Whitmore Primary School Long Term Planning 2026/27 Year 6

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Engaging activities and visits	**Danbury Residential**				**RAF Museum Hendon**	**Post-SATs Reward Trip** **Leavers' Party**
Productions and Performances		**Christmas Carol Concert**	**Young Voices at the O2** *KS2 choir club only*			**KS2 Music Festival** *KS2 Choir Children only* **Leavers' Assembly**
Texts studied	**Windrush Child** *Benjamin Zephaniah*	**Suffragette: The Battle for Equality** *David Roberts*	**Boy in the Tower** *Polly Ho-Yen*	**Charles Darwin's On the Origin of Species** *Sabina Raveva*	**The Final Year** *Matt Goodfellow*	**The Unforgotten Coat** *Frank Cottrell-Boyce*

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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text types taught in writing and objectives	**Jurassic Park – 3pieces** *Write to build tension* *Use description to build atmosphere* *Action Scene* *Vary sentence lengths to convey action* *Use fronted adverbials (phrases and clauses) to create cohesion within and between paragraphs* *Use of semi-colons to replace a conjunction in a multi-clause sentence [e.g. It's raining; I'm fed up]* *Use of the semi-colon, colon and dash to mark the boundary between independent clauses [e.g. It's raining; I'm fed up]* *How hyphens can be used to avoid ambiguity*	**Francis** *Description and tension* *Writing to build tension* *Use the full range of noun phrases to create descriptions in fiction and non-fiction* *Using the past perfect tense [e.g. He had just arrived the house when the phone started to ring.]* *Use of semi-colons to replace a conjunction in a multi-clause sentence [e.g. It's raining; I'm fed up]* *Use of the semi-colon, colon and dash to mark the boundary between independent clauses [e.g. It's raining; I'm fed up]*	**Boy in the Tower** *Newspaper report* *Writing to inform* *Using the past perfect tense [e.g. He had just arrived the house when the phone started to ring.]* *Use of a wide range of conjunctions, sentence types and lengths to create sentences for varied effects, styles and purposes* *Use of subjunctive forms [such as If I were or Were they to come in some very formal writing and speech]* *Distinguish between the language of speech and writing and choose the appropriate register*	**Three little pigs** *Balanced argument* *Writing to explain* *Using the past perfect tense [e.g. He had just arrived the house when the phone started to ring.]* *Use of the passive to affect the presentation of information in a sentence [e.g. The window in the greenhouse was broken (by me) or It is widely believed that…]* *Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis*	**The Final Year** *Character dialogue – based on personality traits* *Writing to entertain* *Use fronted adverbials (phrases and clauses) to create cohesion within and between paragraphs* *Using the past perfect tense [e.g. He had just arrived the house when the phone started to ring.]* *In narratives, create settings, characters and atmosphere by integrating dialogue to convey character and advance the action and select the correct register and level of formality to enhance characterisation* *Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis* *Distinguish between the language of speech and writing and choose the appropriate register*	**The Unforgotten Coat** *Narrative – dreams* *Writing to entertain* *How words are related by meaning as synonyms and antonyms [e.g. big, large, little]* *Use the full range of noun phrases to create descriptions in fiction and non-fiction* *In narratives, create settings, characters and atmosphere by integrating dialogue to convey character and advance the action and select the correct register and level of formality to enhance characterisation* *The difference between structures typical of informal and formal speech and writing [e.g. the use of question tags: He's your friend, isn't he?]* *Note and develop initial ideas, drawing on reading and research where necessary In writing narratives, consider how authors have developed characters and settings* *In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action*
		Letter of complaint *Writing about a faulty product* *Writing to explain/complain* *Revision of prefixes, suffixes and word families, including words with a large number of them [e.g. uncooperativeness or uncoordinated]* *Use fronted adverbials (phrases and clauses) to create cohesion within and between paragraphs* *Use of a wide range of conjunctions, sentence types and lengths to create sentences for varied effects, styles and purposes* *Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis* *Perform their own compositions, varying the intonation, volume, and movement with an awareness of audience*	**Boy in the Tower** *Description* *Writing to build atmosphere* *Use the full range of noun phrases to create descriptions in fiction and non-fiction* *Use fronted adverbials (phrases and clauses) to create cohesion within and between paragraphs* *Use of semi-colons to replace a conjunction in a multi-clause sentence [e.g. It's raining; I'm fed up]* *How hyphens can be used to avoid ambiguity In narratives, create settings, characters and atmosphere by integrating dialogue to convey character and advance the action and select the correct register and level of formality to enhance characterisation* *Note and develop initial ideas, drawing on reading and research where necessary* *In writing narratives, consider how authors have developed characters and settings In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action* *Perform their own compositions, varying the intonation, volume, and movement with an awareness of audience*	**Titanium** *Narrative – creating a mood* *Writing to create a mood* *Use fronted adverbials (phrases and clauses) to create cohesion within and between paragraphs* *Use of a wide range of conjunctions, sentence types and lengths to create sentences for varied effects, styles and purposes In narratives, create settings, characters and atmosphere by integrating dialogue to convey character and advance the action and select the correct register and level of formality to enhance characterisation* *In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action*		**Explanation text** *Electricity* *Writing to explain* *Use of the colon to introduce a list and use of semicolons within lists* *Punctuation of bullet points to list information* *Layout devices [e.g. headings, sub-headings, columns, bullets, or tables, to structure text]*
