

2023-2024	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Maths</b>	Place value Addition and subtraction	Multiplication and division Fractions	Multiplication and division Fractions	Decimal and percentages Perimeter and area Statistics	Shape Position and direction Decimals	Negative numbers Converting units Volume
<b>Mental Maths</b>	Count up and down in thousands Know multiplication tables- apply and extend Recall prime numbers to 19 Identify all multiples and factors including finding all factor pairs		Add to the next 1 and 10 from a decimal number Use knowledge of factors and multiples in multiplication Add and subtract decimal numbers which are near multiples of 1 or 10, including money		Double and halve money by partitioning Use doubling and halving as mental division/multiplication	
<b>Multiplication tables</b>	Teaching times tables document Inverse relationships- see pages 11-14 Y5 & Y6: Opportunities to revise underlying skills, use table facts with larger numbers and decimals, explore tables facts through common multiples and factors, prime, square and cube numbers, consolidation through fractions, including decimals and percentages					
<b>English</b>	Postcard Informal/formal Narratives- openings, story hooks, show, not tell Character description Bedtime story Alice in Wonderland- Riddles	Persuasion- speeches Letter of complaint Tail end Charlie booklet The Piano	Recount Instructions (FOM)	Poetry- modern and classic: The Tyger William Blake From a railway carriage by R L Stevenson Cloud busting Malorie Blackman Daffodils W Wordsworth Villainous Verses	Discussion- Argument Biography	Newspaper Poetry-free verse
<b>Characteristics</b>	Introvert/ extrovert, disappointing, charisma, arrogant, optimistic, pessimistic, devoted, compassionate, sincerely					
<b>Rainbow grammar</b>	Trip –ed opener How but how fronted adverbial Avoid tautology Personification	Modal verbs Auxiliary verbs Hyperbole Relative clause Relative pronoun	Abstract nouns Collective nouns Indefinite pronouns Dialogue: direct and indirect  Essential: Ambiguity Tell me dragon hypens and compound adjectives Bracket Cohesion Dash Parenthesis	Adverbs of probability Adverbs of frequency (bk Rules of Summer Shaun Tan) Non-finite clauses (The Arrival)	Adjective order Adverbial order Infinite verb form	Triple see-saw Double –er sentence The more... the more
<b>Spelling</b>	Words ending in ‘-tious’ and ‘-ious’ Words ending in ‘-cious’ Words ending in ‘-cial’ Words ending in ‘-tial’ Words ending in ‘-cial’ and ‘-tial’ Challenge Words	Words ending in ‘-ant’ Words ending in ‘-ance’ and ‘-ancy’ Words ending in ‘-ent’ and ‘-ence’ Words ending in ‘-able’ and ‘-ible’ Words ending in ‘-ably’ and ‘-ibly’ Challenge words	Words ending in ‘-able’, where the ‘e’ from the root word remains Words that are adverbs of time Words with suffixes where the base word ends in ‘-fer’ Words with ‘silent’ first letters Words with ‘silent’ letters Challenge words	Words with ‘ie’ after ‘c’ Words where ‘ei’ can make an /ee/ sound Words where ‘ough’ makes an /or/ sound Words containing ‘ough’ Adverbs of possibility and frequency Challenge words	Words that are homophones or near homophones Words that are homophones Words that are homophones or near homophones Words that are homophones or near homophones Words that are homophones or near homophones Challenge words	Words with hypens Challenge Words Revision words
<b>Handwriting</b>	Y5 & Y6 Key vocabulary Common spelling errors	Y5 & Y6 Key vocabulary Silent Night Peace poem	Y5 & Y6 Key vocabulary Leonardo Da Vinci quotes	Linked to spelling Daffodils	Linked to spelling	Y5 & Y6 Key vocabulary
<b>Close reads</b>	Friend or Foe Goodnight Mr Tom (linked with film)	Railway Children	The Island The Island Armin Greer	Romeo and Juliet	There’s a girl in the boys’ bathroom	Ridley Letts Science book

	The classics- Alice in Wonderland You are old Father William Jabberwocky World War II (lit shed) A mother's diary Soldiers diary Evacuee letter Scarecrows Water tower The Wexbridge Crier Kindertransport	Lit Shed plus: Pigeon comes through  <b>Rainforest:</b> The Great Kapok Tree: map Rainforest (Watts) Contents page for layers Rainforest explorer- Equipment list p4-5 The Jungle Book What happens if the rainforests disappear? Slash and burn Lungs of the Earth Kingfisher voyages Rainforest Tribes The classics- Rudyard Kipling- The Jungle Book Rainforest: (lit shed +) Crashed Layers of the rainforest Strange forests Threats Types of rainforest	If Rudyard Kipling The Highwayman Swallows and Amazons- Chapmans Homer The Himalayas The alps Developing Snowdonia literacy p42 oxford connection expeditions p34/35 Mallory and Irvine oxford connection P36/37 DO thinking skills activity first! Where oxford p8/p9 Mountain ranges oxford p12/13 Use big picture DVD and discuss The mountain book Mountain weather p16/17 18/19 rain and rain shadows 20/21 blizzards and snowdrifts Avalanche 22/23 Oxford p42/43 mountain manners Thesaurus p101 mountain vocabulary! Oxford connections Mountain people p6/7 Oxford connections tourism p40/41 The mountain climate oxford p18/19 is very good! Comprehension ninja: Mountains (y5) Planets in the solar system Tenzing Norgay	Oceans of the world p8-9 Arctic ocean and southern ocean- compare and contrast task p10-11 & p18-19 Mention hemi-spheres Oceanic winds p52-53 Surface currents p60-61 Tides 146- 147 Filter feeding giants p88-89 Baleen whales p90-91 Toothed whales and dolphins p94-95 Migrating	Mayan Non-fiction book (summaries) Amazing atlas p42 World atlas p40 Explorers and faraway places Why did use maps p6/7 Chris col p18 Who were conquistador? p24 Class read. Read the Maya book as a class. Ongoing summary of each part as read. Step into the Aztec and Maya-Sports and games p56 Make the board game Evaluate Maya p27 Historium Diary of a time traveller- p23 compare and contrast  Lit shed + persuasion Should zoos be banned?	Letts Science: Solutions p52-53  Letts Science: Reversible and irreversible changes p54-55  Letts Science: Chemical changes p56  Letts Science: Clean Water p58-59 Condensation and evaporation p61 Water cycle p62  CGP science study book P67+
