



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Engaging activities and visits	IoW Residential Trip Harlow Outdoors Trip (non-IoW)	Windrush Workshop Local Area Walk Carol Concert	RAF Museum Hendon Trip		Traffic Survey Post-SATs trip	Leavers' Assembly
Texts studied	<i>Windrush Child</i> by Benjamin Zephaniah	<i>The Unforgotten Coat</i> by Frank Cottrell Boyce	<i>The Boy in the Tower</i> by Polly Ho-Yen	<i>Charles Darwin's On the Origin of Species</i> by Sabina Radeva	<i>Suffragette The battle for Equality</i> by David Roberts	<i>The Arrival</i> by Shaun Tan
Text types taught in writing	Wk 1 4 days Description of setting	4 days Formal writing <i>Letter of complaint</i>	2 days Newspaper report	Balanced argument	Narrative <i>Titanium</i>	Narrative <i>The Piano</i>
	Wk 2 Description of setting	Formal writing <i>Letter of complaint</i>	Newspaper report	Balanced argument	Narrative <i>Titanium</i>	Narrative <i>The Piano</i>
	Wk 3 Building tension and action	Formal writing <i>Letter of complaint</i>	Newspaper report	Non-chronological report	Narrative <i>Titanium</i>	Narrative <i>The Piano</i>
	Wk 4 IoW Residential Week	Diary entry	Narrative <i>Description</i>	Non-chronological report	4 days Explanation text	Biography
	Wk 5 Building tension and action	Diary entry	Narrative <i>Description</i>	4 days Non-chronological report	SATs Week	Biography
	Wk 6 Narrative <i>Horror story</i>	Non-chronological report	Narrative <i>Description</i>		2 days Explanation text	Biography
	Wk 7 Narrative <i>Horror story</i>	Non-chronological report	Instructions			Biography
	Wk 8	3 days Non-chronological report				2 days
Spellings	Wk 1 4 days	4 days	2 days	Abstract nouns	-ly endings	Statutory Words consolidation
	Wk 2 Homophones and near homophones	Adding suffixes beginning with vowel letters to words ending in -fer	Words with silent letters <i>t</i>	Use of the hyphen	Words ending in -ant	Statutory Words consolidation
	Wk 3 Statutory Words	Double consonants	Words ending in -ent, -ence, -ency	Statutory Words	Statutory Words	Statutory Words consolidation
	Wk 4 IoW Residential	Continuing words ending in -ible and -ibly	Double consonants	Double consonants	4 days Consolidation	Statutory Words consolidation
	Wk 5 Words ending in -able and -ible	Statutory Words	Statutory Words	4 days	SATs Week	Statutory Words consolidation
	Wk 6 Spell 'ie and ei words e g piece, deceive <i>Year 5 unit</i>	Words containing the letter string ough	Words ending in ance		2 days	Statutory Words consolidation
	Wk 7 Spell words with the letter string ough <i>Year 5 unit</i>	Spell and use homophones which end in -se and -ce e g practise and practise	Consolidation			Statutory Words consolidation
	Wk 8	3 days				2 days



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing skills taught	<p>Composing Use speech to convey and develop a character (EXS KS2) Use speech to advance action (EXS KS2) Carefully select words to create effects, sustain and develop ideas and create vivid description Use the key narrative writing skills of telling, description, dialogue and action Select vocabulary and grammatical structures that reflect what the writing requires, and use these mostly appropriately (EXS KS2)</p> <p>Grammar Understand and recognise active and passive voice</p>	<p>Composing Use the key non-narrative writing skills of informing, recounting, instructing, persuading and explanation Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this (GD KS2) Select vocabulary and grammatical structures that reflect what the writing requires, and use these mostly appropriately (EXS KS2)</p> <p>Grammar Understand and recognise active and passive voice</p>	<p>Composing Use a range of layout devices to structure text e.g. headings, sub-headings, columns, bullet points and tables Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this (GD KS2) Select vocabulary and grammatical structures that reflect what the writing requires, and use these mostly appropriately (EXS KS2)</p> <p>Grammar Identify the subjunctive form Understand and recognise active and passive voice</p>	<p>Composing Use a range of layout devices to structure text e.g. headings, sub-headings, columns, bullet points and tables Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this (GD KS2) Select vocabulary and grammatical structures that reflect what the writing requires, and use these mostly appropriately (EXS KS2)</p> <p>Grammar Understand and recognise active and passive voice</p>	<p>Composing Distinguish between the language of speech and writing and choose the appropriate register (GD KS2) Improve their writing style by adding new techniques to their repertoire Use the key narrative writing skills of telling, description, dialogue and action Select vocabulary and grammatical structures that reflect what the writing requires, and use these mostly appropriately (EXS KS2)</p> <p>Grammar Understand and recognise active and passive voice</p>	<p>Composing Distinguish between the language of speech and writing and choose the appropriate register (GD KS2) Improve their writing style by adding new techniques to their repertoire Use the key narrative writing skills of telling, description, dialogue and action Select vocabulary and grammatical structures that reflect what the writing requires, and use these mostly appropriately (EXS KS2)</p>
