

*At Red Hall we are committed to offering a broad, balance and engaging curriculum. We will ensure that we have a holisitc approach to school life which acknowledges links with parents, families and the wider community. This will help to develop well rounded and resilient children. At each stage, children will be equipped with the skills, knowledge and understanding to become active world citizens. Our curriculum is dynamic, engaging and immersed in rich learning opportunities.*



Red Hall Primary School Long term planning overview

Year group: 5/6	Autumn 1 (7 ½ weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
TOPIC TITLE	Ancient Greece	Ancient Greece	Iceworlds	Iceworlds	From Stone Age to Iron Age	From Stone Age to Iron Age
Literacy: Key texts, authors and genres <i>What is the purpose of the writing? Who is the audience?</i>	F – Persuasive writing – unbalanced. NF – Non chronological reports F – setting description	F - Character description F - Warning story (The Caravan)  NF- Newspaper (Wolf gets just desserts)	P-Figurative language poetry (A date with spring) NF – Biography (Shackleton biog) F- Narrative – meeting story (Little Vixen Street)	NF – Diary (Tom Crean’s Diary)  F – Portal story (Clockwork)  P- Classic poetry (IF)	NF – Persuasive – balanced argument.  F – Science Fiction – Visual Literacy: Eleven) P- Performance poetry (George the Poet)	F – Refugee story (The boy at the back of the classroom) NF – Formal language -letter of complaint (A range of short suitable texts including NLS – Train and Restaurant letters)  P – Exploring different poetry types – haiku, limericks, A range of texts from classic authors e.g. Hillaire Belloc and other poems from our reading spine list.

	<p><b>Y6 Writing</b> write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) in narratives, describe settings, characters and atmosphere integrate dialogue in narratives to convey character and advance the action select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</p>	<p><b>Y6 Writing cont.</b> use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs use verb tenses consistently and correctly throughout their writing use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary maintain legibility in joined handwriting when writing at speed.</p>	<p><b>Y5 Writing</b> <b>Vocab, grammar &amp; Punctuation</b> Create complex sentences by using relative clauses with pronouns who, which, where, whose, when, that e.g. Sam, who had remembered his wellies, was first to jump in the river. The robberies, which had taken place over the past month, remained unsolved. Create and punctuate complex sentences using ed openers. Create and punctuate complex sentences using ing openers. Create and punctuate complex sentences using simile starters. Demarcate complex sentences using commas and explore ambiguity of meaning. Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must.</p>	<p><b>Y5 Writing cont.</b> Use devices to build cohesion within a paragraph e.g. firstly, then, presently, subsequently. Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly. Identify and use brackets and dashes Use suffixes –ate, -ise, -ify to convert nouns and adjectives into verbs. Investigate verb prefixes e.g. dis-, re-, pre-, mis-, over- <b>Composition</b> Plan their writing by: Identifying the audience and purpose Selecting the appropriate language and structures. Using similar writing models. Noting and developing ideas Drawing on reading and research. Thinking how authors develop characters and settings (in books, films and performances). Draft and write by: Selecting appropriate grammar and vocabulary. Blending action, dialogue and description within and across paragraphs. Using devices to build cohesion Using organisation and presentational devices e.g. headings, sub headings, bullet points, diagrams, text boxes.</p>	<p><b>Y5 Writing cont.</b> Evaluate and edit by: Assessing the effectiveness of own and others' writing in relation to audience and purpose. Suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Ensuring consistent and correct use of tense throughout a piece of writing. Ensuring consistent subject and verb agreement Proofreading for spelling and punctuation errors. Perform own compositions for different audiences: Using appropriate intonation and volume. Adding movement. Ensuring meaning is clear.</p>	<p><b>Y5 Writing cont.</b> <b>Spelling</b> Spell words that they have not yet been taught by using what they have learnt about how spelling works in English. Use further prefixes and suffixes and understand the guidelines for adding them. Spell some words with 'silent' letters, e.g. knight, psalm, solemn Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. Use dictionaries to check the spelling and meaning of words. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus. Use suffixes –ate, -ise, -ify to convert nouns and adjectives into verbs. Investigate verb prefixes e.g. dis-, re-, pre-, mis-, over- <b>Handwriting</b> Write fluently. Choose when it is appropriate to print or join writing e.g. printing for labelling a scientific diagram.</p>
<p>Read aloud class Book.</p> <p>Guided Reading</p>	<p><b>Who Let the Gods Out</b></p> <p>Range of age appropriate texts from various sources e.g. Reading</p>	<p><b>Who Let the Gods Out</b></p> <p>Y6 Reading</p>	<p><b>Skellig</b></p> <p>Y6 Reading Understand what they read by:</p>	<p><b>Holes</b></p> <p>Y6 Reading</p>	<p><b>The Boy at the back of the classroom</b></p> <p>Y5 Reading Word reading:</p>	<p><b>The Fib and Other Stories</b></p> <p>Y5 Reading</p>

