

| Year 6 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| English: Text 1 | Who are you calling weird? by Marilyn Singer Paul Daviz | The Young Cyclist's Companion by Peter Drinkell | The True Story of the Three Little Pigs by Jon Scieszka | Editing The Fox and the Crow (video) | I Want a New Room (also I Wanna Iguana) by Karen Kaufman Orloff | |
| Audience and Purpose | Parents (sharing assembly) To entertain, to intrigue, to inform | A friend To inform, to instruct | Year 1 To entertain | Year 1 To entertain | Mrs Millward and Mrs Leon To persuade | |
| Skills Taught (Exploring structure / Success criteria) | <ul style="list-style-type: none"> • Sentence types: simple, compound, complex • Structure: introduction, how to hook the reader through different starting paragraphs • Paragraphs: effective ways of conveying information • Hypophora (rhetorical questions and answers) • Colon and semi-colon to separate two clauses | <ul style="list-style-type: none"> • Introduction – to explain why it is important to follow these instructions, to help the reader feel informed • Imperative verbs • Varied sentence structures • Informative and descriptive details • Cohesive devices • Commas | <ul style="list-style-type: none"> • First-Person Pronouns • Sentence Variety • Causal Conjunctions • Fronted Adverbials • Informal and Conversational Language • Modal Verbs • Adverbs of Manner and Degree • Rhetorical Questions - Directly involves the reader • Expanded Noun Phrases • Cohesive Devices | <ul style="list-style-type: none"> • Write for a clear audience with a purpose • The correct structure for your chosen piece of writing • Paragraphs • Describe setting • Describe character • Describe atmosphere • Use dialogue to advance the action • Varying sentence lengths with different grammatical structures • Conjunctions • Adverbials of time • Adverbials of place • Pronouns • Synonyms for commonly used words • Modal verbs • Consistent verb tense • Range of punctuation • Spelling • Joined handwriting | <ul style="list-style-type: none"> • Persuasive words and phrases • Exaggeration • Rule of three • Multiclaue sentences | |

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| Writing Outcome | Non-chron report about an unusual animal (Y6 Book) | Instructions for a chosen activity | An alternative fairy tale | Narrative | A letter to persuade teachers to allow chn to bring in their own pencil cases | |
| Text 2 | The Day the War Came By Nicola Davis and Rebecca Cobb | A Book of Butterflies (video) | Plastic Bag Tree by Michael Rosen (poem) | Editing Skills | | |
| Audience and Purpose | Year 3 To entertain | Year 6 To entertain, to inform | Poetry by Heart Competition To entertain, to perform | Skateboard Workshop Instructor – to inform Miss Blake – to thank | | |
| Skills Taught (Exploring structure / Success criteria) | <ul style="list-style-type: none"> Subordinating clauses Character description Setting description Creating atmosphere Adverbial sentence starters Ellipsis Speech/dialogue | <p>Write for a clear audience with a purpose</p> <p>The correct structure for your chosen piece of writing</p> <p>Paragraphs</p> <p>Describe setting</p> <p>Describe character</p> <p>Describe atmosphere</p> <p>Use dialogue to advance the action</p> <p>Varying sentence lengths with different grammatical structures</p> <p>Conjunctions</p> <p>Adverbials of time</p> <p>Adverbials of place</p> <p>Pronouns</p> <p>Synonyms for commonly used words</p> <p>Modal verbs</p> <p>Consistent verb tense</p> <p>Range of punctuation</p> <p>Spelling</p> <p>Joined handwriting</p> | <ul style="list-style-type: none"> To know the meaning behind a given poem develop a rhythm when performing a poem use actions use expression to aid rhythm | <ul style="list-style-type: none"> Write for a clear audience with a purpose The correct structure for your chosen piece of writing Paragraphs Describe setting Describe character Describe atmosphere Use dialogue to advance the action Varying sentence lengths with different grammatical structures Conjunctions Adverbials of time Adverbials of place Pronouns Synonyms for commonly used words Modal verbs Consistent verb tense Range of punctuation Spelling Joined handwriting | | |

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| Writing Outcome | A narrative about a journey | A story, letter or diary | Spoken outcome – perform the poem as a class | Recount Thank You Letter | Book Review for Holes | |
| Grammar | Noun phrases Modal verbs Subjunctive mood Adding suffixes to make verbs Relative clauses Commas | Pronouns Colons and Semi-Colons Coordinating Conjunctions Antonyms Synonyms and Antonyms | Prefixes – dis/mis/in/im/il/ir/super/ anti/auto/de/re/pre/sub/ inter/semi -ture 'dg' 'ei' words | Prepositions Subject/Verb Agreement Coordinating and Subordinating Conjunctions Phrases Main and Subordinate Clauses Modal Verbs Passive and Active Voice Synonyms and Antonyms Determiners Pronouns | SATS Revision | |
| Spelling | Year 3 and 4 Words Adjectives Homophones and near homophones (2 weeks) Ending -ance and -ancy Ending -ence and -ency Hyphens | Adding suffixes es and ed to words ending in y Add s Add ing (2 weeks) Add est Prefix dis Suffix able | Ending in -ture Containing ei/dg/ough/ai Beginning kn | Suffixes -ing Drop 'e' add 'ing' Double consonants Superlatives -ed ending | SATs Revision ed/ing soft c ly ei or ai dge or kn able/ably/ible ant/ance/ancy ent/ence/ency ion/ian cious/cial/tious/tial ough sc/ture or sure ous/ation | |
