



Warton St Paul's

Church of England Primary Academy
A member of **CDARI**

YEAR FIVE AND SIX LONG TERM PLAN B

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	LIGHTS CAMERA ACTION	IT'S ELECTRIC	IN THE BEGINNING	THE ANCIENT MAYA	AROUND THE WORLD	WE'LL MEET AGAIN
POSSIBLE TEXTS	The Girl of Ink and Stars	Oliver Twist	Cogheart	Thornhill	Holes	Letters from the lighthouse

'WOW' MOMENTS / ENRICHMENT WEEKS	Harvest Time Roald Dahl Day Black History Month Maths Week Geography Fieldwork trip	Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Remembrance day Road Safety World Space Week Children in Need Anti- Bullying Week	Chinese New Year LENT Valentine's Day Internet Safety Day Pirate Day World Book Day Reading Week	Easter time Mother's Day Queen's Birthday Science Week Easter Egg Hunt	Start of Ramadan Eid D-Day	Father's Day Sport/Healthy Eating Week World Environment Day Anniversary of the NHS School Trip Forest School Outdoor day
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ASSESSMENT OPPORTUNITIES	Formative assessment Baseline opportunities in Reading, Maths and Writing Half termly assessments in English and Maths	Half termly assessments in English and Maths Mock SAT's Papers for Reading, SPAG and maths	Half termly assessments in English and Maths	Half termly assessments in English and Maths Mock SAT's Papers for Reading, SPAG and maths	Half termly assessments in English and Maths Statutory Assessment SAT's for reading, SPAG and maths	End of year summative assessments in English and Maths
	Friday open afternoons Meet the Teacher Reading workshop Parent's Evening	Friday open afternoons Carol Service Maths workshop Parents Evening Book at Bedtime	Friday open afternoons Writing workshop	Friday open afternoons Parent's Evening Art workshop / Gallery	Friday open afternoons Maths Morning	Friday open afternoons End of year reports End of Year Performance Leavers' service

BRITISH VALUES	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong.	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.
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<p>WORD READING, COMPREHENSION , DEVELOPING A PASSION FOR READING</p> <p>Children will visit the library weekly</p>	<p>📁 Colour LAPS Reading Planning fo... See LAP 1 Year 5 and 6</p>	<p>📁 Colour LAPS Reading Planning for Progre... See LAP 2 Year 5 and 6</p>	<p>📁 Colour LAPS Reading Planning for Progressi... See LAP 3 Year 5 and 6</p>
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	<p>Non-Fiction: Persuasion Biographies WAC: Naturalist Biography Tourist brochure based around the local area. Persuasive speech based on a topical local issue.</p>	<p>Narrative: Stories with historical settings Poetry: Thinker's Rap WAC: Narrative based on a Warton child in History. Bonfire night poem Non-chronological report about electricity.</p>	<p>Narrative: Science-fiction stories. Non-Fiction: Explanation Texts WAC: Non-chronological report on Space</p>	<p>Narrative: Ghost stories Non-Fiction: Persuasion WAC: Persuasive letter Narrative based on Maya mythology</p>	<p>Narrative: <i>Film and Play script</i> Non-Fiction: Newspaper reports WAC: Newspaper report based around an incident in Holes</p>	<p>Narrative: Novel as a theme Non-Fiction: Recount/Interview WAC: Diary of an evacuee</p>
<p>WRITING</p>	<p>📁 Mono LAPS Writing Planning for Pr... See LAP 1 Year 5 and 6</p>	<p>📁 Mono LAPS Writing Planning for Pro... See LAP 2 Year 5 and 6</p>	<p>📁 Mono LAPS Writing Planning for Progressio... See LAP 3 Year 5 and 6</p>			

MATHS

GUIDED REASONING WILL BE PLANNED FOR EVERY FRIDAY RELATED TO THE OBJECTIVES LEARNT DURING THE WEEK WITH A FOCUS ON USING MATHEMATICAL LANGUAGE, PROBLEM SOLVING AND REASONING. OPPORTUNITIES TO PRACTICE SAT'S STYLE QUESTIONS TO BE PLANNED FOR DURING THIS TIME.

