



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Engaging activities and visits	Plastic Pollution Survey	Carol Concert Layer Marney Trip	Benin Kingdom Workshop Land Use Walk		Summer Showcase Wat Tyler Park Trip	Local Area Walk
Texts studied	<i>Boy at the Back of the Class</i> by Onjali Q Rauf	<i>Sleeper and the Spindle</i> by Neil Gaiman	<i>The Wolf Wilder</i> by Katherine Rundell	<i>King Kong</i> by Anthony Browne	<i>Hidden Figures</i> by Margot Lee Shetterly	<i>Viking Voyagers</i> by Jack Tite
Text types taught in writing	Wk 1 4 days Diary Entry	4 days Recount <i>Newspaper report</i>	2 days Letter of complaint	Non-chronological report	Biography	Non-Chronological Report
	Wk 2 Diary Entry	Recount <i>Newspaper report</i>	Letter of complaint	Non-chronological report	Biography	Non-Chronological Report
	Wk 3 Narrative	Recount <i>Newspaper report</i>	Instructions	Non-chronological report	Biography	Non-Chronological Report
	Wk 4 Narrative	Narrative	Instructions	Diary Entry	4 days Persuasive letter	Narrative
	Wk 5 Narrative	Narrative	Instructions	2 days Diary Entry	Persuasive letter	Narrative
	Wk 6 Balanced argument	Narrative	Spring poetry		2 days Persuasive letter	Narrative
	Wk 7 Balanced argument	Persuasive letter	Spring poetry			Explanation text
	Wk 8	3 days Persuasive letter				2 days
Spelling Units	Wk 1 4 days	4 days Words with silent letters k	2 days	Endings which sound like /ʃs/ spelt -cious or -tious	Words with silent letters	-ly endings
	Wk 2 Recap of mixed spellings patterns from previous years	Words with the /i:/ sound spelt ei after c and other consonants	Recap Autumn Term	Words ending in -ancy	Homophones <i>Words that are confused</i>	Words with silent letters b
	Wk 3 Spell words with the prefix im- <i>Year 3 unit</i>	Exceptions to the i before e rule except after c	Words containing the letter string ough	Nouns that end in -cel/-cy and verbs that end in -sel/-sy	Words ending in -ably	Statutory Words
	Wk 4 Statutory Words	Statutory Words	Words ending in -able	Statutory Words	4 days Statutory Words	Spell words ending in -ent, -ence and -ency <i>Year 6 unit</i>
	Wk 5 Words ending in -able and -ably	Words containing the letter string ough	Statutory Words	2 days	Words with silent letters w	Consolidation
	Wk 6 Words ending in -cious <i>Year 6 unit</i>	Spell words ending in -cial and -tial <i>Year 6 unit</i>	Homophones <i>Words that are confused</i>		2 days	Consolidation
	Wk 7 Consolidation	Consolidation	Consolidation			Consolidation
	Wk 8	3 days				2 days



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing skills taught	<p>Planning Plan for a clear purpose and (an often real) audience Plan and write for a range of clear purposes and (often real) audiences (WTS KS2)</p> <p>Composing Structure and organise writing in well linked paragraphs Build cohesion within a paragraph Develop paragraphs creatively using techniques such as contrast, additional detail and explanation</p> <p>Grammar Use adverbs and adverbials to show time (e.g. after five minutes), place (e.g. nearby) and number (e.g. secondly) across a text Use devices for cohesion within a paragraph (EXS KS2) Use verb tenses consistently and correctly throughout their writing (EXS KS2)</p> <p>Punctuation Use commas to clarify meaning or avoid ambiguity (contributes to EXS KS2 and GD KS2)</p>	<p>Planning Develop and explore ideas for writing through discussion, further reading and research</p> <p>Composing Carefully select words (including some from Appendix B – Year 5) to create effects, sustain and develop ideas and create vivid description Create atmosphere (EXS KS2)</p> <p>Grammar Recognise relative pronouns e.g. which, that, who (whom, whose), when, where Orchestrate a range of sentence structures</p> <p>Punctuation Use commas to clarify meaning or avoid ambiguity (contributes to EXS KS2 and GD KS2)</p>	<p>Planning Develop and explore ideas for writing through discussion, further reading and research</p> <p>Composing Carefully select words (including some from Appendix B – Year 5) to create effects, sustain and develop ideas and create vivid description</p> <p>Grammar Use relative clauses to add detail to sentences</p> <p>Punctuation Use commas to clarify meaning or avoid ambiguity (contributes to EXS KS2 and GD KS2)</p>	<p>Planning Develop and explore ideas for writing through discussion, further reading and research</p> <p>Composing Carefully select words (including some from Appendix B – Year 5) to create effects, sustain and develop ideas and create vivid description</p> <p>Grammar Recognise a modal verb is e.g. might, should, could, would, can, may, must, shall, will</p> <p>Punctuation Use commas to clarify meaning or avoid ambiguity (contributes to EXS KS2 and GD KS2)</p>	<p>Planning Develop and explore ideas for writing through discussion, further reading and research</p> <p>Composing Carefully select words (including some from Appendix B – Year 5) to create effects, sustain and develop ideas and create vivid description</p> <p>Grammar Ensure correct subject verb agreement</p>	<p>Planning Develop and explore ideas for writing through discussion, further reading and research</p> <p>Composing Carefully select words (including some from Appendix B – Year 5) to create effects, sustain and develop ideas and create vivid description</p> <p>Grammar Experiment with clause position in complex sentences</p> <p>Evaluating Change vocabulary and grammar to enhance effects and clarify meaning</p>