	Objectives covered throughout the year	<p>Planning Develop their own ideas for writing through reading, imagination, research and personal experience, choosing which ideas to use and which to discard (GD KS2) Plan for a clear purpose and (an often real) audience</p> <p>Composing Write effectively for a range of purposes and (often real) audiences, selecting language that shows good awareness of the reader (EXS KS2) Select vocabulary and grammatical structures that reflect what the writing requires, and use these mostly appropriately (EXS KS2) Use a range of devices for cohesion within and across paragraphs e.g. conjunctions, adverbials of time and place, pronouns, synonyms (EXS KS2)</p> <p>Evaluating Revise their work to ensure that the content and style of writing accurately reflects the purpose Proof-read their work for spelling, grammar and punctuation errors Change vocabulary and grammar to enhance effects and clarify meaning Check that the appropriate register is being used Edit their work effectively and make improvements based on this Evaluate the work of others and suggest improvements</p> <p>Grammar Identify and use different verb forms Understand that punctuation can be used to avoid ambiguity and to enhance meaning (GD KS2) Identify and use different punctuation (colons, semicolons, dashes, hyphens, brackets)</p>				



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Reading skills taught	<p>Summarising Summarising in own words for a better understanding</p> <p>Understanding purpose and viewpoint Using evidence in the text to support analysis of a viewpoint Identify the effects of purpose and viewpoint on the reader and explain how these have been created</p> <p>Predicting Refine and verify predictions in discussion with others</p> <p>Linking Explain how the context in which a text is written can contribute to meaning</p> <p>Writer's use of language Identify formality in texts and the use of standard and non-standard English Describe and evaluate the choices an author has made in their use of language Explain how an author has used language to manipulate the reader</p> <p>Fact retrieval/Questioning Answer a range of question types on single and multiple texts Skimming and scanning for key words Focusing on key question starters (what, why, when, where)</p>	<p>Fact retrieval Answer a range of question types on single and multiple texts Skimming and scanning for key words Focusing on key question starters (what, why, when, where)</p> <p>Word Meaning/clarifying Reading around a word for meaning Looking at the context of a word within a sentence Replacing a word with another Using morphology and etymology to help with unfamiliar words</p> <p>Inference Using evidence from the text to reach conclusions Explain inferred meaning from a text</p>	<p>Understanding purpose and viewpoint Using evidence in the text to support analysis of a viewpoint Compare differing purposes and viewpoints in similar topics Explain the series of choices an author has made in structuring and organising Explain how an author uses text structure and organisation to manipulate the reader</p> <p>Fact retrieval Answer a range of question types on single and multiple texts Skimming and scanning for key words Focusing on key question starters (what, why, when, where)</p>	<p>Fact retrieval Answer a range of question types on single and multiple texts Skimming and scanning for key words Focusing on key question starters (what, why, when, where)</p> <p>Word Meaning/clarifying Reading around a word for meaning Looking at the context of a word within a sentence Replacing a word with another Using morphology and etymology to help with unfamiliar words</p> <p>Inference Using evidence from the text to reach conclusions Explain inferred meaning from a text</p>	<p>Analysing and criticising Read a range of genres – discussing in detail the books/poems/plays read, underlying themes, adopt a critical tone towards books that have been read Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>Understanding of texts Debating and presenting a range of texts (on a variety of topics), using notes where necessary</p>	<p>Broadening as a reader Discuss and compare a range of children's authors and poets Ask questions to broaden understanding</p> <p>Learning and performing Learn play scripts and poems by heart Perform play scripts and poems by heart (focusing on intonation, tone and word emphasis)</p> <p>Empathising Understand the emotions of different characters and reasons for actions</p>