	<p><b>Vipers; Grammarsaurus etc. Paper and electronic e.g. Read Theory</b></p> <p><b>Y6 Reading</b> Employ dramatic effect to engage listeners whilst reading aloud. Read extensively for pleasure. Evaluate texts quickly in order to determine their usefulness or appeal. Understand underlying themes, causes and consequences within whole texts. Understand the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives). Recognise authors' techniques to influence and manipulate the reader</p>	<p><b>Maintain positive attitudes to reading and understanding what they read by:</b> <b>Listening to, reading and discussing an increasingly wide range of fiction, poetry, plays and non-fiction.</b> Regularly listening to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. Recognising themes within and across texts e.g. hope, peace, fortune, survival. Making comparisons within and across texts e.g. similar events in different books, such as being an evacuee in Carrie's War and Goodnight Mr Tom. Comparing texts written in different periods. Analysing the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story. Independently read longer texts with sustained stamina and interest. Recommending books to their peers with detailed reasons for their opinions. Expressing preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures and traditions. Learning a wider range of poems by heart. Preparing poems and playscripts to read aloud and perform using dramatic effects.</p>	<p>Using a reading journal to record on-going reflections and responses to personal reading. Exploring texts in groups and deepening comprehension through discussion. Exploring new vocabulary in context. Demonstrating active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group. Inferring characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point; Evidence; Explanation. Predicting what might happen from information stated and implied. Re-read and reads ahead to locate clues to support understanding and justifying with evidence from the text. Scanning for key information e.g. looking for descriptive words associated with a setting. Skimming for gist. Using a combination of skimming, scanning and close reading across a text to locate specific detail. Identifying how language, structure and presentation contribute to meaning e.g. persuasive leaflet, balanced argument.</p>	<p><b>Discuss / evaluate how authors use language including figurative language, considering the impact on the reader by:</b> Exploring, recognising and using the terms personification, analogy, style and effect. Explaining the effect on the reader of the authors' choice of language and reasons why the author may have selected these. Distinguish between statements of fact or opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook. Participate in discussions about books building on their own and others' ideas and challenging views courteously. <b>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary by:</b> Preparing formal presentations individually or in groups. Using notes to support presentation of information. Responding to questions generated by a presentation. Participating in debates on issues related to reading (fiction/non-fiction). <b>Provide reasoned justifications for their views</b> Justifying opinions and elaborating by referring to the text e.g. Point; Evidence; Explanation</p>	<p>Use knowledge of root words to understand meanings of words. Apply knowledge of prefixes to understand meaning of new words. Use suffixes to understand meanings e.g. -ant, -ance, -ancy, -ent, -ence, -ency, -ible, -able, -ibly, -ably. Read and understand meaning of words on Y5/6 word list. Use punctuation to determine intonation and expression when reading aloud to a range of audiences. <b>Comprehension:</b> Maintain positive attitudes to reading and understanding what they read by: Listening to and discussing a range of fiction/poetry/non-fiction which they might not choose to read themselves. Regularly listening to whole novels read aloud by the teacher from an increasing range of authors. Exploring themes within and across texts e.g. loss, heroism, friendship. Making comparisons within a text e.g. characters' viewpoints of same events. Analysing the conventions of different types of writing e.g. use of first person in autobiographies and diaries. Recommending books to their peers with reasons for choices. Reading books and texts that are structured in different ways for a range of purposes. Expressing preferences about a wider range of books including modern fiction/traditional stories/myths/legends.</p>	<p>Inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence. Predicting what might happen from information stated and implied. Re-read and reads ahead to locate clues to support understanding. Scanning for key words and text marking to locate key information. Summarising main ideas drawn from more than one paragraph and identifying key details which support this. Identifying how language, structure and presentation contribute to meaning e.g. formal letter, informal diary, persuasive speech. <b>Discuss and evaluate how authors use language including figurative language, considering the impact on the reader</b> Exploring, recognising and using the terms metaphor, simile, imagery. Explaining the effect on the reader of the authors' choice of language. Distinguish between statements of fact or opinion within a text. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary by:</p>