	Objectives taught throughout the year	<p>Spelling Use a dictionary to check the meaning and spelling of words (EXS KS2) Combine phonics, morphology and spelling conventions to spell unfamiliar words Use a thesaurus Use etymology to aid spelling</p> <p>Evaluating Edit their work effectively and make improvements based on this</p> <p>Punctuation Use brackets, dashes or commas for parenthesis (contributes to EXS KS2 and GD KS2)</p> <p>Handwriting and presentation Maintain legibility in joined handwriting when writing at speed (EXS KS2)</p>				



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading skills taught	<p>Fluency Learn poems by heart Learn more complex poems by heart</p> <p>Comprehension – Clarifying and Retrieving Apply previous retrieving objectives to year 5 texts Check that the text makes sense to them and use questioning and discussion to further their understanding <u>Extract information that is scattered throughout a whole text</u> Extract information from a text by following a train of thought through a longer paragraph Develop a fuller understanding of the text by combining clarifying and inferring <u>Use knowledge of synonyms and hypernyms to aid comprehension</u></p> <p>Comprehension – Inferring Use evidence to both support and challenge conclusions drawn within and from a text <u>Make inferences from evidence found throughout the text</u> <u>Use knowledge of synonyms and hypernyms to aid inference</u></p> <p>Comprehension – Predicting Predict what may happen using stated and implied details and a wider personal understanding of the world</p>	<p>Fluency Learn poems by heart Learn more complex poems by heart</p> <p>Comprehension – Vocabulary Knowledge <u>Identify vocabulary being used beyond the literal sense</u></p> <p>Comprehension – Linking Develop understanding by making connections between texts and the world beyond their own experience</p> <p>Comprehension – Understanding Purpose and Viewpoint Identify, describe and compare writers' themes across a range of texts</p> <p>Comprehension – Understanding Writers' Use of Language Discuss and evaluate how authors use language and the impact on the reader Explain why an author has used figurative language and the effect this has Explain how meaning is enhanced through the use of words and phrases</p>	<p>Comprehension – Imagining Use imagination and empathy to explore a text beyond the page</p> <p>Comprehension – Understanding Writers' Use of Language Discuss and evaluate how authors use language and the impact on the reader Explain why an author has used figurative language and the effect this has Explain how meaning is enhanced through the use of words and phrases</p> <p>Comprehension – Vocabulary Knowledge Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known (including idioms and figurative language)</p>	<p>Becoming a Reader Develop a love books and reading Enjoy reading for a sustained period <u>Read and discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves</u></p> <p>Becoming a Researcher <u>Detect bias and distinguish fact from opinion</u> Search texts (including screen-based texts) for information quickly and efficiently and make choices about the appropriateness of the information Understand copying, quoting and adapting source material</p>	<p>Comprehension – Asking Questions Use questioning and discussion with peers to further their understanding of a text</p> <p>Comprehension – Vocabulary Knowledge Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known (including idioms and figurative language)</p> <p>Comprehension – Predicting Predict what may happen using stated and implied details and a wider personal understanding of the world</p> <p>Comprehension – Understanding Purpose and Viewpoint Recognise that different parts of the text may have different purposes Comment on a writer's purpose and viewpoint e.g. noting bias Identify, describe and compare writers' themes across a range of texts</p>	<p>Fluency <u>Read Year 5 texts fluently</u></p> <p>Comprehension – Asking Questions Revisit questions during the reading of a text as new information is revealed Ask deeper questions as the text progresses</p> <p>Comprehension – Understanding Text Organisation Identify a point in the text where the author has made a structural choice and consider the reasoning behind it Explain some choices an author has made in structuring and organising their text</p>
	Objectives covered throughout the year	<p>Becoming a Reader Increase their familiarity with fiction genres including books from other cultures Increase their familiarity with fiction genres including modern fiction Increase their familiarity with fiction genres including traditional stories Know a range of children's authors and poets <u>Read for a range of purposes</u> Recommend a book and explain why Recommend an author and explain why Use pertinent and technically specific vocabulary when talking about books Discuss a text confidently with others, responding to their ideas and challenging their views courteously</p> <p>Word Reading Continue to use phonic knowledge and skills with unfamiliar words Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</p> <p>Fluency Prepare texts (including poems and playscripts) to read aloud and perform, showing understanding through speed, volume, action, intonation, tone and word emphasis so that the meaning is clear to an audience</p> <p>Comprehension - Responding to Texts <u>Answer questions drawing on information from several places in the text</u></p>				
