



Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Engaging activities and visits		Portals to the Past workshop in school WWI Simulator visit		Wonderdome workshop in school		Total Waste Management visit in school	Essex Food and Farming Day
Productions and Performances			Christmas Carol Concert	Young Voices at the O2 <i>KS2 Choir children only</i>		Summer Showcase	KS2 Music Festival <i>KS2 Choir children only</i>
Texts studied		<b>The Boy at the Back of the Class</b> <i>Onjali Q Raúf</i>	<b>When the Mountains Roared</b> <i>Jess Butterworth</i>	<b>The Wolf Wilder</b> <i>Katherine Rundell</i>	<b>King Kong</b> <i>Anthony Browne</i>	<b>High-Rise Mystery</b> <i>Sharna Jackson</i>	<b>Hidden Figures</b> <i>Margot Lee Shetterly</i>
Text types taught in writing	Wk 1	4 days <b>The Boy at the Back of the Class</b> <i>Diary entry</i>	4 days <b>When the Mountains Roared</b> <i>Non-Chronological Report</i>	<b>The Wolf Wilder</b> <i>Letter of complaint</i>	<b>King Kong</b> <i>Newspaper report</i>	4 days <b>High-Rise Mystery</b> <i>Narrative</i>	<b>Hidden Figures</b> <i>Biography</i>
	Wk 2	<b>The Boy at the Back of the Class</b> <i>Diary entry</i>	<b>When the Mountains Roared</b> <i>Non-Chronological Report</i>	<b>The Wolf Wilder</b> <i>Letter of complaint</i>	<b>King Kong</b> <i>Newspaper report</i>	<b>High-Rise Mystery</b> <i>Narrative</i>	<b>Hidden Figures</b> <i>Biography</i>
	Wk 3	<b>The Boy at the Back of the Class</b> <i>Diary entry</i>	<b>When the Mountains Roared</b> <i>Non-Chronological Report</i>	<b>The Wolf Wilder</b> <i>Instructions</i>	<b>King Kong</b> <i>Newspaper report</i>	4 days <b>High-Rise Mystery</b> <i>Narrative</i>	<b>Hidden Figures</b> <i>Biography</i>
	Wk 4	<b>The Boy at the Back of the Class</b> <i>Narrative</i>	<b>When the Mountains Roared</b> <i>Narrative</i>	<b>The Wolf Wilder</b> <i>Instructions</i>	<b>King Kong</b> <i>Diary entry</i>	<b>High-Rise Mystery</b> <i>Narrative poetry</i>	<b>Hidden Figures</b> <i>Persuasive letter</i>
	Wk 5	<b>The Boy at the Back of the Class</b> <i>Narrative</i>	<b>When the Mountains Roared</b> <i>Narrative</i>	<b>The Wolf Wilder</b> <i>Spring poetry – nonet poems</i>	<b>King Kong</b> <i>Diary entry</i>	2 days	<b>Hidden Figures</b> <i>Persuasive letter</i>
	Wk 6	<b>The Boy at the Back of the Class</b> <i>Narrative</i>	<b>When the Mountains Roared</b> <i>Narrative</i>	<b>The Wolf Wilder</b> <i>Spring poetry – nonet poems</i>	<b>King Kong</b> <i>Diary entry</i>		<b>Hidden Figures</b> <i>Persuasive letter</i>
	Wk 7	<b>The Boy at the Back of the Class</b> <i>Balanced argument</i>	<b>When the Mountains Roared</b> <i>Narrative</i>				<b>Hidden Figures</b> <i>Persuasive letter</i>
	Wk 8	<b>The Boy at the Back of the Class</b> <i>Balanced argument</i>					2 days



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing skills taught	<p><b>The Boy at the Back of the Class</b> Diary entry Writing to provoke a feeling or emotion Use of noun phrases Use fronted adverbials to create cohesion between paragraphs Identify audience and purpose Assess the effectiveness of own and other's writing Propose changes to vocab, grammar punctuation Ensure the consistent use of tense</p>	<p><b>When the Mountains Roared</b> Non-chronological report Writing to inform Verb prefixes [e.g. dis-, de-, mis-, over- and re-] Use of noun phrases to convey complicated information concisely Use fronted adverbials (phrases and clauses) to create cohesion between paragraphs Dashes to indicate parenthesis Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</p>	<p><b>The Wolf Wilder</b> Letter of complaint Writing to show a strength of feeling Use of hyphens to create compound words and phrases [e.g. co-ordinate and weatherworn] Indicating degrees of possibility using adverbs [e.g. perhaps, surely] or modal verbs [e.g. might, should, will, must] Brackets or commas to indicate parenthesis The personal pronoun 'one', [e.g. One should not be concerned about... It is better to do this oneself.] Multi-word vs precise verbs [find out – discover; ask for – request; go in – ente Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</p>	<p><b>King Kong</b> Recount – newspaper report Writing to inform Converting nouns or adjectives into verbs using suffixes e.g. ate, ise, ify. Verb prefixis e.g. dis, de, mis, over, re Use noun phrases to convey complicated information concisely Use relative clauses and relative pronouns Parenthesis (brackets, commas) Nominalisation (the arrival of the stranger caused excitement) Identify audience and purpose Assess the effectiveness of own and other's writing Propose changes to vocab, grammar punctuation Ensure the consistent use of tense</p>	<p><b>High-Rise Mystery</b> Narrative Writing to entertain Use fronted adverbials (phrases and clauses) to create cohesion between paragraphs Use of relative clauses to create multi-clause sentences [e.g. using the relative pronouns which, who, that, when, where and whose] In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Nominalisation [e.g. The arrival of the mysterious stranger caused excitement, rather than, We were very excited when the mysterious stranger arrived.] Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader Propose changes to vocabulary, grammar and punctuation Ensure the consistent or correct use of tense throughout a piece of writing</p>	<p><b>Hidden Figures</b> Biography Writing to inform Verb prefixes [e.g. dis-, de-, mis-, over- and re-] Use of noun phrases to convey complicated information concisely Use fronted adverbials (phrases and clauses) to create cohesion between paragraphs Dashes to indicate parenthesis Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</p>