<b>Vocabulary ninja</b>	9-10 Rainforests animals Gravity 8-9 Rivers of the world	10-11 Deforestation D-Day landings 9-10 Mountains	9-10 Planets in the Solar system 8-9 The Lake District	10-11 Plant adaptations 9-10 Ordnance Survey maps 8-9 Orienteering Animal habitats	10-11 Ancient Mayan Civilisation	10-11 Separating mixtures
<b>Guided group text</b>				Shared reading booklet: Dracula	Shared reading text: Frankenstein	Migration (lit shed)
<b>Reading challenge</b>	Classic and challenge book certificates	The Christmas book present Reading challenge bingo	Reading challenge voucher draw	Reading challenge: book a week	Non fiction books	Library challenge Recommend a book display
<b>Whole class text/storybook</b>	Friend or Foe (whole class) Please Mrs Butler	Creature Teacher RL Stine What's the matter Royston Napper Gervase Phinn Kingsuke's Kingdom- Christmas read (whole read)	Read me 2 A poem for everyday of the year	Heard it in the Playground The Morning I met a whale (Whole class)	There's a boy in the girl's bathroom (whole class) The Maya (non fiction)	The Meteorite spoon (whole class)
<b>Visual Literacy</b>	Lego story	Shadow of blue	The dreadful menace	Swing of change	Birthday boy	The Ridge
<b>Role Play</b>	Mad Hatter's tea party (invitation)	WWII VE day celebration Persecution lesson Bombing lesson Persuasion- sports coach speech	Hot seating-The Island Conscience alley	Romeo and Juliet- Acting of scenes, Soundscape	Conscience alley (Girl In the Boys Bathroom)	Y5/6 performance

<b>Performance Poetry</b>			The Aliens have landed! Kenn Nesbitt	Daffodils William Wordsworth	
<b>History</b>	<b>What happened in WWII?</b>			<b>Slavery- Transatlantic slave trade</b>	<b>Who were the Mayans?</b>
	<p><i>Knows and understands some British, local and world historical facts and can place them in chronological order (on a time line).</i></p> <p><i>Can use vocabulary related to the topic and begin to date events.</i></p> <p><i>Can use relevant terms and period labels e.g. BC/AD</i></p> <p><i>Uses evidence to reconstruct life in time studied, identifying key features and events.</i></p> <p><i>Looks for links and effects in time studied.</i></p> <p><i>Offers a reasonable explanation for events.</i></p> <p><i>Can look at the evidence from different sources and compare.</i></p> <p><i>Can ask a variety of questions.</i></p> <p><i>Can recognise primary and secondary sources.</i></p> <p><i>Uses a range of sources to find out about aspects of the past.</i></p>			<p><i>Can use vocabulary related to the topic and begin to date events.</i></p> <p><i>Can use relevant terms and period labels e.g. BC/AD</i></p> <p><i>Uses evidence to reconstruct life in time studied, identifying key features and events.</i></p> <p><i>Looks for links and effects in time studied.</i></p> <p><i>Offers a reasonable explanation for events.</i></p> <p><i>Can look at the evidence from different sources and compare.</i></p> <p><i>Can show how features of the past have been retold and interpreted in different ways.</i></p> <p><i>Can ask a variety of questions.</i></p> <p><i>Can recognise primary and secondary sources.</i></p> <p><i>Uses a range of sources to find out about aspects of the past.</i></p>	<p><i>Knows and understands some British, local and world historical facts and can place them in chronological order (on a time line).</i></p> <p><i>Can use vocabulary related to the topic and begin to date events.</i></p> <p><i>Can use relevant terms and period labels e.g. BC/AD</i></p> <p><i>Uses evidence to reconstruct life in time studied, identifying key features and events.</i></p> <p><i>Looks for links and effects in time studied.</i></p> <p><i>Offers a reasonable explanation for events.</i></p> <p><i>Can look at the evidence from different sources and compare.</i></p> <p><i>Can show how features of the past have been retold and interpreted in different ways.</i></p> <p><i>Can ask a variety of questions.</i></p> <p><i>Can recognise primary and secondary sources.</i></p> <p><i>Uses a range of sources to find out about aspects of the past.</i></p>
	<p><i>Persecution, Evacuation, Liberation, Surrender, soldier, Axis, Allies, Wireless, Billet officer, Spitfire, Luftwaffe, Axis, Allies, Wilson/ Churchill/Hitler, RAF/Luftwaffe, Wireless, Ration, Woman's Land Army, Anderson/Morrison shelter, Anne Frank</i></p>			<p><i>Abolition, Caribbean, Colony, Discriminate, Enslavement, Freedom,, Merchant , Plantation, Trade</i></p>	<p><i>Precipitation, climate, Mesoamerica, Conquistador, astronomy, Tzolkin, Haab, Sacred, sacrifice, jade, artefact, irrigation, monarchy, cocoa, hieroglyphics, maize</i></p>