	MacBeth *Dialogue* *Writing to convey character* *Use of a wide range of conjunctions, sentence types and lengths to create sentences for varied effects, styles and purposes* *In narratives, create settings, characters and atmosphere by integrating dialogue to convey character and advance the action and select the correct register and level of formality to enhance characterisation* *Use of the passive to affect the presentation of information in a sentence [e.g. The window in the greenhouse was broken (by me) or It is widely believed that…]* *Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning*	**Diary entry** *Writing about an unusual event* Writing to explain *In narratives, create settings, characters and atmosphere by integrating dialogue to convey character and advance the action and select the correct register and level of formality to enhance characterisation* *The difference between structures typical of informal and formal speech and writing [e.g. the use of question tags: He's your friend, isn't he?]* *Note and develop initial ideas, drawing on reading and research where necessary* *In writing narratives, consider how authors have developed characters and settings*		**Charles Darwin's On the Origin of Species** *Non-chronological report – making up a fictional creature* *Writing to inform* *Use the full range of noun phrases to create descriptions in fiction and non-fiction Use of semi-colons to replace a conjunction in a multi-clause sentence [e.g. It's raining; I'm fed up]* *Use of the colon to introduce a list and use of semicolons within lists* *Punctuation of bullet points to list information* *Note and develop initial ideas, drawing on reading and research where necessary* *In writing narratives, consider how authors have developed characters and settings Use further organisational and presentational devices to structure text and to guide the reader [e.g. headings, bullet points, underlining]*	**Persuasive letter** *Stop eating the princesses* *Writing to persuade* *Use the full range of noun phrases to create descriptions in fiction and non-fiction* *Use of semi-colons to replace a conjunction in a multi-clause sentence [e.g. It's raining; I'm fed up]* *Use of a wide range of conjunctions, sentence types and lengths to create sentences for varied effects, styles and purposes* *Use of the colon to introduce a list and use of semicolons within lists* *Punctuation of bullet points to list information* *Layout devices [e.g. headings, sub-headings, columns, bullets, or tables, to structure text]*	**The Unforgotten Coat** *Diary entry* *Revision of prefixes, suffixes and word families, including words with a large number of them [e.g. uncooperativeness or uncoordinated]*
		Father Christmas *Instructions* *Writing to inform* *Punctuation of bullet points to list information Use of the colon to introduce a list and use of semicolons within lists* *Layout devices [e.g. headings, sub-headings, columns, bullets, or tables, to structure text] Ensure the consistent or correct use of tense throughout a piece of writing*	**Boy in the Tower** *Poetry – rondelets* *Writing to entertain* *Revision of prefixes, suffixes and word families, including words with a large number of them [e.g. uncooperativeness or uncoordinated]* *Assess the effectiveness of their own and others' writing* *Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning* *Perform their own compositions, varying the intonation, volume, and movement with an awareness of audience*			**Consolidation**

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Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Handwriting skills taught		**Autumn term starting point** *Module 3, part 2, lesson 40*					
Spellings	**Wk 1**	*2 days*	*4 days* **Words ending in letter string -ough**	**Pixl Yr 5 Spelling tracker therapies** **-able/-ible and -ably/-ibly** *Spelling tracker rule 24*	**Words with the /i:/ sound spelt ei after c** *Spelling tracker rule 28*	**Words with silent letters** *Spelling tracker rule 30*	**QLA gaps**
	Wk 2	**Statutory words** *Clued spelling*	**Words ending in letter string -ough**	**-able/-ible and -ably/-ibly** *Spelling tracker rule 24*	**Words with the /i:/ sound spelt ei after c** *Spelling tracker rule 28*	**Words with silent letters** *Spelling tracker rule 30*	**QLA gaps**
	Wk 3		**Statutory words** *Clued spelling*	**Statutory words** *Clued spelling*	**Adding suffixes beginning with vowel letters to words ending in –fer** *Spelling tracker rule 27*	**Homophones**	**Adding suffixes beginning with vowel letters to words ending in -fer** *Spelling tracker rule 27*
	Wk 4	**Assessment**	**Statutory words** *Clued spelling*	**Statutory words** *Clued spelling*	**Adding suffixes beginning with vowel letters to words ending in –fer** *Spelling tracker rule 27*	*4 days* **Statutory words** *Clued spelling*	**Adding suffixes beginning with vowel letters to words ending in -fer** *Spelling tracker rule 27*
	Wk 5	**Words ending in -ant, -ance, -ent, -ence, -ency** *Spelling tracker rule 26*	**-cious/-tious** *Spelling tracker rule 25*	**-cial and -ital** *Spelling tracker rule 23*	*4 days* **Statutory words** *Clued spelling*	**SATS** *Spelling in writing package*	**Editing** *Spelling in writing package*
	Wk 6	**Words ending in -ant, -ance, -ent, -ence, -ency** *Spelling tracker rule 26*	**-cious/-tious** *Spelling tracker rule 25*	**-cial and -ital** *Spelling tracker rule 23*		**Adding suffixes beginning with vowel letters to words ending in -fer** *Spelling tracker rule 27*	**Editing**