Handwriting	Assessment and gap-filling where necessary	Practise joining to and from the letter r Ensure letters are a consistent height and size Ensure the letter t is the correct height	Practise break letters Practising writing a play script Practising printing Forming ascenders correctly	Ensure correct formation of the letter k Forming the letter y correctly Practising speed and fluency	Practising punctuation Forming small letters correctly Practising forming and joining the letter f	Practising writing with a slant Practising printing Practising speedwriting



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White Rose units taught	Wk 1 4 days Place value	4 days Multiplication and division A	2 days Multiplication and division B	Perimeter and area	Shape	Negative numbers
	Wk 2 Place value	Multiplication and division A	Multiplication and division B	Statistics	Position and direction	Converting units
	Wk 3 Place value	Fractions A	Fractions B	Statistics	Position and direction	Concerting units
	Wk 4 Place value	Fractions A	Fractions B	Shape	4 days Decimals	Volume
	Wk 5 Addition and subtraction	Fractions A	Decimals and Percentages	4 days Shape	Decimals	Consolidation
	Wk 6 Addition and subtraction	Fractions A	Decimals and percentages		2 days Decimals	Consolidation
	Wk 7 Multiplication and division A	Multiplication and division B	Perimeter and area			Consolidation
	Wk 8	3 days Multiplication and division				2 days Consolidation
Mental maths skills taught	Wk 1 4 days Count up and down in tenths	4 days 7 times tables	2 days 12 times tables (including division facts)	Counting backwards from 1 million	3 times tables (including division facts)	Count up and down in tenths
	Wk 2 Counting backwards through zero	7 times tables (including division facts)	12 times tables (including division facts)	Counting forwards and backwards across zero	4 times tables (including division facts)	Counting backwards through zero
	Wk 3 Finding 1000 more or less	9 times tables	12 times tables (including division facts)	Identify prime numbers up to 19	8 times tables (including division facts)	Finding 1000 more or less
	Wk 4 Counting in 6, 7, 9s	9 times tables (including division facts)	Counting in hundredths	Identify prime numbers up to 19	4 days Counting in 3, 4, 8s	Counting in 6, 7, 9s
	Wk 5 Counting in 25s and 100s	11 times tables	Counting in decimals forwards (1 d.p.)	Counting in fractions	Counting in 3, 4, 8s	Counting in 25s and 100s
	Wk 6 6 times tables	11 times tables (including division facts)	Counting in decimals backwards (1 d.p.)	4 days Counting in mixed numbers	2 days Counting in 8s	6 times tables
	Wk 7 6 times tables (including division facts)	12 times tables	Counting forwards up to 1 million			6 times tables (including division facts)
	Wk 8 6 times tables (including division facts)	2 days 12 times tables (including division facts)				2 days 6 times tables (including division facts)



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<p>Science units and skills</p> <p><i>Unit skills</i></p> <p>'Thinking Scientifically' objectives</p>	<p>Animals, Including Humans</p> <p><i>Describe the simple functions of the basic parts of the digestive system in other animals.</i></p> <p><i>Describe the changes as humans develop to old age.</i></p> <p><i>Describe the changes in a variety of animals as the develop to old age.</i></p> <p><i>Recognise the impact of diet and exercise on the way out bodies function.</i></p> <p>Plan different types of scientific enquiries to answer questions.</p> <p>Make own decisions about what observations to make, what measurements to take and what equipment to use to do this.</p> <p>Report and present findings from enquiries including conclusions, causal relationships (when one variable causes a change in another variable) in oral and written forms.</p> <p>Set up further comparative (when one variable causes a change in another variable) and fair tests based on previous test results.</p>	<p>Willow – Spring 1 Sycamore – Autumn 2 Olive – Autumn 2</p> <p>Earth and Space</p> <p><i>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</i></p> <p><i>Describe the movement of the Moon relative to the Earth.</i></p> <p><i>Describe the Sun, Earth and Moon as approximately spherical bodies.</i></p> <p><i>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</i></p> <p>Plan different types of scientific enquiries to answer questions.</p> <p>Use test results to make more accurate predictions.</p> <p>Explain predictions with reasoning.</p> <p>Be given familiar modelled options of how to record data of e.g. tables, charts diagrams, labels, classification keys.</p> <p>Report and present findings from enquiries including conclusions, causal relationships (when one variable causes a change in another variable) in oral and written forms.