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SCIENCE

DURING YEARS 5 AND 6, PUPILS SHOULD BE TAUGHT TO USE THE FOLLOWING PRACTICAL SCIENTIFIC METHODS, PROCESSES AND SKILLS THROUGH THE TEACHING OF THE PROGRAMME OF STUDY CONTENT: PLANNING DIFFERENT TYPES OF SCIENTIFIC ENQUIRIES TO ANSWER QUESTIONS, INCLUDING RECOGNISING AND CONTROLLING VARIABLES WHERE NECESSARY, TAKING MEASUREMENTS, USING A RANGE OF SCIENTIFIC EQUIPMENT, WITH INCREASING ACCURACY AND PRECISION, TAKING REPEAT READINGS WHEN APPROPRIATE, RECORDING DATA AND RESULTS OF INCREASING COMPLEXITY USING SCIENTIFIC DIAGRAMS AND LABELS, CLASSIFICATION KEYS, TABLES, SCATTER GRAPHS, BAR AND LINE GRAPHS, USING TEST RESULTS TO MAKE PREDICTIONS TO SET UP FURTHER COMPARATIVE AND FAIR TESTS, REPORTING AND PRESENTING FINDINGS FROM ENQUIRIES, INCLUDING CONCLUSIONS, CAUSAL RELATIONSHIPS AND EXPLANATIONS OF AND A DEGREE OF TRUST IN RESULTS, IN ORAL AND WRITTEN FORMS SUCH AS DISPLAYS AND OTHER PRESENTATIONS AND IDENTIFYING SCIENTIFIC EVIDENCE THAT HAS BEEN USED TO SUPPORT OR REFUTE IDEAS OR ARGUMENTS.

Light

Recognise that light appears to travel in straight lines.
Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
Use the idea that light travels in straight lines to

Electricity

Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
Use recognised

Evolution and inheritance

Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Living things and their habitats

Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.

Give reasons for classifying plants and animals based on specific characteristics.

Animals including humans

Describe the changes as humans develop to old age.
Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
Describe the ways in which nutrients and water are transported within animals, including humans.

In this unit children will:

1. Explore how humans develop to old age.
2. Label the main parts of the human circulatory system.
3. Describe the functions of the heart, blood vessels and blood.
4. Explore the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

	<p>explain why shadows have the same shape as the objects that cast them.</p> <p>In this unit children will: 1.Explore how light travels in straight lines to explain how objects can be seen because they give out light or reflect light into our eyes. 2.Explain how we see things. 3.Explore how shadows have the same shapes as the objects that cast them because light travels in straight lines.</p>	<p>symbols when representing a simple circuit in a diagram.</p> <p>In this unit children wil: 1.Explore how the number or voltage of the cells used in a circuit affects the brightness of a lamp or volume of a buzzer. 2.Explore and compare how components function in a circuit. 3.Record a diagram of a simple circuit using recognised symbols.</p>	<p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>In this unit children will: 1.Be able to explain how living things have changed over time and how fossils can provide information about living things from a long time ago. 2.Be able to explain how living things produce offspring of the same kind but how they are not identical to their parents. 3.Identify how animals and plants are adapted to suit their environment and how adaptation can lead to evolution.</p>	<p>In this unit children will: 1. Be able to group animals and living things based on common observable characteristics. 2.Be able to give reasons as to why living things have been grouped based on specific characteristics.</p>	<p>5.Describe how nutrients and water are transported in humans.</p>
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<p>GEOGRAPHY AND HISTORY</p>	<p>GEOGRAPHY –PUPILS SHOULD EXTEND THEIR KNOWLEDGE AND UNDERSTANDING BEYOND THE LOCAL AREA TO INCLUDE THE UNITED KINGDOM AND EUROPE, NORTH AND SOUTH AMERICA. THIS WILL INCLUDE THE LOCATION AND CHARACTERISTICS OF A RANGE OF THE WORLD’S MOST SIGNIFICANT HUMAN AND PHYSICAL FEATURES. THEY SHOULD DEVELOP THEIR USE OF GEOGRAPHICAL KNOWLEDGE, UNDERSTANDING AND SKILLS TO ENHANCE THEIR LOCATIONAL AND PLACE KNOWLEDGE.</p> <p>HISTORY – PUPILS SHOULD CONTINUE TO DEVELOP A CHRONOLOGICALLY SECURE KNOWLEDGE AND UNDERSTANDING OF BRITISH, LOCAL AND WORLD HISTORY, ESTABLISHING CLEAR NARRATIVES WITHIN AND ACROSS THE PERIODS THEY STUDY. THEY SHOULD NOTE CONNECTIONS, CONTRASTS AND TRENDS OVER TIME AND DEVELOP THE APPROPRIATE USE OF HISTORICAL TERMS. THEY SHOULD REGULARLY ADDRESS AND SOMETIMES DEVISE HISTORICALLY VALID QUESTIONS</p>
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ABOUT CHANGE, CAUSE, SIMILARITY AND DIFFERENCE, AND SIGNIFICANCE. THEY SHOULD CONSTRUCT INFORMED RESPONSES THAT INVOLVE THOUGHTFUL SELECTION AND ORGANISATION OF RELEVANT HISTORICAL INFORMATION. THEY SHOULD UNDERSTAND HOW OUR KNOWLEDGE OF THE PAST IS CONSTRUCTED FROM A RANGE OF SOURCES.