	<p><b>The Boy at the Back of the Class</b> Narrative Writing to build an atmosphere Use of noun phrases Use relative clauses and relative pronouns Parenthesis (brackets, commas) Integrate dialogue to convey character and advance action Identify audience and purpose Assess the effectiveness of own and other's writing Propose changes to vocab, grammar punctuation Ensure the consistent use of tense Publish their work for display</p>	<p><b>When the Mountains Roared</b> Narrative Writing to create a mood Hyphens to create compound words/ phrases Converting nouns or adjectives into verbs using suffixes e.g. ate, ise, ify. Verb prefixis e.g. dis, de, mis, over, re Use relative clauses and relative pronouns Parenthesis (brackets, commas) Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action Identify audience and purpose Select appropriate grammar and vocabulary to understand how choices can affect meaning Assess the effectiveness of own and other's writing Propose changes to vocab, grammar punctuation Ensure the consistent use of tense</p>	<p><b>The Wolf Wilder</b> Instructions Writing to show how to / to explain Use fronted adverbials (phrases and clauses) to create cohesion between paragraphs Indicating degrees of possibility using adverbs [e.g. perhaps, surely] or modal verbs [e.g. might, should, will, must] Dashes or commas to indicate parenthesis Some modal verbs in certain grammatical structures [Should it rain, we may have to cancel the picnic.] Linking ideas across paragraphs using adverbials of time [e.g. later], place [e.g. nearby] and number [e.g. secondly] or tense choices [e.g. he had seen her before Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader Publish their work for display</p>	<p><b>King Kong</b> Diary entry Writing to provoke a feeling or emotion Use fronted adverbials (phrases and clauses) to create cohesion between paragraphs Use of relative clauses to create multi-clause sentences [e.g. using the relative pronouns which, who, that, when, where and whose Devices to build cohesion within a paragraph [e.g. then, after that, this, firstly Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</p>	<p><b>High-Rise Mystery</b> Narrative poetry Writing to entertain Use of hyphens to create compound words and phrases [e.g. co-ordinate and weatherworn] Use of relative clauses to create multi-clause sentences [e.g. using the relative pronouns which, who, that, when, where and whose Use of commas to clarify meaning or avoid ambiguity Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p><b>Hidden Figures</b> Persuasive letter Writing to persuade Verb prefixes [e.g. dis-, de-, mis-, over- and re-] Use of noun phrases to convey complicated information concisely Use fronted adverbials (phrases and clauses) to create cohesion between paragraphs Dashes to indicate parenthesis Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</p>
	<p><b>The Boy at the Back of the Class</b> Balanced argument  Writing to persuade Modal verbs Linking ideas across paragraphs Devices to build cohesion within a paragraph Identify audience and purpose Assess the effectiveness of own and other's writing Propose changes to vocab, grammar punctuation Ensure the consistent use of tense</p>		<p><b>The Wolf Wilder</b> Spring poetry – nonet poems Writing to give a mental picture Use of hyphens to create compound words and phrases [e.g. co-ordinate and weatherworn] Use of relative clauses to create multi-clause sentences [e.g. using the relative pronouns which, who, that, when, where and whose Use of commas to clarify meaning or avoid ambiguity Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>		<p><b>High-Rise Mystery</b> Narrative poetry Writing to entertain Use of hyphens to create compound words and phrases [e.g. co-ordinate and weatherworn] Use of relative clauses to create multi-clause sentences [e.g. using the relative pronouns which, who, that, when, where and whose Use of commas to clarify meaning or avoid ambiguity Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Handwriting	Wk 1 4 days <b>Expectations week</b>	4 days (week 1) Ensuring letters are consistent in height and size copy words and add ing then ed	Forming and joining the letter s copy words and their plurals	Practising presentation copy ight words	4 days Practising forming and joining the letter f fa, fu, fe, fl, ft, ff	Practising writing with a slant ious, eous, cious, tiou	
	Wk 2 <b>Year 4 content</b> Practising writing letters at the correct size and height ried, ries, rief	Developing fluency copy ire words	Practising break letters copy words containing break letters	Forming the letter y correctly bully, fully, filly, belly, welly, chilly	4 days (week 3) Forming small letters correctly copy ea words		
	Wk 3 <b>Year 4 content</b> Practising using a diagonal join un, unn, inn, imm						
	Wk 4 <b>Year 4 content</b> Practising the horizontal join rep, rem, rea, reo	Ensuring the letter t is at the correct height copy inter words	Forming ascenders correctly able, ible, ably, ibly	Practising speed and fluency add prefixes to words	Consolidate	Revising difficult joins ve, we, oe, fe, re	
	Wk 5 <b>Year 4 content</b> Practise the diagonal join to ascenders al, all, alt, afl						
	Wk 6 <b>Year 4 content</b> Practising consistency in forming and joining letters ear, are, rew, new	Consolidate	Consolidate	Consolidate	Consolidate	2 days Consolidate	Looking at different handwriting styles copy letters
	Wk 7 <b>Year 5 content</b> Practising joining to and from the letter r	Consolidate					Consolidate
	Wk 8 Consolidate						2 days Consolidate
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Spellings	Wk 1 4 days <b>Recap from year 4</b>	4 days <b>Homophones</b> With other words that are often confused	Recap from autumn term	<b>Word endings</b> Endings which sound like /fəs/ spelt -cious or -tious	4 days <b>Letter strings</b> ough	<b>Word endings</b> Endings which sound like /fəl/	
	Wk 2 <b>Recap from year 4</b>	<b>Word endings</b> -ent, -ence, -ency	<b>Letter strings</b> ough	<b>Word endings</b> -ancy	<b>Word endings</b> -ant, -ance, -ancy, -ent, -ence, -ency	<b>Word endings</b> -ant, -ance, -ancy	
	Wk 3 <b>Recap from year 4</b>	<b>Silent letters</b> k	<b>Word endings</b> -able	<b>Word endings</b> Nouns that end in -cel-cy and verbs that end in -sel-sy	4 days <b>Homophones</b> Words that are confused	<b>Word endings</b> -ly	
	Wk 4 <b>Statutory word list</b> Year 5 and 6 words	<b>Sounds</b> Words with the /i:/ sound spelt ei after c and other consonants	<b>Homophones</b> Including words that are confused	<b>Silent letters</b>	<b>Word endings</b> -ably	<b>Silent letters</b> b	
	Wk 5 <b>Statutory word list</b> Year 5 and 6 words	<b>Spelling rules</b> Exceptions to the i before e rule except after c	<b>Statutory word list</b> Year 5 and 6 words	<b>Statutory word list</b> Year 5 and 6 words	2 days <b>Silent letters</b> w	<b>Statutory word list</b> Year 5 and 6 words	
	Wk 6 <b>Statutory word list</b> Year 5 and 6 words	<b>Letter strings</b> ough	<b>Statutory word list</b> Year 5 and 6 words	<b>Statutory word list</b> Year 5 and 6 words		Consolidation	
