Key Stage 2- Long Term Planning: Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School/World Events	Training Day Black History Month Harvest Festival Cross-phase reading British Summer Time Ends	Training Day Bonfire Night Remembrance Day St. Andrew's Day Christmas Party Crafts and performances	Chinese New Year Burn's Night Valentine's Day Cross-phase reading	Shrove Tuesday St. David's Day (World Book Day Holi St. Patrick's Day World Poetry Day Mother's Day Cross-phase reading British Summer Time begins St. George's Day	May Day Northumberland Day Cross-phase reading	National Phonics Screening Check Father's Day Transition Day Cross-phase reading Reports to Parents
Topic	World War Two	Women, War and Revolution	Our Planet: Earth's Biomes and Energy and Sustainability	Blood Heart	Mexico and the Maya Civilization	Migration and Globalisation
Essay	How did the Blitz impact on the life of the British public in WWII?	Did the suffrage movement, and the impact of WWI and WWII, bring women social, economic and political equality with men?	'The Earth's biomes are fragile environments.' To what extent do you agree? "Humans are not capable of living sustainably." To what extent do you agree?	Is xenotransplantation necessary?	Were the Maya the most important Stone Age society?	'Globalisation has made the world a better place.'
Enrichment	Eden Camp			Heart Dissection		
Parent Link	Parent Presentation Parents Evening	Christmas Performance		Parents Evening		Sports Day Annual Reports

Purpose of English:

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

English Aims:

The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. Our English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Spoken Language

Spoken language is important in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and should build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Reading

The teaching of reading focuses on developing pupils' competence in both word reading and comprehension. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds. It is essential that, by the end of Y6, all pupils are able to read fluently, and with confidence, in any subject.

Writing

The teaching of writing must develop pupils' competence in transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). In addition, pupils should be taught how to plan, revise and evaluate their writing.
Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Newsham Reading Spine	Friend or Foe *(Michael Morpurgo)*	The Light Jar *(Lisa Thompson)*	The Dollmaker of Krakow *(R.M. Romero)* Pig Heart Boy *(Malorie Blackman)*		There's a Boy in the Girl's Bathroom *(Louis Sachar)*	The Bone Sparrow *(Zana Fraillon)*
Guided Reading						The Lost Words *(Robert Macfarlane)*

	Holes (Louis Sachar)	Suffragette: The Battle for Equality (David Roberts)	Varmints (Helen Ward)	Skellig (David Almond)	The Lady of Shallot (Alfred, Lord Tennyson) and The Highwayman (Alfred Noyes)	The Journey (Francesca Sanna) and The Arrival (Shaun Tan)
English Text, Overall Aims and Writing Outcomes	• Engage children with a story with which they will empathise • Draw inferences about characters' feelings, thoughts and motives from their actions • Make connections between characters and explore their personal history • Explore themes and issues, and develop and sustain ideas through discussion • Develop creative responses to the text through drama, storytelling and artwork • Write in role in order to explore and develop empathy for characters • Write with confidence for real purposes and audiences • Explore how flashbacks are used to drive narrative forwards ➢ Writing from different viewpoints ➢ Report Writing ➢ Writing to Persuade ➢ Writing in role ➢ Describing a familiar setting	• Enjoy an increasing range of poetry, stories and non-fiction texts • Know that information can be retrieved from a variety of sources • Develop understanding through reading and responding to non-fiction texts • Sustain listening, responding to what they have heard with relevant comments and questions • Ask relevant questions to extend their understanding and knowledge • Use spoken language to communicate for a range of purposes to a range of audiences • Identify some effective features of non-fiction texts • Use language structures and vocabulary influenced by books in talk and in their own writing • Write for meaning and purpose in a variety of non-narrative forms • Present information in a range of ways, such as poetry, illustration and oral presentation ➢ 'Tell Me' book talk responses (reading journal) ➢ Research notes and mind maps (reading journal) ➢ Timeline (working wall) ➢ Pen portraits (reading journal) ➢ Biographies ➢ Speeches ➢ Persuasive letters and responses ➢ Prison letters and accounts ➢ Petition ➢ Eyewitness accounts ➢ Newspaper report – with bias ➢ Banners and slogans (reading journal) ➢ Posters, flyers and pamphlets (reading journal) ➢ Flags, badges and sashes (reading journal) ➢ Song lyrics for an anthem (reading journal) ➢ Persuasive text of choice: letter, poster, blog, petition, film script, etc. (reading journal) **Narrative:** Stories that raise issues including developed dialogue **Persuasive Writing** ***The Art of Propaganda*** • Develop a deep understanding about the power of language and consider the ways it can be used and abused • Explore war-time propaganda	• Explore, interpret and respond to illustrations in a picture book • Empathise with characters and explore their dilemmas • Enjoy a story and discuss its meanings • Build an imaginative picture of a fantasy world, based on real life experiences • Explore these through role play and writing in role • Write own stories inspired by the book in a different format • Write from the perspective of a character in a story ➢ Creating a descriptive piece about characters and events ➢ Persuasive poster ➢ Writing in role as a character ➢ Note taking ➢ Written argument ➢ Newspaper article ➢ Poetry ➢ Write a commentary ➢ Letter ➢ Script writing ➢ Story writing **Dark Sky Park** *(Philip Gross)* • Explore and understand the importance of poetry as a genre • Know how to listen and respond to a wide range of poems from a single poet collection • Understand that poems are written for different reasons • Interpret poems for performance • Gain and maintain the interest of the listener through effective performance of poems • Use art as a means of responding to a poem, visualising and inferring and extending and enriching language • Recognise figurative language in poetry and interpret its effect on the reader • Draft, compose and write poems based on real and personal experiences using language with intent for effect on the reader ➢ Poetry performances ➢ Artistic responses to poems read ➢ Notes and annotations exploring language and personal responses to poems read ➢ Persuasive adverts ➢ Own poems inspired by poems read ➢ Own poems based on personal experiences *Exploring poetic forms and devices:* ○ Assonance ○ Alliteration ○ Rhythm ○ Rhyme ○ Half rhyme ○ Enjambment	• Engage children with a story with which they will empathise • Enjoy an exciting story with memorable characters • Draw inferences about characters' feelings, thoughts and motives from their actions • Explore themes and issues, and develop and sustain ideas through discussion • Develop creative responses to the text through drama, storytelling and artwork • Write in role in order to explore and develop empathy for characters • Write with confidence for real purposes and audiences ➢ Free writing ➢ Free verse poetry ➢ Annotating ➢ Field notes ➢ Shrine boxes and autobiographical writing ➢ Letter writing ➢ Writing in role ➢ Bookmaking	• Explore, interpret and respond to a narrative poem • Make inferences and refer to evidence in a poem • Apply a growing knowledge of vocabulary, grammar and text structure to students' writing • Write poetry and other imaginative writing ➢ Drawing and annotating ➢ Note writing and writing in role as character ➢ Story-mapping ➢ Character description ➢ Notes for oral presentation ➢ Diary writing ➢ Writing a narrative poem	• Develop an insight and appreciation of the challenges of the refugee experience. • Support the development of empathy. • Explore the concept of the entitlement of fundamental human rights and freedoms for all. ➢ Annotations ➢ Text marking ➢ Note taking ➢ Captions ➢ Poetry ➢ Writing in role ➢ Persuasive letter ➢ Book/ booklet/ leaflet ➢ Collection of short stories ➢ Class Newspaper ➢ Documentary script ➢ Lyrics ➢ Argument ➢ Emotive letter ➢ Extension to narrative ➢ Viewpoints- the mum's perspective ➢ Explanation text- Dad's journey from the Arrival ➢ Letter writing
English Speaking and Listening	• Select my own vocabulary using the appropriate registers for communication • Maintain and monitor the interest of the listener • Explain my/author's choice of words. • Understand the purpose of role-play and entertaining the audience • Use a range of vocabulary, actions, stage directions and props to support my dialogue. • Prepare dialogue to read aloud and to perform • Show understanding through intonation, tone and volume so that the meaning is clear to an audience.	• Maintain attention and participate actively in collaborative conversations, responding to comments • Ask relevant questions to extend their understanding and build vocabulary and knowledge • Listen and respond appropriately to adults and peers • Articulate and justify answers and opinions • Use spoken language to develop understanding through speculating, imagining and exploring ideas • Participate in discussions, presentations, performances and debates • Consider and evaluate different viewpoints, attending to the contributions of others • Select and use appropriate registers for effective communication • Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama	• Articulate and justify answers, arguments and opinions; • Give well-structured descriptions and explanations • Maintain attention and participate actively in collaborative conversations, staying on topic; • and initiating and responding to comments; • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; • Participate in discussions, presentations, performances and debates.	• Maintain attention and participate actively in collaborative conversations, responding to texts Ask relevant questions to extend their understanding and build vocabulary and knowledge • Articulate and justify answers and opinions • Use spoken language to develop understanding through speculating, imagining and exploring ideas • Participate in discussions, presentations, performances and debates • Consider and evaluate different viewpoints, attending to the contributions of others • Select and use appropriate registers for effective communication • Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama • Consider and evaluate different viewpoints, attending to and building on the contributions of others	• Use Standard English confidently in a range of formal and informal contexts, including classroom discussion. • Give short speeches and presentations, expressing own ideas and keeping to the point. • Improvise, rehearse and perform poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. • Participate in informal group or paired discussions.	• Maintain attention and participate actively in collaborative conversations, responding to texts; • Ask relevant questions to extend their understanding and build vocabulary and knowledge; • Articulate and justify answers and opinions; • Use spoken language to develop understanding through speculating, imagining and exploring ideas; • Participate in discussions, presentations, performances and debates; • Consider and evaluate different viewpoints, attending to the contributions of others; • Select and use appropriate registers for effective communication; • Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama; • Consider and evaluate different viewpoints, attending to and building on the contributions of others