<p>Geography Our Planet</p> <p>In this unit, pupils will learn:</p> <p>1 - To locate the Equator and the Northern and Southern Hemispheres on a map of the world/globe.</p> <p>2- The climate and physical environment at the equator is very distinct from the rest of the world.</p> <p>3- To identify lines of longitude and know that they run over the top of the earth from north to south (they are not equally distant from each other)</p> <p>4 - To identify lines of latitude and know that they run round the earth from east to west and that they are the same distance apart (they run parallel to the equator)</p> <p>5 - To understand that there are 24 different time zones on earth, all start at Greenwich Mean Time (GMT)</p> <p>6- To know that the Northern Tropic of Cancer Tropic and the Southern Tropic of Capricorn mark</p>	<p>History Vikings</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Types of settlements in Viking.</p> <p>History: Chronological understanding - place current study on timeline in relation to other studies.</p> <p>Use relevant dates and terms.</p> <p>Sequence up to 10 events on a timeline.</p> <p>In this unit, pupils will learn:</p> <p>1 - Who were the Vikings?</p> <p>2 - How did they gain their fearsome reputation?</p> <p>3 - How did later Anglo-Saxon rulers deal with the Viking threat?</p> <p>4 - Who was Alfred the Great?</p> <p>5 - Who was</p>	<p>Geography Mountains, Volcanoes and Earthquakes</p> <p>Geography: Drawing maps - draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.</p> <p>Using maps - locate places on a world map.</p> <p>Use atlases to find out about other features of places (e.g. volcano regions)</p> <p>Map knowledge - identify significant places and environments.</p> <p>Identify locations and discuss previously learnt.</p> <p>In this unit, pupils will learn:</p> <p>1 - Research Mount Everest and the features of its landscape and conditions.</p> <p>located?</p>	<p>History Ancient Maya</p> <p>A non-European society that provides contrasts with British history.</p> <p>History: Historical enquiry - confidently use books and the internet for research.</p> <p>Recognise primary and secondary sources.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p> <p>In this unit, pupils will learn:</p> <p>1 - Place the Ancient Maya civilisation on our timeline and know what was happening in England at that time.</p> <p>2 - Research what life was like for the Ancient Maya.</p> <p>3- What did the Ancient Maya believe in?</p> <p>4 - What do we know about Ancient Maya culture?</p> <p>5 - What influence has Ancient Maya had on the present?</p>	<p>Geography Place knowledge</p> <p>Resources around the world</p> <p>Distribution of energy, and economic resources including trade links.</p> <p>In this unit, pupils will learn:</p> <p>1 - What is economic activity?</p> <p>2 - How are the economies of different countries connected?</p> <p>3 -How do we as consumers have an impact on the economic activity of other countries?</p> <p>4 -How is food production influenced by climate?</p> <p>5 - What resources does the UK have?</p> <p>6 -Where does our energy come from?</p> <p>7 - What are the advantages and disadvantages of different energy sources?</p>	<p>History WWII</p> <p>Study of a significant turning point in British history.</p> <p>History: Interpretation of history - link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations.</p> <p>Range & depth of historical knowledge - find out about beliefs and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time. Write another explanation of a past event in terms of cause and effect.</p> <p>Know key dates, characters and events of times studied.</p>
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	<p>the most northerly and southerly position that the sun can be overhead.</p>	<p>Athelstan?</p>	<p>2 - Understand what a mountain is, name and locate the seven highest peaks in each continent and the mountains of the UK. 3- To understand more about the structure of the earth and the role of plate tectonics in forming mountains. 4 - To understand the formation of three types of mountain and understand that mountains change over time. 5 - To understand that volcanoes come in many shapes and sizes, but primarily occur at the boundary between tectonic plates. 6 - To understand why and how a volcanic eruption happens and understand the structure of a volcano. 7 - To understand what an earthquake is and where they</p>			<p>In this unit, pupils will learn: 1 - How significant was the Blitz? 2 - World War II: whose war? 3 - What was the impact of World War II on people in our locality? 4 - How well does a fictional story tell us what it was like to be an evacuee? 5 - Evacuee experiences in Britain: is this all we need to know about children in World War II? 6- How significant was the impact of World War II on women? 7 - What did men do in World War II? Did all men have to fight? 8 -When was the most dangerous time to live? How different was the Blitz?</p>
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			happen. 8- To understand that earthquakes have different magnitudes and these impact differently.			