Handwriting	<p>Before teaching new letter, ensure that: Children have warmed up their hands Are sitting correctly Are holding the pencil correctly</p> <p>Maintain legibility in joined handwriting when writing at speed</p> <p>Assessment and gap filling from where needed</p>	<p>Assessment and gap filling from where needed</p>	<p>Developing an individual handwriting style Revising slanted writing Practising keeping letters in correct proportion Practising writing fluently and legibly</p>	<p>More practice forming and joining descenders Forming and joining the letter t Practising joining to and from the letter o Practising punctuation</p>	<p>Practising spacing Practising writing instructions Practising fluency, speed and legibility Practising the diagonal join Practising the horizontal join</p>	<p>Practising forming letters at the correct height and size Practising joining to the letter r Practising paragraphs Practising writing double letters Practising speedwriting</p>



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White Rose units taught	Wk 1 4 days Place value	4 days Addition, subtraction, multiplication and division	2 days Ratio	Fractions, decimals and percentages	Statistics	Themed projects, consolidation and problem solving
	Wk 2 Place value	Fractions	Ratio	Fractions, decimals and percentages	Shape	Themed projects, consolidation and problem solving
	Wk 3 Addition, subtraction, multiplication and division	Fractions	Ratio	Area, perimeter and volume	Shape	Themed projects, consolidation and problem solving
	Wk 4 IoW Residential Week	Fractions	Algebra	Area, perimeter and volume	4 days Shape	Themed projects, consolidation and problem solving
	Wk 5 Addition, subtraction, multiplication and division	Fractions	Algebra	4 days Statistics	SATs Week Position and direction	Themed projects, consolidation and problem solving
	Wk 6 Addition, subtraction, multiplication and division	Converting units	Decimals		2 days Position and direction	Themed projects, consolidation and problem solving
	Wk 7 Addition, subtraction, multiplication and division	Converting units	Decimals			Themed projects, consolidation and problem solving
	Wk 8	3 days Consolidation				2 days Themed projects, consolidation and problem solving
Mental maths skills taught	Wk 1 Finding 10, 100 and 1000 more or less than a given number	4 days 11x table	2 days	Revisiting objectives	Revisiting objectives	Revisiting objectives
	Wk 2 Counting in 10s up and down and through zero	12x table	Counting forwards and backwards up to 1 million in powers of 10 from any given number	Revisiting objectives	Revisiting objectives	Revisiting objectives
	Wk 3 Counting in 100s up and down and through zero	Counting in 25s	Identify prime numbers and recall prime numbers up to 19	Revisiting objectives	Revisiting objectives	Revisiting objectives
	Wk 4 IoW Residential Week	Counting in tenths	Counting in fractions and mixed numbers	Revisiting objectives	4 days Revisiting objectives	Revisiting objectives
	Wk 5 6x table	Counting in decimals forwards and backwards (1dp)	Counting in fractions and decimals and be able to change between the two	4 days Revisiting objectives	SATs Week	Revisiting objectives
	Wk 6 7x table	Counting in hundredths	Revisiting objectives		2 days	Revisiting objectives
	Wk 7 9x table	Revisiting objectives	Revisiting objectives			Revisiting objectives
	Wk 8	3 days				2 days



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<p>Science units and skills</p> <p><i>Unit skills</i></p> <p>'Thinking Scientifically' objectives</p>	<p>Materials / States of Matter (Extra topic)</p> <p>Recognise which secondary sources will be most useful to research their ideas</p> <p>Use test results to make more accurate predictions, explaining with reasoning</p> <p>Use results to set up a more accurate follow up test to test predictions</p> <p>Decide how to record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>They should use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas and should talk about how scientific ideas have developed over time</p>	<p>Living Things and Their Habitats</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p> <p>Plan own and different types of scientific tests, deciding own equipment to use</p> <p>Draw together other scientific enquiry skills to perform