	<p>Local history- What happened in WWII?</p> <p>1939-1945</p> <p>Home Front</p> <p>Evacuation</p> <p>Dunkirk</p> <p>Battle of Britain</p> <p>The Blitz</p> <p>D-Day</p> <p>VE Day</p> <p>Anne Frank</p>			<p>Triangular slave trade- locations, journeys and how a profit was made at point and leg.</p> <p>Atlantic Ocean</p> <p>Life on a slave ship, and a plantation</p> <p>Underground railway, including slave songs</p> <p>Slavery through the ages</p> <p>Modern slavery</p>	<p><i>Location, Discovery, Timeline, Mayan Artefacts, Everyday life, Society structure, Mayan numbers and writing, Mayan Calendar, Modern Mayans, Diet, Mayan tiles, steles and masks</i></p>
<b>Geography</b>	<b>Rainforests</b>		<b>Mountains</b>	<b>Map start- map skills</b>	<b>Mayans</b>
	<p><i>Drawing on knowledge and understanding suggest suitable questions.</i></p> <p><i>Explain own and others views about topical issues such as deforestation.</i></p> <p><i>Use precise geographical vocabulary. E.g. erosion, deposition, urban, rural.</i></p> <p><i>Identify the position and significance of latitude, longitude, Equator, tropic of Cancer/Capricorn and key geographical terms.</i></p>		<p><i>Be able to describe and start to explain geographical processes using the correct terminology.</i></p> <p><i>Explain own and others views about topical issues such as global warming.</i></p> <p><i>Use precise geographical vocabulary. E.g. erosion, deposition, urban, rural</i></p> <p><i>Understands geographical similarities and differences through the study of human and physical geography including contrasting the UK with a non-European country.</i></p> <p><i>Identify the position and significance of latitude, longitude, Equator, tropic of Cancer/Capricorn and key geographical terms.</i></p>	<p><i>Carry out a fieldwork survey and present results e.g. graphs, maps.</i></p> <p><i>Draw maps and plans at a range of scales</i></p> <p><i>Select and create appropriate map resources to find and show detailed information.</i></p> <p><i>Use 4 figure grid references</i></p> <p><i>Use a wider variety of primary and secondary sources</i></p>	<p><i>Drawing on knowledge and understanding suggest suitable questions.</i></p> <p><i>Use precise geographical vocabulary. E.g. erosion, deposition, urban, rural</i></p> <p><i>Use a wider variety of primary and secondary sources</i></p> <p><i>Can locate world's major countries and can identify key physical and human characteristics.</i></p> <p><i>Understands geographical similarities and differences through the study of human and physical geography including contrasting the UK with a non-European country.</i></p>
	<p><i>Rainforest, Temperate, Equator, Tropics, Humidity, Strata, Forest floor, Understorey, Emergent, Canopy, Indigenous, Species, Vegetation, Foliage, Climate, Deforestation</i></p>		<p><i>Mountain, range, altitude, fauna, flora, mantle, avalanche, blizzard, Snowline, Geologist, gorge, glacier, conservationist, cascade, broadleaf, coniferous, deciduous, alpine</i></p>	<p><i>Compass points, Oblique, Birds eye view, Scale, Key, mapping.</i></p>	<p><i>Meso- America</i></p> <p><i>Time zones</i></p>
	<p><i>Location of rainforests, Layers of Rainforest, Indigenous tribes, Deforestation, Animals, Climate, Lungs of the Earth, Slash and burn</i></p>		<p><i>Malory &amp; Irvine, features of a mountain, tourism, Safety, Location of mountain ranges, Climate</i></p>	<p><i>Birdseye view, oblique, scale, maps (geographical, political), human and physical geography, following directions</i></p>	<p><i>Meso- America</i></p> <p><i>Conquistadors journey</i></p> <p><i>Ancient/Modern Mayans: human and physical geography</i></p> <p><i>Climate</i></p> <p><i>Precipitation</i></p>
<b>Science</b>	<b>Forces</b>		<b>Earth and space</b>	<b>Living things and their habitats</b>	<b>Properties and changes of materials</b>

			<b>Animals, including humans</b>			
	<p><b>Scientific enquiry</b> Making a compass Exploring friction Running air resistance card</p> <p>They select information from sources provided for them. - Pupils recognise that scientific ideas are based on evidence, and can make suggestions how things can be gathered. - In their own investigative work, they decide on an appropriate approach (for example using a fair test) to answer a question. - Where appropriate, they make predictions based on their scientific knowledge and understanding. - They select suitable equipment to use. - They make a series of measurements that are adequate for the task. - They record their observations, comparisons and measurements, using tables and bar charts. - They begin to plot points to form simple graphs. - They use these graphs to point out and interpret patterns in their data. - They suggest improvements in their work, giving reasons. They record their observations, comparisons and measurements, using tables and bar charts.</p> <p><a href="https://www.reachoutcpd.com/courses/upper-primary/forces-and-magnets/">https://www.reachoutcpd.com/courses/upper-primary/forces-and-magnets/</a></p>	<p><b>Scientific enquiry</b> How does light fall on a sphere? Phases of the moon Craters and impact Fruity solar system model</p> <p>They select from a range of sources of information. - Pupils recognise that scientific ideas are based on evidence, and can make suggestions how things can be gathered. - Where appropriate, they make predictions based on their scientific knowledge and understanding. - They make a series of observations and measurements. - They suggest improvements in their work, giving reasons.