	Wk 7 <b>Word endings</b> -able and -ably	<b>Statutory word list</b> Year 5 and 6 words				Consolidation	
	Wk 8 Consolidation					2 days	



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reading skills taught</b>	<p><b>Fluency</b> <i>Develop fluency, stamina and confidence in reading a wider range of longer texts</i></p> <p><b>Inference</b> <i>Draw inferences such as characters' feelings, thoughts and motives from their actions, and justify inferences with evidence and quotations</i></p> <p><b>Identify &amp; Retrieve</b> <i>Distinguish between statements of fact and opinion Provide reasoned justifications for their views</i></p> <p><b>Understand</b> <i>Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context Identify how language, structure and presentation contribute to meaning</i></p> <p><b>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</b></p>	<p><b>Phonics, etymology and Morphology</b> <i>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</i></p> <p><b>Prediction</b> <i>Predict what might happen from details stated and implied and knowledge of other texts</i></p> <p><b>Understanding Language</b> <i>Discuss and evaluate how authors use language, including figurative language</i></p> <p><b>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</b></p>	<p><b>Summarising</b> <i>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Retrieve and record information from non-fiction</i></p> <p><b>Reading for Pleasure</b> <i>Continue to read and discuss a wider range of fiction, poetry, plays, non-fiction and reference books or textbooks Increase familiarity with a wide range of books, including myths, legends and traditional stories Recommend books to their peers Make comparisons across books</i></p> <p><b>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</b></p>	<p><b>Structure</b> <i>Read books that are structured in different ways and read for a range of purposes</i></p> <p><b>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</b></p>	<p><b>Explanation</b> <i>Explain and discuss their understanding of what they have read, including through presentations and debates</i></p> <p><b>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</b></p>	<p><b>Themes</b> <i>Identify and discuss themes and conventions in a wider range of books</i></p> <p><b>Discussion</b> <i>Ask questions to improve their understanding Participate in discussions about books, building on their own and others' ideas</i></p> <p><b>Poetry &amp; rhymes</b> <i>Learn a wider range of poetry by heart Prepare poems and plays to read aloud and to perform, using intonation, tone and volume</i></p> <p><b>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</b></p>
<b>Oracy skills taught</b>	<p><b>Physical</b> <i>My body language is becoming increasingly natural</i></p> <p><b>Linguistic</b> <i>I can select specific vocabulary appropriate to the topic at hand</i></p> <p><b>Cognitive</b> <i>I am able to identify when a discussion is going off topic and bring it back on track</i></p> <p><b>Social and Emotional</b> <i>I can listen actively for extended periods of time</i></p>		<p><b>Physical</b> <i>I can project my voice to a small audience</i></p> <p><b>Linguistic</b> <i>I can use a range of sentence stems with accuracy</i></p> <p><b>Cognitive</b> <i>I am able to draw upon knowledge of the world to support my own point of view</i></p> <p><b>Social and Emotional</b> <i>I can listen actively for extended periods of time</i></p>		<p><b>Physical</b> <i>I can project my voice to a large audience</i></p> <p><b>Linguistic</b> <i>I can use an increasingly sophisticated range of sentence stems with accuracy</i></p> <p><b>Cognitive</b> <i>I am able to draw upon knowledge of the world to support my own point of view and explore different perspectives</i></p> <p><b>Social and Emotional</b> <i>I can ask probing questions I can speak with flair and passion in a pair</i></p>	
<b>Talk Tactics taught</b>	<p><b>Talk tactics</b> <i>Instigate Build Challenge</i></p>		<p><b>Talk tactics</b> <i>Clarify Summarise</i></p>		<p><b>Talk tactics</b> <i>Probe</i></p>	



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
White Rose units taught	Wk 1 4 days	4 days <b>Number</b> Multiplication and division	<b>Number</b> Multiplication and division	<b>Number</b> Decimals and percentages	4 days <b>Geometry</b> Shape	<b>Number</b> Decimals
	Wk 2 Place Value	<b>Number</b> Multiplication and division	<b>Number</b> Multiplication and division	<b>Number</b> Decimals and percentages	<b>Geometry</b> Shape	<b>Number</b> Decimals
	Wk 3 Place Value	<b>Number</b> Fractions	<b>Number</b> Multiplication and division	<b>Measurement</b> Perimeter and area	4 days <b>Geometry</b> Shape	<b>Number</b> Decimals
	Wk 4 Place Value	<b>Number</b> Fractions	<b>Number</b> Fractions	<b>Measurement</b> Perimeter and area	<b>Geometry</b> Position and direction	<b>Number</b> Negative numbers
	Wk 5 Addition and subtraction	<b>Number</b> Fractions	<b>Number</b> Fractions	<b>Statistics</b>	2 days <b>Geometry</b> Position and direction	<b>Measurement</b> Converting units
	Wk 6 Addition and subtraction	<b>Number</b> Fractions	<b>Number</b> Decimals and percentages	<b>Statistics</b>		<b>Measurement</b> Converting units
	Wk 7 Multiplication and division					<b>Measurement</b> Volume
	Wk 8 Multiplication and division					2 days
Mental maths skills taught	Wk 1 4 days	4 days <b>11 times tables</b> Including division facts	<b>Counting forwards</b> Up to 1 million in steps of 10 or 100	<b>Identify and recall prime numbers up to 19</b>	4 days <b>Multiplying decimals</b> By 10, 100 and 1000	<b>Dividing decimals</b> By 10, 100 and 1000
	Wk 2 Count up and down In tenths	<b>12 times tables</b> Including division facts	<b>Counting backwards</b> From any given number up to 1 million in steps of 10 or 100	<b>Counting forwards and backwards</b> Fractions	<b>Multiplying decimals</b> By 10, 100 and 1000	<b>Dividing whole numbers and decimals</b> By powers of 10
	Wk 3 Counting backwards Through zero	<b>Counting in hundredths</b>	<b>Counting forwards</b> Up to 1 million in steps of 10,000 or 100,000	<b>Counting forwards and backwards</b> Mixed numbers	4 days <b>Dividing whole numbers</b> By 10, 100 and 1000	<b>Finding percentages of amounts</b>