| Whole Class Reading | Kensuke's Kingdom by Michael Morpurgo | The Dawn of Adonis by Phil Earle | | Holes by Louis Sachar | | |
| WCR extracts and supporting texts | NHS – Red Blood cells NHS – prevention of coronary heart disease London Eye Mystery by Siobhan Dowd (Chapter 1) Holes by Louis Sachar (Chapter 1) Northern lights by Philip Pullman (Chapter 1) | SATs Reading Preparation through excerpts and practise answering questions | SATs Reading Preparation through excerpts and practise answering questions | SATs Reading Preparation through excerpts and practise answering questions | | |

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| | Swallows and Amazons by Arthur Ransome (Chapter 1) The graveyard by Neil Gaiman (Chapter 1) | | | | | |
| Maths White Rose | <p>Place Value</p> <ul style="list-style-type: none"> Numbers to 1,000,000 Numbers to 10,000,000 Read and write numbers to 10,000,000 Powers of 10 Number line to 10,000,000 Compare and order any integers Round any integer Negative numbers <p>4 operations</p> <ul style="list-style-type: none"> Column addition of 5 digit numbers Column subtraction of up to 5-digit numbers Long multiplication 4-digit by a 2-digit number Division – a 4-digit number divided by a 2-digit number <p>Fractions</p> <ul style="list-style-type: none"> Equivalent fractions | <p>Fractions</p> <p>Adding and subtracting fractions</p> <p>Finding common multiples</p> <p>Add and subtract mixed numbers</p> <p>Multiply fractions by an integer</p> <p>Divide fraction by an integer</p> <p>Multiply a fraction by a fraction</p> <p>Find a fraction of an amount</p> <p>Fraction of an amount – find the whole</p> | <p>Decimals – integers and decimals</p> <p>Rounding decimals</p> <p>Adding and subtracting decimals</p> <p>Multiplying decimals by 10, 100 and 1000</p> <p>Dividing decimals by 10, 100 and 1000</p> <p>Multiplying decimals by integers</p> <p>Decimal and fraction equivalents</p> <p>Fractions as division</p> <p>Understanding percentages</p> <p>Fractions to percentages</p> <p>Equivalent fractions, decimals and percentages</p> <p>Ordering fractions, decimals and percentages</p> <p>Percentage of an amount</p> | <p>Revision</p> <p>Fractions:</p> <ul style="list-style-type: none"> Adding/subtracting Simplifying Multiplying Dividing Finding fraction of amounts <p>Decimals:</p> <ul style="list-style-type: none"> Adding/subtracting Multiplying by 10,100,1000 Dividing by 10,100,1000 Rounding <p>Fractions/decimals/percentages</p> <p>Finding equivalent values</p> <p>Percentage of amounts</p> <p>Perimeter</p> <p>Statistics</p> <p>Area</p> <p>Shape</p> <p>Algebra</p> <p>Ratio</p> <p>Position and direction</p> <p>Coordinates</p> | <p>SATs revision</p> <ul style="list-style-type: none"> Fractions of amounts, Fractions – 4 operations Dividing by a 2-digit number Coordinates Percentages of amounts Problems involving decimals Angles Length <p>Main lessons</p> <ul style="list-style-type: none"> Statistics and reading graphs Shape – focus on angles Converting units Volume | |
| Science | <p>Living Things and their Habitats</p> <ul style="list-style-type: none"> To know how to group organisms | <p>Light</p> <ul style="list-style-type: none"> To know what light is and where it comes from | <p>Electricity</p> <ul style="list-style-type: none"> To know a series circuit is one in which all the components are | | <p>Animals including Humans</p> <ul style="list-style-type: none"> To identify the components of blood, describe their | <p>Evolution and Inheritance</p> <ul style="list-style-type: none"> To recognise that living things have changed over time |

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| | <ul style="list-style-type: none"> • To know how to distinguish between organisms that have similar characteristics • To know how to classify plants • To know about Carl Linnaeus and his classification system <p>Skills</p> <ul style="list-style-type: none"> • To classify • To observe | <ul style="list-style-type: none"> - To know how light travels - To investigate shadows - To know what a reflection is and why it occurs - To know what refraction is and why it occurs <p>Skills</p> | <p>connected in one continuous loop</p> <ul style="list-style-type: none"> • A series circuit has a cell and wires, plus components such as a bulb, a buzzer and a switch. • Each component in a circuit diagram is represented by a circuit symbol. • Current is the flow of electricity in a circuit. • Voltage causes the current to flow. • For a circuit to be complete, all the components, including a cell, must be connected by wires and the switch must be closed. • An incomplete circuit may have a break in the wires, a switch may be open or the cell may be in the holder the wrong way. • The current does not flow at all in an incomplete circuit. • The more components there are in a circuit, the more difficult it is for the current to flow, the dimmer the bulbs and the quieter the buzzers. | | <p>functions, and note the different blood groups.