these tests, include the predictions they have made or previous observations they have made</p> <p>They have decided to set up and perform this test for a reason</p> <p>Decide how to record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>	<p>Light</p> <p>Recognise that light appears to travel in straight lines</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables</p> <p>Plan own and different types of scientific tests, deciding own equipment to use</p> <p>Recognise variables and decide how to control these variables and why they need controlling</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>Identify and use scientific evidence to support or refute ideas or arguments</p> <p>Recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact</p>	<p>Evolution and Inheritance</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p>Recognise which secondary sources will be most useful to research their ideas</p> <p>Make own decisions about what observations to make, how long to make them, what measurements to take and whether to repeat them</p> <p>Chose the most appropriate equipment and explain how to use it accurately</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results</p> <p>Present this in a variety of ways</p> <p>Identify and use scientific evidence to support or refute ideas or arguments</p> <p>Recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact</p>	<p>Animals, Including Humans</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans</p> <p>Recognise variables and decide how to control these variables and why they need controlling</p> <p>Draw together other scientific enquiry skills to perform these tests, include the predictions they have made or previous observations they have made</p> <p>They have decided to set up and perform this test for a reason</p> <p>Chose the most appropriate equipment and explain how to use it accurately</p>	<p>Electricity</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables</p> <p>Use test results to make more accurate predictions, explaining with reasoning</p> <p>Use results to set up a more accurate follow up test to test predictions</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>Set up further comparative (when one variable causes a change in another variable) and fair tests based on previous test results</p>



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PE units and skills	Elm	<p>Dance I can choreograph a dance and work safely using a prop I can lead a small group through a short warm-up routine I can perform dances confidently and fluently with accuracy and good timing I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters I can use appropriate language to evaluate and refine my own and others' work I can use feedback provided to improve the quality of my work I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances</p> <p>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</p>	<p>Yoga I am confident to lead others, demonstrating poses and teaching them my flow I can use feedback provided to improve the quality of my work I can use my breath to transition from one pose to another with control I can use yoga poses to improve my flexibility, strength and balance I choose poses which link easily from one to the other to help my sequence flow 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</p> <p>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</p>	<p>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</p> <p>Hockey 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 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</p>	<p>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</p> <p>Volleyball I am confident to make decisions when 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 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</p>	<p>OAA I am inclusive of others, can share job roles and lead when necessary I can orientate a map efficiently to navigate around a course I can pool ideas within a group, selecting and applying the best method to solve a problem I can use critical thinking skills to form ideas and strategies to solve challenges I can work effectively with a partner and a group to solve challenges With increasing accuracy, I can reflect on when and how I successful at solving challenges and alter my methods in order to improve</p> <p>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</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>Tag Rugby I can create and use space to help my team I can pass and receive the ball with increasing control under pressure I can select the appropriate action for the situation and make this decision quickly I can tag opponents individually and when working within a unit 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</p>