	Word reading / Comprehension	Word reading / Comprehension	Word reading / Comprehension	Comprehension	Word reading / Comprehension	Word reading / Comprehension
English Reading	Using inference and deduction from the text about a particular character perform a play that will engage the audience and generate questions. I can draw inferences such as inferring motives from their actions and predicting what might happen from details stated and implied. Use what I think I know about a character to predict a story line (with dialogue) as though I am the character and justify why I think this. Explain and discuss my understanding of what I have read a formal presentations and debates, Maintaining a focus on the topic and using notes where necessary. show my understanding of what I have read so far by using notes, colours and keys	• Develop positive attitudes to reading and understanding by reading and discussing a wide range of fiction, non-fiction and reference books • Read books that are structured in different ways and reading for a range of purposes • Identifying and discussing themes and conventions in and across a wide range of writing • Making comparisons within and across books • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction	• Read books that are structured in different ways and reading for a range of purposes; • Increase their familiarity with a wide range of books; • Identify and discuss themes and conventions in and across a wide range of writing; • Make comparisons within and across books; • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; • Predict what might happen from details stated and implied • Discuss and evaluate how authors use language, impacts on the reader; • Participate in discussions about books that are read to them, building on their own and others' ideas and challenging views courteously; • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary to provide reasoned justifications for their views.	*Maintain positive attitudes to reading and understanding of what they read by:* • continuing to read and discuss an increasingly wide range of fiction • reading books that are structured in different ways and reading for a range of purposes; • identifying and discussing themes and conventions in and across a wide range of writing; • making comparisons within and across books. *Understand what they read by:* • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context; • asking questions to improve their understanding; • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; • predicting what might happen from details stated and implied; • identifying how language, structure and presentation contribute to meaning; • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader; • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously; • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary; • provide reasoned justifications for their views.	• Make inference and refer to evidence in the text • Develop an appreciation and love of reading • Understand increasingly challenging texts through making inferences and referring to evidence in the text • Read critically through knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning • Recognise a range of poetic conventions and understanding how these have been used • Study setting, plot, and characterisation, and the effects of these	• Increase familiarity with a range of books • Identify themes and conventions and compare these across books they have read • Discuss words and phrases that capture readers' interest and imagination and consider how this impacts on the reader • Draw inferences about characters' feelings, thoughts, motives and actions, justifying inferences with evidence from • the text • Ask questions to improve their • understanding identifying how • language, structure and presentation contribute to meaning • Predict what might happen from details stated and implied.
English Writing	• **Sentence construction** • Secure use of compound sentences; Secure use of complex sentences (subordination) main and subordinate clauses with full range of conjunction.; Use of rhetorical questions for persuasion • **Word structure/language** • Difference between vocab typical of informal speech and formal and writing (reports). • *Informal : survival kit for other camp members* • *Formal: Role of Women WW2* • **Punctuation** • Consolidate all previous punctuation ; Conjunctions; Apostrophe contractions/possession; Use of semi-colon and dash to indicate a stronger subdivision of a sentence than a comma; Use of the colon to introduce a list; Imperative verbs ; Prepositions; Adverbs and adverbials; Determiner ; Pronouns ; Active and passive voice; Hyphen ; Tense (past, present, future); Modal verb; Speech marks; Inverted commas; Parenthesis Brackets and dashes; Singular/plural	**Transcription / Composition** • Note and develop initial ideas, drawing on reading • In writing narratives, considering how authors have developed characters and settings in what they have heard or read • Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form • Draft and write by selecting appropriate grammar and vocabulary • Use a range of devices to build cohesion within and across paragraphs • Evaluate and edit by proposing changes to vocabulary, grammar and punctuation • Proof read for spelling and punctuation errors • Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear	**Transcription / Composition** *Plan their writing by:* • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary; • in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed; *Draft and write by:* • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action; • using a wide range of devices to build cohesion within and across paragraphs. *Evaluate and edit by:* • assessing the effectiveness of their own and others' writing proposing; • changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	**Composition / Vocabulary, Grammar and Punctuation:** *Children should plan their writing by:* • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; • noting and developing initial ideas, drawing on reading and research where necessary; • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. *Draft and write by:* • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action; • using a wide range of devices to build cohesion within and across paragraphs; • using further organisational and presentational devices to structure text and to guide the reader *Evaluate and edit by:* • assessing the effectiveness of their own and others' writing; • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; ensuring the consistent and correct use of tense throughout a piece of writing; • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register; • proof-read for spelling and punctuation errors.	**Transcription / Composition** • Write poetry and other imaginative writing • Summarise and organise material, and supporting ideas and arguments with any necessary factual detail • Consider how their writing reflects the audiences and purposes for which it was intended • Amend the vocabulary, grammar and • structure of their writing to improve its coherence and overall effectiveness	**Transcription / Composition** • Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form; • Note and develop initial ideas, drawing on reading and research; • Draft and write by selecting appropriate grammar and vocabulary; • In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action; • Use a range of devices to build cohesion within and across paragraphs • Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; • Proof-read for spelling and punctuation errors; • Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear; • Select appropriate grammar and vocabulary, and understand how such choices can change and enhance meaning.