	Wk 4 Finding 1000 more or less than a given number	<b>Counting in decimals forwards</b> One decimal place	<b>Counting backwards in steps of 10,000 or 100,000</b> From any given number up to 1 million	<b>Counting forwards and backwards</b> Changing between fractions and decimals	<b>Dividing whole numbers</b> By 10, 100 and 1000	<b>Finding percentages of amounts</b>
	Wk 5 Counting in 6s, 7s and 9s	<b>Counting in decimals backwards</b> One decimal place	<b>Counting forwards and backwards</b> Across zero	<b>Multiplying whole numbers</b> By 10, 100 and 1000	2 days <b>Dividing decimals</b> By 10, 100 and 1000	<b>Round decimals with two decimal places</b> To one decimal place
	Wk 6 6 times tables Including division facts	<b>Counting forwards</b> Up to 1 million	<b>Identify and recall prime numbers up to 19</b>	<b>Multiplying whole numbers</b> By 10, 100 and 1000		<b>Round decimals with two decimal places</b> To the nearest whole number
	Wk 7 7 times tables Including division facts	<b>Counting backwards</b> From 1 million				<b>Estimating to check calculations</b> Addition
	Wk 8 9 times tables Including division facts					2 days <b>Estimating to check calculations</b> Subtraction



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Science units and skills</b>	<b>Living Things and Their Habitats</b>  <i>I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</i> <i>I can describe the life process of reproduction in some plants and animals</i> <i>I can plan different types of scientific enquiries to answer questions</i> <i>I can make my own decisions about what observations and measurements to take, and what equipment I will use</i> <i>I can report and present my findings and discuss conclusions and causal relationships orally and in writing</i> <i>I can use relevant scientific language and illustrations to discuss and communicate my findings</i>	<b>Properties and Changes of Materials</b>  <i>I can compare and group together everyday materials on basis of their properties including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</i> <i>I know that some materials with dissolve in a liquid to form a solution, and know how to recover a substance from a solution</i> <i>I can use my knowledge of states of matter to decide how mixtures might be separated through filtering, sieving and evaporating</i> <i>I can use my test results to make more accurate predictions</i> <i>I can explain my predictions with reasoning</i> <i>I can set up further comparative and fair tests based on my previous test results</i>	<b>Earth and Space</b>  <i>I can describe the movements of the Earth, and other planets, relative to the Sun</i> <i>I can describe the movement of the Moon relative to the Earth</i> <i>I can describe the shapes of the Earth, Sun and Moon</i> <i>I can use the Earth's movement to explain why we have night and day, and why the Sun appears to move in the sky</i> <i>I can examine familiar modelled options of recorded data and analyse these</i> <i>I can report and present my findings and discuss conclusions and causal relationships orally and in writing</i>	<b>Forces</b>  <i>I can explain how gravity causes objects to fall towards the Earth</i> <i>I can identify the effects of air resistance, water resistance, and friction that act between moving surfaces</i> <i>I can recognise that some mechanisms allow a smaller force to have a greater effect</i> <i>I can choose my own equipment to use</i> <i>I can recognise variables and, with support, decide how to control these variables</i> <i>I can take measurements using a wide range of scientific equipment with accuracy and precision</i>	<b>TAPS Investigation Testing Nappy Absorbency</b>  <i>I can plan my own different types of scientific tests</i> <i>I can explain my predictions with reasoning</i> <i>I can choose my own equipment to use</i> <i>I can recognise variables and, with support, decide how to control these variables</i> <i>I can make my own decisions about what observations and measurements to take, and what equipment I will use</i> <i>I can set up further comparative and fair tests based on my previous results</i>	<b>Animals, Including Humans</b>  <i>I can describe the changes as humans develop to old age</i> <i>I can describe the simple functions of basic parts of the digestive system in other animals (not humans)</i> <i>I can describe the changes in a variety of animals as they develop to old age</i> <i>I can recognise the impact of diet and exercise on the way our bodies function (adapted from Yr 6 statutory)</i> <i>I can plan my own different types of scientific tests</i> <i>I can explain my predictions with reasoning</i>
	<b>PE units and skills</b>	<b>Dance</b> <i>I can accurately copy and repeat set choreography</i> <i>I can choreograph phrases individually and with others considering actions and dynamics</i> <i>I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing</i> <i>I can lead a group through short warm-up routines</i> <i>I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus</i> <i>I can suggest ways to improve my own and other people's work using key terminology</i> <i>I can use counts when choreographing to stay in time with others and the music</i> <i>I can use feedback provided to improve my work</i> <b>Hockey</b> <i>I can communicate with my team and move into space to keep possession and score</i> <i>I can dribble, pass, receive and shoot the ball with some control under pressure</i> <i>I can identify when I was successful and what I need to do to improve</i> <i>I can use tracking, tackling and intercepting when playing in defence</i> <i>I know what position I am playing in and how to contribute when attacking and defending</i> <i>I understand the need for tactics and can identify when to use them in different situations</i> <i>I understand the rules of the game and I can use them most of the time to play fairly and honestly</i> <i>I understand there are different skills for different situations and I am beginning to apply this</i> <b>Badminton</b> <i>I am developing a wider range of skills and I am beginning to use these under some pressure</i> <i>I can identify when I was successful and what I need to do to improve</i> <i>I can use feedback provided to improve my work</i> <i>I can work cooperatively with others to manage our game</i> <i>I understand the need for tactics and can identify when to use them in different situations</i> <i>I understand the rules of the game and I can apply them honestly