	Wk 7	**Statutory words** *Clued spelling*	**Homophones**			*3 days*	*3 days*
	Wk 8	**Statutory words** *Clued spelling*					

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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading skills taught	**Fluency** *Develop fluency, stamina and confidence in reading a wide variety of longer texts from a range of genres* **Inference** *Draw inferences such as characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence, quotations from multiple points in the text* **Identify & Retrieve** *Distinguish between statements of fact, opinion and bias* *Provide reasoned justifications for their views* **Understand** *Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context, using background knowledge to predict the meaning of new words Identify how language, structure and presentation contribute to meaning* **The four main reading skills of fluency, inference, identify and retrieve and understand need to be revisited every half term as well as additional skills listed**	**Phonics, etymology and morphology** *Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet* **Prediction** *Predict what might happen from details stated and implied and knowledge of other texts giving evidence for reasons* **Understanding Language** *Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader* **The four main reading skills of fluency, inference, identify and retrieve and understand need to be revisited every half term as well as additional skills listed**	**Summarising** *Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas* *Retrieve, record and present information from non-fiction* **Reading for Pleasure** *Continue to read, discuss and express views about a wider range of fiction, poetry, plays, non-fiction and reference books or textbooks* *Increase familiarity with a wide range of books, including modern fiction, classic and diverse fiction* *Recommend books to their peers, giving reasons* *Make comparisons within and across books* **The four main reading skills of fluency, inference, identify and retrieve and understand need to be revisited every half term as well as additional skills listed**	**Structure** *Read books that are structured in different ways and read for a range of purposes* **The four main reading skills of fluency, inference, identify and retrieve and understand need to be revisited every half term as well as additional skills listed**	**Explanation** *Explain and discuss their understanding of reading, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary* **The four main reading skills of fluency, inference, identify and retrieve and understand need to be revisited every half term as well as additional skills listed**	**Themes** *Identify and discuss themes and conventions across all reading* **Discussion** *Ask questions to improve their understanding Participate in discussions about books, building on their own and others' ideas and challenging views courteously* **Poetry & rhymes** *Learn a wider range of poetry by heart* *Prepare poems and plays to read aloud and to perform, using intonation, tone and volume* **The four main reading skills of fluency, inference, identify and retrieve and understand need to be revisited every half term as well as additional skills listed**
Oracy skills taught	**Physical** *I can project my voice to a large audience* **Linguistic** *I can use sophisticated vocabulary appropriate to the context and purpose of talk* **Cognitive** *I am able to draw upon knowledge of the world to support my own point of view and other perspectives* **Social and Emotional** *I can speak with flair and passion in a small group*		**Physical** *I have a stage presence* **Linguistic** *I am comfortable using idioms and expressions* **Cognitive** *I am able to draw upon knowledge of the world to support my own point of view and other perspectives* **Social and Emotional** *I can speak with flair and passion in front of the class*		**Physical** *I can adjust my tone, volume and pace for a given purpose and audience* **Linguistic** *I can vary sentence structures and length for effect when speaking* **Cognitive** *I am able to identify when a discussion is going off topic and bring it back on track* **Social and Emotional** *I can speak with flair and passion in an assembly*	
Talk Tactics taught	**Instigate** **Build** **Challenge**		**Clarify** **Summarise**		**Probe**	

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Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
White Rose units taught		**Place Value** **Addition, Subtraction, Multiplication and Division**	**Fractions** **Converting Units**	**Ratio** **Algebra** **Decimals**	**Fractions, Decimals and Percentages** **Area, Perimeter and Volume** **Statistics**	**Shape** **Position and Direction**	**Themed Projects** **Problem Solving** **Consolidation**
Numbersense Units taught	**Wk 1**	*4 days* **Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	*4 days* **Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*
	Wk 2	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*
	Wk 3	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*
	Wk 4	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	*4 days* **Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*
	Wk 5	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*
	Wk 6	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*		*2 days*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*
	Wk 7	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*				**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*
	Wk 8	**Weekly Consolidation** *Weekly arithmetic session based on gaps from prior learning*					*1 day*