</p> <ul style="list-style-type: none"> • To note and name the three types of blood vessel . • To explore the structure and function of the human heart. • To investigate and understand that heart size and speed relates to age, fitness & activity and can be improved. • To know that nutrients and water are transported around the body in the blood. • To demonstrate how blood transports nutrients, water, gases and waste around the body. • To identify those aspects of a diet that are healthy and unhealthy and the impact diet can have on the body, using scientific evidence. • To examine the amount and types of exercise that keep a child and adult body healthy. | <p>and that fossils provide information about living things that inhabited the earth millions of years ago.</p> <ul style="list-style-type: none"> • To recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago. • To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • - To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. • To identify how animals and plants are adapted to suit their environment in different ways and |
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| | | | | | | <p>that adaptation may lead to evolution.</p> <ul style="list-style-type: none"> To recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago. |
| Computing | <p>Communication (Search Engines)</p> <ul style="list-style-type: none"> To know how the WWW can be used to communicate and be searched to find information. To know how to use a search engine To know how search engines select results To know how search results are ranked To know why the order of results is important, and to whom To know how we communicate using technology <p>Skills</p> <ul style="list-style-type: none"> To | <p>Web page creation</p> <p>Designing and creating webpages, considering copyright, aesthetics, and navigation.</p> <ul style="list-style-type: none"> To review an existing website and consider its structure To recognise the need to preview pages To outline the need for a navigation path To recognise the implications of linking to content owned by other people <p>Skills</p> | <p>Variables in games</p> <p>Exploring variables when designing and coding a game.</p> <p>(Must be taught before Sensing Unit)</p> <ul style="list-style-type: none"> To define a variable as something that is changeable To explain why a variable is used in a program | <p>Introduction to spreadsheets</p> <p>Answering questions by using spreadsheets to organise and calculate data.</p> <ul style="list-style-type: none"> To identify questions which can be answered using data To explain that objects can be described using data To explain that formulas can be used to produce calculated data | <p>3D Modelling</p> <p>Planning, developing, and evaluating 3D computer models of physical objects.</p> <ul style="list-style-type: none"> To compare working digitally with 2D and 3D graphics To identify that physical objects can be broken down into a collection of 3D shapes | <p>Sensing</p> <p>Designing and coding a project that captures inputs from a physical device.</p> <ul style="list-style-type: none"> To explain that selection can control the flow of a program |
| Geography | | <p>Time zones: Can we time travel on planet Earth?</p> <ul style="list-style-type: none"> To know day and night result from Earth's rotation in relation to sun | | <p>Earthquakes: How do they change the world?</p> <ul style="list-style-type: none"> Earth is composed of four layers: the crust, mantle, outer core and inner core. Movement in the tectonic plates that | | <p>Farms & Factories: where does our food come from?</p> <p>Global trade: how do we get our stuff?</p> |

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| | | <ul style="list-style-type: none"> To know the Earth is divided into 24 standard meridians To know time zones are measured from the Prime Meridian To know meridians are the basis for the 24 time zones To know some countries adjust their time in certain seasons to maximise the hours of daylight <p>Skills</p> <ul style="list-style-type: none"> Explaining physical geography processes Using globes, maps and atlases Locating places Interpreting maps, diagrams and visual representation Explaining geographical patterns and relationships | | <p>form Earth's crust causes earthquakes.</p> <ul style="list-style-type: none"> Earthquakes occur at plate boundaries. The focus of an earthquake is deep underground - seismic waves radiate out from the focus. The epicentre is on the surface, directly above the focus and is where the earthquake is felt most strongly. The power of an earthquake is called its magnitude and is measured on the Richter scale. Every 30 seconds there is an earthquake somewhere in the world - including in Britain. Maps can be investigated to locate major earthquake zones. Earthquakes occur near the boundary of tectonic plates. | | |
| History | <p>Oxford Castle</p> <ul style="list-style-type: none"> To know about castles and why they were built To know about Oxford Castle | | <p>Aztecs</p> <ul style="list-style-type: none"> To know who the Aztecs were, when they lived, and what daily life was like in the Aztec civilisation | | <p>World War 2</p> <ul style="list-style-type: none"> To know why WWII began and order events on a timeline To know about rationing and | |