	Oak Elder	<p>Dance See above</p> <p>Basketball See above</p>	<p>Yoga See above</p> <p>Badminton See above</p>	<p>Gymnastics See above</p> <p>Hockey See above</p>	<p>Dodgeball See above</p> <p>Volleyball See above</p>	<p>OAA See above</p> <p>Athletics See above</p>	<p>Swimming See above</p> <p>Tag Rugby See above</p>
	Oak	<p>Dance See above</p> <p>Tag Rugby See Elm Summer 1</p>	<p>Yoga See above</p> <p>Badminton See above</p>	<p>Gymnastics See above</p> <p>Hockey See above</p>	<p>Dodgeball See above</p> <p>Volleyball See above</p>	<p>OAA See above</p> <p>Athletics See above</p>	<p>Swimming See above</p> <p>Basketball See Elm Autumn 1</p>



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History units and skills	<p>Local Area Study British Empire Why did Britain once rule the largest empire the world has ever seen?</p> <p><i>I can establish clear narratives with and across periods, and at local, national and world level</i> <i>I can compare and contrast places, people and cultures</i> <i>I can thoughtfully select, organise and use relevant information from a range of sources to inform my responses</i></p> <p><i>I can explain why Britain wanted a large Empire</i> <i>I can explain how the history of Empire had an impact on life in Britain in the 20th Century</i> <i>I can explain why the Windrush was important to Essex</i></p>			<p>Post-1066 Study Why was winning the Battle of Britain in 1940 so important?</p> <p><i>I can thoughtfully select, organise and use relevant information from a range of sources to justify my opinions</i> <i>I can start to use and choose different levels of precision when dating events, and start to explain why that is important</i> <i>I can regularly ask and answer perceptive questions in historically valid ways</i></p> <p><i>I can explain the dangers faced by Britain in early 1940</i> <i>I can explain why Britain was able to win the Battle of Britain</i> <i>I can explain how people from all over the world worked together to defeat fascism</i></p> <p>Note: this topic ends with a piece of extended writing where the children need to answer a key question about the Battle of Britain (e.g. What was the most important factor in Britain's victory?) This could be an explanation text, a balanced argument text, or another of the teacher's choice</p>			
Geography units, skills and knowledge		<p>United Kingdom</p> <p><i>I can confidently use thematic or distribution maps to illustrate an idea or discussion point</i> <i>I can design and draw my own distribution and thematic maps</i> <i>I can use careful selections from digital maps to illustrate ideas or points verbally</i> <i>I can explain how people have affected the UK's landscape</i> <i>I can locate key mineral and energy resources of the UK</i> <i>I can describe and explain the sorts of industries in which people in the UK work</i></p>			<p>Local Area</p> <p><i>I can regularly ask and answer perceptive questions in geographically valid ways</i> <i>I can organise information by relevance and politely critique others</i> <i>I can explain and critique the way 'facts' are used to support opinions</i> <i>I can explain how Basildon and Essex fit into the wider world</i> <i>I can locate the describe the main features of Basildon and Essex</i> <i>I can explain if Basildon meets the needs of the local population</i></p>		
Geography Fieldwork activities		<p>Local area walk</p> <p>Go to nearby shops to analyse what proportion sell quintessentially 'British' food (tea, biscuits, fish and chips, crumpets) and look at where the products have originated</p> <p><i>I can group and redraft my observations in the field into useful formats like tables, diagrams, flow charts, sketches, jotted graphs, etc.</i></p>			<p>Traffic Survey</p> <p>Analyse vehicle types in different locations and at different times</p> <p><i>I can group and redraft my observations in the field into useful formats like tables, diagrams, flow charts, sketches, jotted graphs, etc.</i></p>		