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science units and skills	**Living Things and Their Habitats** *I can describe how living things are classified into groups based on their observable characteristics, including microorganisms, plants and animals* *I can give reasons for classifying plants and animals based on their characteristics* *I can present my findings in a variety of ways* *I can use relevant scientific language and illustrations to discuss, communicate and justify my ideas* *I can say which secondary sources will be most useful to research my ideas* *I can identify and use scientific evidence to support or refute ideas and arguments*	**Light** *I can describe how light travels* *I can explain how the way light travels helps us see objects* *I can explain why shadows have the shapes that they do* *I can make my own decisions about what observations and measurements to take* *I can choose the most appropriate equipment and explain why I have chosen it* *I can present my findings in a variety of ways*	**TAPS Investigation Heart Rate Poses** *I can plan scientific enquires where I have to recognise and control variables* *I can use my results to create a more accurate follow-up experiment to test my predictions* *I can recognise variables, decide how to control them, and explain why they need controlling* *I can decide if I need to repeat my measurements and explain why* *I can report and present my findings from enquiries including conclusions, causal relationships and the degree of trust in the results* *I can use relevant scientific language and illustrations to discuss, communicate and justify my ideas*	**Evolution and Inheritance** *I can recognise that living things have changed over the time and how fossils help us understand this* *I know that offspring may not be identical to their parents* *I can describe how plants and animals have adapted to their environments and how this can lead to evolution* *I can talk about how scientific ideas have developed over time* *I can identify and use scientific evidence to support or refute ideas and arguments* *I can begin to separate opinion from fact when using secondary sources*	**Animals, Including Humans** *I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood* *I recognise the importance of diet, exercise, drugs and lifestyle on the way bodies function* *I can describe the ways in which nutrients and water are transported within animals, including humans* *I can decide if I need to repeat my measurements and explain why* *I can decide how to record data and results* *I can report and present my findings from enquiries including conclusions, causal relationships and the degree of trust in the results*	**Electricity** *I can explain how to change the brightness of a lamp in a circuit* *I can explain variations in how circuit components function* *I can use the correct symbols when drawing circuit diagrams* *I can use my test results and reasoning skills together to make accurate predictions* *I can present my findings in a variety of ways* *I can decide if I need to repeat my measurements and explain why*

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE units and skills	**Fitness** *I can change my running technique to adapt to different distances* *I can collect, record and analyse scores to identify areas where I have made the most improvement* *I can work with others to organise, manage and record information at a station* *I encourage and motivate others to work to their best* *I understand that there are different areas of fitness and how this helps me in different activities* *I understand the different components of fitness and ways to test and develop them* *I work to my maximum consistently when presented with challenges* **Gymnastics** *I can combine and perform gymnastic actions, shapes and balances with control and fluency* *I can create and perform sequences using compositional devices to improve the quality* *I can lead a small group through a short warm-up routine* *I can use appropriate language to evaluate and refine my own and others' work* *I can work collaboratively with others to create a sequence* *I understand how to work safely when learning a new skill* *I understand what counter balance and counter tension is and can show examples with a partner* **Basketball** *I can create and use space to help my team* *I can dribble, pass, receive and shoot the ball with increasing control under pressure* *I can select the appropriate action for the situation and make this decision quickly* *I can use the rules of the game honestly and consistently* *I can work collaboratively to create tactics with my team and evaluate the effectiveness of these* *I can work in collaboration with others so that games run smoothly* *I recognise my own and others strengths and areas for development and can suggest ways to improve* *I understand when to use different styles of defence in game situations*		**Badminton** *I can select the appropriate action for the situation and make this decision quickly* *I can use a wider range of skills with increasing control under pressure* *I can use feedback provided to improve the quality of my work* *I can use the rules of the game consistently to play honestly and fairly* *I can work collaboratively to create tactics with my team and evaluate the effectiveness of these* *I can work in collaboration with others so that games run smoothly* *I recognise my own and others strengths and areas for development and can suggest ways to improve* **Handball** *I am confident to lead others and can contribute appropriate ideas to group work* *I can confidently apply defensive skills individually and as a team to gain possession, deny space and stop goals* *I can create and use space to help my team to maintain possession and create scoring opportunities* *I can perform a range of skills with control and can select the appropriate action for the situation under pressure* *I can work in collaboration with others to self-manage games so that they run smoothly* *I recognise my own and others' strengths and areas for development and can suggest ways to improve.