MUSIC	<p>KEY STAGE 2 PUPILS SHOULD BE TAUGHT TO SING AND PLAY MUSICALLY WITH INCREASING CONFIDENCE AND CONTROL. THEY SHOULD DEVELOP AN UNDERSTANDING OF MUSICAL COMPOSITION, ORGANISING AND MANIPULATING IDEAS WITHIN MUSICAL STRUCTURES AND REPRODUCING SOUNDS FROM AURAL MEMORY. 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, IMPROVISE AND COMPOSE MUSIC FOR A RANGE OF PURPOSES USING THE INTERRELATED DIMENSIONS OF MUSIC, LISTEN WITH ATTENTION TO DETAIL AND RECALL SOUNDS WITH INCREASING AURAL MEMORY, USE AND UNDERSTAND STAFF AND OTHER MUSICAL NOTATIONS, APPRECIATE AND UNDERSTAND A WIDE RANGE OF HIGH-QUALITY LIVE AND RECORDED MUSIC DRAWN FROM DIFFERENT TRADITIONS AND FROM GREAT COMPOSERS AND MUSICIANS AND DEVELOP AN UNDERSTANDING OF THE HISTORY OF MUSIC.</p>
	<p style="text-align: center;">Hullabaloo Scheme of work ■ WHOLE-SCHOOL-SATELLITE-VIEW-1.pdf</p>