</p>	<p>Willow – Autumn 2 Sycamore – Spring 1 Olive – Spring 1</p> <p>TAPS Assessment – Champion Tape</p> <p>Report and present findings from enquiries including conclusions, causal relationships (when one variable causes a change in another variable) in oral and written forms.</p> <p>Use test results to make more accurate predictions. Explain predictions with reasoning.</p> <p>Plan own and different types of scientific tests, sometimes deciding own equipment to use.</p> <p>Recognise variables and with support, decide how to control these variables.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</p>	<p>Forces</p> <p><i>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</i></p> <p><i>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</i></p> <p><i>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</i></p> <p>Use test results to make more accurate predictions.</p> <p>Explain predictions with reasoning.</p> <p>Plan own and different types of scientific tests, sometimes deciding own equipment to use.</p> <p>Recognise variables and with support, decide how to control these variables.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</p> <p>Set up further comparative (when one variable causes a change in another variable) and fair tests based on previous test results.</p>	<p>Living Things and Their Habitats</p> <p><i>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</i></p> <p><i>Describe the life process of reproduction in some plants and animals.</i></p> <p>Plan own and different types of scientific tests, sometimes deciding own equipment to use.</p> <p>Be given familiar modelled options of how to record data of e.g. tables, charts diagrams, labels, classification keys.</p> <p>Report and present findings from enquiries including conclusions, causal relationships (when one variable causes a change in another variable) in oral and written forms.</p>	<p>Properties and Changes of Materials</p> <p><i>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</i></p> <p><i>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</i></p> <p><i>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</i></p> <p><i>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</i></p> <p><i>Demonstrate that dissolving, mixing and changes of state are reversible changes.</i></p> <p><i>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</i></p> <p>Recognise variables and with support, decide how to control these variables.</p> <p>Make own decisions about what observations to make, what measurements to take and what equipment to use to do this.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</p> <p>Report and present findings from enquiries including conclusions, causal relationships (when one variable causes a change in another variable) in oral and written forms.</p>



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PE units and skills	Olive	<p>Dance I can accurately copy and repeat set choreography. I can choreograph phrases individually and with others considering actions and dynamics. I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. I can lead a group through short warm-up routines. I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus. I can suggest ways to improve my own and other people's work using key terminology. I can use counts when choreographing to stay in time with others and the music. I can use feedback provided to improve my work.</p> <p>Tag Rugby I can communicate with my team and move into space to keep possession and score. I can identify when I was successful and what I need to do to improve. I can pass and receive the ball with some control under pressure. I can tag opponents and close down space. I know what position I am playing in and how to contribute when attacking and defending. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply this.</p>	<p>Yoga I am confident to lead others through poses and flows. I can create a yoga flow working safely with a partner. I can identify how different activities can benefit my physical health. I can move with control from one pose to another demonstrating good balance. I can provide feedback to others using key terminology. I can use feedback provided to improve my work. I can use my breath to move from pose to pose. I show strength and flexibility whilst holding yoga poses.</p> <p>Badminton I am developing a wider range of skills and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can use feedback provided to improve my work. I can work cooperatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply this.</p>	<p>Swimming I can swim competently, confidently and proficiently over a distance of at least 25 metres I can perform safe self-rescue in different water-based situations I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p>	<p>Gymnastics I can create and perform sequences using apparatus, individually and with a partner. I can lead a partner through short warm-up routines. I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. I can use feedback provided to improve my work. I can use set criteria to make simple judgments about performances and suggest ways they could be improved. I can use strength and flexibility to improve the quality of a performance. I can work safely when learning a new skill to keep myself and others safe.