• Introducing sloped writing in letter families • Practising sloped writing: diagonal join to ascender • Practising sloped writing: diagonal join, no ascender • Practising sloped writing: diagonal join to an anticlockwise letter • Practising sloped writing: horizontal join to ascender	• Practising sloped writing; horizontal join, no ascender • Practising sloped writing; horizontal join to an anti-clockwise letter • Practising sloped writing; joining from r • Practising sloped writing; joining from s	• Practising sloped writing; proportion – joining to f to ascender • Practising sloped writing; size – joining from f, no ascender • Different styles for different purposes; writing a paragraph • Practising sloped writing; speed • Practising sloped writing; speed and legibility	• Practising sloped writing; for fluency • Personal style • Handwriting for different purposes; print alphabet • Capitals	• Sloped writing; proportion, joining p and b to ascenders • Handwriting for different purposes; joining p and b, no ascender • Practising sloped writing; parallel down strokes • Practising sloped writing; all double letters • Practising sloped writing; for speed	• Practising sloped writing; size, proportion and spacing • Practising sloped writing; building speed • Different styles for different purposes; decorative alphabets. • Different styles for different purposes

Purpose of Mathematics

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Mathematics Aims:

Ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. Whilst most half terms are organised into distinct domains, pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

Weeks 1-2 **Place Value** • Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit • Round any whole number to a required degree of accuracy • Use negative numbers in context, and calculate intervals across zero Solve number and practical problems that involve all of the above. **Weeks 3-6** **Number: Addition, Subtraction, Multiplication and Division** • Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context • Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context • Perform mental calculations, including with mixed operations and large numbers • Identify common factors, common multiples and prime numbers • Use their knowledge of the order of operations to carry out calculations involving the four operations • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • solve problems involving addition, subtraction, multiplication and division • Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy **Weeks 7-8** **Number: Fractions** • Use common factors to simplify fractions; use common multiples to express fractions in the same denomination • Compare and order fractions, including fractions > 1 • Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, ¼ x ½ = 1/8] • Divide proper fractions by whole numbers [for example, 1/3 ÷ 2 = 1/6] Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8]	**Weeks1-2** **Number: Fractions** • Use common factors to simplify fractions; use common multiples to express fractions in the same denomination • Compare and order fractions, including fractions > 1 • Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, ¼ x ½ = 1/8] • Divide proper fractions by whole numbers [for example, 1/3 ÷ 2 = 1/6] • Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8] **Week 3** **Geometry: Position and Direction** • Describe positions on the full coordinate grid (all four quadrants) • Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. **Weeks 4-5** **Number: Decimals** • Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 8 3] • Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places • Multiply one-digit numbers with up to two decimal places by whole numbers • Use written division methods in cases where the answer has up to two decimal places • Solve problems which require answers to be rounded to specified degrees of accuracy • Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts **Weeks 6-7** • Consolidation and Assessment	**Weeks 1-2** **Number: Percentages** • Solve problems involving the calculation of percentages [eg of measures and such as 15% of 360] and the use of percentages for comparison. • Recall & use equivalences between simple FDP including in different contexts. **Weeks 3-4** **Number: Algebra** • Use simple formulae • Generate and describe linear number sequences Express missing number problems algebraically Find pairs of numbers that satisfy an equation with two unknowns • Find enumerate possibilities of combinations of two variables. **Weeks 5-6** **Number: Ratio & Proportion** • Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts • Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison • Solve problems involving similar shapes where the scale factor is known or can be found • Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.	**Week 1** **Measurement: Converting Units** • Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate • Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places • Convert between miles and kilometres **Weeks 2-3** **Measurement: Perimeter Area and Volume.** • Recognise that shapes with the same areas can have different perimeters and vice versa • Recognise when it is possible to use formulae for area and volume of shapes • Calculate the area of parallelograms and triangles • Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units [for example, mm3 and km3]. **Weeks 4-5** **Geometry: Properties of Shape** • Draw 2-D shapes using given dimensions and angles • Recognise, describe and build simple 3-D shapes, including making nets • Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons • Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius • Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. **Week 6** • Consolidation and Assessment	**Weeks 1-2** **Statistics** • Interpret and construct pie charts and line graphs and use these to solve problems • Calculate and interpret the mean as an average. **Week 3** **Problem Solving and Revision** **Week4** **SATs** **Week 5** **Problem Solving and Maths Investigations**	**Weeks 1-7** **Maths Investigations** • Fairground Maths/Lunar Maths • Enterprise week – Virgin Money Challenge