ART AND	<p style="text-align: center;">Art Still Life Paul Cezanne</p> <p>Pupils should be taught: to create sketch books</p>	<p style="text-align: center;">Design Technology Electrical Systems</p> <p>Design:use research and develop design criteria to inform the design of</p>	<p style="text-align: center;">Design Technology Structures</p> <p>Design: use research and develop design criteria</p>	<p style="text-align: center;">Art Sculpture Ancient Maya Temple</p> <p>Pupils should be taught: to improve their</p>	<p style="text-align: center;">Art Impressionists - Monet</p> <p>Pupils should be taught: to create sketch books</p>	<p style="text-align: center;">Design Technology Textiles Make do and mend</p> <p>Pupils should be taught: Make</p>
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<p style="text-align: center;">DESIGN TECHNOLOGY</p>	<p>to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing and painting with a range of materials for example, pencil, charcoal, paint. about great artists.</p> <p>In this unit children will:</p> <ol style="list-style-type: none"> 1. Explore the work of Paul Cezanne to understand the artistic style of still life and be able to talk about its features. 2. Use sketches to record their observations of the work and share their opinions. 3. Experiment with the techniques used including using drawing and painting. 4. Use chosen techniques to create a still life piece of art and give their reasons for their choices. 	<p>innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Evaluate: investigate and analyse a range of existing products</p> <p>Technical knowledge: understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p> <p><i>Create a moving light up Christmas Decoration</i></p> <p>In this unit children will:</p> <ol style="list-style-type: none"> 1. Research a range of products to develop a design criteria. 2. Evaluate and analyse a range of existing products against the design criteria. 3. Design and create a prototype to match the design criteria. Create labelled diagrams and models. 4. Draw and label an electrical circuit after testing different possibilities. 5. Make and evaluate a light up Christmas Decoration using the 	<p>to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Technical knowledge: apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p><i>A structure that can withstand an earthquake.</i></p> <p>In this unit children will:</p> <ol style="list-style-type: none"> 1. Research and evaluate structures and buildings that can withstand an earthquake. 2. Develop a design criteria based on research. 3. Create a plan for a structure to withstand an earthquake based on the design criteria. 4. Test and evaluate the structure against the design criteria. 5. Make suggestions on how their structure could be improved. 	<p>mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>In this unit, children will:</p> <ol style="list-style-type: none"> 1. Research Maya temples, along with adventure playground structures. 2. Design an adventure playground equipment, based around their research of Maya temples. 3. Make a model of adventure playground equipment for the Maya exhibit at the British Museum. 4. Evaluate their equipment based on aesthetics, practicality and stability. 	<p>to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing and painting with a range of materials for example, pencil, charcoal, paint. about great artists.</p> <p>Collage - Develops and applies knowledge of embellishing techniques e.g. stitching, printing... Printing - Design prints for fabric, books, wallpaper. Experiments with approaches used by other artists. Textiles - Experiment with stitching, cutting, joining fabrics for a specific outcome. Evaluating - Critically evaluate their work and use the evaluations to impact positively on a final piece of work.</p> <p>In this unit children will:</p> <ol style="list-style-type: none"> 1. Know what impressionism is. 2. Have a favourite Monet painting and explain why they like it. 	<p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>In this unit children will:</p> <ol style="list-style-type: none"> 1. Be able to investigate and analyse a range of existing products. 2. Be able to decorate fabric using sewing skills 3. Be able to design a cushion cover- select materials, equipment, tools, etc. Communicate ideas 4. To explore different ways to join fabric using sewing skills 5. Be able to select & make a suitable fastening for their design: the envelope fold, snap fasteners and buttons with button holes.
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		design criteria.			3. Research the life and work of Monet. 4. Be able to recall facts and information about the life and work of Monet. 5. Create a piece of art work in the style of Monet.	6. Be able to evaluate their product against their own design criteria and consider the views of others to improve their work.
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COMPUTING	<p>KEY STAGE 2 PUPILS SHOULD BE TAUGHT TO: DESIGN, WRITE AND DEBUG PROGRAMS THAT ACCOMPLISH SPECIFIC GOALS, INCLUDING CONTROLLING OR SIMULATING PHYSICAL SYSTEMS; SOLVE PROBLEMS BY DECOMPOSING THEM INTO SMALLER PARTS, USE SEQUENCE, SELECTION, AND REPETITION IN PROGRAMS; WORK WITH VARIABLES AND VARIOUS FORMS OF INPUT AND OUTPUT, USE LOGICAL REASONING TO EXPLAIN HOW SOME SIMPLE ALGORITHMS WORK AND TO DETECT AND CORRECT ERRORS IN ALGORITHMS AND PROGRAMS, UNDERSTAND COMPUTER NETWORKS, INCLUDING THE INTERNET; HOW THEY CAN PROVIDE MULTIPLE SERVICES, SUCH AS THE WORLD WIDE WEB, AND THE OPPORTUNITIES THEY OFFER FOR COMMUNICATION AND COLLABORATION, USE SEARCH TECHNOLOGIES EFFECTIVELY, APPRECIATE HOW RESULTS ARE SELECTED AND RANKED, AND BE DISCERNING IN EVALUATING DIGITAL CONTENT, SELECT, USE AND COMBINE A VARIETY OF SOFTWARE (INCLUDING INTERNET SERVICES) ON A RANGE OF DIGITAL DEVICES TO DESIGN AND CREATE A RANGE OF PROGRAMS, SYSTEMS AND CONTENT THAT, ACCOMPLISH GIVEN GOALS, INCLUDING COLLECTING, ANALYSING, EVALUATING AND PRESENTING DATA AND INFORMATION AND USE TECHNOLOGY SAFELY, RESPECTFULLY AND RESPONSIBLY; RECOGNISE ACCEPTABLE/UNACCEPTABLE BEHAVIOUR; IDENTIFY A RANGE OF WAYS TO REPORT CONCERNS ABOUT CONTENT AND CONTACT.</p>					
	<p><i>Purple Mash</i> Unit 6.1 Coding <i>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</i> To turn a more complex program into an algorithm by identifying the</p>	<p><i>Purple Mash</i> Unit 6.2 Online Safety <i>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact. Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.</i> To demonstrate safe</p>	<p><i>Purple Mash</i> Unit 6.3 Spreadsheets <i>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</i> To make clear connections with the audience when presenting content.</p>	<p><i>Purple Mash</i> Unit 6.4 Blogging <i>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.</i></p>	<p><i>Purple Mash</i> Unit 6.5 Text adventures <i>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</i> To apply filters when using a search engine. To explain in detail how credible a webpage is and the information that is retrieved</p>	<p><i>Purple Mash</i> Unit 6.6 Networking <i>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.</i> To know what a WAN and LAN are and how they are used in school to access the internet. Unit 6.7 Quizzes <i>Select, use and combine a variety of software (including</i></p>