</p> <p>Hockey I can communicate with my team and move into space to keep possession and score. I can dribble, pass, receive and shoot the ball with some control under pressure. I can identify when I was successful and what I need to do to improve. I can use tracking, tackling and intercepting when playing in defence. I know what position I am playing in and how to contribute when attacking and defending. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can use them most of the time to play fairly and honestly. I understand there are different skills for different situations and I am beginning to apply this.</p>	<p>Dodgeball I am developing a wider range of skills and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can throw accurately at a target. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use these.</p> <p>Basketball I can communicate with my team and move into space to keep possession and score. I can dribble, pass, receive and shoot the ball with some control under pressure. I can identify when I was successful and what I need to do to improve. I can use tracking and intercepting when playing in defence. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply this.</p>	<p>OAA I am inclusive of others and can share job roles. I can navigate around a course using a map. I can orientate a map confidently. I can reflect on when I was successful at solving challenges and alter my methods in order to improve. I can use critical thinking to approach a task. I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.</p> <p>Athletics I can choose the best pace for a running event. I can identify good athletic performance and explain why it is good. I can perform a range of jumps showing some technique. I can show control at take-off and landing in jumping activities. I can take on the role of coach, official and timer when working in a group. I can use feedback to improve my sprinting technique. I persevere to achieve my personal best. I show accuracy and power when throwing for distance.</p>
	Willow	<p>Dance See above</p> <p>Basketball See Olive Summer 1</p>	<p>Swimming See Olive Spring 1</p>	<p>Yoga See Olive Autumn 2</p> <p>Badminton See Olive Autumn 2</p>	<p>Gymnastics See above</p> <p>Hockey See above</p>	<p>Dodgeball See above</p> <p>Tag Rugby See Olive Autumn 1</p>	<p>OAA See above</p> <p>Athletics See above</p>
	Sycamore	<p>Dance See above</p> <p>Basketball See Olive Summer 1</p>	<p>Yoga See above</p> <p>Badminton See above</p>	<p>Swimming See above</p>	<p>Gymnastics See above</p> <p>Hockey See above</p>	<p>Dodgeball See above</p> <p>Tag Rugby See Olive Autumn 1</p>	<p>OAA See above</p> <p>Athletics See above</p>



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History units and skills		<p>Anglo-Saxons vs Scots Who were the Anglo-Saxons and how do we know what was important to them? <i>I can show a historical perspective by explaining short-term trends and contrasts</i> <i>I can show a historical perspective by explaining long-term trends and contrasts</i> <i>I can start to suggest reasons for connections over time and across places and cultures</i> <i>I can explain what happened in Britain after the Romans left</i> <i>I can explain how religion in Britain changed in Anglo-Saxon times</i> <i>I can explain why Sutton Hoo was an important discovery</i></p>	<p>Non-European Society Study (Benin) What can we learn from the art of Benin? <i>I can ask and answer historically valid questions (e.g. about significance, or the basis of people's opinions)</i> <i>I can explain the usefulness and reliability of different sources</i> <i>I can start to develop perspective and judgement by explaining how historical 'facts' are often interpreted to support opinions</i> <i>I can describe some of the key beliefs and rituals of the Benin Kingdom</i> <i>I can discuss the significance of the Benin bronzes</i> <i>I can explain how and why the Benin Kingdom came to an end</i></p>			<p>Vikings in Britain What did the Vikings want and how did Alfred stop them getting it? <i>I can select, organise and use information from more than one source to construct an informed response or opinion</i> <i>I can accurately summarise other people's opinions about the past</i> <i>I can identify if a source is a primary or secondary source</i> <i>I can explain why the Vikings wanted to come to Britain</i> <i>I can dispel some famous historical myths</i> <i>I can describe the key achievements of Alfred the Great</i></p> <p>Note: this unit ends with a piece of extended writing where the children describe the main achievements of Alfred the Great. This could be in the form of a balanced argument text, an explanation text, or another text type of the teacher's choice</p>