Purpose of Science:

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Science Aims:

Ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

Science

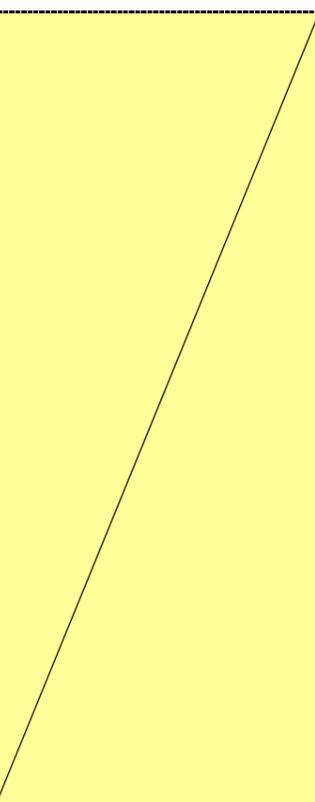| Electricity	Light	Evolution and Inheritance	Animals Including Humans		Living Things and their Habitats
Could we use a car battery to power a lightbulb? *Decide on a distance to, in effect, replicate what an air raid siren's purpose was on a smaller scale.* - Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit - Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches - Use recognised symbols when representing a simple circuit in a diagram	**Was the blackout effective? How could enemy bombers see lights on the ground?** - Recognise that light appears to travel in straight lines - Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye - Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes - Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them - *Non-Statutory: Extend their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur).*	**What have archeologists and scientists been able to glean from analyzing fossils?** **Who do you most resemble in your family? Why?** **How suited are humans to the environments they have created? What do you think the ideal human habitat is? Why?** - Recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago - Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents - Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	**How important is our heart? In what ways can we damage or strengthen it?** - Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood - Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function - Describe the ways in which nutrients and water are transported within animals, including humans		**In what ways can we sort animals? Which method is the most / lest effective? Why?** - Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals - Give reasons for classifying plants and animals based on specific characteristics.

History

Purpose of History:

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

History Aims:

Ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

World War Two	The Changing Role of Women			Mayan Civilization

World War Two

How did the Blitz impact on the life of the British public in WWII?

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: a significant turning point in British history: WWII and the Blitz

Knowledge
- Understand the causes of WWII and make links to prior learning (WW1-Y5)
- Recall and order some significant events of WWII
- Geography link: Explain the global nature of the war and people involved.
- Understand what the Blitz was and know where the name originated
- Know when, why and how the Blitz started.
- Recall and order significant events from the Blitz and understand that it took place over a sustained period of time.
- Using historical sources, discover the impact of the Blitz on London.
  - Air-raids
  - Blackouts
  - Civil defence
- Explain similarities and differences between locations affected by the Blitz, by comparing:
  - the physical and human impact in rural and urban areas from across Britain
  - the impact of the Blitz in London and Coventry
  - Geography link: Map Work
- Explain how the Blitz impacted on the childhood of those growing up in rural and urban areas
- Understand experiences of the Blitz can be compared and contrasted with experiences of civilians in Germany and Japan during WWII.

Chronological Knowledge/Understanding
- Continue to develop chronologically secure knowledge of human history by placing WWII into the wider chronology of British history
- Establish clear narratives within and across periods studied
- Note connections, contrasts and trends over time

Historical Terms
- Develop the appropriate use of historical terms, e.g. Blitz, blackout, air-raid, evacuation, comradery, campaigns, rationing, morale, empathise, reach informed conclusions, justify, apply, critique

Historical Enquiry/Using Evidence and Communicating Ideas
- Devise historically valid questions
- Understand how knowledge of the past is constructed from a range of sources, e.g. sources linked to Coventry November 1940, and raise questions – What can we see? What does this tell us? What do we need to find out?; speech by Winston Churchill
- Understand that sources can show different representations of the past
- Construct informed responses by selecting and organising relevant historical information

Interpretations of History
- Understand that different versions of the past may exist, giving reasons for this

Continuity and Change
- Describe/make links between main events across WWII
- Consider how life changed for people in Britain during this time

Causes and Consequences
- Identify and give reasons for some key events from WWII

Significance of Events
- Homework Project: Identify historically significant people to WWII and explore their roles.

The Changing Role of Women

Did the suffrage movement, and the impact of WWI and WWII, bring social, economic and political equality with men?

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: changing in aspects of social history: the emancipation of women

- Understand how the role of women in society has changed from ancient times to the medieval period, using key points of reference (Stone Age to Iron Age, Ancient Egypt, Ancient Greece, Roman Britain, Britain in the middle ages)
- Consider how the Industrial Revolution changed things socially and economically for some women but did not change their political status; focusing on education and employment opportunities.
- Understand what suffrage is and why it is important.
- Know who the suffragists were and be able to articulate the difference between suffragists and suffragettes.
- Describe the actions taken by the suffragists and suffragettes into order to win the right to vote for all women.
- Discuss the impact of their actions.
- Understand the impact of WWI on the campaign for women's suffrage.
- Explain the roles women played to support the war effort
- Consider how the war helped change the government's position against giving women the vote
- Debate whether the right for women to vote, won in 1918, was fair.
- Know that this changed in 1928
- Understand the role women played in WWII and consider the impact of conscripting women into the war effort
- Evaluate the overall impact of the events studied (from 1903 to 1945) and draw conclusions on whether or not these events impacted on the emancipation of women.