</p> <p><a href="https://www.reachoutcpd.com/courses/upper-primary/earth-and-space/">https://www.reachoutcpd.com/courses/upper-primary/earth-and-space/</a></p>	<p><b>Scientific enquiry</b> Getting old (sensory impairments)</p> <p>- They select from a range of sources of information. - Pupils recognise that scientific ideas are based on evidence, and can make suggestions how things can be gathered. - Where appropriate, they make predictions based on their scientific knowledge and understanding. - They make a series of observations and measurements. - They make a series of measurements that are adequate for the task - They record their observations, comparisons and measurements, using tables and bar charts. - They begin to plot points to form simple graphs. - They use these graphs to point out and interpret patterns in their data. - They suggest improvements in their work, giving reasons.</p> <p><a href="https://www.reachoutcpd.com/courses/upper-primary/life-cycles/">https://www.reachoutcpd.com/courses/upper-primary/life-cycles/</a></p>	<p><b>Scientific enquiry</b> Separating materials (filtering &amp; salt retrieval) Dissolving</p> <p>- They select from a range of sources of information. - Pupils recognise that scientific ideas are based on evidence, and can make suggestions how things can be gathered. - In their own investigative work, they decide on an appropriate approach (for example using a fair test) to answer a question. - Where appropriate, they make predictions based on their scientific knowledge and understanding. - They select suitable equipment to use. - They make a series of observations and measurements. - They make a series of measurements that are adequate for the task - They begin to plot points to form simple graphs. - They record observations and measurements systematically and, where appropriate, present data as line graphs. - They use these graphs to point out and interpret patterns in their data. - They suggest improvements in their work, giving reasons.</p> <p><a href="https://www.reachoutcpd.com/courses/upper-primary/changing-materials/">https://www.reachoutcpd.com/courses/upper-primary/changing-materials/</a></p>		
	<p><i>Friction, Levers, Force, Newton, Pulley, Gears, Poles (North/south) Attract/repel, gravity, air resistance, water resistance, spring</i></p> <p><i>Scientific vocabulary: fair test, stop watch, measurement, variables, evidence</i></p>	<p><i>Celestial, Rotation, Orbit, Axis, solar system, planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Neptune, Uranus, Pluto, Moon Stars, satellite, constellations</i></p>	<p><i>Reproduction, Sexual/asexual reproduction (plants), Gestation, Adolescents, internal/ external reproduction, life cycle,</i></p>	<p><i>Properties, hardness, transparency, electrical conductivity, thermal conductivity, magnetism, soluble, dissolve, absorb, saturated, reversible, irreversible, solution, substance, separating, mixing, filtering, sieving</i></p> <p><i>Scientific vocabulary: variable/factor</i></p>		
<b>Art</b>	<p><b>Self portrait assessment</b> <b>Rousseau (late 19<sup>th</sup> century- post impressionist) (Rainforest)</b></p>	<p><b>Lowry (naïve art – mid 20<sup>th</sup> century) (WWII) (shading techniques for sketching)</b></p>	<p><b>Leonardo da Vinci ( Italian renaissance) (bac/mid/foreground &amp; cross hatching)</b></p>	<p><b>Wassily Kandinsky (Modern abstract- 19<sup>th</sup> century) (abstract art &amp; digital media) Royal Academy of Art Visit- Portraits Clay heads (modelling/sculpting)</b></p>	<p><b>A sense of place (viewfinders/landscape, Constable (English landscape painter early 19<sup>th</sup> century) Turner ( English romantic- early 19<sup>th</sup> century)</b></p>	<p><b>Art illusions (Perspective, foreshortening, trompe l’oeil, optical art) Artist Escher (graphic artist- mid 19<sup>th</sup> century)</b></p>
	<p>-Adapt their work according to their views and describe how they might develop it further. -Alter and refine drawings and describe changes using art vocabulary. -Work in a sustained and independent way from observation, experience and imagination. -Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p>	<p>-Question and make thoughtful observations about starting points and select ideas to use in their work</p>	<p>-Plan and create different effects and textures with paint according to what they need for the task</p>	<p>-Use a graphics package to create images and effects with; Create shapes by making selections to cut, duplicate and repeat -Talk about their work understanding that it has been sculpted, modelled or constructed.</p>	<p>-Adapt their work according to their views and describe how they might develop it further. -Work in a sustained and independent way from observation, experience and imagination.</p>	<p>-Develop skills in stitching, cutting and joining, needle and thread, knot applique and use other manipulative skills</p>
	Rousseau, hue, shade, tone, layer, contrast	Lowry, matchstick, shading, depth	Leonardo da Vinci, foreground, midground, background, perspective, The Last Supper, Mona Lisa	Kandinsky, abstract	Viewfinder, texture, perspective, depth, converge, pale, hazy	Illusion, perspective, foreshadowing, Trompe L’oeil, optical, Escher
	-To know who Rousseau is. -To know he was a self-taught artist.	-To know who Lowry was.	-To know who Leonardo da Vinci was. -To know that he was more than just an artist.	-To know about the life and work of Kandinsky. -To be able to develop ideas for abstract art.	-To know how to use a viewfinder. -To be able to compare and evaluate ideas, approaches and methods	-To know how perspective is used to create illusions.