* *I use the rules of the game honestly and consistently when playing and refereeing* **Dodgeball** *I can officiate and help to manage a game by refereeing* *I can select the appropriate action for the situation and make this decision quickly* *I can use a wider range of skills with increasing control under pressure* *I can use the rules of the game consistently to play honestly and fairly* *I can work collaboratively to create tactics with my team and evaluate the effectiveness of these* *I can work in collaboration with others so that games run smoothly* *I recognise my own and others strengths and areas for development and can suggest ways to improve* **Tennis** *I can select the appropriate action for the situation and make this decision quickly* *I can use a wider range of skills with increasing control under pressure* *I can use feedback provided to improve the quality of my work* *I can use the rules of the game consistently to play honestly and fairly* *I can work collaboratively to create tactics with my team and evaluate the effectiveness of these* *I can work in collaboration with others so that games run smoothly* *I recognise my own and others' strengths and areas for development and can suggest ways to improve* *I understand that there are different areas of fitness and how this helps me in different activities*		**Athletics** *I can compete within the rules showing fair play and honesty* *I can help others to improve their technique using key teaching points* *I can identify my own and others' strengths and areas for development and can suggest ways to improve* *I can perform jumps for distance using good technique* *I can select and apply the best pace for a running event* *I can show accuracy and good technique when throwing for distance* *I understand that there are different areas of fitness and how this helps me in different activities* *I use different strategies to persevere to achieve my personal best* **Netball** *I can create and use space to help my team* *I can pass, receive and shoot the ball with increasing control under pressure* *I can select the appropriate action for the situation and make this decision quickly* *I can use marking and/or interception to improve my defence* *I can use the riles of the game consistently to play honestly and fairly* *I can work collaboratively to create tactics with my team and evaluate the effectiveness of these* *I can work in collaboration with others so that games run smoothly* *I recognise my own and others' strengths and areas for development and suggest ways to improve* **Football** *I can create and use space to help my team* *I can dribble, pass, receive and shoot the ball with increasing control under pressure* *I can select the appropriate action for the situation and make this decision quickly* *I can use marking, tackling, and/or interception to improve my defence* *I can use the rules of the game consistently to play honestly and fairly* *I can work collaboratively to create tactics with my team and evaluate the effectiveness of these* *I recognise my own and others' strengths and areas for development and can suggest ways to improve* **Swimming (non-swimmers only)** *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]*	

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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History units and skills	**Local Area Study** **British Empire** **Why did Britain once rule the largest empire the world has ever seen?** *I can establish clear narratives with and across periods, and at local, national and world level* *I can compare and contrast places, people and cultures* *I can thoughtfully select, organise and use relevant information from a range of sources to inform my responses* *I can explain why Britain wanted a large Empire* *I can explain how the history of Empire had an impact on life in Britain in the 20th Century* *I can explain why the Windrush was important to Essex*				**Post-1066 Study** **Why was winning the Battle of Britain in 1940 so important?** *I can thoughtfully select, organise and use relevant information from a range of sources to justify my opinions* *I can start to use and choose different levels of precision when dating events, and start to explain why that is important* *I can regularly ask and answer perceptive questions in historically valid ways* *I can explain the dangers faced by Britain in early 1940* *I can explain why Britain was able to win the Battle of Britain* *I can explain how people from all over the world worked together to defeat fascism*	
Geography units, skills and knowledge			**United Kingdom** *I can confidently use thematic or distribution maps to illustrate an idea or discuss a point* *I can design and draw my own distribution or thematic maps* *I can use careful selections from digital maps to illustrate ideas or points verbally* *I can explain how people have affected the UK's landscape* *I can locate key mineral and energy resources of the UK* *I can describe and explain the sorts of industries in which people in the UK work*		**Local Area** *I can regularly ask and answer perceptive questions in geographically valid ways* *I can organise information by relevance and politely critique others* *I can explain and critique the way 'facts' are used to support opinions* *I can explain how Basildon and Essex fit into the wider world* *I can locate and describe the main features of Basildon and Essex* *I can explain if Basildon meets the needs of the local population*	
Geography fieldwork activities			**School Traffic Survey** *Children will analyse the human 'traffic' at different points of the school day; they will then use this to create a thematic map of the school which highlights 'traffic hotspots'; they will then suggest ways to manage these*		**Basildon Survey** *Children will create surveys which ask for opinions on the school or local area and plan follow-up actions based on their findings; children will also compare their findings*	