most of the time</i> <i>I understand there are different skills for different situations and I am beginning to apply this</i>	<b>Swimming</b> <i>I can swim competently, confidently and proficiently over a distance of at least 25 metres</i> <i>I can perform safe self-rescue in different water-based situations</i> <i>I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</i> <b>Athletics</b> <i>I can choose the best pace for a running event</i> <i>I can identify good athletic performance and explain why it is good</i> <i>I can perform a range of jumps showing some technique</i> <i>I can show control at take-off and landing in jumping activities</i> <i>I can take on the role of coach, official and timer when working in a group</i> <i>I can use feedback to improve my sprinting technique</i> <i>I persevere to achieve my personal best</i> <i>I show accuracy and power when throwing for distance</i> <b>Gymnastics</b> <i>I can create and perform sequences using apparatus, individually and with a partner</i> <i>I can lead a partner through short warm-up routines</i> <i>I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance</i> <i>I can use feedback provided to improve my work</i> <i>I can use set criteria to make simple judgments about performances and suggest ways they could be improved</i> <i>I can use strength and flexibility to improve the quality of a performance</i> <i>I can work safely when learning a new skill to keep myself and others safe</i> <b>Tag Rugby</b> <i>I can communicate with my team and move into space to keep possession and score</i> <i>I can identify when I was successful and what I need to do to improve</i> <i>I can pass and receive the ball with some control under pressure</i> <i>I can tag opponents and close down space</i> <i>I know what position I am playing in and how to contribute when attacking and defending</i> <i>I understand the need for tactics and can identify when to use them in different situations</i> <i>I understand the rules of the game and I can apply them honestly most of the time</i> <i>I understand there are different skills for different situations and I am beginning to apply this</i>	<b>Dodgeball</b> <i>I am developing a wider range of skills and I am beginning to use these under some pressure</i> <i>I can identify when I was successful and what I need to do to improve</i> <i>I can throw accurately at a target</i> <i>I can work co-operatively with others to manage our game</i> <i>I understand the need for tactics and can identify when to use them in different situations</i> <i>I understand the rules of the game and I can apply them honestly most of the time</i> <i>I understand there are different skills for different situations and I am beginning to use these</i> <b>Basketball</b> <i>I can communicate with my team and move into space to keep possession and score</i> <i>I can dribble, pass, receive and shoot the ball with some control under pressure</i> <i>I can identify when I was successful and what I need to do to improve</i> <i>I can use tracking and intercepting when playing in defence</i> <i>I understand the need for tactics and can identify when to use them in different situations</i> <i>I understand the rules of the game and I can apply them honestly most of the time</i> <i>I understand there are different skills for different situations and I am beginning to apply this</i> <b>Fitness</b> <i>I can analyse my performance in relation to the fitness component being used</i> <i>I can work with others to manage activities</i> <i>I demonstrate good balance and control when performing other fundamental skills</i> <i>I show accuracy and power when throwing for distance</i> <i>I understand the different components of fitness and how they help me in other activities</i> <i>I understand what my maximum effort looks and feels like and I am determined to achieve it</i>		
			Children will have one hour of swimming per week in Spring 1 Tag rugby and Gymnastics will be taught by Mr Kilner and the class teachers across both Spring half terms			



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>History units and skills</b>	<p><b>Anglo-Saxons vs Scots</b>  <b>Who were the Anglo-Saxons and how do we know what was important to them?</b></p> <p><i>I can show a historical perspective by explaining short-term trends and contrasts</i>  <i>I can show a historical perspective by explaining long-term trends and contrasts</i>  <i>I can start to suggest reasons for connections over time and across places and cultures</i>  <i>I can explain what happened in Britain after the Romans left</i>  <i>I can explain how religion in Britain changed in Anglo-Saxon times</i>  <i>I can explain why Sutton Hoo was an important discovery</i></p>		<p><b>Vikings in Britain</b>  <b>What did the Vikings want and how did Alfred stop them getting it?</b></p> <p><i>I can select, organise and use information from more than one source to construct an informed response or opinion</i>  <i>I can accurately summarise other people's opinions about the past</i>  <i>I can identify if a source is a primary or secondary source</i>  <i>I can explain why the Vikings wanted to come to Britain</i>  <i>I can dispel some famous historical myths</i>  <i>I can describe the key achievements of Alfred the Great</i></p>			<p><b>Non-European Society Study (Benin)</b>  <b>What can we learn from the art of Benin?</b></p> <p><i>I can ask and answer historically valid questions (e.g. about significance, or the basis of people's opinions)</i>  <i>I can explain the usefulness and reliability of different sources</i>  <i>I can start to develop perspective and judgement by explaining how historical 'facts' are often interpreted to support opinions</i>  <i>I can describe some of the key beliefs and rituals of the Benin Kingdom</i>  <i>I can discuss the significance of the Benin bronzes</i>  <i>I can explain how and why the Benin Kingdom came to an end</i></p>