Chronological Knowledge/Understanding
- Continue to develop chronologically secure knowledge of history
- Establish clear narratives within and across periods studied
- Note connections, contrasts and trends over time

Historical Terms
- Develop the appropriate use of historical terms, e.g. suffrage, conscription

Historical Enquiry/Using Evidence and Communicating Ideas
- Devise historically valid questions
- Understand how knowledge of the past is constructed from a range of sources, e.g. suffrage postcards, newspaper extracts (e.g. extract from The Star, 106, focusing on the treatment of Suffragettes in prion), pamphlets produced by suffragettes (e.g. The Trial of the Suffragette leaders' published in 1909) etc.

Interpretations of History
- Understand that different versions of the past may exist, giving reasons for this

Causes and Consequences
- Discuss reasons why WWI contributed the Government's movement towards giving women the right to vote

Significance of Events and People
- Identify historically significant people and events in situations, such as Emily Pankhurst, the Suffrage movement, the role of women in WWI/II

Mayan Civilization

- A non-European society that provides contrasts with British history – Mayan civilization c. AD 900

Chronological Knowledge/Understanding
- Learn when the Maya lived
- Understand that Maya were a Stone Age society
- Review life in Stone Age Britain

Causes and Consequence
- Learn where the Maya lived and the type of environment they lived in
- Understand the difficulties of sustaining a civilisation in a rainforest environment
- Learn about the food the ancient Maya people ate and its religious and cultural significance.

Similarities and Difference
- Draw comparisons between agriculture in the Mayan civilisation and Stone Age Britain
- Learn that the Maya Civilisation consisted of city-states.
- Learn about Maya trade good
- Understand how the Mayans developed currency
- Be able to make calculations using the Maya numerical system
- Be able to explain some of the similarities and differences between the Maya and U.K. mathematical system
- What the hieroglyphs tell us of Maya culture and society
- Learn about the Maya writing system and its uses
- The similarities and differences between the Maya writing system and ours.
- Compare and contrast Mayan and ancient Egyptian writing.
- Explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people
- Compare and draw the Maya myth of creation in the Popul Vuh to other creation stories they know.
- Learn about the ancient Maya ball game and its cultural significance and compare it with other spectator sports past and present.

Historical Enquiry/Using Evidence and Communicating Ideas
- Understand what an archaeologist does
- Identify and use a range of evidence sources
- Understand the difficulty of making conclusions about the past using only material remains

Purpose of Geography:

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Geography Aims:

Ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Geography

History Link		*Earth's Biomes*		*Mexico*	*Linked to the theme of Migration*

History Link

Locational Knowledge
- In the context of countries involved in WWII, locate the world's countries, using maps and globes
  - 1941- countries involved and their location
  - 1945- countries involved and their location, noting changes from 1941
- Name and locate the world's continents
- Name and locate counties and cities of the United Kingdom affected by the Blitz (rural and urban)

Human and Physical Geography
- Compare and contrast rural and urban locations, noting similarities and differences between their human and physical geographies.
- Understand why air-raids were predominantly focused on urban areas
- Note how the Blitz impacted on these locations.

Geographical Skills and Fieldwork

Map Knowledge
- Locate the countries involved in WWII on a variety of maps

Using Maps
- Use atlases to find out data about other places

Making Maps
Begin to use and recognise atlas symbols

Audio/Visual
- Use photographic evidence in their investigations (aerial photographs and street scenes)
- Evaluate the usefulness of the images

Geographical Vocabulary
Urban, rural, counties, countries, cities. Continents

Earth's Biomes

Human and Physical Geography
Describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- Know that the world has many different biomes and that biomes are large ecosystems.
- Understand that biomes have distinct climatic conditions, flora and fauna
- Understand the different factors that affect an ecosystem
- Explain the impact of rainfall. temperature and sunlight affect an ecosystem
- Know the characteristics of the tundra, taiga, savannah, desert, tropical rainforest
- Describe the flora and fauna that inhabit different biomes.
- Understand how biomes are threatened by climate change and human activity
- Predict what the future might hold for Earth's biomes

Geographical Skills and Fieldwork
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Locational Knowledge
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time;
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
- Be able to locate different biomes on a map.

Energy and Sustainability
- Understand what sustainability is
- Give examples of sustainable practice
- Explore how Tesla's new technology is promoting sustainability
- Know what non-renewable and renewable fuels are and explain why the use of fossil fuels is controversial.
- Draw and analyse bar graphs related to the production of energy
- Understand how renewable energy is generated
- Explore why Curitiba and Freiburg introduced new city plans and how it has become more sustainable.
- Investigate what energy security is and how countries can achieve energy security
- Know what waste energy is and how humans deal with it

Mexico

Locational Knowledge
- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their countries, and major cities;

Place knowledge
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Geographical Skills and Fieldwork
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Map Knowledge
- Locate the Mexico on a variety of maps

Linked to the theme of Migration
- Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.

Locational Knowledge
- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their countries, and major cities;

Place knowledge
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Gather Information
- Use a database to interrogate/amend given (related to populations/migration statistics)
- Use graphs to display data collected
- Evaluate the quality of evidence collected and suggest improvements

Using Maps
- Follow a short route on a OS map
- Describe the features shown on an OS map
- Use atlases to find out data about other places
- Use 8 figure compass and 6 figure grid reference accurately
- Use lines of longitude and latitude on maps

Map Knowledge
- Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages

Making Maps
- Draw plans of increasing complexity
- Begin to use and recognise atlas symbols

Purpose of Art and Design:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Art and Design Aims:

Ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. They should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

Art and Design

Printing
Printing- Polystyrene/Lino Cutting (Layered print eco-wrapping paper)

- Understand that printmaking is an indirect art form, where the artist usually creates a design on a block or plate (or wood, plastic or metal), or even on a screen of silk, and this is transferred to a support—usually paper—after a pressing with ink.
- Know that printmaking can be a positive (relief), negative (intaglio) or stencil process.
- Appreciate that the benefit of printmaking is that it allows the creation of multiple versions of the same design. Artists like Rubens and Hogarth realised they could use this to spread their images to a wider audience, not least because paper prints were generally cheap and comparatively quick to produce.
- Explore printing techniques used by various artists
- Describe varied techniques, ranging from mono-printing, engraving, etching, screen-printing to lithography and brass rubbing.
- Be familiar with layering prints
- Be confident with printing on fabric and paper
- Alter and modify work

Exploring and Developing Ideas:
- Select and record from first hand observations, experience and imagination, and explore ideas for different purposes
- Explore the roles and purposes of artists working in different times

Evaluating and Developing Work:
- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their view and describe how they might develop further.