Art and Design units and skills		**Print making** *I can develop my own style by selecting tools and methods depending on desired effect and texture required* *I can develop my own style using tonal contrast and mixed media* *I can recognise positive and negative shapes and create these using print* *I can start to overlay prints with other media for example printing over collage or different types of paper* *I can generate a number of ideas in my sketchbook and choose one to develop* *I can analyse my work and express what works well and how my work can be improved with an artistic vocabulary*		**Drawing** *I can use and combine a range of media, different grade pencils and different techniques for different purposes suitable for the work* *I can create realistic depictions of what I am drawing (i.e. drawing realistic eyes when doing a portrait rather than cartoon eyes)* *I can add an appropriate amount of design and detail in reference to the artist I am studying* *I can learn and use new techniques I can draw simple perspective using a single focal point and horizon I can regularly ask and answer perceptive questions in artistically valid ways* *I can plan in detail with preliminary studies in sketchbooks, linking to what I have studied before and explaining my choices* *I can analyse my own and others' responses to art, with justification, and can extrapolate and link to my own work if appropriate*		**Painting** *I can combine colours, tone and tints to enhance the mood of a piece of artwork* *I can paint using layers rather than 'colouring in'* *I can mix and match colours to create atmosphere and light effects for a purpose (i.e., night time)* *I can purposely control the type of marks made and experiment with different effects and textures* *I can constructively critique my peers' work and, if appropriate, help bring about the improvements* *I can regularly ask and answer perceptive questions in artistically valid ways*
Artists studied		**Gustave Courbet**		**Stephan Wiltshire** **Deanna Petherbridge** **Gaudi** **Lowry** **John Virtue**		**Friedensreich Hunderwasser**

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Design and Technology units and skills	**Structures: Playgrounds** *I can constructively critique my peers' work and help with improvements if appropriate* *I can help improve peers' designs where that offer is welcomed* *I can use a range of supporting material to showcase my work, and answer questions about my project* *I know that structures can be strengthened by manipulating materials and shapes* *To understand that in the real world, design can impact users in positive and negative ways* *I know that a prototype is a cheap model to test a design idea*		**Mechanisms: Automated Toys** *I can make sophisticated comments about the limitations of the function and purpose of my product, with reference to different audiences* *I can constructively critique my peers' work and help with improvements if appropriate* *I can analyse my own and others' responses to my designs, making improvements if appropriate* *I know that a design brief is a description of what I am going to design and make* *To understand that the mechanism in an automata uses a system of cams, axles and followers* *To understand that different shaped cams produce different outputs*			**Textiles: Drawstring Bags** *I can plan in detail with preliminary studies in sketchbooks, linking to what I have studied before and explaining my choices* *I can make reasonable estimations of length, distance, mass, capacity, angle, area and temperature* *To understand that it is important to design clothing with the client/ target customer in mind* *I know that using a template (or clothing pattern) helps to accurately mark out a design on fabric* *To understand the importance of consistently sized stitches* *To know that blanket stitch is useful to reinforce the edges of a fabric material or join two pieces of fabric*
Computing units taught	**Online Safety** *I can discuss various issues online that can leave children feeling sad, frightened, worried or uncomfortable and can describe numerous ways to get help, including how sharing online can have both positive and negative impacts* *I am aware of how to seek consent from others before sharing material online and describe how content can still be shared online even if it is set to private* *I can explain what a digital reputation is and what it can consist of* *I understand the importance of capturing evidence of online bullying and demonstrate some of these methods on the devices used at school* *I can describe ways to manage passwords and strategies to add extra security, such as two-factor authentication and explain what to do if passwords are shared, lost or stolen* *I can describe strategies to identify scams and ways to increase my privacy settings and understand why it is important to keep my software updated*	**Data Handling** *I understand why barcodes and QR codes were created then create (and scan) my own QR code using a QR code generator website* *I can explain how infrared can be used to transmit a Boolean type signal* *I can explain how RFID works, recall a use of RFID chips, and type formulas into spreadsheets* *I can take real-time data and enter it effectively into a spreadsheet* *I can present data I have collected as an answer to a question and recognise the value of analysing real-time data* *I can analyse and evaluate transport data and consider how this provides a useful service to commuters*	**Creating Media** *I can explain how to record sounds and add in sound effects over the top* *I can produce a simple radio play with some special effects and simple edits which demonstrate an understanding of how to use the software* *I can create a document that includes correct date information and facts about the computers and how they made a difference* *I can demonstrate a clear understanding of my device and how it affected modern computers* *I can include well-researched information