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					<p>Learning a wider range of poems by heart. Preparing poems and playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.</p> <p><b>Understand what they read by:</b> Checking that the book makes sense to them and demonstrating understanding e.g. through discussion, use of reading journals Exploring meaning of words in context. Demonstrating active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal.</p>	<p>Preparing formal presentations individually or in groups. Using notes to support presentation of information Responding to questions generated by a presentation. Participating in debates on an issue related to reading (fiction or non-fiction). <b>Provide reasoned justifications for their views by:</b> Justifying opinions and elaborating by referring to the text. (Point + Evidence + Explanation).</p>
Numeracy	<p>Year 5 Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit. Identify represent and estimate numbers using the number line. Find 0.01, 0.1, 1, 10, 100, 100 and other powers of 10 more or less than a given number.</p>	<p>Year 5 Recognise mixed numbers and improper fractions and convert from one form to the other. Count on and back in mixed number steps such as 1 1/2. Compare and order fractions whose denominators are all multiples of the same number (including on a number line). Identify, name and write equivalent</p>	<p>Year 5 Use, read and write standard units of length and mass. Convert between different units of metric measure.</p> <p>Continue to read, write and convert time between analogue and digital 12 and 24-hour clocks. Solve problems involving converting between units of time.</p>	<p>Year 5 Complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers and shapes). Complete, read and interpret information in tables and timetables. Solve comparison, sum and difference problems using information</p>	<p>Year 5 Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Use the properties of rectangles to deduce related facts and find missing lengths and angles. Identify 3-D shapes from 2-D representations. Know angles are measured in</p>	<p>Year 5 Read Roman numerals to 1000 (M); recognise years written as such.</p> <p>Use all four operations to solve problems involving measure using decimal notation, including scaling.</p> <p>Estimate (and calculate) volume ((e.g., using 1 cm3 blocks to build</p>

	<p>Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place.</p> <p>Multiply/divide whole numbers and decimals by 10, 100 and 1000.</p> <p>Interpret negative numbers in context, count on and back with positive and negative whole numbers, including through zero.</p> <p>Describe and extend number sequences including those with multiplication/division steps and where the step size is a decimal.</p> <p>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).</p> <p>Select a mental strategy appropriate for the numbers involved in the calculation.</p> <p>Recall and use addition and subtraction facts for 1 and 10 (with decimal</p>	<p>fractions of a given fraction, represented visually, including tenths and hundredths.</p> <p>Add and subtract fractions with denominators that are the same and that are multiples of the same number (using diagrams).</p> <p>Write statements <math>&gt; 1</math> as a mixed number</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</p> <p>Solve number and practical problems that involve all of the above.</p>	<p>Count forwards and backwards in decimal steps.</p> <p>Read, write, order and compare numbers with up to 3 decimal places.</p> <p>Identify the value of each digit to three decimal places.</p> <p>Read and write decimal numbers as fractions (e.g. <math>0.71=71/100</math>).</p> <p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</p> <p>Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.</p> <p>Solve problems involving fractions and decimals to three places.</p> <p>Solve problems which require knowing percentage and decimal equivalents of <math>1/2, 1/4, 1/5, 2/5, 4/5</math></p>	<p>presented in all types of graph including a line graph.</p> <p>Calculate and interpret the mode, median and range.</p> <p>Measure/calculate the perimeter of composite rectilinear shapes.</p> <p>Calculate and compare the area of rectangle, use standard units square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes.</p>	<p>degrees: estimate and compare acute, obtuse and reflex angles.</p> <p>Draw given angles, and measure them in degrees (°).</p> <p>Identify angles at a point and one whole turn (total 360°), angles at a point on a straight line and half, a turn (total 180°), other multiples of 90°.</p> <p>Describe positions on the first quadrant of a coordinate grid.</p> <p>Plot specified points and complete shapes.</p> <p>Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</p>	<p>cuboids (including cubes)) and capacity (e.g. using water).</p> <p>Understand the difference between liquid volume and solid volume.</p> <p>Continue to order temperatures including those below 0°C.</p> <p>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p>
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	<p>numbers to one decimal place). Derive and use addition and subtraction facts for 1 (with decimal numbers to two decimal places). Add and subtract numbers mentally with increasingly large numbers and decimals to two decimal places. Add and subtract whole numbers with more than 4 digits and decimals with two decimal places, including using formal written methods (columnar addition and subtraction). Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).</p>		<p>and fractions with a denominator of a multiple of 10 or 25.</p>			
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	<p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. Use partitioning to double or halve any number, including decimals to two decimal places. Multiply and divide numbers mentally drawing upon known facts. Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers. Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.</p>					