	-To know how hues, shade and tone are used for layering. -To know the painting 'Tiger in a tropical storm'.	-To know Lowry's signature characters, 'the matchstick men' technique. -To know the song 'Matchstick men and matchstick cats and dogs'. -To know how shading is used to create depth and shape in pencil drawing.	-To know foreground, mid ground and background are used for perspective. -To know what 'The Last Supper' and 'Mona Lisa' are.	-To know how to use music to represent feelings in art.	through textures, colours and subjects. -To know how perspective is used to create depth: converging lines and the impression of distance is achieved through making objects paler, bluer and hazier.	-To know what foreshortening is. -To know what 'Trompe L'oeil' is. -To know how optical art is used in illusions. -To know about the artist Escher.
<b>RE</b>	Buddhism <b>Beliefs and questions:</b> How do people's beliefs about Buddha, the world and others have impact if their lives?	<b>Peace</b> (symbolism, how different religions view peace) The Christmas Truce WW1	<b>Religion and the individual:</b> What is expected of someone following a religion or belief? Christianity (food ceremonies, buildings, celebration, clothing)	<b>Religion and the individual:</b> What is expected of someone following a religion or belief? Christianity (food ceremonies, buildings, celebration, clothing)	<b>Beliefs in action- Charity work</b> (Christian) <b>Beliefs in action in the world:</b> How are religious and spiritual thoughts and beliefs expressed in art, architecture, charity and generosity?	<b>Inspirational people in today's world:</b> Great leaders (Mother Theresa, Dali Lama, Gandhi, The Pope, Rosa Parks)
	-Using appropriate religious and moral vocabulary, identify and describe key features of religions, including beliefs, teachings and their meaning.	- Begin to identify the impact of religious teachings, including the effects sacred texts have on believers' lives. - Identify religious symbols and symbolic actions. Show understanding that symbols may be interpreted in different ways both within and between religions.	-Identify and describe similarities and differences in religious practices and lifestyles both within and between religions. - Ask questions of identity and belonging and suggest own answers about the significant experiences of others, including religious believers.	-Identify and describe similarities and differences in religious practices and lifestyles both within and between religions.	- Ask questions about matters of right and wrong and suggest answers which show understanding of a range of moral and religious teachings.	- Raise questions and suggest religious, philosophical and moral answers to a range of ultimate questions.
	<i>Buddha, Buddhism, Dhamma, Eight Fold Path, Dukkha, Four Noble Truths, Right Speech, Action and Livelihood. Lotus Flower.</i>	<i>Symbol, Peace, Dove, Christian, Meaning, World, Understanding, Religion</i>	<i>Christian, Islam, God, World, Belief, Moral, Agnostic, Atheist, Same, Different, 5 Pillars, Prophet, Allah, Iman, Faith, Moral Conduct.</i>		<i>Religion, Muslim, Hindu, Christian, Humanist, spiritual, golden Rule, charity, karma, dharma, Ummah, place of worship, devotion, community, commitment, values, compassion.</i>	<i>Religion, Muslim, Hindu, Christian, prophet, mahatma, holiness, spiritual, inspiration, vision, symbol, community, commitment, values.</i>
	Understand where Buddhism originated and is practised today. To understand the story of the Buddha. Understand main beliefs of Buddhism. Identify features of worship at home and at the Buddhist Temple. Name and explain the meanings of Buddhist symbols.	<i>Learn about what a symbol is and means. Understand the key peace symbols for the Christian religion. Understand and identify key features of a peace symbol. To know how to create my own effective peace symbol.</i>	Learn about different ideas and forms of expression in relation to belief in God. To reflect on their own responses to text, and expression in the creative arts and architecture.		Learn about some great examples of religious architecture from across the world. Include local examples, Southwell Minster, local churches. To learn about different charities which apply the 'golden rule' ('treat others as you would like to be treated') Tzedek (Jewish), Sewa International, (Hindu), Christian Aid and Muslim Hands. To understand 'love your neighbour as you love yourself' from Christianity, Hinduism, Muslim and Humanist worldviews to some global problems.	