with an understanding of the reliability of my sources* *I can describe all of the features that we'd expect a computer to have including RAM, ROM, hard drive and processor, but of a higher specification than currently available*	**Computing Systems and Networks** *I can explain that codes can be used for a number of different reasons and decode messages* *I can explain how to ensure a password is secure and how this works* *I can create a simple website with information about Bletchley Park* *I can explain why people needed to build electronic thinking machines to solve cipher codes* *I can explain the importance of historical figures and their contribution towards computer science* *I can present information about my historical figure in an interesting and engaging manner*		**Programming** *I can iterate ideas, testing and changing them throughout the lesson, and explain what my program does* *I can use nested loops in my designs, explaining why I need two repeats* *I can alter the house drawing using Python commands and use comments to show a level of understanding around what my code does* *I can use loops in Python and explain what the parts of a loop do* *I recognise that computers can choose random numbers* *I can decompose a program into an algorithm and modify a program to personalise it*

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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE units and skills	**Rail Safety** *I can explain some consequences of taking risks or unsafe behaviour around railways* *I can describe other rail warning signs and reasons for these in different places* *I can demonstrate ways to resist pressure to behave in an unsafe or risky way around railways* *I can demonstrate that I understand rail safety signs and explain why they are there* Note: Switched on journeys lessons 6 and 7 **First Aid** *I am able to explain what an allergic reaction is* *I am able to give first aid to a casualty who is having an allergic reaction* *I am able to recognise when to call for help for a casualty who is having an allergic reaction* *I am able to identify a casualty who is choking* *I am able to assess and give first aid to a casualty who is choking* *I am able to seek medical help if required for a casualty who is choking* **My Healthy Self** **How do my choices today shape my future health?** *To understand how daily habits protect long term dental health.* *To interpret nutritional information to help make informed choices about food.* *To describe how habits can influence long term health.* *To recognise and regulate strong and complex feelings.* *To explain how our mindset can affect our personal growth.* *To understand how my actions can impact myself and others.* **Connecting With Others** **What does it mean to stand up for myself and others?** *To make links between values and personal growth.* *To evaluate how to be respectful in different situations.* *To set and respect personal boundaries, including seeking and giving consent.* *To evaluate safe, respectful ways to challenge unfairness in everyday situations.* *To describe how to respond to bullying safely.* *To explain when to seek help for yourself or someone else.*		**The Online World** **How do I feel about the things I see online?** *To understand how online platforms engage users and recognise ways to manage online activity.* *To recognise why some online gaming can be risky and how to make safe choices.* *To analyse how online content can influence how people think and feel.* *To recognise and respond to harmful online behaviours.* *To understand how what we share online can affect ourselves and others.* *To recognise the impact of online experiences on wellbeing and how to respond positively.* **Citizenship** **How can we protect everyone's rights?** *This unit is part of the new RSE & PSHE scheme, developed in line with the updated government Relationships, Sex and Health Education guidance. The lesson content will be published by 1 November 2026.*		**Staying Safe** **How can I stay safe as I grow up?** *To describe how to keep myself safe when I am at home without adult support.* *To predict and plan for risks outside the home.* *To explain how to stay safe near railways.* *To manage risk in, on and around water by following the water safety code.* *To recognise and respond to peer pressure.* *To recognise the risks of drug misuse and how to make safe choices.* **Sex Education** **How do people become parents and carers?** *To use the correct scientific vocabulary to name private body parts respectfully.* *To describe how a baby is made using scientific vocabulary.* *To understand the stages of pregnancy and the different ways babies are born.* *To recognise that families can be formed in different ways.* *To consider some of the responsibilities of having a baby.* *To understand what consent means.*	
Foreign Language (Spanish) units and skills	**Clothes** *I can identify the appropriate time to use a dictionary to look up unfamiliar words* *I can apply rules to generate all forms of an adjective* *I can use a range of adjectives and descriptive phrases to describe clothing* *I can describe an outfit and its purpose in extended sentences using porque – because* *I can create an outfit by following the description in a design brief accurately* *I can read or say sentences aloud using the correct pronunciation when giving a presentation*	**School Life** *I can express likes and dislikes about school subjects* *I can give opinions about school subjects using a wide range of adjectives* *I can compare school subjects using comparative adjectives* *I can plan, ask and answer extended questions about school timetables* *I can ask and answer questions about preferences during the school day* *I can write using existing knowledge of vocabulary to create new sentences*	**Household Tasks** *I can translate and generate a range of sentences using a sentence builder as a model* *I can extract key information from a