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	<p>Use estimation/inverse to check answers to calculations; determine, in the context of a problem, an appropriate degree of accuracy.</p> <p>Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.</p> <p>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p>					
<p>Maths Year 6</p>	<p>Year 6</p> <p><b>Place Value</b> Count forwards or backwards in steps of integers, decimals, powers of 10. Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. Identify the value of each digit to three decimal places.</p>	<p>Year 6</p> <p><b>Fractions</b> Compare and order fractions, including fractions &gt; 1 (including on a number line). Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Recall and use equivalences between simple</p>	<p>Year 6</p> <p><b>Measures</b> Use, read and write standard units of length, mass, volume and time using decimal notation to three decimal places. Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.</p>	<p>Year 6</p> <p><b>Algebra</b> Use simple formulae. Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of</p>	<p>Year 6</p> <p><b>Properties of Shape</b> Compare/classify geometric shapes based on the properties and sizes. Draw 2-D shapes using given dimensions and angles. Illustrate and name parts of circles, including radius, diameter and circumference and know that the</p>	<p>Year 6</p> <p><b>Investigations and Transition Maths</b></p>

	<p>Identify, represent and estimate numbers using the number line. Order and compare numbers including integers, decimals and negative numbers. Find 0.001, 0.01, 0.1, 1, 10 and powers of 10 more/less than a given number. Round any whole number to a required degree of accuracy. Round decimals with three decimal places to the nearest whole number or one or two decimal places. Multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places. Use negative numbers in context, and calculate intervals across zero. Describe and extend number sequences including those with multiplication and division steps, inconsistent steps, alternating steps and those where the step size is a decimal. Solve number and practical problems that involve all of the above.</p>	<p>fractions, decimals and percentages, including in different contexts. Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375 and <math>\frac{3}{8}</math> ). Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.  Multiply simple pairs of proper fractions, writing the answer in its simplest form. Divide proper fractions by whole numbers (e.g. <math>\frac{1}{3} \div 2 = \frac{1}{6}</math> ).</p>	<p>Convert between standard units of length, mass, volume and time using decimal notation to three decimal places. Convert between miles and kilometres. Calculate differences in temperature, including those that involved a positive and negative temperature.  <b>Ratio</b> Solve problems involving the relative sizes of two quantities where missing values can be found using integer multiplication/division facts. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. Solve problems involving similar shapes where the scale factor is known or can be found.  <b>Decimals &amp; Percentages</b></p>	<p>combinations of two variables.  <b>Area, Perimeter &amp; Volume</b> Recognise that shapes with the same areas can have different perimeters and vice versa. Calculate the area of parallelograms and triangles. Recognise when it is possible to use formulae for area and volume of shapes. Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units (e.g. mm<sup>3</sup> and km<sup>3</sup>).  <b>Statistics</b> Continue to complete and interpret information in a variety of sorting diagrams (including sorting properties of numbers and shapes).</p>	<p>diameter is twice the radius. Recognise, describe and build simple 3-D shapes, including making nets. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. Find unknown angles in any triangles, quadrilaterals, regular polygons.  <b>Position &amp; Direction</b> Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p>	
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	<p><b>Four Operations</b>  Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).  Select a mental strategy appropriate for the numbers in the calculation.  Recall and use addition and subtraction facts for 1 (with decimals to two decimal places).  Perform mental calculations including with mixed operations and large numbers and decimals.  Add and subtract whole numbers and decimals using formal written methods (columnar addition and subtraction).  Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.  Use knowledge of the order of operations to carry out calculations.  Solve addition and subtraction multi-step</p>		<p>Find simple percentages of amounts.  Solve problems involving the calculation of percentages (e.g. of measures and such as 15% of 260) and the use of percentages for comparison.</p>	<p>Interpret and construct pie charts and line graphs and use these to solve problems.  Solve comparison, sum and difference problems using information presented in all types of graph.  Calculate and interpret the mean as an average.</p>		
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	<p>problems in contexts, deciding which operations and methods to use and why.</p> <p>Solve problems involving all four operations, including those with missing numbers.</p> <p>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).</p> <p>Identify common factors, common multiples and prime numbers.</p> <p>Use partitioning to double or halve any number.</p> <p>Perform mental calculations, including with mixed operations and large numbers.</p> <p>Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.</p> <p>Multiply one-digit numbers with up to two decimal places by whole numbers.</p> <p>Divide numbers up to 4 digits by a two-digit whole number using the formal written methods of short</p>					