<b>Geography units, skills and knowledge</b>		<p><b>Mountains</b></p> <p><i>I can use maps, atlases, globes and digital maps to locate and describe features</i>  <i>I can compare differently-scaled maps of the same location</i>  <i>I can locate the world's 'seven summits' on a map</i>  <i>I can describe how mountains are formed</i>  <i>I can describe the climate of mountains</i>  <i>I can describe what it is like to live on a mountain</i></p>		<p><b>Volcanoes and Earthquakes</b></p> <p><i>I can explain my ideas, using a thematic map for reference</i>  <i>I can start to create my own thematic maps</i>  <i>I can start to estimate temperature and area</i>  <i>I can describe and draw the structure of the Earth</i>  <i>I can describe and explain the key features of a volcano</i>  <i>I can explain why earthquakes happen</i></p>	<p><b>European Region</b></p> <p><i>I can ask and answer geographically valid questions</i>  <i>I can explain the usefulness and reliability of information</i>  <i>I can explain how geographical 'facts' can be interpreted to support opinions</i>  <i>I can locate the countries of Europe on a map</i>  <i>I can explain why people might like to visit the Mediterranean region</i>  <i>I can explain how tourism can be good and bad for an area</i></p>	
<b>Geography fieldwork activities</b>	<p><b>Map making</b></p> <p><i>Children will make a detailed map of their classroom using measurements they have taken</i>  <i>Children can create a thematic map of the school or local area to show features, population, resources, etc.</i></p>			<p><b>Map making</b></p> <p><i>Children will increase their knowledge and skills at using and creating thematic maps by creating maps of the United Kingdom that show population, resources, housing density, wind farms and other power plants, etc</i></p>	<p><b>Weather Survey</b></p> <p><i>Children will analyse people's perceptions of the weather in the local area and compare it to other regions they are studying, or have studied; they will compare people's perceptions to the reality</i></p>	



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Art and Design units and skills</b>		<b>3D Art / Sculpture</b>  <i>I understand scale and what size a sculpture can be</i> <i>I can use appropriate tools and techniques to create my artwork including carving</i> <i>I can generate a number of ideas and then choose one to make explaining my reasons using appropriate art language and with to the work of historical artists or other cultures</i> <i>I can secure work to continue at a later date</i> <i>I can plan my work in detail with preliminary studies in sketchbooks</i> <i>I can think critically by suggesting improvements to other people's artwork</i>	<b>Drawing</b>  <i>I can use a range of media, (i.e., ink, paint, chalk, charcoal and pastels)</i> <i>I can use different tools to draw with (i.e., pencil, nib, sharpened stick, blunt stick)</i> <i>I can use different techniques for different purposes</i> <i>I can develop close observation skills</i> <i>I can draw a picture with a third dimension and simple perspective</i> <i>I can reference the artwork, techniques and materials I have studied before</i>		<b>Painting</b>  <i>I can use brush techniques and different paints to create texture</i> <i>I can begin to paint using layers rather than 'colouring in'</i> <i>I can use colour to create a mood in a piece of artwork</i> <i>I can use a variety of tools to, apply paint (i.e. brush, glue spreader, palette knife, cardboard strip, stick)</i> <i>I can mix colour, shades and tones with confidence</i> <i>I can clearly verbalise what I enjoyed and what I have found difficult I can express what works well and how my work can be improved</i>	
<b>Artists studied</b>		<b>Constantin Brancusi</b> <b>Class Oldenburg</b> <b>Ron Mueck</b>	<b>WASPA</b> <b>Rembrandt</b> <i>Self-portraits/drawing</i> <b>Kathe Kollowitz</b> <b>Carne Griffiths</b>		<b>Yayoi Kusama</b>	
<b>Design and Technology units and skills</b>	<b>Mechanical Systems: Making a Pop-Up Book</b>  <i>I can make comments about how my product might be altered to appeal to other groups of people</i> <i>I can make an accurate design sketch from someone else's measurements and notes</i> <i>To understand that mechanisms can be used to change one kind of motion into another</i> <i>To understand how to use sliders, pivots and folds to create paper-based mechanisms</i> <i>I know that designers often want to hide mechanisms to make a product more aesthetically pleasing</i> <i>I know that mechanisms control movement</i>			<b>Electrical Systems: Doodlers</b>  <i>I can make reasonable suggestions for how my peers might improve their work</i> <i>I can measure angles to the nearest °</i> <i>I can use constructive and sensitive language to suggest improvements to my peers' designs</i> <i>I know when there is a break in a series circuit, all components turn off</i> <i>I know that an electric motor converts electrical energy into rotational movement, causing the motor's axle to spin</i> <i>I know that 'configuration' means how the parts of a product are arranged</i>		<b>Food: Developing a Recipe</b>  <i>I can plan designs in detail with preliminary studies in sketchbooks, with reference to other designs and materials I have studied</i> <i>I can request other materials or ingredients and give reasons for my choices</i> <i>I can create a presentation with text and images to support me in showcasing my work</i> <i>I can use large knives on hard vegetables (e.g. swede)(Year 6 objective)</i> <i>I can handle hot food with oven gloves (with supervision) (Year 6 objective)</i> <i>I can use 'claw' grip to cut (e.g. celery, cheese)</i>
<b>Computing units taught</b>	<b>Computing Systems and Networks</b>  <i>I can explain what a search engine is, suggesting several search engines to use and explain how to use them to find websites and information</i> <i>I can suggest that things online aren't always true and recognise what to check for</i> <i>I can explain why keywords are important and what TASK stands for, and use these strategies to search effectively</i> <i>I recognise the terms 'copyright' and 'fair use'</i> <i>I can combine text and images in a poster</i> <i>I can make parallels between book searching and internet searching, explaining the role of web crawlers and recognising that results are rated to decide rank</i>	<b>Programming</b>  <i>I can iterate ideas, testing and changing throughout the lesson</i> <i>I can correct my own simple mistakes</i> <i>I can include a repeat and explain its function to enhance music</i> <i>I can code a piece of music that combines a variety of structures</i> <i>I can use loops in my programming</i> <i>I recognise that programming music is a way to apply my skills</i>	<b>Online Safety</b>  <i>I understand that passwords need