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Art and Design units and skills		<p>Print Making <i>I can develop my own style by selecting tools depending on desired effect and texture required</i> <i>I can develop my own style using tonal contrast and mixed media</i> <i>I can recognise positive and negative shapes and create these using print</i> <i>I can plan in detail with preliminary studies in sketchbooks, linking to what I have studied before and explaining my choices</i> <i>I can constructively critique my peers' work and, if appropriate, help bring about the improvements</i> <i>I can explain how my own behaviour might affect the enjoyment of others</i></p>		<p>Drawing <i>I can use and combine a range of media, different grade pencils and different techniques for different purposes suitable for the work</i> <i>I can create realistic depictions of what I am drawing</i> <i>I can learn and use new techniques</i> <i>I can draw simple perspective using a single focal point and horizon</i> <i>I can regularly ask and answer perceptive questions in artistically valid ways</i> <i>I can plan in detail with preliminary studies in sketchbooks, linking to what I have studied before and explaining my choices</i></p>		<p>Painting <i>I can combine colours, tone and tints to enhance the mood of a piece of artwork</i> <i>I can mix and match colours to create atmosphere and light effects for a purpose</i> <i>I can purposely control the types of marks made and experiment with different effects and textures</i> <i>I can plan in detail with preliminary studies in sketchbooks, linking to what I have studied before and explaining my choices</i> <i>I can regularly ask and answer perceptive questions in artistically valid ways</i> <i>I can analyse my own and others' responses to art, with justification, and can extrapolate and link to my own work if appropriate</i></p>
Design and Technology units and skills	<p>Structures: Playgrounds <i>I can constructively critique my peers' work and help with improvements if appropriate</i> <i>I can help improve peers' designs where that offer is welcomed</i> <i>I can use a range of supporting material to showcase my work, and answer questions about my project</i> <i>I know that structures can be strengthened by manipulating materials and shapes</i> <i>To understand that in the real world, design can impact users in positive and negative ways</i> <i>I know that a prototype is a cheap model to test a design idea</i></p>		<p>Mechanisms: Automated Toys <i>I can make sophisticated comments about the limitations of the function and purpose of my product, with reference to different audiences</i> <i>I can constructively critique my peers' work and help with improvements if appropriate</i> <i>I can analyse my own and others' responses to my designs, making improvements if appropriate</i> <i>I know that a design brief is a description of what I am going to design and make</i> <i>To understand that the mechanism in an automata uses a system of cams, axles and followers</i> <i>To understand that different shaped cams produce different outputs</i></p>			<p>Textiles: Waistcoats <i>I can plan in detail with preliminary studies in sketchbooks, linking to what I have studied before and explaining my choices</i> <i>I can make reasonable estimations of length, distance, mass, capacity, angle, area and temperature</i> <i>To understand that it is important to design clothing with the client/ target customer in mind</i> <i>I know that using a template (or clothing pattern) helps to accurately mark out a design on fabric</i> <i>To understand the importance of consistently sized stitches</i> <i>To know that blanket stitch is useful to reinforce the edges of a fabric material or join two pieces of fabric</i></p>



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Computing units taught	Wk 1	4 days	4 days 6.7 Quizzing	2 days	6.9 Spreadsheets	6.5 Text Adventures	6.5 Text Adventures
	Wk 2	6.2 Online Safety	6.7 Quizzing	6.1 Coding	6.9 Spreadsheets	6.5 Text Adventures	6.5 Text Adventures
	Wk 3	6.2 Online Safety	6.7 Quizzing	6.1 Coding	6.9 Spreadsheets	6.5 Text Adventures	6.4 Blogging
	Wk 4	IoW Residential Week	6.7 Quizzing	6.1 Coding	6.9 Spreadsheets	4 days 6.5 Text Adventures	6.4 Blogging
	Wk 5	6.6 Networks	6.7 Quizzing	6.1 Coding	4 days 6.9 Spreadsheets	6.5 Text Adventures	6.4 Blogging
	Wk 6	6.6 Networks	6.1 Coding	E-Safety Day 2024		2 days	6.4 Blogging
	Wk 7	6.7 Quizzing	6.1 Coding	6.9 Spreadsheets			6.4 Blogging
	Wk 8		3 days				2 days



Term	Autumn	Spring	Spring
<p>PSHE units and skills</p>	<p>Healthy Bodies, Healthy Minds <i>Children know how to make positive health choices</i> <i>Children practice ongoing self-care for their body and mind</i> <i>Children can describe ways to prevent and manage mental ill-health</i></p> <p>Caring and Responsibility <i>Children understand how they can take more responsibility for their self-care</i> <i>Children know who can care for them as they grow older, including at secondary school</i></p> <p>Money and Work <i>Children can explain the role that money plays in people's lives, attitudes towards it and what influences decisions about money</i> <i>Children know how having or not having money can impact on a person's emotions, health and wellbeing</i></p>	<p>Money and Work <i>Children understand the concept of 'value for money' and how