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	<p>or long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.</p> <p>Use written division methods in cases where the answer has up to two decimal places.</p> <p>Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p> <p>Use knowledge of the order of operations to carry out calculations.</p> <p>Solve problems involving all four operations, including those with missing numbers.</p>					
Science:	<p><b>Biology</b> <b>Circle of Life</b></p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p>	<p><b>Biology</b> <b>Staying Alive</b></p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p>	<p><b>Physics</b> <b>Let It Shine</b></p> <p>Recognise that light appears to travel in straight lines.</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>Explain that we see things because light</p>	<p><b>Physics</b> <b>Out of this World</b></p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain day and night</p>	<p><b>Chemistry</b> <b>Material World</b></p> <p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity.</p> <p>Give reasons, based on evidence from comparative and fair</p>	<p><b>Biology</b> <b>We Are Dinosaur Hunters</b></p> <p>I ask relevant questions (containing scientific knowledge and understanding).</p> <p>I recognise which type of enquiry is best to answer a question.</p> <p>I can plan different types of science enquiries to answer questions. I recognise</p>

		<p>Describe the changes as humans develop to old age.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans</p>	<p>travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>and the apparent movement of the sun across the sky.</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p>	<p>tests, for the particular uses of everyday materials, including metals, wood and plastic.</p>	<p>and control variables where necessary.</p> <p>I decide what observations and measurements to make and what equipment to use (giving reasons) to I take measurements, using a range of scientific equipment with increasing accuracy and precision.</p> <p>I take repeat readings when appropriate.</p> <p>I use relevant information sources to find things out</p> <p>I identify possible risks to myself and others.</p> <p>I record data and results of increasing complexity using e.g. scientific diagrams and labels and tables.</p> <p>I choose a method to suit the results, e.g. a two column table.</p> <p>I present the data and results in suitable formats using e.g. line graphs, bar graphs, scatter graphs</p> <p>From my data and observations I draw valid conclusions (i.e. consistent with the evidence) including causal relationships.</p> <p>I identify scientific evidence to support or refute the ideas or</p>
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						arguments for my conclusion. I look at my results and decide if any observations or measurements are unsuitable and need to be carried out again. I offer simple explanations for differences in results.
History/Geography	<p><b>Ancient Greece</b></p> <p>Ch will participate in a series of lessons and activities which will address these curriculum statements:</p> <p><b>Educater Curriculum statements History focus:</b></p> <p>Using sources as evidence.</p> <p>Understand how our knowledge of the past is constructed from a range of sources'</p> <p>Significance and Interpretations: address and devise historically valid questions about significance.</p> <p>Cause and Effect: address and devise historically valid questions about cause.</p> <p><i>Sequencing the Past</i> Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p><i>Develop the appropriate use of historical terms.</i></p>	<p><b>Ancient Greece</b></p> <p>Ch will participate in a series of lessons and activities which will address these curriculum statements:</p> <p><b>Educater Geography statements focus:</b></p> <p>G.2.6.6.a. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>G.2.2.6.a. Locate the world's countries, using maps to focus on Europe, <i>focus on Greece.</i></p>	<p><b>Iceworlds</b></p> <p>Ch will participate in a series of lessons and activities which will address these curriculum statements:</p> <p><b>Educater Curriculum statements:</b></p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>G.2.3.6.a. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.</p> <p>G.2.6.6.a. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>G.2.6.6.b. Use the eight points of a compass, four- and six-grid references, symbols and key (including the use of Ordnance</p>	<p><b>Iceworlds History focus.</b></p> <p>Ch will participate in a series of lessons and activities which will address these curriculum statements:</p> <p><b>Educater Curriculum statements History focus:</b></p> <p>Using sources as evidence.</p> <p>Understand how our knowledge of the past is constructed from a range of sources'</p> <p>Significance and Interpretations: address and devise historically valid questions about significance.</p> <p>Cause and Effect: address and devise historically valid questions about cause.</p>	<p><b>From Stone Age to Iron Age</b></p> <p>Ch will participate in a series of lessons and activities which will address these curriculum statements:</p> <p><b>Educater History statements:</b></p> <p>Using sources as evidence.