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| <ul style="list-style-type: none"> • To know about Empress Matilda • To know that the castle was converted into a prison • To know about crime and punishment • To know about Mary Blandy • To know when key events took place <p>Skills</p> <p>Chronology</p> <ul style="list-style-type: none"> • Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups • Using relevant dates and terms for the periods studied • Sequencing 10 events on a timeline <p>Using Sources and Asking Questions</p> <ul style="list-style-type: none"> • Asking historical questions of increasing difficulty • Asking questions about the viewpoints held by others • Recognising primary and secondary sources • Identifying the value of sources as well as their limitations | | | <ul style="list-style-type: none"> • To know how the Aztecs built the city of Tenochtitlan. • To know how Aztec society was organised. • To know what the Aztecs believed and how this impacted on their lives. • To know about the fall of the Aztec empire. <p>Skills</p> <p>Chronology</p> <ul style="list-style-type: none"> • Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups • Using relevant dates and terms for the periods studied • Sequencing 10 events on a timeline <p>Using Sources and Asking Questions</p> <ul style="list-style-type: none"> • Asking historical questions of increasing difficulty • Asking questions about the viewpoints held by others • Recognising primary and secondary sources • Identifying the value of sources as well as their limitations | | <p>the impact that it had</p> <ul style="list-style-type: none"> • To know about The Blitz • To know about the evacuation of the children • To know about the Holocaust and describe some key events • To know about the roles of women <p>Skills</p> <p>Chronology</p> <ul style="list-style-type: none"> • Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups • Using relevant dates and terms for the periods studied • Sequencing 10 events on a timeline <p>Using Sources and Asking Questions</p> <ul style="list-style-type: none"> • Asking historical questions of increasing difficulty • Asking questions about the viewpoints held by others • Recognising primary and secondary sources • Identifying the value of sources as well as their limitations | |
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| | <p>Gathering, organising, interpreting and evaluating evidence</p> <ul style="list-style-type: none"> Distinguishing between fact and opinion Recognise that different sources can hold different perspectives Making connections, drawing contrasts and analysing within a period and across time | | <p>Gathering, organising, interpreting and evaluating evidence</p> <ul style="list-style-type: none"> Distinguishing between fact and opinion Recognise that different sources can hold different perspectives Making connections, drawing contrasts and analysing within a period and across time | | <p>Gathering, organising, interpreting and evaluating evidence</p> <ul style="list-style-type: none"> Distinguishing between fact and opinion Recognise that different sources can hold different perspectives Making connections, drawing contrasts and analysing within a period and across time | |
| RE | <p>Religion: <i>Islam'</i></p> <p>Theme: <i>Beliefs and Practices</i></p> <p>Key Question: <i>What is the best way for a Muslim to show commitment to God?</i></p> <p>Knowledge: This enquiry considers the 5 pillars which are central to Muslim life and Worship. The five pillars are:</p> <ol style="list-style-type: none"> The Shahadah is a statement which is repeated many times a day 'There is one God, Allah, and Muhammad is his prophet' Salat - prayer, 5 times a day Zakat - Giving 2.5% annual savings to charity Fasting – sawm. This commemorates the giving | <p>Religion: <i>Christianity</i></p> <p>Theme: <i>Christmas (Mary Unit)</i></p> <p>Concept: <i>Incarnation</i></p> <p>Key Question: <i>How significant is it that Mary was Jesus' mother?</i></p> <p>Knowledge:</p> <ol style="list-style-type: none"> I know that Christians celebrate the arrival of Jesus as God's son. I know what is meant by annunciation. I know about the Christian concept of "incarnation": God becoming man or literally being "made flesh". | <p>Religion: <i>Christianity</i></p> <p>Theme: <i>Beliefs and Meanings</i></p> <p>Concept: <i>Salvation</i></p> <p>Key Question: <i>Is anything ever eternal?</i></p> <p>Knowledge:</p> <ol style="list-style-type: none"> Christians believe that God's love for humankind is eternal in that God will never stop loving humanity. Even if they do wrong, they can say sorry and God will forgive them because he loves them. Jesus taught about the concept of heaven twice. In John 14:1-6, he uses the Greek word 'topos', which is translated as "place." For example, he says, "<i>I go</i> | <p>Religion: <i>Christianity</i></p> <p>Theme: <i>Easter</i></p> <p>Concept: <i>Gospel</i></p> <p>Key Question: <i>Is Christianity still a strong religion 2000 years after Jesus was on earth?</i></p> <p>Knowledge:</p> <ol style="list-style-type: none"> Christian concepts such as Lent (the 40 days leading up to Holy Week commemorating Jesus' time fasting in the desert), Shrove Tuesday (the start of Lent), Ash Wednesday (when ashes from burnt palms from the previous years' Palm Sunday are placed on believers' foreheads) are all aspect | <p>Religion: <i>Islam'</i></p> <p>Theme: <i>Beliefs and moral values</i></p> <p>Key Question: <i>Does belief in Akhirah (life after death) help Muslims lead good lives?</i></p> <p>Knowledge:</p> <p>Part 1 Akhirah - Life after death Muslims believe that when you die there is a judgment day. Allah, who is perfect justice, will decide on your next step after looking at the evidence collected during your life.</p> <p>Part 2 Jihad is defined as a personal struggle against evil. Muslims define Jihad in different ways, for some it is an</p> | |