to judge if something is value for money</i> <i>Children can explain how companies encourage customers to buy things and why it is important to be a critical consumer</i></p> <p>Similarities and Differences <i>Children understand how online identities and behaviours can affect us offline</i> <i>Children can reflect about how people feel when the don't 'fit in'</i></p>	<p>Money and Work <i>Children are aware of common risks associated with money, including debt, fraud and gambling</i> <i>Children know how money can be gained or lost eg stolen, through scams or gambling and how these put people at financial risk</i> <i>Children can explain how to get help if they are concerned about gambling or other financial risks</i></p> <p>Healthy and Happy Friendships <i>Children understand how relationships evolve as we grow, including when transitioning to secondary school</i> <i>Children understand how to cope with a wider range of emotions</i></p> <p>Coping with Change <i>Children can develop ways to manage their increasing responsibilities</i> <i>Children can develop ways to manage the emotional effects of life changes</i></p> <p>Families and Committed Relationships <i>Children know how humans reproduce, including different ways to start a family</i> <i>This includes age-appropriate sex education (which parents can opt-out of)</i></p>
<p>MFL units and skills 12 hours of teaching Language Angels units</p>	<p>Phonics 4</p> <p>Ice Creams <i>Name and recognise up to 10 different flavours for ice creams</i> <i>Ask for an ice-cream in Spanish using 'quisiera'</i> <i>Say what flavour they would like</i> <i>Say whether they would like their ice-cream in a cone or a small pot/tub</i></p> <p>The Weekend <i>Ask what the time is in Spanish</i> <i>Tell the time accurately in Spanish</i> <i>Learn how to say what they do at the weekend in Spanish</i> <i>Learn to integrate conjunctions into their work</i> <i>Present an account of what they do and at what time at the weekend</i></p>		



Term	Autumn	Spring	Spring
<p>Music units and skills</p>	<p>Music and Me – Inspirational Women</p> <p><u>Understanding Music</u> Listen and copy rhythmic patterns made of minims, crotchets, quavers, and their rests, by ear or from notation</p> <p><u>Listening</u> Talk about feelings created by the music Justify personal opinion with reference to Music Elements Identify musical styles of a song (composer) using some musical vocabulary to discuss its Musical Elements Explain the role of a main theme in musical structure</p> <p><u>Singing</u> Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world</p> <p><u>Composing</u> (Plan and compose an 8 or 16 beat melodic phrase using pentatonic scale – in the style of chosen composer Play this melody on available instrument Notate this melody</p> <p><u>Performing</u> A student or group rehearse and lead parts of a performance Discuss how the performance might change if it was repeated in a larger/smaller performance space</p>	<p>Musical Styles Connect Us</p> <p><u>Understanding Music</u> Listen and copy rhythmic patterns made of minims, crotchets, quavers, and their rests, by ear or from notation In the time signature: 5/4 Find and keep a steady beat</p> <p><u>Listening</u> Identify the musical style of a song using musical vocabulary to discuss its Musical Elements Recognise the following styles and any important musical features that distinguish the style: 21st & 21st Century orchestral, Reggae, Soul, R&B, Hip Hop, Pop, Folk, Jazz, Swing, Disco, Musicals, Classical, Rock, Gospel, Romantic, Zimbabwean Pop, Salsa, and Film music</p> <p><u>Singing</u> Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance This should include observing rhythms, phrasing, accurate pitching and appropriate style</p> <p><u>Playing instruments</u> Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, Eb major, D minor and F minor</p> <p><u>Improvising</u> Explore improvisation with a major scale, using the notes: CDEFG; GABBCD; GABBCD; FGACD</p> <p><u>Composing</u> Create a simple chord progression Create music in respond to music or video stimulus</p> <p><u>Performing</u> Perform from memory or with notation A student or group of student rehearse and lead part of the performance Record a performance and compare it to a previous performance</p>	<p>Using Chords and Structures</p> <p><u>Understanding Music</u> Use body percussion, instruments and voices In the key centres of: C major, G major, D major, A minor and D minor In the time signature of: 2/4, 3/4, 4/4, 5/4 and 6/8 Listen and copy rhythmic pattern made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation</p> <p><u>Listening</u> Talk about feelings created by the music Justify personal opinion