</p> <p>Understand how our knowledge of the past is constructed from a range of sources'</p> <p>Significance and Interpretations: address and devise historically valid questions about significance.</p> <p>Cause and Effect: address and devise historically valid questions about cause.</p> <p><i>Sequencing the Past</i> Develop chronologically secure knowledge and understanding of British, local and world history</p> <p><i>Note connections, contrasts and trends over time.</i></p>	<p><b>From Stone Age to Iron Age</b></p> <p>Ch will participate in a series of lessons and activities which will address these curriculum statements:</p> <p><b>Educater Geography statements focus: <u>Understanding Places and Connections</u></b></p> <p>G.2.5.6.a. Understand geographical similarities and differences and change through the study of human and physical geography of the United Kingdom.</p> <p><b>Human Themes</b> G.2.4.5. Describe and understand key aspects of human geography including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>G.2.5.14. Deepen an understanding of the interaction between physical and human processes.</p> <p>G.2.6.6.a. Use maps, atlases, globes and digital/computer</p>

			<p>Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>G.2.5.14. Deepen an understanding of the interaction between physical and human processes.</p>		<p>Construct informed responses by selecting and organising historical relevant information.</p>	<p>mapping to locate countries and describe features studied</p>
<p>Art + Design/Design + technology</p>	<p><b>Art</b> <b>Ancient Greece theme focus.</b></p> <p>Ch are taught how to create and improve aspects of sketching and drawing - using 2d shapes, construction lines and shading to create shaded pencil images.</p> <p>Ch are taught how to create simple perspective using 3d shapes and extend this to creating a shaded 3d aspect sketch of The Parthenon.</p> <p>Ch. Use paper and curling techniques to create a Greek Theatre mask.</p> <p><b>NC statements:</b> <b>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</b></p> <p><b>Pupils should be taught:</b> ☑ to create sketch books to record their observations and use them to review and revisit Ideas. ☑ to improve their mastery of art and design techniques, including drawing,</p>	<p><b>DT</b> <b>Ancient Greece theme focus.</b></p> <p>Ch. will research into different timers and design, make and test their own Ancient Greek inspired timer I.e. based on sand or water as key material.</p> <p><b>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</b> ☑ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces select from and use a wider range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing], accurately ☑ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p><b>Iceworlds based theme for skills.</b> <b>NC foci: 'to improve their mastery of art and design techniques, including drawing, painting...'</b> <b>'to create sketch books to record their observations and use them to review and revisit Ideas.'</b> <b>'Pupils should be taught to develop their techniques, including their control and their use of Materials'</b></p> <p>Ch. taught (and practise in sketch books) using grid method how create accurate linear and aerial (colour) perspective – using a range of landscape pictures.</p> <p>Ch. taught (and practise) skills of creating a range of shades and tones based on a colour and how colour creates mood.</p> <p>Ch. put all this together through the creation of a Polar scene, initially based on watercolour images from 'Trapped in the Ice'.</p>	<p><b>Iceworlds based theme for skills.</b> <b>NC DT statements:</b> <b>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</b> ☑ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces select from and use a wider range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing], accurately ☑ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Ch. plan, design &amp; create out of wood (dowelling) and other materials a shelter that will keep people as warm as possible in Polar conditions.</p>	<p><b>DT/Art</b></p> <p>Ch. will study Stone Age cave art and stone figurines. They will study and learn about the primitive style sculptures (and the materials) used by A. Giacommetti and create a series of sculpted figures from wire and aluminium foil with this 'primitive art' aesthetic.</p> <p>They will also create cave art style paintings using hand printing and chalks to create Stone Age 'Cave Art'.</p> <p><b>NC statements:</b> <b>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</b> ☑ about great artists, architects and designers in history.</p>	<p><b>Art - Great artist focus</b></p> <p>Picasso &amp; Cubism. Ch. will learn all about Cubism (particularly Picasso) and produce a range of work from sketches to colour images based around key Cubist paintings and ideas using a variety of drawing and painting materials.</p> <p><b>NC statements:</b> <b>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</b></p> <p><b>Pupils should be taught:</b> ☑ to create sketch books to record their observations and use them to review and revisit Ideas. ☑ to improve their mastery of art and design techniques, including drawing, painting and ☑ about great artists, architects and designers in history.</p>

				<p>The conditions for testing the shelters will be – which ‘shelter’ has kept a cup of near boiling water warmest after 15 mins. Test location – KS2 kitchen freezer.</p>		