Geography units, skills and knowledge	<p>Mountains <i>I can use maps, atlases, globes and digital maps to locate and describe features</i> <i>I can compare differently-scaled maps of the same location</i> <i>I can locate the world's 'Seven Summits' on a map</i> <i>I can describe how mountains are formed</i> <i>I can describe the climate of mountains</i> <i>I can describe what it is like to live on a mountain</i></p>			<p>Volcanoes and Earthquakes <i>I can explain my ideas, using a thematic map for reference</i> <i>I can start to create my own thematic maps</i> <i>I can start to estimate temperature and area</i> <i>I can describe and draw the structure of the Earth</i> <i>I can describe and explain the key features of a volcano</i> <i>I can explain why earthquakes happen</i></p>	<p>European Region <i>I can ask and answer geographically valid questions</i> <i>I can explain the usefulness and reliability of information</i> <i>I can explain how geographical 'facts' can be interpreted to support opinions</i> <i>I can locate the countries of Europe on a map</i> <i>I can explain why people might like to visit the Mediterranean region</i> <i>I can explain how tourism can be good and bad for an area</i></p>	
Geography Fieldwork activities	<p>Survey of the school grounds Plastic pollution <i>I can start to group my observations and collected data while in the field, into complex tables, diagrams and flow charts</i></p>			<p>Local Area Walk Land Use Study How does the physical geography impact the human activities in our local area? <i>I can use six-figure grid references</i></p>	<p>Local Area Walk Local Area Study The positive and negative aspects of living in a town <i>I can create a map from fieldwork measurements</i> <i>I can use six-figure grid references</i></p>	



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art and Design units and skills		<p>Print Making <i>With support and guidance, I can develop my own style by selecting tools depending on desired effect and texture required</i> <i>I can build up layers of colours to create an effect</i> <i>I can create an accurate pattern, showing fine detail</i> <i>I can start to overlay prints with other media</i> <i>I can plan my work in detail with preliminary studies in sketchbooks, with reference to the artwork, techniques and materials I have studied before</i> <i>I can think critically by suggesting improvements to other people's artwork</i></p>	<p>Drawing <i>I can use a range of media, different grade pencils and different techniques for different purposes</i> <i>I can develop close observation skills</i> <i>I can draw a picture with a third dimension and simple perspective</i> <i>I can respond sensitively to other people's artistic tastes</i> <i>I can explain how people can show respect or tolerance for other people's opinions</i> <i>I can ask and answer more complex questions</i></p>		<p>Painting <i>I can use brush techniques and different paints to create texture</i> <i>I can mix colour, shades and tones with confidence</i> <i>I can use colour to create a mood in a piece of artwork</i> <i>I can begin to choose an appropriate type of paint to use to match the purpose of the piece</i> <i>I can ask and answer more complex questions</i> <i>I can start to suggest reasons for different artistic styles in different times, places and cultures</i></p>	
Design and Technology units and skills	<p>Mechanical Systems: Making a Pop-Up Book <i>I can make comments about how my product might be altered to appeal to other groups of people</i> <i>I can make an accurate design sketch from someone else's measurements and notes</i> <i>To understand that mechanisms can be used to change one kind of motion into another</i> <i>To understand how to use sliders, pivots and folds to create paper-based mechanisms</i> <i>I know that designers often want to hide mechanisms to make a product more aesthetically pleasing</i> <i>I know that mechanisms control movement</i></p>			<p>Food: Developing a Recipe <i>I can plan designs in detail with preliminary studies in sketchbooks, with reference to other designs and materials I have studied</i> <i>I can request other materials or ingredients and give reasons for my choices</i> <i>I can create a presentation with text and images to support me in showcasing my work</i> <i>I can use large knives on hard vegetables (e.g. swede)(Year 6 objective)</i> <i>I can handle hot food with oven gloves (with supervision) (Year 6 objective)</i> <i>I can use 'claw' grip to cut (e.g. celery, cheese)</i></p>		<p>Electrical Systems: Doodlers <i>I can make reasonable suggestions for how my peers might improve their work</i> <i>I can measure angles to the nearest °</i> <i>I can use constructive and sensitive language to suggest improvements to my peers' designs</i> <i>I know when there is a break in a series circuit, all components turn off</i> <i>I know that an electric motor converts electrical energy into rotational movement, causing the motor's axle to spin</i> <i>I know that 'configuration' means how the parts of a product are arranged</i></p>



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Computing units taught	Wk 1	4 days	4 days	2 days	5.6 3D Modelling	5.4 Databases	5.8 Word Processing
	Wk 2	5.2 Online Safety	5.1 Coding	5.5 Game Creator	5.6 3D Modelling	5.4 Databases	5.8 Word Processing
	Wk 3	5.2 Online Safety	5.1 Coding	5.5 Game Creator	5.6 3D Modelling	5.4 Databases	5.8 Word Processing
	Wk 4	5.2 Online Safety	5.1 Coding	5.5 Game Creator	5.6 3D Modelling	4 days 5.4 Databases	5.8 Word Processing
	Wk 5	5.1 Coding	5.1 Coding	E-Safety Day 2024	4 days	5.4 Databases	5.8 Word Processing
	Wk 6	5.1 Coding	5.1 Coding	5.5 Game Creator		2 days	5.8 Word Processing
	Wk 7	5.1 Coding	5.1 Coding	5.5 Game Creator		5.8 Word Processing	