Art to Discuss
- Frances Gearhart, The Canyon Road, 1920
- Albrecht Dürer, The Rhinoceros (woodcut) 1515 (British Museum, London)
- Paulus Pontius after Rubens, Self-Portrait (of Rubens), 1630 (British Museum, London)
- William Hogarth, Industry and Idleness Plate 1: The Fellow 'Prentices at their Looms, Plate 12: The Industrious 'Prentice Lord Mayor of London, 1747 (Tate Britain, London)
- Henri de Toulouse-Lautrec, Troupe de Mlle Églantine, 1896 (colour lithograph), (V&A, London)
- Examples of Japanese woodblock printing, e.g. The Great Wave off Kanagawa by Hokusai, 1833
- Examples of suffragette printed pamphlets

Drawing:
Leonardo da Vinci and/or Anatomical Drawings

Use sketchbooks to review and revisit ideas; improve their mastery of art and design techniques, including drawing with a range of materials; improve their mastery of art and design techniques, including painting with a range of materials; about great artists in history

Exploring and Developing Ideas
- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes
- Question and make thoughtful observations about starting points and select ideas to use in their work.

Evaluating and Developing Work
- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them;
- Adapt their own work according to their views and describe how they might develop it further.

Drawing
- Use a variety of source material for their work.
- Work in a sustained and independent way from observation, experience and imagination.
- Use a sketchbook to develop ideas.
- Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.
- Begin to consider perspective, fore/back and middle ground
- Use scale and proportions

- Understand who Leonardo da Vinci was and what he was famous for during the Renaissance
- Explore Leonardo da Vinci's portrait paintings and drawings
- Explore Leonardo da Vinci's use of perspective and composition in his religious paintings
- Explore and understand how to use Leonardo da Vinci's drawing techniques
- Explore inventions designed by Leonardo da Vinci

Explain how Leonardo da Vinci's ideas influenced other artists and scholars during the Renaissance and modern day.

Art to Discuss
Space in Art Works
- Understand the following terms: two-dimensional (height, width), and three-dimensional (height, width, depth).
- Observe the relationship between two-dimensional and three-dimensional shapes: square to cube, triangle to pyramid, circle to sphere and cylinder.
- Observe how artists can make what they depict look three-dimensional, despite working in two-dimensions, by creating an illusion of depth. Also examine the foreground, middle ground, and background in paintings, including:
  o Pieter Bruegel the Younger, The Peasant Wedding, 1620 (National Gallery of Ireland, Dublin)
  o Jean-François Millet, The Gleaners, 1857 (Musée d'Orsay, Paris)

Textiles/Collage
Mayan Inspired T-Shirt

Textiles/Collage:
- Develop an awareness of the potential uses of fabric
- Use different techniques, colours and textures when designing and making pieces of work
- Join fabrics in different ways, including stitching (e.g. backstitch for seams and running stitch to attach decoration).
- Use different grades of threads and needles
- Extend their work with a specified technique
- Use a range of media to create a collage
- Use batik safely
- Be expressive and analytical to adapt, extend and justify their work.

Exploring and Developing Ideas:
- Select and record from first hand observations, experience and imagination, and explore ideas for different purposes
- Explore the roles and purposes of artists working in different times

Art to Discuss
Embroidery and Textiles
Recognise embroidery and tapestry and discuss examples:
- Kate Farrer, Icarus, 2012 (Artist's Collection, now on display at the Royal School of Needlework at Hampton Court)
- Christ's Charge to Peter tapestry commissioned by King Charles I and made in Mortlake (Forde Abbey, Boughton House, Belvoir Castle and Chatsworth House) and original cartoons by Raphael (Victoria and Albert Museum, London)
- Norman Hartnell, Queen Elizabeth II's Coronation Robes (Royal Collection)
- Royal School of Needlework, Queen Elizabeth II's Robes of Estate (Royal Collection)
- Royal School of Needlework, Kate Middleton's Wedding Dress (Royal Collection)
- Various Batik Artists: https://www.batikguild.org.uk/artists

Painting
The Sea

Exploring and Developing Ideas:
- Question and make thoughtful observations about starting points and select ideas and processes to use in their work;
- Explore cultural identities through art

Evaluating and Developing Work:
- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their view and describe how they might develop further.

Painting:
- Create shades and tints using black and white;
- Choose appropriate paint, paper and implements to adapt and extend their work;
- Carry out preliminary studies, test media and materials and mix appropriate colours;
- Work from a variety of sources, inc. those researched independently;
- Show an awareness of how paintings area created (composition)
- Explore the use of texture in colour
- Consider how colour is used to express feelings

Art to Discuss
- Katsushika Hokusai's The Great Wave off Kanagawa (1830-1833)
- Albert Bierstadt's Puget Sound on the Pacific Coast (1830 1902)
- Winslow Homer's West Point, Prout's Neck (1900)
- Claude Monet's Wave Breaking (1881)
- JMW Turner's Storm at Sea (1820-1830)
- Vija Celmins Ocean (2005)

Purpose of Design and Technology

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Design and Technology Aims:

Ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts.

Design and Technology	**Electrical Engineering**		**Electrical Engineering**				**Cooking and Nutrition**

Design and Technology

Electrical Engineering

Design and create an electronic communication device that could be used to communicate clear, coded messages during the Blitz

Design
- Use research and develop design criteria to inform the design of an electronic communications system
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and pattern pieces.

Make
- Select from and use a wider range of tools and equipment to perform practical tasks accurately (wire strippers, hacksaws)
- Select from and use a wider range of materials and components according to their functional properties and aesthetic qualities (long copper wire, paper clips, balsa wood, cardboard, split pins, pins, batteries, lightbulbs, buzzers, crocodile clips)

Evaluate
- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Understand how key events and individuals in design and technology have helped shape the world

Technical knowledge
- Understand how people communicated during the war, focusing on non-verbal communication, e.g. semaphore, Morse code
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures in the context of creating their own robust switch
- Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs and buzzers)

Electrical Engineering

Design and Construct a torch

Design
- Use research and develop design criteria to inform the design of a machine that sucks up litter and debris
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and pattern pieces.