short text* *I can select and convert different adjectives into adverbs* *I can write a short paragraph from a model and check against agreed success criteria* *I can adapt a statement to make it persuasive* *I can express and justify opinions*	**Shopping** *I can recognise which part of a word is stressed; identify and apply pronunciation rules* *I can build and say which phrases which include the use of prepositions* *I can ask how much something costs and answer using different amounts of money* *I can show understanding of grammar by choosing an appropriate question form* *I can listen for key information from an extended dialogue* *I can choose and use appropriate phrases to complete a shopping transaction*	**Free Time** *I can notice and apply verb endings in the present tense* *I can ask and answer questions using different verb forms* *I can extract key information from written texts* *I can recognise and translate a range of descriptive phrases* *I can construct a descriptive text based on a model* *I can express opinions and preferences in comparative sentences*	**Maya City Treasure Hunt** *I can use contextual clues and knowledge of grammar to deduce meaning and translate sentences* *I can describe the Ancient Maya people using evidence to justify conclusions* *I can deduce the meaning of directional language* *I can follow simple directions* *I can interpret directional language to navigate around a Maya city* *I can apply knowledge of directional and descriptive language to write clues for a treasure hunt around a Maya city*

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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music units and skills	**Music and Technology** *I can understand some formal written notation including semibreves, crotchets, minims, quavers, rests and dotted notes* *I can listen with attention to detail and recall sounds with increasing accuracy and memory* *I can compose music in response to a musical stimulus* *I can sing a broad range of songs as part of a group or soloist* *I can sing in unison and in three parts* *I can justify a personal opinion, making references to music elements*		**Musical Styles Connect Us** *I can use body percussion and my voice with confidence in response to a musical stimulus* *I can use a planned structure when composing* *I can sing A cappella or with accompaniment* *I can demonstrate and maintain good posture and breath control* *I can talk about the emotions I feel when I listen to a piece of music and pinpoint specific elements within the music that heightened the emotion* *I can sing and clap memorable rhythmic and melodic phrases heard in a piece of music*		**Improvising With Confidence** *I understand time signatures* *I can start to apply musical vocabulary in sophisticated ways in a variety of contexts* *I can use various composition tools to compose a melody using notes of varying lengths, thinking about the essential ingredients that are needed for my composition to make musical sense* *I understand the connection I have to the music when I am singing* *I can discuss in detail using the appropriate vocabulary, the strengths and weaknesses in my performance* *I can confidently recognise and explore a range of musical styles and traditions and discuss their style indicators, referring to the musical elements*	
RE units and skills	**Islam** **What is the best way for a Muslim to show commitment to God?** *I know what the Five Pillars of Islam are* *I can describe some differences between different versions of Islam* *I can explain some key Islamic beliefs about money* *I know how Muslims celebrate key festivals* *I can explain how Muslim beliefs may affect their daily lives* *I can explain how I show commitment to things in my life*	**Christianity** **Do Christmas celebrations and traditions help Christians understand who Jesus was and why He was born?** *I can describe some symbols that Christians use to remind them of the birth of Jesus* *I can explain how the actions of modern-day Christians relate to the Christmas story* *I can explain what Christians are celebrating at Christmas and why it is important to them* *I can describe the symbolic meanings of some key aspects of the Christmas story* *I can identify some key differences and similarities between Jesus and key people from other religions* *I can describe how what (if anything) my family do at Christmas time and what this means to me*	**Sikhism** **Are Sikh stories important today?** *I can recount some key Sikh stories* *I know why the Guru Granth Sahib is revered by Sikhs* *I can describe some ways Sikhs show respect to the Guru Granth Sahib* *I can describe the key messages that Sikhs may learn from stories and the Guru Granth Sahib* *I can explain how the teachings in the Guru Granth Sahib affect a Sikh's daily life* *I can decide if the messages I hear in religious stories are relevant to my life and explain why I think this*	**Christianity** **Is Christianity still a strong religion 2000 years after Jesus was on Earth?** *I can describe some key Christian traditions* *I can explain the meanings behind some Christian rituals and traditions* *I can describe how some Christians put Jesus' teachings into practice in the modern world* *I can explain the meaning and history behind the Christian fish symbol and why it is used today* *I can explain how Christianity has affected modern Britain and the world* *I can use my prior learning to explain if Christianity is relevant in the modern world and explain my reasons*	**Islam** **Does belief in Akhirah (life after death) help Muslims lead good lives?** *I can explain what Muslims believe will happen after they die* *I can compare Muslim beliefs to those of other religions* *I can say how Muslim beliefs impact people's daily life* *I can describe the different forms of Jihad* *I can say if I think actions are right or wrong and explain why* *I can describe actions that might sometimes be right and sometimes be wrong*	