	Wk 8		3 days				2 days
PSHE units and skills	<p>Similarities and Differences Children can celebrate their strengths and the strengths of others Children can set goals for their future Children know how to keep themselves safe online</p> <p>Healthy and Happy Friendships Children understand the issues around identity and peer pressure, both off- and online Children understand the importance of positive emotional health and wellbeing</p> <p>Money and Work Children can identify jobs that they might like to do in the future Children understand the role ambition can play in achieving a future career Children can explain how or why someone might choose a certain career Children know about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</p>		<p>Caring and Responsibility Children know how our care needs change as we get older Children understand the effects of loneliness and isolation Children know ways they can show care in the community</p> <p>Healthy Bodies, Healthy Minds Children know that everyone's body is unique Children develop a sense of self-acceptance about their body Children value their bodies and minds Children know how different lifestyle habits (including alcohol, tobacco and drugs) can affect their well-being</p> <p>Money and Work Children understand the importance of diversity and inclusion to promote people's career opportunities Children know about stereotyping in the workplace, its impact and how to challenge it</p>		<p>Money and Work Children understand that there are a variety of routes into work e.g. college, apprenticeships, university, training</p> <p>Families and Committed Relationships Children know the characteristics of healthy, positive and committed relationships Children know how healthy relationships develop as people grow older</p> <p>Coping with Change Children know how puberty can affect emotions Children know how to manage emotional changes caused by puberty Children can create their own questions about puberty and change</p>		



Term	Autumn	Spring	Spring
MFL units and skills 12 hours per year Language Angels units	Phonics 3 Do you have a pet? Repeat, recognise and attempt to spell the 8 nouns (including the correct article for each) for pets in Spanish Tell somebody in Spanish if they have or do not have a pet Ask somebody else in Spanish if they have a pet Tell somebody in Spanish the name of their pet Attempt to create a longer phrase using the conjunctions y (“and”) or pero (“but”)		
	My Home Say whether they live in a house or an apartment and say where it is Repeat, recognise and try to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish Tell somebody in Spanish what rooms they have or do not have in their home Ask somebody in Spanish what rooms they have or do not have in their home Attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age)		
Music units and skills	Sing and Play Different Styles <u>Understanding Music</u> In the time signatures of: 2/4, 4/4 Find and keep a steady beat Listen and copy rhythmic patterns made of minims, crotchets, quavers, and their rests, by ear or from notation Copy back melodic patterns using the notes: GABCEFF# <u>Listening</u> Talk about feelings created by the music Identify the musical style of a song or piece of music Recognise the following styles and any important musical features that distinguish the style: 21 st & 21 st Century orchestral, Pop, and Gospel <u>Singing</u> Sing in unison and parts, and as part of a smaller group Sing expressively, with attention to breathing and phrasing Respond to a leader or conductor <u>Notation</u> Identify the staff and symbols on the staff (such as treble clef), the name of the note on the lines and in spaces, barlines, a flat sign and a sharp sign Read and perform pitch notation within an octave (eg C-C'/do-do) <u>Playing instruments (Recorder)</u> Rehearse and learn to play one of 4 differentiated instrumental parts by ear or from notation, in tonal centres of C major, F major and Eb major <u>Composing</u> Create music in response to music and video stimulus Start to use structures within compositions eg introduction, multiple verse and chorus sections, AB for or ABA form (ternary) <u>Performing</u> Perform in small groups as well as whole class A student leads part of the rehearsal and part of the performance	Guitar <u>Understanding Music</u> In the key centres of: C major, G major, D major, F major and A minor In the time signature of: 2/4, 3/4 and 4/4 Find and keep a steady beat Listen and copy rhythmic patterns made of minims, crotchets, quavers, and their rests, by ear or from notation <u>Notation</u> Read and respond to minims, crotchets, quavers Identify the staff and symbols on the staff (such as treble clef), the name of the note on the lines and in spaces, barlines, a flat sign and a sharp sign Further understand the differences between semibreves, minims and crotchet rest Understand the differences between 2/4, 3/4, and 4/4 time signatures <u>Playing instruments</u> Rehearse and learn to play simple melodic instrumental part by ear or from notation, in C major, F major, G major, Eb major, C minor and D minor Play melodies on melodic instruments, following staff notation written one staff and using notes within the middle