<b>Computing</b>	<b>E-Safety</b>	<b>Search Engines</b>	<b>Data Handling</b>		<b>Programming music: scratch</b>	
<b>Objectives</b>	<b>Understand that passwords need to be strong and that apps require some form of passwords.</b>  <b>Recognise a couple of the different types of online communication and know who to go</b>	<b>Explain what a search engine is, suggesting several search engines to use and explain how to use them to find websites and information.</b>	<b>Identify some of the types of data that the Mars Rover could collect (for example, photos).</b>		<b>Iterate ideas, testing and changing throughout the lesson. Explain what the basic commands do.</b>	

	<p>to if they need help with any communication matters online.</p> <p>Search for simple information about a person, such as their birthday or key life moments.</p> <p>Know what bullying is and that it can occur both online and in the real world.</p> <p>Recognise when health and wellbeing are being affected in either a positive or negative way through online use.</p> <p>Offer a couple of advice tips to combat the negative effects of online use.</p>	<p>Suggest that things online aren't always true and recognise what to check for.</p> <p>Explain why keywords are important and what TASK stands for, using these strategies to search effectively.</p> <p>Recognise the terms 'copyright' and 'fair use' and combine text and images in a poster.</p> <p>Make parallels between book searching and internet searching, explaining the role of web crawlers and recognising that results are rated to decide rank.</p>	<p>Explain how the Mars Rover transmits the data back to Earth and the challenges involved in this.</p> <p>Read any number in binary, up to eight bits.</p> <p>Identify input, processing and output on the Mars Rovers.</p> <p>Read binary numbers and grasp the concept of binary addition.</p> <p>Relate binary signals (Boolean) to a simple character-based language, ASCII.</p>		<p>Explain how their program links to the theme. Include a loop in their work. Correct their own simple mistakes.</p> <p>Explain their scene in the story. Link musical concepts to their scene. Include a repeat and explain its function to enhance music.</p> <p>Code a piece of music that combines a variety of structures. Use loops in their programming.</p> <p>Recognise that programming music is a way to apply their skills</p>	
Vocabulary	<p>Bullying, Communication, Emojis, Health, In-app purchases, Information, Judgement, Memes, Mental health, Mindfulness, Mini-biography, Online communication, Opinion, Organisation, Password, Personal information, Positive contributions, Private information, Real world, Strong password, Summarise, Support, Technology, Trusted adult, Wellbeing</p>	<p>Algorithm, Appropriate, Copyright, Correct, Credit, Data leak, Deceive, Fair, Fake, Inappropriate, Incorrect, Index, Information, Keywords, Network, Privacy, Rank, Real, Search engine, TASK, Web crawler, Website.</p>	<p>8-bit binary, Addition, ASCII, Binary code, Boolean, Byte, Communicate, Construction, CPU, Data transmission, Decimal numbers, Design, Discovery, Distance, Hexadecimal, Input, Instructions, Internet, Mars Rover, Moon, Numerical data, Output, Planet, Radio signal, RAM, Research, Scientist, Sequence, Signal, Simulation, Space, Subtraction, Technology, Transmit</p>		<p>Beat, Bugs, Coding, Command Debug, Decompose, Error, Instructions, Loop, Melody, Mindmap, Music, Output, Performance, Pitch, Plan, Play, Predict, Programming, Repeat, Rhythm, Scratch, Soundtrack, Spacing, Tempo, Timbre, Tinker, Tutorials, Typing</p>	
Knowledge	<p>Identifying possible dangers online and learning how to stay safe.</p> <p>Evaluating the pros and cons of online communication.</p> <p>Recognising that information on the Internet might not be true or correct and learning ways of checking validity.</p> <p>Learning what to do if they experience bullying online.</p> <p>Learning to use an online community safely.</p>	<p>To know how search engines work.</p> <p>To understand that anyone can create a website and therefore we should take steps to check the validity of websites.</p> <p>To know that web crawlers are computer programs that crawl through the internet.</p> <p>To understand what copyright is.</p>	<p>To know that Mars Rover is a motor vehicle that collects data from space by taking photos and examining samples of rock.</p> <p>To know what numbers using binary code look like and be able to identify how messages can be sent in this format.</p> <p>To understand that RAM is Random Access Memory and acts as the computer's working memory.</p> <p>To know what simple operations can be used to calculate bit patterns.</p>		<p>To know that a soundtrack is music for a film/video and that one way of composing these is on programming software.</p> <p>To understand that using loops can make the process of writing music simpler and more effective.</p> <p>To know how to adapt their music while performing.</p>	
D & T		<p>Anderson shelter (Cutting/3d model)</p> <p>Christmas Card- Lever system</p> <p>Gears, pulleys (linked to Forces in Science)</p> <p>VE day party –see Learning log</p> <p>Understands why food, nutrition and the recipes we use has changed over time. (Thinking about the changes in seasonality and origins of food over time)</p>			<p>tiles- Mayans</p> <p>Masks- Mayans</p> <p>Savoury biscuit</p>	<p>Funky furnishings-cushions</p>

		<ul style="list-style-type: none"> <li>-Knows how to generate ideas, considering the purposes for which they are designing and make labelled drawings from different views.</li> <li>-Is able to develop a clear idea of what has to be done, planning how to use materials, equipment and processes.</li> <li>-Has investigated, researched and evaluated their own work.</li> <li>-Can evaluate their work both during and at the end of the assignment.</li> <li>-Can evaluate their products carrying out appropriate tests.</li> </ul>			<ul style="list-style-type: none"> <li>Knows how to generate ideas, considering the purposes for which they are designing and make labelled drawings from different views.</li> <li>-Is able to develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail.</li> <li>-Has investigated, researched and evaluated their own design and product.</li> <li>-Can join and combine materials and components accurately in temporary and permanent ways.</li> <li>-Can evaluate their work both during and at the end of the assignment.</li> <li>-Can evaluate their products carrying out appropriate tests.</li> </ul>	<ul style="list-style-type: none"> <li>-Develop skills in stitching. Cutting and joining, thread a needle, knot and use other manipulative skills.</li> <li>-Knows how to generate ideas, considering the purposes for which they are designing and make labelled drawings from different views.</li> <li>-Is able to develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail.</li> <li>-Has investigated, researched and evaluated their own design and product.</li> <li>-Begins to sew using a range of different stitches.</li> <li>-Can measure, tape or pin, cut and join fabric with some accuracy.</li> <li>-Begins to make modifications as they go along.</li> <li>-Can evaluate their work both during and at the end of the assignment.</li> <li>-Can evaluate their products carrying out appropriate tests.</li> </ul>
