous ones and demonstrate improvement to achieve personal best.</p> | <p>Can I develop my routine through feedback?</p> <p>NC link: Develop competence in a broad range of activities. Are physically active for a sustained period of time. Apply a broad range of skills in sequence. Enjoy communicating, collaborating and competing with each other. Develop flexibility, strength, technique, control and balance. Compare their performance with previous ones and demonstrate improvement to achieve personal best. I can analyse others performance and provide them feedback on how to improve.</p> | <p>enhance my performance. I can work individually or within a group. I can compare and analyse different dances to provide feedback.</p> <p>NC link: Develop competence in a broad range of activities. Are physically active for a sustained period of time. Apply a broad range of skills in sequence. Enjoy communicating, collaborating and competing with each other. Develop flexibility, strength, technique, control and balance. Compare their performance with previous ones and demonstrate improvement to achieve personal best.</p> | <p>NC link: Develop competence in a broad range of activities. Are physically active for a sustained period of time. Apply a broad range of skills in sequence. Enjoy communicating, collaborating and competing with each other. Develop flexibility, strength, technique, control and balance. Compare their performance with previous ones and demonstrate improvement to achieve personal best. I can analyse others performance and provide them feedback on how to improve.</p> | |
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| | | I can analyse others performance and provide them feedback on how to improve. | | I can analyse others performance and provide them feedback on how to improve. | | |
| PSHE (Jigsaw) | <p>Being me in my world</p> <p>I can accept that everyone is different.</p> <p>Taught Vocabulary Aspirations National citizenship Conflict Vote Participation</p> | <p>Celebrating difference</p> <p>I can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy for people in that situation.</p> <p>Taught Vocabulary Cultural diversity Racism Rumours Material wealth Respecting culture</p> | <p>Dreams and Goals</p> <p>I can describe some ways in which I can work with other people to help make the world a better place. I can identify why I am motivated to do this.</p> <p>Taught Vocabulary Financial success Long-term Charity</p> | <p>Healthy Me</p> <p>I can evaluate when alcohol or other substances are being used responsibly, antisocially or being misused.</p> <p>Taught Vocabulary Vaping Emergency aid Body image Relationships with food Healthy choices</p> | <p>Relationships</p> <p>I can recognise when people are trying to gain power or control. I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</p> <p>Taught Vocabulary Self-recognition Self-esteem Online communities Gaming Gambling Grooming</p> | <p>Changing Me</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and I recognise how I feel when I reflect on the development and birth of a baby.</p> <p>Taught Vocabulary Self-image Media influence Puberty Conception IVF</p> |
| Music | <p>Cycle A Term 1 – Rock (How rock changed from the Beatles onwards) Term 2 – Pop ballads Term 3 – Hip hop</p> <p>Cycle B Term 1 - Pop Term 2 – Motown Term 3 - Jazz</p> | | | | | |
| Taught Vocabulary Accent Bar Beat Canon Chant | | | | | | |

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| Choir | <p>Music Express and Music Assemblies</p> <p>Performing Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression through:</p> <ul style="list-style-type: none"> ➤ sing with good diction; ➤ sing in tune; ➤ sing a song with two or more parts, showing confidence at being able to maintain tempo and pitch; ➤ perform with accuracy and expression, showing an understanding of the context of the music; ➤ use correct technique to play instruments with improved confidence and accuracy. <p>Listening Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory through:</p> <ul style="list-style-type: none"> ➤ find the beat in a piece of music; ➤ explain the tempo, dynamics, metre, timbre and duration of a piece of music; ➤ recognise orchestral instruments and describe their effect in a piece of music. <p>Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians, begin to recognise some orchestral instruments in a piece of music through:</p> <ul style="list-style-type: none"> ➤ recognise a range of music genres (including from around the world) and describe their characteristics; ➤ name a variety of composers and artists associated with different genres of music; ➤ recognise instruments being played in a piece of music; express their opinion about pieces of music using appropriate musical vocabulary; ➤ discuss similarities and differences in pieces of music and explain how composers and performers achieve this. <p>Composing Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music through:</p> <ul style="list-style-type: none"> ➤ add lyrics to a composition; ➤ create more complex tunes, thinking about their audience; ➤ compose music that has a recognisable structure (beginning, middle and end) that shows variation in timbre and dynamics <p>Notation Pupils should be taught to use and understand staff and other musical notations through:</p> <ul style="list-style-type: none"> ➤ recognise crotchets, quavers, semibreves, crotchet and quaver rests; ➤ recognise notes on a treble clef staff; ➤ understand that notes are positioned differently on a bass clef; ➤ read, and play from, music notation; |
| Chord | |
| Clef | |
| Crescendo | |
| Decrescendo | |
| Duet | |
| Dynamics | |
| Ensemble | |
| Fast | |
| Flat | |
| Forte | |
| Harmony | |
| High | |
| Loud | |
| Low | |
| Major | |
| Melody | |
| Minor | |
| Note | |
| Pitch | |
| Pulse | |
| Quiet | |
| Rest | |
| Rhythm | |
| Scale | |
| Sharp | |
| Slow | |
| Staccato | |
| Staff | |
| Tempo | |
| Time | |