to be strong and that apps require some form of password</i> <i>I can recognise some types of online communication and know who to go to if I need help with any communication matters online</i> <i>I can search for simple information about a person, such as their birthday or key life moments</i> <i>I know what bullying is and that it can occur both online and in the real world</i> <i>I recognise when health and well-being are being affected in either a positive or negative way through online use</i> <i>I can offer some advice and tips to combat the negative effects of online use</i>	<b>Creating Media</b>  <i>I can create a toy with simple images and a single movement</i> <i>I can create a short stop motion with small changes between images</i> <i>I can think of a simple story idea for my animation and then decompose it into smaller parts to create a storyboard with simple characters</i> <i>I can make small changes to the models to ensure a smooth animation and delete unnecessary frames</i> <i>I can add effects such as extending parts and titles</i> <i>I can provide helpful feedback to other groups about their animations</i>	<b>Data Handling</b>  <i>I can identify some types of data the Mars Rover could collect (for example, photos)</i> <i>I can explain how the Mars Rover transmits the data back to Earth and the challenges involved</i> <i>I can read any number in binary, up to eight bits</i> <i>I can identify input, processing and output on the Mars Rovers</i> <i>I can grasp the concept of binary addition</i> <i>I can relate binary signals (Boolean) to a simple character-based language, ASCII</i>	<b>Programming</b>  <i>I can clip blocks together and predict what will happen</i> <i>I can make connections with previous programming interfaces I've used, e.g., Scratch</i> <i>I can create my own images to make the animation and recognise the difference between 'on start' and 'forever'</i> <i>I recognise blocks I've used previously, identifying inputs and outputs used and make predictions about how variables work</i> <i>I can choose appropriate blocks to complete the program and attempt the challenges independently</i> <i>I can break a program down into smaller steps, suggesting appropriate blocks and match the algorithm to the program</i>





Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
PSHE units and skills	<p><b>Rail Safety</b> I can talk about and show how to keep myself and others safe at a station and on a train I can explain ways to resist pressure to behave unsafely or take risks at a station I can explain what to do or how to get help if someone or something is unsafe, or there is an emergency I can explain some consequences of taking risks or unsafe behaviour around railways</p> <p><b>First Aid</b> I am able to assess a casualty's condition calmly and give first aid to a casualty who is bleeding I am able to give first aid to a casualty who is in shock I am able to seek medical help, if required for a casualty who is bleeding I am able to recognise when a casualty has suffered a burn or scald I am able to respond appropriately to a casualty who has been burnt or scalded</p> <p><b>Similarities and Differences</b> I can celebrate my strengths and the strengths of others I can set goals for my future I know how to keep myself safe online</p> <p><b>Healthy and Happy Friendships</b> I understand the issues around identity and peer pressure, both off- and online I understand the importance of positive emotional health and wellbeing</p>		<p><b>Caring and Responsibility</b> I know how our care needs change as we get older I understand the effects of loneliness and isolation I know ways I can show care in the community</p> <p><b>Healthy Bodies, Healthy Minds</b> I know that everyone's body is unique I develop a sense of self-acceptance about my body I value my body and mind I know how different lifestyle habits (including alcohol, tobacco and drugs) can affect my well-being</p> <p><b>Money and Work</b> I understand the importance of diversity and inclusion to promote people's career opportunities I know about stereotyping in the workplace, its impact and how to challenge it</p>		<p><b>Money and Work</b> I can identify jobs that I might like to do in the future I understand the role ambition can play in achieving a future career I can explain how or why someone might choose a certain career I know about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values I understand that there are a variety of routes into work e.g. college, apprenticeships, university, training</p> <p><b>Families and Committed Relationships</b> I know the characteristics of healthy, positive and committed relationships I know how healthy relationships develop as people grow older</p> <p><b>Coping with Change</b> I know how puberty can affect emotions I know how to manage emotional changes caused by puberty I can create my own questions about puberty and change</p>		
	MFL units and skills	<p><b>Friends and Family</b> I can ask and answer questions to find out personal information I can understand a variety of answers to the question, ¿Tienes hermanos? – Do you have any brothers or sisters? I can identify the names of family members I can identify the difference between the first, second and third person forms of some familiar verbs I can describe what someone likes to do I can write a description giving personal information about someone in the third person</p>	<p><b>Spanish portraits</b> I can use context to deduce the meaning of new vocabulary I can select the correct vocabulary to describe a person's hair and face I can read and translate a description of a portrait I can listen and select information from short audio passages to give an appropriate response I can describe a portrait orally I can create a detailed written description of a portrait</p>	<p><b>Sports</b> I can use the correct form of verbs jugar – to play, and hacer – to do, when asking and answering questions about sport I can form the imperative of regular verbs I can translate written instructions into English I can follow instructions to play the Maya ball game I can identify key information in a written text I can write instructions for an original ball game</p>	<p><b>Food and drink</b> I can express likes and dislikes about singular and plural food items I can ask and answer questions about food likes and dislikes I