with reference to Music Elements Identify musical styles of a song (composer) using some musical vocabulary to discuss its Musical Elements Recall by ear memorable phrases heard in music Recognise the following styles and any important musical features that distinguish the style: 21st & 21st Century orchestral, Reggae, Soul, R&B, Hip Hop, Pop, Folk, Jazz, Swing, Disco, Musicals, Classical, Rock, Gospel, Romantic, Zimbabwean Pop, Salsa, and Film music</p> <p><u>Singing</u> Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world Demonstrate and maintain good posture and breath control whilst singing Sing expressively, with attention to dynamics and articulation</p> <p><u>Notation</u> Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers Recognise how notes are grouped when notated Identify the stave and symbols on the stave (such as treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign</p> <p><u>Playing instruments</u> Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, Eb major, D minor and F minor Play a melody following staff notation written on a stave and using notes within an octave range (do-do); make decisions about dynamic range, including loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano)</p> <p><u>Improvising</u> Explore improvisation within a major scale using a range of notes Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation</p> <p><u>Composing</u> Plan and compose an 8 or 16 beat melodic phrase using pentatonic scale – in the style of chosen composer Play this melody on available instrument Notate this melody Create music in response to music and video stimulus Start to use structures within compositions, eg introduction, verses and chorus sections, AB form or ABA form Use simple dynamics and rhythmic variety Compose song accompaniments perhaps using basic chords Use a range of dynamics (see playing instruments)</p> <p><u>Performing</u> Create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts Perform from memory or with notation Understand the importance of the performance space and how to use it Understand the value of choreographing any aspect of a performance</p>



Term	Autumn	Spring	Spring
<p>RE units and skills</p>	<p>Religion: Islam Unit Name: Beliefs and Practices Key Enquiry: What is the best way for a Muslim to show commitment to God? Theology: <i>Children can say how Muslims 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 expressions of Islam have changed over time</i> <i>Children can say how beliefs shape identity for Muslims</i></p> <p>Religion: Christianity Unit Name: Christmas – Incarnation Key Enquiry: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Theology: <i>Children can say how Christians make sense of the world</i> <i>Children can explain what it means if God is holy and loving</i> <i>Children can explain if creation beliefs and science are contradictory or complementary</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 expressions of Christianity have changed over time</i> <i>Children can say how beliefs shape identity for Christians</i> <i>Children can say how Christianity has impacted on music and art throughout history</i></p>	<p>Religion: Sikhism Unit Name: Prayer and Worship Key Enquiry: Are Sikh stories still important today? Theology: <i>Children can say how Sikhs make sense of the world</i> <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 can discuss if it is possible for something to always be 'right' (or wrong)</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 expressions of Sikhism have changed over time</i> <i>Children can say how beliefs shape identity for Sikhs</i></p> <p>Religion: Christianity Unit Name: Easter - Gospel Key Enquiry: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Theology: <i>Children can say how Christians make sense of the world</i> <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> 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 expressions of Christianity have changed over time</i> <i>Children can say how beliefs shape identity for Christians</i> <i>Children can discuss if religion brings peace, conflict, or both</i></p>	<p>Religion: Islam (double unit) Unit Name: Beliefs and moral values Key Enquiry: Does belief in Akhiraah (life after death) help Muslims lead good lives? Theology: <i>Children can say how Muslims make sense of the world</i> <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 possible for something to always be 'right' (or wrong)</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 expressions of Islam have changed over time</i> <i>Children can say how beliefs shape identity for Muslims</i> <i>Children can discuss if religion brings peace, conflict, or both</i></p>