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| | <p>of the Quran to Muhammad by Angel Gabriel. The fast lasts a month and is during daylight hours</p> <p>5. Hajj – Pilgrimage to Makkah in Saudi Arabia once in a lifetime.</p> | | <p><i>to prepare a place for you.”</i></p> <p>3. Christians believe it is Jesus’ sacrifice of salvation that makes a forgiven sinner perfect in the eyes of God and then they can enter heaven where they can live eternally being loved by and loving God.</p> | <p>of Christian preparation for Easter. Advent is the preparation time for Christmas.</p> <p>2. Christian charities can demonstrate Jesus’ teaching to love your neighbour (demonstrate Agape)</p> <p>3. There are countries where people are persecuted for being Christians and Christians have to suffer if they stand up for their beliefs.</p> | <p>individual daily struggle to do the right thing, to avoid evil and temptation. For some other Muslims jihad can be taken to mean literally fighting against a perceived enemy or evil. This has led some Muslims to take extreme action and even die for their faith as well as kill others in the belief that this action will lead them straight to paradise.</p> <p><u>Just War</u> A Just war is one that might be acceptable to fight</p> <p><u>Holy War</u> A Holy war has religion as the driving force – usually to defend it from attackers.</p> |
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| <p>PSHCE</p> <p>SCARF</p> | <p>Me and My Relationships</p> <ul style="list-style-type: none"> • Demonstrate a collaborative approach to a task. • Suggest positive strategies for negotiating and compromising within a collaborative task. • Suggest strategies for dealing with challenges demonstrating the need for respect and an assertive approach. | <p>Valuing Difference</p> <ul style="list-style-type: none"> • Recognise that bullying and discriminatory behaviour can result from disrespect of people’s differences. • Suggest strategies for dealing with bullying. • Demonstrate ways of offering support to someone who has been bullied . • Demonstrate ways of showing | <p>Keeping Myself Safe</p> <ul style="list-style-type: none"> • Understand and describe the ease with which something posted online can spread. • Explore the risks of sharing photos and films of themselves with other people directly or online. • Know how to keep their information private online. • Demonstrate an understanding that drugs can | <p>Rights and Responsibilities</p> <ul style="list-style-type: none"> • Describe the language and techniques that make up a biased report. • Understand why people don’t tell the truth and often post only the good bits about themselves, online. • Describe the different ways money can be saved, outlining the pros and | <p>Being My Best</p> <ul style="list-style-type: none"> • Identify aspirational goals. • Understand and explain the outcomes of risk-taking in a given situation, including emotional risks. • Understand risks related to growing up and explain the need to be aware of these. • Explain what the five ways to wellbeing are, | <p>Growing and Changing</p> <ul style="list-style-type: none"> • Identify qualities that people have, as well as their looks. • Challenge stereotypical gender portrayals of people. • Understand the risks of sharing images online and how these are hard to control, once shared. • Identify people who can support someone who is dealing with a challenging time of change. • Suggest strategies that would help someone who felt |
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| | <ul style="list-style-type: none"> Recognise basic emotional needs and understand that they change according to circumstance. Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. Describe ways in which people show their commitment to each other. Recognise that some types of physical contact can produce strong negative feelings. | <p>respect to others, using verbal and non-verbal communication.</p> <ul style="list-style-type: none"> Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. Recognise how the media can sometimes reinforce gender stereotypes. Challenge stereotypical gender portrayals of people. | <p>have both medical and non-medical uses.</p> <ul style="list-style-type: none"> Explain in simple terms some of the laws that control drugs in this country. Explain why there are laws relating to drugs in this country. Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these. Describe some of the effects and risks of drinking alcohol. | <p>cons of each method.</p> <ul style="list-style-type: none"> Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. Explain what is meant by living in an environmentally sustainable way. | | <p>challenged by the changes in puberty.</p> <ul style="list-style-type: none"> Identify the changes that happen through puberty to allow sexual reproduction to occur. |