		<ul style="list-style-type: none"> <li>Lever, gear</li> <li>Valley fold, mountain fold</li> <li>Nutrition, seasonality</li> </ul>			<ul style="list-style-type: none"> <li>Savoury, irreversible change (chemical), Brief,</li> </ul>	<ul style="list-style-type: none"> <li>Running stitch, back stitch, thread, eye</li> </ul>

						(needle), modifications
		To know a mountain fold and valley fold To know how gears, levers and pulleys work			Can use appropriate tools for preparation of savoury biscuit	To be able to select the correct materials according to their functional and aesthetic properties
<b>Spanish</b>						
	Phonetics L3 Do You Have A	WW2	Planets	Romans	Habitats	Weather
PE	Football Netball	Fitness Hockey	Dance Tag Rugby	Basketball Swimming	Tennis Cricket	Athletics Rounders
Objectives	Football and Netball: Sending & receiving: develop control when s&r under pressure. Dribbling: dribble with some control under pressure. Space: explore moving to create space for themselves and others in their team. Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed. Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.	Fitness: Agility: demonstrate improved body posture and speed when changing direction. Balance: change my body position to maintain a controlled centre of gravity. Co-ordination: demonstrate increased speed when co-ordinating my body. Speed: apply the best pace for a set distance or time. Strength: demonstrate increased technique in body weight exercises. Stamina: use a steady pace to be able to move for sustained periods of time.  Hockey: Sending & receiving: develop control when s&r under pressure. Dribbling: dribble with some control under pressure. Space: explore moving to create space for themselves and others in their team. Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed. Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.	Dance: Actions: choreograph dances by using, adapting and developing actions and steps from different dance styles. Dynamics: confidently use dynamics to express different dance styles. Space: confidently use direction and patterning to express different dance styles. Relationships: confidently use formations, canon and unison to express a dance idea. Performance: perform dances expressively, using a range of performance skills, showing accuracy and fluency.  Tag Rugby: Sending & receiving: develop control when s&r under pressure. Dribbling: dribble with some control under pressure. Space: explore moving to create space for themselves and others in their team. Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed. Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.	Basketball: Sending & receiving: develop control when s&r under pressure. Dribbling: dribble with some control under pressure. Space: explore moving to create space for themselves and others in their team. Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed. Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.  Swimming: Strokes: demonstrate increased technique in a range of strokes, swimming over a distance of 25m. Breathing: explore underwater breaststroke breathing technique over a distance of 25m. Water safety: explore safety techniques to include the H.E.L.P and huddle positions	Tennis: Shots: develop the range of shots used in a variety of games. Serving: develop the range of serving techniques appropriate to the game. Rallying: use a variety of shots to keep a continuous rally. Footwork: demonstrate effective footwork patterns to move around the court. Cricket: Striking: explore defensive and driving hitting techniques and directional batting. Fielding: develop over and underarm bowling technique. Develop long and short barrier and two handed pick up. Throwing: demonstrate good technique when using a variety of throws under pressure. Catching: explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.	Running: apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event. Jumping: explore technique and rhythm in the triple jump. Throwing: Develop technique and power in javelin and shot put.  Rounders: Striking: explore defensive and driving hitting techniques and directional batting. Fielding: develop over and underarm bowling technique. Develop long and short barrier and two handed pick up. Throwing: demonstrate good technique when using a variety of throws under pressure. Catching: explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.
Vocabulary	Football and netball: tactics, control, foul, pressure, onside, offside, support, obstruction	Hockey: tactics, control, foul, pressure, onside, offside, support, obstruction  Fitness: technique, momentum, rhythm, agility, drive, power	Dance: Posture, canon, formation, performance, relationship  Tag Rugby: tactics, control, foul, pressure, onside, offside, support, obstruction	Basketball: tactics, control, foul, pressure, onside, offside, support, obstruction  Swimming: exhale, flutter kick, surface, somersault, personal best, inhale	Tennis: volley, footwork, set, tactics, co-operatively, continuously, dig  Cricket: pressure, backing up, support, overtake, tracking, outwit, tactics	Athletics: technique, stamina, officiate, perseverance, determination, accuracy, personal best



						Rounders: pressure, backing up, support, overtake, tracking, outwit, tactics
Knowledge	<p>Football and netball: Sending &amp; receiving: know that not having a defender between myself and a ball carrier enables me to s&amp;r with better control. Dribbling: know that dribbling in different directions will help to lose a defender. Space: know that by moving to space even if not receiving the ball will create space for a teammate. Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of invasion games whilst playing and officiating.</p>	<p>Hockey: Sending &amp; receiving: know that not having a defender between myself and a ball carrier enables me to s&amp;r with better control. Dribbling: know that dribbling in different directions will help to lose a defender. Space: know that by moving to space even if not receiving the ball will create space for a teammate. Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of invasion games whilst playing and officiating.</p> <p>Fitness: Agility: understand that to change direction I push off my outside foot and turn my hips. Balance: understand that dynamic balances are harder than static balances as my centre of gravity changes. Co-ordination: understand that people will have varying levels of co-ordination and that I can get better with practice. Speed: understand that taking big consistent strides will help to create a rhythm that allows me to run faster. Strength: know the muscles I am using by name. Stamina: understand that keeping a steady breath will help me to move for longer periods of time.