can listen to and select key information about food preferences I can deduce meal choices by finding out about food preferences I can conduct an interview about food preferences I can ask questions in a variety of formats to find out about food preferences</p>	<p><b>A trip across Spain</b> I can describe the geographical location of some Spanish cities I can describe some Spanish cities *U I can use the future tense to outline future plans I can ask and answer questions about travel plans I can create role-play conversations about travel plans I can perform role-play conversations about travel plans</p>	<p><b>Saving South America</b> I can read and interpret locational language in a description of South America's geography I can write sentences about animal habitats in South America I can compare animal habitats now and in the past I can identify causes of environmental problems in South America and possible solutions I can give instructions using imperative verbs on how to protect South America's environment I can script and present an advert campaigning for action to address South America's environmental problems</p>
Music units and skills	<p><b>Sing and Play in Different Styles</b></p> <p><b>Understanding Music</b> I can confidently explain how pulse rhythm tempo dynamics and pitch work I can understand some formal written notation including semibreves, crotchets, minims, quavers, rests and guitar tablature</p> <p><b>Composing</b> I can compose music in response to a musical stimulus</p> <p><b>Singing and Performing</b> I can rehearse a song and learn it from memory both aurally and visually I can sing in pitch and in time with the music</p> <p><b>Listening and Responding</b> I can talk about the emotions I feel when I listen to a piece of music</p>		<p><b>Guitar</b></p> <p><b>Understanding Music</b> I can listen and copy back complex rhythm patterns, including triplets</p> <p><b>Composing</b> I can use simple dynamics and tempo to express Loud and Quiet and Fast and Slow I can create a melody using varied staff notation and rests</p> <p><b>Singing and Performing</b> I can discuss and reflect upon my performance to improve upon future performances</p> <p><b>Listening and Responding</b> I can confidently recognise and explore a range of musical styles and traditions and their basic style indicators I can recognise and discuss the sections of music from various styles and genres</p>		<p><b>Guitar</b></p> <p><b>Understanding Music</b> I can use specialist music vocabulary, often and appropriately</p> <p><b>Composing</b> 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 can describe how a melody is structured and what process I went through to create it</p> <p><b>Singing and Performing</b> I can sing expressively, paying attention to articulation on my own, or as directed I can sing confidently as a soloist</p> <p><b>Listening and Responding</b> I can sing or clap memories rhythmic and melodic phrases heard in a piece of music</p>		



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE units and skills	<p><b>Judaism</b> <b>What is the best way for a Jew to show commitment to God?</b></p> <p><i>I can explain how Jewish people show commitment to God</i> <i>I explain how Jewish people show respect to God and other people</i> <i>I can describe how I show respect to other people</i> <i>I can explain what the Jewish faith says about the environment</i> <i>I can compare Jewish beliefs about the environment to those of other religions</i> <i>I can say if I think religions are a force for good or not in the world and explain why</i></p>	<p><b>Christianity</b> <b>Is the Christmas story true?</b></p> <p><i>I can describe what Christians believe about the Gospels</i> <i>I know when the Gospels were written and how this might be different to what Christians believe</i> <i>I can describe if I think a text is a reliable source of information or not and give reasons for my answer</i> <i>I can explain what I think 'truth' is and give reasons for my thoughts</i> <i>I can explain if I think it matters if a story is completely true</i> <i>I can describe why people might choose to believe something that may not be true</i></p>	<p><b>Sikhism</b> <b>How far would a Sikh go for their religion?</b></p> <p><i>I can describe some key things that happen in a Gurdwara</i> <i>I can explain some key ways in which Sikhs demonstrate their commitment to their faith</i> <i>I can describe ways in which Sikhs contribute to their communities</i> <i>I can explain the global significance of the Golden Temple and Amritsar</i> <i>I can explain the Sikh perspective on moral issues</i> <i>I can say how Sikhism is similar and different to other faiths I have studied</i></p>	<p><b>Christianity</b> <b>How significant is it for Christians to believe that God intended Jesus to die?</b></p> <p><i>I can explain why Jesus allowed himself to be sacrificed in the Easter story</i> <i>I can explain why Jesus was executed in the Easter story</i> <i>I can explain the effects of Jesus' sacrifice on the people who were close to him</i> <i>I can say why Christians believe it was important for Jesus to suffer in the Easter story</i> <i>I can explain how Christians may be inspired by the example Jesus set</i> <i>I can describe any sacrifices I would be prepared to make or have made and why I would do this</i></p>	<p><b>Hinduism</b> <b>Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</b></p> <p><i>I can say how Hindus explain suffering in the world</i> <i>I can describe the key Hindu beliefs surrounding life, death and rebirth</i> <i>I can explain how Hindu beliefs may have an effect on someone's daily life</i> <i>I can think about the good deeds I could perform in my life</i> <i>I can describe the consequences that different actions can have</i> <i>I can explain how an individual's actions can affect others around them</i></p>	<p><b>Humanism</b> <b>How can Humanists lead good lives?</b></p> <p><i>I can describe some key aspects of humanism</i> <i>I can explain the key differences between atheism and agnosticism</i> <i>I can identify similarities and differences between Humanism and other belief systems</i> <i>I can make comparisons between different belief systems</i> <i>I can explain the difference between a belief and religion</i> <i>I can start to explain what I believe about how the universe was created</i></p>