| Art and Design | <p>2D drawing to 3D making Artist study - Lubaina Himid Knowledge</p> <ul style="list-style-type: none"> I know that we can transform 2d drawings into 3d objects. 2D to 2D I know that there are technical processes we can use to help us see, draw and scale up our work. 2D to 2D <p>Skills</p> <ol style="list-style-type: none"> I can use negative and positive space to “see” and draw a simple element/object. | <p>Activism Artist study: Luba Lukova Explore how artists use their skills to speak on behalf of communities. Make art about things you care about</p> <ol style="list-style-type: none"> <i>I know that some painters use their work to speak about things that matter.</i> <i>I know what I care about and know how I can communicate this visually.</i> <i>I know that a simple folded sketchbook can be used as a zine to publish my work</i> <i>I know how to publish my zine, speaking about the issue I care about (1-2 lessons)</i> | <p>Brave Colour Artist study: Yinka Iloria & Morag Myerscough Explore how artists use light, form and colour to create immersive environments.</p> <p>Knowledge</p> <ul style="list-style-type: none"> I know that artists use a variety of media including light and sound as well as physical media to create installations. I know that installations are often immersive, enabling the viewer to enter the artwork. | | | |

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| | <p>2. I can use the grid system to scale up the image above, transferring the image onto card.</p> <p>Use sketchbooks to:</p> <ul style="list-style-type: none"> • I can see negative and positive shapes. • I can using the grid method to scale up an image. • I can develop Mark Making • I can make visual notes to capture, consolidate and reflect upon the artists studied. | <p>5. I can evaluate my own work and that of others</p> | <ul style="list-style-type: none"> • I know that artists and designers add colour, texture, meaning and richness to our life. <p>Skills</p> <ol style="list-style-type: none"> 1. I can use the device of scaled model to imagine what my installation might be, working in respond to a brief or “challenge” to enable a viewer to “have a physical experience of colour.” https://www.accessart.org.uk/brave-colour/ 2. I can use a variety of materials, including light and sound, to make a model of what you would build. 3. I can think about structure of space, how the viewer would enter, what they would see, feel, hear. 4. I can use colour in a brave and bold way, reflecting upon how this might make the viewer feel. |
| <p>Design and Technology</p> | <p>Mechanical systems - Cams (Toy with oscillating motion)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • I know how to strengthen, stiffen and reinforce 3-D frameworks. • I know and use technical vocabulary relevant to the project. • I know how gears and pulleys can be used to speed up, slow down or change the direction of movement. <p>Skills</p> <p>Generating ideas, designing</p> <ul style="list-style-type: none"> • I can use research using surveys, interviews, questionnaires and web-based resources. to develop a design specification for a range of functional products. • I can develop a simple design specification. • I can generate and develop innovative ideas and share and clarify these through discussion. • I can use annotated sketches to communicate ideas. | <p>Pulleys and gears (Vehicle with pulleys to create motion)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • I know how gears and pulleys can be used to speed up, slow down or change the direction of movement. • I know and use technical vocabulary relevant to the project. • I know how to strengthen, stiffen and reinforce 3-D frameworks. <p>Skills</p> <p>Generating ideas, designing</p> <ul style="list-style-type: none"> • I can use research using surveys, interviews, questionnaires, and web-based resources. to develop a design specification for a range of functional products. • I can develop a simple design specification • I can generate and develop innovative ideas and share and clarify these through discussion. | <p>Electrical systems – monitoring and control (Crumbles – alarm system/garden/security light)</p> <p>Knowledge</p> <ul style="list-style-type: none"> • I know about and can use electrical systems in my products linked to science coverage. • I can apply my understanding of computing to program, monitor and control their products. • I know and use technical vocabulary relevant to the project. <p>Skills</p> <p>Generating ideas, designing</p> <ul style="list-style-type: none"> • I can use research using surveys, interviews, questionnaires and web-based resources. to develop a design specification for a range of functional products. |

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| | <p>Making</p> <ul style="list-style-type: none"> • I can formulate a step-by-step plan to guide making, listing tools, equipment, materials and components • I can competently select from and use appropriate tools to accurately measure, mark, cut and assemble materials, and securely connect electrical components to produce reliable, functional products. • I can use finishing and decorative techniques suitable for the product they are designing and making. <p>Evaluating</p> <ul style="list-style-type: none"> • I can continually evaluate and modify the working features of the product to match the initial design specification. • I can critically evaluate my products against my design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. • I can test the system to demonstrate its effectiveness for the