Make
- Select from and use a wider range of tools and equipment to perform practical tasks accurately
- Select from and use a wider range of materials and components according to their functional properties and aesthetic qualities

Evaluate
- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Understand how key events and individuals in design and technology have helped shape the world

Technical knowledge
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

Cooking and Nutrition

Global Food

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Computer Science and Information Technology

Purpose of Computing:

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Computing Aims:

Ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology

Networking Experts CS	LEGO on the Move CS	Games Master part 1 CS	Games Master part 2 CS	Digital Architects IT	My safety online IT
• Know the difference between the internet and internet service e.g. world wide web. • Show an awareness of, and can use a range of internet services e.g. VOIP. • Know how to effectively use search engines, and I know how search results are selected, including that search engines use 'web crawler programs'. • Show responsible use of technologies and online services, and I know a range of ways to report concerns.	• Create programs that implement algorithms to achieve given goals. • Declare and assign variables. • Use post-tested loops e.g. 'until', and a sequence of selection statements in programs, including an if, then and else statement. • Know the difference between, and appropriately I can use if and if, then and else statements. • Use a variable and relational operators within a loop to govern termination. • Design, write and debug modular programs using procedures. Kodu 2022	• Know that different solutions exist for the same problem. • Know the difference between, and appropriately I can use if and if, then and else statements. • Use a variable and relational operators within a loop to govern termination. • Design, write and debug modular programs using procedures. • Use criteria to evaluate the quality of solutions and can identify improvements making some refinements to the solution, and future solutions. Kodu 2022	• Design solutions by decomposing a problem and creates a sub-solution for each of these parts (decomposition). • Know the difference between, and appropriately I can use if and if, then and else statements. • Use a variable and relational operators within a loop to govern termination. • Know that a procedure can be used to hide the detail with sub-solution (procedural abstraction). • Use criteria to evaluate the quality of solutions and can identify improvements making some refinements to the solution, and future solutions. **Spreadsheets IT** **TWINKL** Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. To use spreadsheets to analyse and evaluate data. Enter and edit text. Numbers and formulae purposefully and independently. • Understand the advantages of spreadsheets over comparative manual methods. • Explore further functions. • Select data and create graphs with appropriate formatting. • Design their own spreadsheet for a specific purpose and present it appropriately. Be able to enter formulae into cells. • Edit data and discuss the effect on results. Begin to enter formulae with the SUM function. • Use further functions including AVERAGE, MIN and MAX. • Create graphs. • Design their own spreadsheet for a specific purpose	• Make judgements about digital content when evaluating and repurposing it for a given audience. • Know the audience when I am designing and creating digital content. • Use criteria to evaluate the quality of solutions and can identify improvements making some refinements to the solution, and future solutions.	• Show use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online. • Know different types of data: text, number. • Know that data can be structured in tables to make it useful. • Know the difference between data and information. • Know why sorting data in a flat file can improve searching for information. • Use filters or can perform single criteria searches for information. • Perform more complex searches for information e.g. using Boolean and relational operators. • Analyses and evaluates data and information, and I know that poor quality data leads to unreliable results, and inaccurate conclusions.

	Talking Safely Online	Super Digital Citizen		Privacy Rules	What's Cyberbullying?	Selling Stereotypes
Digital Literacy and E-Safety	• Learn that the Internet is a great place to develop rewarding relationships • Learn not to reveal private information to a person they know only online.	• Explore Spider-Man's motto, "with great power comes great responsibility" through the lens of digital citizenship. • Create comic strips to show a digital superhero who witnesses an act of poor digital citizenship, and then helps resolve it.	**Safer Internet Day**	• Learn that children's websites must protect their private information. • Learn to identify these secure sites by looking for their privacy policies and privacy seals of approval.	• Explore how it feels to be cyberbullied, how cyberbullying is similar to or different than in-person bullying, and learn strategies for handling cyberbullying when it arises.	• Explore how the media can play a powerful role in shaping our ideas about girls and boys. • Practice identifying messages about gender roles in two online activity zones for kids.

Languages: French

Purpose of Languages:

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

French Aims:

Ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Throughout each half term, pupils will:

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally and in writing
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

		Les Vetements	Ma Journee	Les Transports
		• Asking and saying what clothes you'd like • Giving opinions about clothes • Saying where clothes you wear • Asking and talking about prices including 60-80 • Nouns • Adjectives/ agreement • Gender • Subject pronouns • Questions	• Asking and talking about daily routines • Talking about times of daily routine • Asking and talking about breakfast • Talking about details of a typical day • Nouns • Gender • Reflexive verbs • Questions • LRL- Le Bonhomme de Pain d'Épice	• Talking about forms of transport • Asking and talking about where you are going and how you get there • Talking about plans for a trip • Buying tickets at the station • Nouns • Gender • Questions • LRL-En route pour l'ecole- short poem

Purpose of Music:

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Music Aims

Ensure that all pupils:

• perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
• learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
• understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

| Music | **Recorder**
Charanga end of 'Book 2'

Introducing high e and high f
Brachiosaurus Boogie – Descant Recorder
Eight Enormous Elephants – Descant Recorder
Food Fabulous Food – Descant Recorder
Grand Fianale – Descant Recorder | **Classroom Jazz 2**
(Charanga)

Listen & Appraise (descriptions for all strands as above) Musical Activities:

Bacharach Anorak
Speaking My Peace Bacharach Anorak
Take The A train Bacharach Anorak
Meet the Blues
Back O' Town Blues Meet the Blues
One O' Clock Jump Meet the Blues
Playing
Improvisation Composition
Perform/Share | **Recorder**

Recorded from the Beginning Book 2
Playing (secure 'upper e)

Cascadura Beguine
My Bonnie Lies Over The Ocean
An Eriskay Love Lilt
The Ash Grove | **Happy**
(Charanga)

Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4:

Music that makes you happy!
Happy by Pharrell Williams
Top Of The World by The Carpenters
Don't Worry, Be Happy by Bobby McFerrin Walking On Sunshine by Katrina And The Waves
When You're Smiling by Frank Sinatra
Love Will Save The Day by Brendan Reilly