Computing	<p>Esafety: Secure Your Secrets</p> <p><b>E-Safety</b> Use technology safely, respectfully and responsibly. Recognise acceptable/unacceptable behaviour. Know a range of ways to report concerns and inappropriate behaviour. Be discerning in evaluating digital content. Understand the opportunities networks offer for communication and collaboration.</p>	<p>Digital Literacy: Create An Advert</p> <p><b>Creating Content</b> Select, use and combine a variety of software (including internet services) on a range of digital devices. Design and create a range of programs, systems and content that accomplish given goals. Collecting, analysing, evaluating and presenting data and information.</p>	<p>Coding: Space Junk Game</p> <p><b>Programming</b> Use sequence, selection, and repetition in programs; work with variables. Work with various forms of input and output.</p>	<p>Coding: Catch the Dots</p> <p><b>Logical Thinking</b> Use logical reasoning to explain how some simple algorithms work. Use logical reasoning to detect and correct errors in algorithms and programs. Understand computer networks including the internet. Understand how networks can provide multiple services, such as the world wide web.</p>	<p>Digital Literacy: Childnet video competition</p> <p><b>Searching</b> Use search technologies effectively. Appreciate how search results are selected and ranked.</p> <p><b>Creating Content</b> Select, use and combine a variety of software (including internet services) on a range of digital devices. Design and create a range of programs, systems and content that accomplish given goals. Collecting, analysing, evaluating and presenting data and information.</p>	<p>Coding : Project</p> <p><b>Problem Solving</b> Design, write and debug programs that accomplish specific goals Controlling or simulating physical systems. Solve problems by decomposing them into smaller parts.</p>

Music	DPA – developing singing skills: writing of musical notation and development of creating rhythm and melody.	DPA – developing singing skills: writing of musical notation and development of creating rhythm and melody.	DPA – developing singing skills: writing of musical notation and development of creating rhythm and melody.	DPA – developing singing skills: writing of musical notation and development of creating rhythm and melody.	DPA – developing singing skills: writing of musical notation and development of creating rhythm and melody.	DPA – developing singing skills: writing of musical notation and development of creating rhythm and melody.
French	Getting to Know You Listen to and join in with spoken language Explore patterns through songs and link spelling, sound and meaning of words Engage in conversations Speak in sentences Develop pronunciation and intonation Present ideas orally Read and show understanding Write phrases from memory Describe things Understand basic grammar	All About Ourselves Listen to and join in with spoken language Explore patterns through songs and link spelling, sound and meaning of words Engage in conversations Speak in sentences Develop pronunciation and intonation Present ideas orally Read and show understanding Write phrases from memory Describe things Understand basic grammar	That’s Tasty Listen to and join in with spoken language Explore patterns through songs and link spelling, sound and meaning of words Engage in conversations Speak in sentences Develop pronunciation and intonation Present ideas orally Read and show understanding Write phrases from memory Describe things Understand basic grammar	Family & Friends Listen to and join in with spoken language Explore patterns through songs and link spelling, sound and meaning of words Engage in conversations Speak in sentences Develop pronunciation and intonation Present ideas orally Read and show understanding Write phrases from memory Describe things Understand basic grammar	School Life Listen to and join in with spoken language Explore patterns through songs and link spelling, sound and meaning of words Engage in conversations Speak in sentences Develop pronunciation and intonation Present ideas orally Read and show understanding Write phrases from memory Describe things Understand basic grammar	Time Travelling Listen to and join in with spoken language Explore patterns through songs and link spelling, sound and meaning of words Engage in conversations Speak in sentences Develop pronunciation and intonation Present ideas orally Read and show understanding Write phrases from memory Describe things Understand basic grammar
PE	<b>Yr.5&amp;6 Dance &amp; Invasion Games Y5 Dance</b> Beginning to exaggerate dance movements and motifs (using expression when moving)  Demonstrates strong movements throughout a dance sequence.  Combines flexibility, techniques and movements to create a fluent sequence.	<b>Yr.5&amp;6 Dance &amp; Gymnastics Y6 Dance</b> Beginning to exaggerate dance movements and motifs (using expression when moving)  Demonstrates strong movements throughout a dance sequence.	<b>Yr.5&amp;6 Dance &amp; Gymnastics Y5 Gym</b> Select and combine their skills, techniques and ideas.  Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.  Draw on what they know about strategy, tactics and	<b>Y5: OAA &amp; Games Y6: OAA &amp; net &amp; wall games Y6 games</b> Vary skills, actions and ideas and link these in ways that suit the games activity.  Shows confidence in using ball skills in various ways and can link these together effectively.	<b>Y5: Striking&amp; Fielding &amp; Athletics Y6: Striking&amp; Fielding &amp; Games Y5 &amp; 6 Ath</b> Beginning to build a variety of running techniques and use with confidence.  Can perform a running jump with more than one component.	<b>Y5: Invasion games &amp; Athletics &amp; Sports day prep. Y6: Games &amp; Athletics &amp; Sports day prep. Y5 Games</b> Vary skills, actions and ideas and link these in ways that suit the games activity.