	<p>important parts (abstraction) and then decomposing them in a logical way using coding structures and applying previously learnt skills.</p> <p>To test and debug programs as they go using logical methods to identify the cause of the bugs and using a systematic approach to identify the line of code that is causing a problem.</p>	<p>and respectful use of a range of digital technologies and online services.</p> <p>To identify more discrete inappropriate behaviour and use.</p> <p>To recognise the value of preserving privacy when online for the safety of themselves and others.</p>		<p>To make clear connections with the audience when presenting content.</p>	<p>from it.</p> <p>To compare various digital sources and rate them in terms of quality and accuracy.</p>	<p>internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>
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<h1>PHYSICAL EDUCATION</h1>	<p>PUPILS SHOULD BE TAUGHT TO: MASTER BASIC MOVEMENTS INCLUDING RUNNING, JUMPING, THROWING AND CATCHING, AS WELL AS DEVELOPING BALANCE, AGILITY AND CO-ORDINATION, AND BEGIN TO APPLY THESE IN A RANGE OF ACTIVITIES PARTICIPATE IN TEAM GAMES, DEVELOPING SIMPLE TACTICS FOR ATTACKING AND DEFENDING PERFORM DANCES USING SIMPLE MOVEMENT PATTERNS.</p>					
	<p>Year 6 Invasion Games Handball Games</p> <p>Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed.</p> <p>In this unit children will:</p> <ol style="list-style-type: none"> 1.Understand the need for tactics. 2.Start to choose and use tactics effectively. 3.Play cooperatively with a partner. 4.Apply rules consistently 	<p>Year 6 OAA</p> <p>In this unit children will:</p> <p>Learning of This Unit:</p> <ol style="list-style-type: none"> 1.Collaborate with others to help complete challenges. 2.Know and understand the different features of a map, including symbols and a key. 3.Know the four cardinal directions on a compass (N, E, 	<p>To be decided by the children</p> <p>Dance</p> <p>Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively.</p> <p>In this unit children will:</p> <ol style="list-style-type: none"> 1.Work creatively and imaginatively on their own, with a partner and in a 	<p>Year 6 Net and Wall Badminton Games</p> <p>Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed.</p> <p>In this unit children will:</p> <ol style="list-style-type: none"> 1.Use forehand, backhand and overhead shots increasingly well in games they play. 2.Use the skills learnt with competence and 	<p>Year 6 Striking and fielding – Rounders Games</p> <p>Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed.</p> <p>In this unit children will:</p> <ol style="list-style-type: none"> 1.Use forehand, backhand and overhead shots increasingly well in games they play. 2.Use the skills learnt with competence and consistency. 	<p>To be decided by the children</p> <p>Gymnastics</p> <p>Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed.</p> <p>In this unit children will:</p> <ol style="list-style-type: none"> 1.Make up longer, more complex