</p>	<p>Dance: Actions: understand that different dance styles utilise selected actions to develop sequences in a specific style. Dynamics: understand that different dance styles utilise selected dynamics to express mood. Space: understand that space relates to where my body moves both on the floor and in the air. Relationships: understand that different dance styles utilise selected relationships to express mood. Performance: understand what makes a performance effective and know how to apply these principles to my own and others' work. Strategy: know that if I use dance principles it will help me to express an atmosphere or mood</p> <p>Tag Rugby: Sending &amp; receiving know that not having a defender between myself and a ball carrier enables me to s&amp;r with better control. Dribbling: know that dribbling in different directions will help to lose a defender. Space: know that by moving to space even if not receiving the ball will create space for a teammate. Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of invasion games whilst playing and officiating.</p>	<p>Basketball: Sending &amp; receiving know that not having a defender between myself and a ball carrier enables me to s&amp;r with better control. Dribbling: know that dribbling in different directions will help to lose a defender. Space: know that by moving to space even if not receiving the ball will create space for a teammate. Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of invasion games whilst playing and officiating</p> <p>Swimming: Strokes: understand that pulling harder through the water will enable me to travel the distance in fewer strokes and travel faster. Breathing: know that breathing every three strokes helps to balance my stroke and allows me to practise breathing on both sides. Water safety: know that a group of people can huddle together to conserve body heat, support each other and provide a larger target for rescuers. Rules: understand rules in and around water</p>	<p>Tennis: Shots: know which skill to choose for the situation e.g. a volley if the ball is close to the net. Serving: know that serving is how to start a game or rally and use the rules applied to the activity for serving. Rallying: know that playing the appropriate shot will help to keep the rally going. Know that control is more important than power to keep a rally going. Footwork: know that using small, quick steps will allow me to adjust my stance to play a shot. Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of net and wall games whilst playing and officiating.</p> <p>Cricket: Striking: understand that stance is important to allow me to be balanced as I hit. Fielding: know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully. Throwing: understand where to throw the ball in relation to where a batter is. Catching: understand when to use a close catch technique or deep catch technique. Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of striking and fielding games whilst playing and officiating.</p>	<p>Running: understand that taking big consistent strides will help to create a rhythm that allows me to run faster. Understand that keeping a steady breath will help me when running longer distances. Jumping: know that if I drive my knees high and fast I can build power and therefore distance in my jumps. Throwing: know how to transfer my weight in different throws to increase the distance. Rules: understand and apply rules in a variety of events using official equipment</p> <p>Rounders: Striking: understand that stance is important to allow me to be balanced as I hit. Fielding: know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully. Throwing: understand where to throw the ball in relation to where a batter is. Catching: understand when to use a close catch technique or deep catch technique. Tactics: understand the need for tactics and identify when to use them in different</p>

						situations. Rules: understand and apply rules in a variety of striking and fielding games whilst playing and officiating
	<p><b>Vocabulary:</b> Physical health, mental health, alcohol, alcoholic, expression, emotions, coping, aspirations, hopes, dreams, achievement, university, goals</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- How to feasibly achieve dreams, goals and aspirations</li> <li>- The effects of alcohol mentally and physically.</li> <li>- The laws about purchasing alcohol in the UK</li> <li>- What lack of sleep can do</li> <li>- How to protect your mental health</li> <li>- How to protect our mental health</li> <li>- What mental health and mental illness are</li> <li>- Who we can talk to if we're worried about our mental health</li> <li>- How we can make choices and that some choices are hard to make</li> </ul>	<p><b>Vocabulary:</b> Decisions, heart over head/head over heart, choices, change</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- How to know the difference between what your head and heart want</li> <li>- How to make safe choices</li> <li>- How to safely cope with change.</li> </ul>	<p><b>Vocabulary:</b> Peer pressure, uncomfortable, change, loss, commitment, respect, boundaries, personal autonomy, stereotypes, differences, diversity, liberty</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- How to spot peer pressure</li> <li>- How to say no and honour personal boundaries</li> <li>- Who to talk to if you feel unsafe</li> <li>- How to honour someone else's boundaries</li> <li>- What loss is and how to deal with it in a safe way</li> </ul>	<p><b>Vocabulary:</b> Prejudice, view, opinion, fact, debt, taxes, money, income, government, leader, ruler, dictator, monarch, economy, environment</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- How to spot prejudice and know the difference between prejudice and racism</li> <li>- To understand the different between fact and opinion</li> <li>- To know who rules our country</li> <li>- To know ways to impact the environment, positively and negatively</li> <li>- To know how to save money</li> </ul>		
<b>Music</b>	<p>Choir See Inspire music curriculum -Sing showing control of musical elements. -Maintain a part as a member of a group in a simple part song. -Work with others in a group to compose a composition with involve the development of an idea. - Make finer distinctions within the musical elements. - Know how time and place can influence the way that music is created, performed and heard.</p>					
<b>Curriculum enrichment</b>	<p>Mad Hatter's tea party Buddhism Workshop NB- link with Collingham &amp; District History Society (CDHS) ie participation in village events and displays Pen pal write</p>	<p>VE Day celebration Whole school Pantomime visit Anti-bullying week</p>	<p>Orienteering- Perlethorpe Internet safety week</p>	<p>World Book Day National Ice arena visit Whole school reading challenge</p>	<p>Royal Academy virtual lesson</p>	<p>Whole school buddy visit Whole school sports day Visit Jubilee Hall</p>