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| <p>Unison Vibrato</p> | <p>➤ record their own compositions using music notation</p> <p>Knowledge of Music Pupils should be taught to develop an understanding of the history of music through:</p> <p>➤ name some composers and genres of music from different eras. ➤ name different musical periods.</p> | | | | | |
| <p>Computing</p> <p>Key Taught Vocabulary Y5: Complex systems, comparison, testing, sequencing Shortcuts, create, modifications Collaboration, communication, search engines, trustworthy, data</p> <p>Y6: World wide web, selected and ranked, limitations, data Physical systems, reasoning, selection, variables Atmosphere, digital, audience, World wide web, selected and ranked</p> | <p>Online Safety Reinforce SMART rules: ‘S.’ <u>Self-Image and Identity</u> I can explain how identity online can be copied, modified or altered. I can demonstrate responsible choices about my online identity, depending on context. Privacy and security I can explain what a strong password is and demonstrate how to create one. I can explain how many free apps or services. I may read and share private information (e.g., friends, contacts, likes, images, videos, voice, messages, geolocation) with others. I can explain what app permissions are and can give some examples. (CS) PROGRAMMING Selection in physical computing To control a simple</p> | <p>Online Safety Reinforce SMART rules: ‘T.’ Online Bullying I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. I can describe how what one person perceives as playful joking and teasing (including ‘banter’) might be experienced by others as bullying. I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. I can identify a range of ways to report concerns and access support both in school and at home about online bullying. I can explain how to block abusive users. I can describe the helpline services which can help people experiencing bullying, and how to access</p> | <p>Online Safety Reinforce SMART rules: ‘M.’ Online Reputation I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect. I can search for information about an individual online and summarise the information found. (IT) HANDLING DATA Flat-file databases To use a form to record information To compare paper and computer-based databases To outline how grouping and then sorting data allows us to answer questions To explain that tools can be used to select specific data To explain that computer programs can be used to compare data visually</p> | <p>Online Safety Reinforce SMART rules: ‘A.’ Health, well-being and lifestyle I can describe ways technology can affect health and well-being both positively (e.g., mindfulness apps) and negatively. I can describe some strategies, tips, or advice to promote health and wellbeing with regards to technology. I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals. I can explain how and why some apps and games may request or take payment for additional content (e.g., in-app purchases, loot boxes) and</p> | <p>Online Safety Reinforce SMART rules: ‘R.’ Online Relationships I can give examples of technology-specific forms of communication (e.g., emojis, memes and GIFs). I can explain that there are some people I communicate with online who may want to do me or my friend's harm. I can recognise that this is not my / our fault. I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g., gaming communities or social media groups). I can explain how someone can get help if they are having problems and identify</p> | <p>Online Safety Managing Online Information I can use different search technologies. I can explain the benefits and limitations of using different types of search technologies e.g., voice-activation search engine. I can explain how some technology can limit the information I am presented with. I can explain what is meant by ‘being sceptical’; I can give examples of when and why it is important to be ‘sceptical’. I can evaluate digital content and can explain how to make choices about what is trustworthy e.g., differentiating between adverts and search results. I can explain key concepts including information, reviews, fact, opinion, belief, validity, reliability, and evidence. I can identify ways the internet can draw us to information for different agendas, e.g., website notifications, pop-ups, targeted ads. I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g., by commercial companies or by vloggers, content creators, influencers). I can explain what is meant by the term ‘stereotype’, how ‘stereotypes’ are amplified and reinforced online, and why accepting ‘stereotypes may</p> |

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| | <p>circuit connected to a computer To write a program that includes count-controlled loops To explain that a loop can stop when a condition is met, e.g., number of times To conclude that a loop can be used to repeatedly check whether a condition has been met To design a physical project that includes selection To create a controllable system that includes selection Micro:bit</p> | <p>them (e.g., Childline or The Mix). (IT) MULTIMEDIA Vector drawing To identify that drawing tools can be used to produce different outcomes To create a vector drawing by combining shapes To use tools to achieve a desired effect To recognise that vector drawings consist of layers To group objects to make them easier to work with To evaluate my vector drawing</p> <p>Google Drawings, Microsoft Word</p> | <p>To apply my knowledge of a database to ask and answer real-world questions</p> <p>2Investigate</p> <p>2Calculate</p> | <p>explain the importance of seeking permission from a trusted adult before purchasing. Copyright and ownership I can assess and justify when it is acceptable to use the work of others. I can give examples of content that is permitted to be reused and know how this content can be found online. (IT) MULTIMEDIA Video editing To recognise video as moving pictures, which can include audio To identify digital devices that can record video To capture video using a digital device To recognise the features of an effective video To identify that video can be improved