	<p>and fairly.</p> <p>5. Identify appropriate exercises and activities for warming up.</p> <p>6. Recognise how these games make their bodies work and explain.</p> <p>7. Pick out what they and others do well and suggest ideas for practises</p>	<p>S, W).</p> <p>4. Follow directional instructions including clockwise, anti-clockwise, 90°, 180° and 360° turns.</p> <p>5. Work with a partner to complete the missing information on a map.</p> <p>6. Work collaboratively to follow a map and help to plan the best route to complete an orienteering course as quickly as possible.</p> <p>7. Know and understand the different features of a map, including symbols, a key, scale and compass directions, and can use this information to read a map proficiently.</p>	<p>group to compose motifs and structure simple dances.</p> <p>2. Perform to an accompaniment expressively and sensitively.</p> <p>3. Perform dances fluently and with control.</p> <p>4. Warm up and cool down independently.</p> <p>5. Understand how dance helps to keep them healthy.</p> <p>6. Use appropriate criteria to evaluate and refine their own and others' work.</p> <p>7. Talk about dance with understanding, using appropriate language and terminology.</p>	<p>consistency.</p> <p>3. Use the volley in games where it is important.</p> <p>4. Understand the need for tactics.</p> <p>5. Start to choose and use tactics effectively.</p>	<p>3. Use the volley in games where it is important.</p> <p>4. Understand the need for tactics.</p> <p>5. Start to choose and use tactics effectively.</p>	<p>sequences, including changes of direction, level and speed.</p> <p>2. Develop their own solutions to a task by choosing and applying a range of compositional principles.</p> <p>3. Combine and perform gymnastic actions, shapes and balances.</p> <p>4. Show clarity, fluency, accuracy and consistency in their movements. In small groups, prepare a sequence to be performed to an audience.</p> <p>5. Understand the importance of warming up and cooling down.</p> <p>6. Say, in simple terms, why activity is good for their health, fitness and wellbeing.</p> <p>7. Show an awareness of factors influencing the quality of performance and suggest aspects that need improving.</p>
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MFL	Getting to know you	All about ourselves	That's tasty	Family and Friends	School life	Time Travelling
<p>Spoken language Listen and understand the main points and some detail from short, spoken material in French.</p> <ul style="list-style-type: none"> • Ask and answer more complex questions with a scaffold of responses. • Express a wider range of opinions and begin to provide simple justification • Converse briefly without prompts • Refer to everyday activities and interests, recent experiences and future plans. • Manipulate familiar language to describe people, places, things and actions, maybe using a dictionary. <p>Reading Read and understand the main points and some detail from short written material.</p> <ul style="list-style-type: none"> • Use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and English. • Write several sentences from memory with familiar language with understandable accuracy. • Replace vocabulary in sentences written from memory to create new sentences with understandable accuracy. • Follow the text of a familiar song or story and sing or read aloud. • Understand the gist of an unfamiliar story or song using familiar language and song or read aloud <p>Writing</p> <ul style="list-style-type: none"> • Manipulate familiar language to describe people, places, things and actions, maybe using a dictionary. • Use a wider range of descriptive vocabulary in their descriptions of people, places, things and actions. <p>Grammar Name and use a range of conjunctions to create compound sentences.</p> <ul style="list-style-type: none"> • Name all subject pronouns and use to conjugate a high frequency verbs in the present tense. • Follow a pattern to conjugate a regular verb in the present tense. • Choose the correct tense of a verb (present/perfect/imperfect/future) according to context. 						

RELIGIOUS EDUCATION	TAKEN FROM RE SYLLABUS FOR CHURCH SCHOOLS WRITTEN BY BLACKBURN DIOCESE.					
	<p>Life as a Journey <i>Is every person's journey the same?</i> <i>Why do people of faith make pilgrimages?</i> Hinduism, Islam, Judaism, Sikhism</p>	<p>Advent <i>How do Christians prepare for Christmas?</i></p>	<p>The Exodus <i>Why is the Exodus such a significant event in Jewish and Christian history?</i> Judaism</p>	<p>Jesus <i>Who was Jesus? Who is Jesus?</i> <i>Who was Jesus?</i> Buddhism, Hinduism, Islam, Judaism, Sikhism</p>	<p>God <i>What is the nature and character of God?</i> <i>Have you discovered any beliefs about God in common across different faiths?</i> Hinduism Islam</p>	<p>People of Faith <i>How does having faith affect people's lives?</i> <i>How does having faith affect people's lives?</i> Buddhism, Hinduism, Islam</p>

	<p>Which stories are special and why?</p> <p>Rosh Hashanah Yom Kippur Sukkot All Saints Day</p>	<p>Which people are special and why?</p> <p>Diwali Hannukah Christmas</p>	<p>What places are special and why?</p> <p>Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri</p>	<p>What times are special and why?</p> <p>Holi Palm Sunday Passover Easter Start of Ramadan</p>	<p>Being special: where do we belong?</p> <p>Eid Shavuot</p>	<p>What is special about our world?</p> <p>Summer Solstice</p>
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END OF THE YEAR EXPECTATIONS