Games
Singing
Playing
Improvisation - option after Step 3
Composition - option after Step 4
Perform/Share | **Recorder**

Around the World book

P5 La Jesucita (Mexico)
P17 Mi Chacra (Spanish)
P18 Guantanamera (Cuban)
P21 El Tortillero (Chilean)
P31 Zinga-za Samba (Brazilian)
P35 Duerme Nino, Pequentito (Colombian)
P46 Waltzing Matilda (Australian) |

Purpose of PE:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

PE Aims:

Ensure that all pupils:

o develop competence to excel in a broad range of physical activities
o are physically active for sustained periods of time
o engage in competitive sports and activities
o lead healthy, active lives

| Physical Education | **Invasion Games (Tag Rugby)**
Attack
Defend
Spatial Awareness
Throwing
Catching
Running
Jumping
Foot work
Football
Attack
Defend
Spatial Awareness
Throwing
Catching
Running
Jumping | **Gymnastics**
(floor and apparatus)
Flexibility
Control
Balance
Comparing performance.
Strength
Poise
Technique
Stamina | **Circuit training/fitness**
Strength
Stamina
Coordination
Technique
Flexibility
Foot work | **Invasion Games**
(Netball/Basketball)
Attack
Defend
Spatial Awareness
Throwing
Catching
Running
Jumping
Foot work
Dance (linked to topic)
Flexibility
Control
Balance
Comparing performance.
Strength
Poise
Technique
Stamina | **Invasion Games (Hockey)**
Attack
Defend
Spatial Awareness
Throwing
Catching
Running
Jumping
Foot work | **Athletics**
Running
Jumping
Throwing
Catching
Control Balance Comparing performance.
Strength
Poise
Technique

Strike/Field Games
(Rounders)
Strike
Field
Throwing
Catching
Running |

Purpose of Religious Education:

RE provokes challenging questions about the ultimate meaning and purpose of life; beliefs about God, the self and the nature of reality; issues of right and wrong; and what it means to be human. Religions and worldviews must be explored from the perspectives of those who subscribe to them as well as from those who do not. To acquire a complete picture it is not enough to merely know about different religions and worldviews; it is also important to understand what can be learned from such religions and worldviews.

Religious Education Aims:

Ensure that all pupils:

• know about and understand a range of religions and worldviews, so that they can:
  o describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
  o identify, investigate and respond to questions posed and responses offered by some of the sources of wisdom found in religions and worldviews;
  o appreciate and appraise the nature, significance and impact of different ways of expressing meaning.
• express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
  o explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
  o express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
  o appreciate and appraise different dimensions of a religion or worldview.
• acquire and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
  o find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
  o enquire into what enables different individuals and communities to live together respectfully for the well-being of all;
  o articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Religious Education

Judaism: God and Other Beliefs		Judaism: Founders and Leaders

• that Jewish people believe that God is indivisible, eternal and the creator, and cares for His creation
   ◦ know that Jewish beliefs about God are diverse
   ◦ know that most Jewish people think of God as active in history
   ◦ know that the Torah is the main source for information about God
• that Jewish people subscribe to beliefs other than those about God
   ◦ know that Jewish life is affected by their religious beliefs and that such beliefs help to create a distinctive Jewish way of life
   ◦ know that Jewish beliefs can be compared and contrasted with beliefs in other religions
• about how Jewish lives are affected by their beliefs
   ◦ know that Jewish life is affected by beliefs about God, not least in relation to worship, celebration and diet
   ◦ know that the commandments help to create a distinctive Jewish way of life
		• about important events in the lives of Abraham and Moses
		   ◦ know that Abraham and Moses are important to the Jewish people
		   ◦ know why Abraham and Moses are important
		   ◦ know that the Torah is the main source for information about Abraham and Moses
		   ◦ know that the Jewish people think of themselves as People of the Covenant
		• that the rabbi has many duties to fulfil
		   ◦ know that the rabbi is, above all, a teacher but that her/his role takes many forms
		   ◦ know that the rabbi plays a key role in worship in the synagogue

PSHE

How can the media influence people?

Living the wider world
Media literacy and digital resilience; influences and decision-making; online safety
PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23

• how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions
• that not everything should be shared online or social media and that there are rules about this, including the distribution of images
• that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions
• how text and images can be manipulated or invented; strategies to recognise this
• to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts
• to recognise unsafe or suspicious content online and what to do about it
• how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them
• how to make decisions about the content they view online or in the media and know if it is appropriate for their age range
• how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue
• to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have
• to discuss and debate what influences people's decisions, taking into consideration different viewpoints

How can we keep healthy as we grow?

Health and wellbeing
Looking after ourselves; growing up;
becoming independent; taking more responsibility
PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10

• how mental and physical health are linked
• how positive friendships and being involved in activities such as clubs and community groups support wellbeing
• how to make choices that support a healthy, balanced lifestyle including:
  » how to plan a healthy meal
  » how to stay physically active
  » how to maintain good dental health, including oral hygiene, food and drink choices
  » how to benefit from and stay safe in the sun
  » how and why to balance time spent online with other activities
  » how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep
  » how to manage the influence of friends and family on health choices
• that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one
• how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them
• how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school
• that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on
• that anyone can experience mental ill-health and to discuss concerns with a trusted adult
• that mental health difficulties can usually be resolved or managed with the right strategies and support
• that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else[1] To check with SKT first before discussing this.

[1] Teaching about FGM could be included in units on health, keeping safe, safe relationships, privacy, body parts (including external genitalia). See our Addressing FGM in schools information sheet for further information

What will change as we become more independent?
How do friendships change as we grow?

Relationships
Different relationships, changing and
growing, adulthood, independence, moving to secondary school
PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16

• that people have different kinds of relationships in their lives, including romantic or intimate relationships
• that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another
• that adults can choose to be part of a committed relationship or not, including marriage or civil partnership
• that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime
• how puberty relates to growing from childhood to adulthood
• about the reproductive organs and process - how babies are born and how they need to be cared for
• how growing up and becoming more independent comes with increased opportunities and responsibilities
• how friendships may change as they grow and how to manage this
• how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing

Not to talk about Sex Education beyond the Science curriculum requirements