intended user and purpose. | <ul style="list-style-type: none"> • I can communicate ideas through annotated sketches <p>Making</p> <ul style="list-style-type: none"> • I can formulate a step-by-step plan to guide making, listing tools, equipment, materials and components • I can competently select from and use appropriate tools to accurately measure, mark, cut and assemble materials, and securely connect electrical components to produce reliable, functional products. • I can use finishing and decorative techniques suitable for the product they are designing and making. <p>Evaluating</p> <ul style="list-style-type: none"> • I can continually evaluate and modify the working features of the product to match the initial design specification. • I can critically evaluate my products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. • I can test the system to demonstrate its effectiveness for the intended user and purpose. | <ul style="list-style-type: none"> • I can develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. • I can generate and develop innovative ideas and share and clarify these through discussion. • I can communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams. <p>Making</p> <ul style="list-style-type: none"> • I can formulate a step-by-step plan to guide making, listing tools, equipment, materials and components • I can competently select from and use appropriate tools to accurately measure, mark, cut and assemble materials, and securely connect electrical components to produce reliable, functional products. • I can use finishing and decorative techniques suitable for the product they are designing and making. <p>Evaluating</p> <ul style="list-style-type: none"> • I can continually evaluate and modify the working features of the product to match the initial design specification. • I can critically evaluate my products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. • I can test the system to demonstrate its effectiveness for the intended user and purpose | | | |
| Language Spanish | <p>Clothes and Colours</p> <ul style="list-style-type: none"> • Understanding and naming some items of clothing • Using the verb “llevar” (to wear) to talk about clothing | | <p>Out of this World</p> <ul style="list-style-type: none"> • Understanding words using on ID cards • Asking and answering questions | | <p>At the Seaside</p> <ul style="list-style-type: none"> • Understanding nouns for seaside/beach items • Recalling sentence starters and using | |

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| | <ul style="list-style-type: none"> Describing clothes using adjectives and colours Understanding more detailed descriptions of clothing Designing and describing a football/sports kit | | <ul style="list-style-type: none"> about someone's identity Naming planets and using adjectives to describe them Reading and understanding simple information about planets Creating an imaginary planet and making a poster with information about it | | <ul style="list-style-type: none"> them to talk about the seaside Using and understanding persuasive sentences about visiting the seaside Creating extended sentences about visiting the seaside Reading and understanding facts about the seaside | |
| Music | | | | | | |
| PE Complete PE | <p>Invasion: Football</p> <ul style="list-style-type: none"> to refine dribbling and passing skills, combining these skills together to maintain possession. To learn how to defend when they are not in possession. To develop defending skills; tackling, pressuring and marking. To develop shooting, applying this into game situations. To refine attacking skills. <p>Invasion: Hockey</p> <ul style="list-style-type: none"> To consolidate pupils' understanding of the rules of the game and how they can | <p>Invasion: Netball</p> <ul style="list-style-type: none"> to consolidate pupils ability to use passing and moving skills to keep possession and score. To consolidate pupils understanding of the rules of the game and how they can apply this knowledge to play in mini games. To ensure pupils fully understand that we are defending as soon as we lose possession of the ball. To consolidate pupils understanding of attacking and defending tactics applying them to Stinger netball games. | <p>Dance: Prejudice and Discrimination</p> <ol style="list-style-type: none"> To explore the concepts of Prejudice and Discrimination through movement. To explore and develop an understanding of the concepts of Prejudice and Discrimination through movement. To refine pupils' understanding of the concepts of Prejudice and Discrimination through movement. To consolidate pupils' understanding of the concepts of Prejudice and Discrimination through movement. To highlight through dance the power of being united when tackling prejudices. To bring together pupils' work on emotion | <p>Net/Wall: Badminton</p> <ol style="list-style-type: none"> To explore different forehand and backhand shots that can be played during a game. To consolidate pupils understanding of when, where and why we can play different forehand and backhand shots during a game. To consolidate different ways of outwitting an opponent to score a point. To look at how the game changes when we play in pairs (doubles). To refine pupils ability to think tactically about which shot to play during a game, whilst playing with a partner. To bring