READING	WRITING	MATHS	SCIENCE
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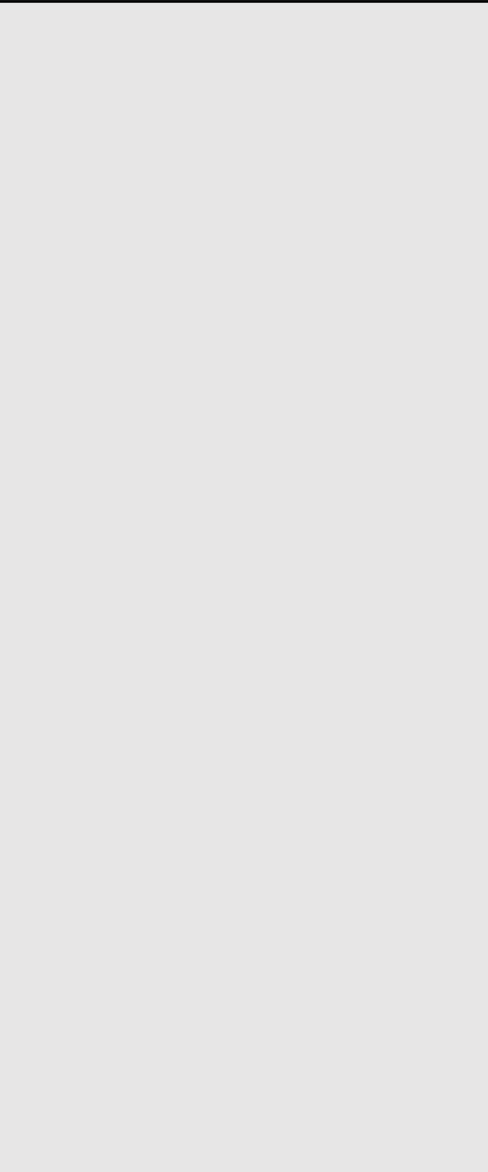
<p>Year 6 Teacher Assessment Framework Expected Standard</p> <ul style="list-style-type: none"> -Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. -Maintain positive attitudes to reading and an understanding of what they read by: <ul style="list-style-type: none"> -Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -Reading books that are structured in different ways and reading for a range of purposes -Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions -Recommending books that they have read to their peers, giving reasons for their choices -Identifying and discussing themes and conventions in and across a wide range of writing -Making comparisons within and across books -Learning a wider range of poetry by heart -Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience - Understand what they read by checking that the book makes sense to 	<p>Year 6 Teacher Assessment Framework Expected Standard</p> <ul style="list-style-type: none"> -Use further prefixes and suffixes and understand the guidance for adding them -Spell some words with 'silent' letters -Continue to distinguish between homophones and other words which are often confused -Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically -Use dictionaries to check the spelling and meaning of words -Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary -Use a thesaurus -Pupils should be taught to write legibly, fluently and with increasing speed -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 -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; noting and developing initial ideas, drawing on reading and research where necessary; in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed -Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; in narratives, describing settings, characters and 	<p>Year 6 Teacher Assessment Framework Expected Standard</p> <p>The pupil can:</p> <p>The principal focus of mathematics teaching in upper key stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.</p> <p>At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.</p> <p>By the end of year 6, pupils should be fluent in written methods for all 4 operations, including long multiplication and division, and in working with fractions, decimals and percentages.</p> <p>Pupils should read, spell and pronounce mathematical vocabulary correctly.</p>	<p>Year 6 Teacher Assessment Framework Expected Standard</p> <p>Working scientifically</p> <p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary, taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate, recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs, using test results to make predictions to set up further comparative and fair tests, reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations and identifying scientific evidence that has been used to support or refute ideas or arguments.</p>
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them, discussing their understanding and exploring the meaning of words in context, asking questions to improve their understanding, drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied; summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas and identifying how language, structure and presentation contribute to meaning.

- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction
- 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
- 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
- Provide reasoned justifications for their views.

atmosphere and integrating dialogue to convey character and advance the action; précising longer passages, using a wide range of devices to build cohesion within and across paragraphs; using further organisational and presentational devices to structure text and to guide the reader

- Evaluate and edit by assessing the effectiveness of their own and others' writing; proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; ensuring the consistent and correct use of tense throughout a piece of writing; ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- Proofread for spelling and punctuation errors
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Using passive verbs to affect the presentation of information in a sentence
- Using the perfect form of verbs to mark relationships of time and cause
- Using expanded noun phrases to convey complicated information concisely
- Using modal verbs or adverbs to indicate degrees of possibility
- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
- Indicate grammatical and other features



	<p>by: using commas to clarify meaning or avoid ambiguity in writing; using hyphens to avoid ambiguity; using brackets, dashes or commas to indicate parenthesis; using semicolons, colons or dashes to mark boundaries between independent clauses; using a colon to introduce a list; punctuating bullet points consistently</p>		
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