	<p>Moves appropriately and with the required style in relation to the stimulus.</p> <p><i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Uses the space provided to his maximum potential.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p> <p><b>Invasion games</b> <b>Y5</b> Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways and can link these together.</p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p><i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Uses the space provided to his maximum potential.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>	<p>composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences</p> <p><b>Y6 Gym</b> Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapts sequences to include a partner or a small group.</p> <p>Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these</p>	<p><i>e.g. dribbling, bouncing, kicking</i></p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Modifies competitive games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and in combination.</p>	<p><i>e.g. hop skip jump (triple jump)</i></p> <p>Beginning to record peers performances and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p> <p><b>Y5&amp;6 OAA</b> Develops strong listening skills.</p> <p>Use s and interprets simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>
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			<p>are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p>			
PSHE	<p><b>I am unique</b></p> <ul style="list-style-type: none"> <li>Looking at children's hobbies- what makes us unique?</li> <li>We are British</li> <li>Rule of Law- rights of people when accused</li> </ul>	<p><b>I am unique</b></p> <ul style="list-style-type: none"> <li>Anti- bullying week</li> <li>Democracy- linked to the General election 2019</li> <li>What is democracy?</li> <li>Rule of law- role parliament and voting</li> <li>Keeping safe- medicine and drugs</li> </ul>	<p><b>Safe not sorry</b></p> <ul style="list-style-type: none"> <li>Inclusion- differences and similarities between people.</li> <li>Keeping safe- medicine and drugs</li> <li>Water safety</li> <li>Stranger danger</li> <li>E-Safety</li> </ul>	<p><b>Safe not sorry</b></p> <ul style="list-style-type: none"> <li>PANTS campaign</li> <li>Safe bodies, safe touch- link to NSPCC</li> <li>Road safety</li> <li>First aid</li> <li>Sex education talk from the School Nurse</li> <li>Fire safety</li> </ul>	<p><b>Rights &amp; Responsibilities</b></p> <ul style="list-style-type: none"> <li>What do I believe in?</li> <li>How does this effect who I am?</li> <li>What's the news-ethical issues</li> <li>Being resourceful, resilient and reflective.</li> </ul>	<p><b>Rights &amp; responsibilities</b></p> <ul style="list-style-type: none"> <li>What makes me an excited learner?</li> <li>What is it like being a refugee? (<i>Link to class reader and English genre</i>)</li> <li>How do I resist peer pressure?</li> <li>How do I contribute to my community?</li> </ul>
R.E.	<p><b><u>Keeping the Rules</u></b></p> <p>Learn about the 10 commandments</p> <p>Learn about the Buddhist key pathways and guidance for life</p>	<p><b><u>Words of Wisdom</u></b></p> <p>Review prior knowledge of the Bible</p> <p>Look at the Qur'an and how Muslims treat it</p> <p>Learn how Allah received the sacred book</p>	<p><b><u>Journeys</u></b></p> <p>Learn about pilgrimages and Christian journeys</p>	<p><b><u>Journeys</u></b></p> <p>Learn about Mecca, Hajj and pilgrimage</p> <p>Link to 5 pillars of Islam</p>	<p><b><u>Talking about God</u></b></p> <p>Learn about the names used for God by Christians</p> <p>Learn about the 99 names used by Muslims for Allah</p> <p>Look at the art work used in mosques to worship and respect</p>	<p>Revisit, review and topic of children's choice</p>

Parental involvement	Parents Homework Meeting	Parental support and help at the Xmas fayre.	Workshop and joint learning session (ch and Parents) on Multiplication & Division policy.	Parental SATs meeting.	Art working together session: creating a sculpture.	Gallery day.
Cultural capital	Big Brum theatre- linked to English genre and History topic.	Loudmouth theatre group-Anti-bullying week		National Space centre visit Fire safety visit in school.	Visit a synagogue for RE Road safety talk	