through reshooting and editing To consider the impact of the choices made when making and sharing a video</p> <p>Video editing- Greenscreen 'Do Ink' to produce a report about circulation system</p> | <p>when to tell a trusted adult. I can demonstrate how to support others (including those who are having difficulties) online. (DL) TECHNOLOGY IN OUR LIVES Systems and Searching To explain that computers can be connected together to form systems To recognise the role of computer systems in our lives To identify how to use a search engine To describe how search engines select results To explain how search results are ranked To recognise why the order of results is important, and to whom Transfer of info between systems & devices, collaborative online eco project- 2Connect/2Blog</p> | <p>influence how people think about others. I can describe how fake news may affect someone's emotions and behaviour and explain why this may be harmful. I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share. (CS) PROGRAMMING Selection in quizzes To explain how selection is used in computer programs To relate that a conditional statement connects a condition to an outcome To explain how selection directs the flow of a program To design a program which uses selection To create a program which uses selection To evaluate my program Scratch quiz</p> |
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| <p>Modern Foreign Languages</p> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> listen attentively to spoken language and show understanding by joining in and responding <input type="checkbox"/> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <input type="checkbox"/> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* <input type="checkbox"/> speak in sentences, using familiar vocabulary, phrases and basic language structures <input type="checkbox"/> develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* <input type="checkbox"/> present ideas and information orally to a range of audiences* <input type="checkbox"/> read carefully and show understanding of words, phrases and simple writing <input type="checkbox"/> appreciate stories, songs, poems and rhymes in the language <input type="checkbox"/> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary <input type="checkbox"/> write phrases from memory, and adapt these to create new sentences, to express ideas clearly <input type="checkbox"/> describe people, places, things and actions orally* and in writing <input type="checkbox"/> understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English | | | | | |
| | | | <p>Term 3 Animals Adjectival agreement</p> | <p>Term 4 Celebrate the life and work of Toussaint Louverture in his leadership of an uprising of French slaves. Epiphany</p> | | <p>Term 6 Family members Plans for the weekend</p> |
| <p>Science 2 weeks of Term 1 – Skill Assessments</p> | <p><u>Evolution and inheritance</u> <u>Pupils should be taught to:</u> * recognise that living things have changed over time and that fossils provide information about living things that inhabited the</p> | <p><u>Electricity</u> <u>Pupils should be taught to:</u> * associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> | <p><u>Animals including humans (Y6) (Circulatory system)</u> <u>Pupils should be taught to:</u> * identify and name the main parts of the human circulatory system, and describe the functions of the</p> | <p><u>Forces Y5) (Levers pulleys and gears?)</u> <u>Enquiry types</u> Comparative and fair testing <u>Observation over time</u></p> | <p><u>Living things and their habitats (STEM learning Y6 Microorganisms and parasites))</u> <u>Pupils should be taught to:</u> * describe how living things are classified into broad groups</p> | <p><u>Earth and Space (Y5)</u> <u>Enquiry types</u> Research using secondary sources Identifying, classifying and grouping Research using secondary sources</p> |

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| | <p>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> | <p>* 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> <p><u>Vocabulary prompts</u></p> | <p>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> | <p>Research using secondary sources</p> <p><u>Vocabulary prompts</u> Air resistance, Water resistance, Friction, Gravity, Newton, Gears, Pulleys</p> | <p>according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals * give reasons for classifying plants and animals based on specific characteristics.</p> | <p>Report and present findings from enquiries <u>Curriculum skills</u> Gather and record data and results using scientific diagrams and labels, tables and different graphs</p> <p>Report and present findings from enquiries</p> <p><u>Knowledge</u> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Describe the movement of the Moon relative to the Earth</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p><u>Vocabulary prompts</u> Earth, Sun, Moon, Axis, Rotation, Day, Night, Phases of the Moon, star, constellation</p> |
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| | <p><u>Curriculum skills</u> Plan different types of scientific enquiries to answer questions</p> <p>Take measurements using a range of scientific equipment</p> <p>Record data and results using scientific diagrams and labels and tables</p> | | | <p><u>Curriculum skills</u> Take measurements using range of scientific equipment, repeating readings when appropriate</p> <p>Use test results to make predictions to set up further comparative and fair tests</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments</p> <p><u>Enquiry types</u> Comparative and fair testing</p> <p>Observation over time</p> <p>Pattern seeking</p> | | |
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| | | | <p><u>Knowledge</u> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> | <p><u>Knowledge</u> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals.</p> | |
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Pupils should read, spell and pronounce scientific vocabulary correctly at Upper Key Stage 2.