C-C'/do-do range. This is initially done as a whole class, with greater independence gains over time through small group performances <u>Composing</u> Start to use structures within compositions, eg introduction, verses and chorus Use simple dynamics Use rhythmic variety <u>Performing</u> Perform in small groups as well as whole class Perform from memory or with notation, with confidence and accuracy	Guitar <u>Understanding Music</u> In the time signature of: 2/4, 3/4, 4/4, 5/4 and 6/4 Listen and copy rhythmic patterns made of dotted minims, minims, crotchets, dotted crotchet, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation Copy back melodic patterns using a wide variety of notes including sharps, flats and naturals <u>Notation</u> Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers Further understand the differences between semibreves, minims and crotchet rest, paired quavers and semiquavers Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation Explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers and simple combinations of a variety of notes <u>Improvising</u> Explore improvisation within a major scale using a range of notes Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape Experiment with using a wider range of dynamics including loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano) <u>Composing</u> Use a wider range of dynamics (see improvising) Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all relevant rests Use a pentatonic and full scale. Use major and minor scales <u>Performing</u> A student leads part of the rehearsal and part of the performance Record the performance and compare it to previous a performance; explain how well the performance communicated the mood of each piece



Term	Autumn	Spring	Summer
RE units and skills	<p>Religion: Judaism Unit Name: Rites of passage and good works Key Enquiry: What is the best way for a Jew to show commitment to God? Human / Social Sciences: <i>Children can say how religions have and do contribute to society and culture across the world</i> <i>Children can discuss if religion brings peace, conflict, or both</i> <i>Children can say what it means to be part of a global religious / worldview community</i> <i>Children can say how expressions of Judaism have changed over time</i> <i>Children can say how beliefs shape identity for Jewish people</i></p> <p>Religion: Christianity Unit Name: Christmas – Incarnation Key Enquiry: Is the Christmas story true? Theology: <i>Children can say why people interpret the same things differently</i> <i>Children can say how reliable sources of authority for believers are</i> Philosophy: <i>Children can discuss if it is reasonable to believe in God</i> <i>Children learn about the importance of evidence and reasoning when discussing philosophical issues</i></p>	<p>Religion: Sikhism Unit Name: Belief into action Key Enquiry: How far would a Sikh go for their religion? Theology: <i>Children can say how Sikhs make sense of the world</i> Human/Social Sciences: <i>Children can say how religions have and do contribute to society and culture across the world</i> <i>Children can say what it means to be part of a global religious / worldview community</i> <i>Children can say how beliefs shape identity for Sikhs</i> <i>Children can say how Sikhism has impacted on music and art throughout history</i></p> <p>Religion: Christianity Unit Name: Easter – Salvation Key Enquiry: How significant is it for Christians to believe God intended Jesus to die? Theology: <i>Children can explain how Christians explain suffering in the world</i> Human/Social Sciences: <i>Children can say how religions have and do contribute to society and culture across the world</i> <i>Children can say what it means to be part of a global religious / worldview community</i> <i>Children can say how beliefs shape identity for Christians</i></p>	<p>Religion: Hinduism Unit Name: Beliefs and moral values Key Enquiry: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? Theology: <i>Children can explain how Hindus explain suffering in the world</i> Philosophy: <i>Children can talk about why there is suffering in the world</i> <i>Children can discuss if being happy is the greatest purpose in life</i> <i>Children learn about the different views about the nature of knowledge, meaning and existence, with reference to the religions they are learning about</i> Human/Social Sciences: <i>Children can say how religions have and do contribute to society and culture across the world</i> <i>Children can say what it means to be part of a global religious / worldview community</i> <i>Children can say how beliefs shape identity for Hindus</i></p> <p>Belief: Humanism Unit Name: Introduction to Humanism Key Enquiry: How can Humanists lead good lives? Theology: <i>Children can explain if creation beliefs and science are contradictory or complementary</i> Philosophy: <i>Children learn about the different views about the nature of knowledge, meaning and existence, with reference to the religions they are learning about</i> <i>Children can talk about why there is suffering in the world</i> Human/Social Sciences: <i>Children can say what we mean when we say 'religion'</i> <i>Children can say what makes a religion a religion</i></p>