together the suggested sequence of learning into a level 1 tournament. | <p>Dance: May Day Fair Dancing (Dancing Round the Maypole – May Pole Dancing)</p> <ol style="list-style-type: none"> To explore and discuss movement ideas linked to the event of May Day. To move confidently and safely in space, using changes of speed, level and direction. To perform movement phrases using a range of body actions and body parts. To link movement phrases to make a simple dance with a clear beginning, middle and end. To copy, watch, describe and improve dance movement. To recognise how their body feels when still and when exercising. | <p>Athletics</p> <ol style="list-style-type: none"> To bring together the previous suggested sequences of learning related to running for speed and culminate this into a competition. To bring together the previous suggested sequences of learning related to running for distance and culminate this into a competition. To bring together the suggested sequence of learning for throwing into a competition. To bring together the suggested sequence of learning for jumping, into a competition. To bring together the suggested sequence of learning for jumping, throwing and running into a mini athletics competition. |

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| | <p>apply this knowledge in mini games.</p> <ul style="list-style-type: none"> To ensure pupils understand that they are defending as soon as they lose possession of the ball. To consolidate the pupils' understanding of attacking tactics, applying them into game situations. To consolidate the pupils understanding of defensive tactics applying them to into game situations. | <ul style="list-style-type: none"> To consolidate the use of other passing styles. <p>Health Related Exercise</p> <ol style="list-style-type: none"> To take pupils through 4 health related fitness assessments. To understand the functions of the cardiovascular system and how aerobic fitness affects our bodies. To understand the meaning of flexibility and how flexibility affects our bodies. To understand the meaning of strength and how strength affects our bodies. To develop pupils' understanding of aerobic fitness and how exercise affects our bodies. To take pupils through the 4 fitness assessments performed in week 1. | <p>and choreograph a final performance.</p> <p>Gymnastics: Matching and Mirroring</p> <ol style="list-style-type: none"> To apply "excellent gymnastics" to everything pupils do and explore the concept of matching. To transfer the matching sequences pupils created in sequence of learning part 1, onto apparatus. To apply "excellent gymnastics" to everything pupils do, whilst exploring the concept of mirroring. To transfer the mirroring sequences pupils created in sequence of learning part 3, onto apparatus. To apply "excellent gymnastics" bringing together their matching and mirroring movements, to create a final sequence. To perform their completed sequences. | <p>Striking and Fielding: Cricket</p> <ol style="list-style-type: none"> To consolidate pupils' understanding of batting. To consolidate pupils' knowledge, understanding and ability to effectively apply a range of fielding skills and tactics into mini games. To consolidate pupils knowledge, understanding and ability to effectively apply a range of bowling skills and tactics into mini games. To bring together learning from suggested sequence of learning part 1, 2 and 3 to create, understand and apply attacking tactics to the mini games. To bring together learning from suggested sequence of learning part 1, 2 and 3 to create, understand and apply defensive tactics to the mini games. To bring together the suggested sequence of learning into a mini game. | <p>Swimming:</p> <ol style="list-style-type: none"> To correctly enter and exit the water. To swim freestyle competently, confidently and proficiently for at least 25 metres. To swim backstroke competently, confidently and proficiently for at least 25 metres. To swim breaststroke competently, confidently and proficiently for at least 25 metres. To identify safety procedures and know when to seek help. | <ol style="list-style-type: none"> To bring together the suggested sequence of learning for jumping, throwing and running into a mini athletics competition. <p>Swimming:</p> <ol style="list-style-type: none"> To correctly enter and exit the water. To swim freestyle competently, confidently and proficiently for at least 25 metres. To swim backstroke competently, confidently and proficiently for at least 25 metres. To swim breaststroke competently, confidently and proficiently for at least 25 metres. To identify safety procedures and know when to seek help. |
| Extra Curriculum Opportunities | Rock Kidz Bassistry British Black History Month Harvest Festival | Trip to Oxford Castle Fun Run Computing Workshops Anti-Bullying Week Children in Need | E-Safety Workshops Number Day Chn's Mental Health Wk Safer Internet Day Aztec Theme Day | World Book Day Red Nose Day Easter Service Rubicon Skating Wkshops | May Fayre Dancing WWII Theme Day Junior Citizen | Spelling Bee Family Picnic PGL Transition Days End of Year Service |

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| | | Christingle Making Christmas Jumper Day Christmas Service | Prayer Space Winter Water Safety | | | |
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