

*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 (6 weeks)	Summer 2 (7 weeks)
TOPIC TITLE	Victorians	Victorians	Water	Water	WWII	WWII
Literacy: Key texts, authors and genres <i>What is the purpose of the writing? Who is the audience?</i>	<p>Fiction Narrative- suspense story ( The nightmare man)</p> <p>Non-fiction Instructions ( Here be dragonsT4W)</p> <p>Poetry If Only... By Pie Corbett</p>	<p>Fiction A setting description (The dumpT4W)</p> <p>Poetry Exploring different poetry types- kennings, acrostic, mesostic (The dumpT4W)</p> <p>Fiction Portal story (Clockwork T4W)</p> <p>Non-fiction Biography of a fictional Victorian</p>	<p>P- Narrative poetry (The Highwayman)</p> <p>NF – Persuasive – write a leaflet about improving use of water. STW visit?</p> <p>F- Narrative – adventure story (kidnapped T4W)</p>	<p>NF – Diary entry Zhara</p> <p>F – Narrative – meeting story (Little Vixen Street)</p> <p>P- Classic poetry (IF)</p>	<p>NF – Persuasive – balanced argument.</p> <p>F – Science Fiction – Visual Literacy: Eleven)</p> <p>P- Performance poetry (George the Poet/Brian Moses/Benjamin Zephaniah)</p>	<p>F – Refugee story (The boy at the back of the classroom)</p> <p>NF – Formal language -letter of complaint (A range of short suitable texts including NLS – Train and Restaurant letters)</p> <p>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>

	<p><b>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>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>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>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>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>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>Cogheart</b></p> <p>Range of age appropriate texts from various sources e.g. Reading</p>	<p><b>Cogheart</b></p> <p>Reading</p>	<p><b>Holes</b></p> <p>Reading Understand what they read by:</p>	<p><b>Holes</b></p> <p>Reading Discuss / evaluate how authors use language</p>	<p><b>The Boy at the back of the classroom</b></p> <p>Reading Word reading:</p>	<p><b>The Fib and Other Stories</b></p> <p>Reading</p>

	<p><b>Vipers; Grammarsaurus etc. Paper and electronic e.g. Read Theory</b></p> <p><b>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>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. Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. Round decimals with two decimal places to the nearest whole number and to one decimal place. Multiply/divide whole numbers by 10, 100 and 1000. Interpret negative numbers in context, count on and back with positive and negative whole numbers, including through zero. Describe and extend number sequences including those with</p>	<p>Year 5 Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method). 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.</p> <p>Complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers and shapes).</p>	<p>Year 5 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. Use estimation/inverse to check answers to calculations; determine, in the context of a problem, an appropriate degree of accuracy.</p>	<p>Year 5 Add and subtract fractions with denominators that are the same and that are multiples of the same number (using diagrams). Write statements <math>&gt; 1</math> as a mixed number 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. Read, write, order and compare numbers with up to 3 decimal places. Identify the value of each digit to three decimal places.</p>	<p>Year 5 Recall and use addition and subtraction facts for 1 and 10 (with decimal 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</p>	<p>Year 5 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>Estimate (and calculate) volume ((e.g., using 1 cm<sup>3</sup> blocks to build cuboids (including</p>

	<p>multiplication/division steps and where the step size is a decimal. 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 involved in the calculation. Recall and use addition and subtraction facts for 1 and 10. Derive and use addition and subtraction facts for 1. Add and subtract numbers mentally with increasingly large numbers. Add and subtract whole numbers with more than 4 digits, 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. Read Roman numerals to 1000 (M); recognise years written as such.</p>	<p>Complete, read and interpret information in tables and timetables. Solve comparison, sum and difference problems using information presented in all types of graph including a line graph. Calculate and interpret the mode, median and range. Measure/calculate the perimeter of composite rectilinear shapes. 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>Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. 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 fractions of a given fraction, represented visually, including tenths and hundredths.</p> <p>Use, read and write standard units of length and mass. Convert between different units of metric measure.</p>	<p>Read and write decimal numbers as fractions (e.g. 0.71=71/100). Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. 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. Solve problems involving fractions and decimals to three places. Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and fractions with a denominator of a multiple of 10 or 25.</p>	<p>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). Multiply/divide whole numbers and decimals by 10, 100 and 1000. Use all four operations to solve problems involving measure using decimal notation, including scaling.</p> <p>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.</p>	<p>cubes)) and capacity (e.g. using water). Understand the difference between liquid volume and solid volume.</p> <p>Continue to order temperatures including those below 0°C. Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p>
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<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.</p>	<p>Year 6</p> <p><b>Fractions</b> Compare and order fractions, including fractions <math>&gt; 1</math> (including on a number line). Use common factors to simplify fractions; use common multiples to express</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.</p>	<p>Year 6</p> <p><b>Algebra</b> Use simple formulae. Generate and describe linear number sequences. Express missing number problems algebraically.</p>	<p>Year 6</p> <p><b>Properties of Shape</b> Compare/classify geometric shapes</p>	<p>Year 6</p> <p><b>Investigations and Transition Maths</b></p>

	<p>Identify the value of each digit to three decimal places. 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><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</p>	<p>fractions in the same denomination. Recall and use equivalences between simple 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.</p> <p>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>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. 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.</p> <p><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.</p> <p><b>Decimals &amp; Percentages</b> 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>Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables.</p> <p><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>).</p> <p><b>Statistics</b> Continue to complete and interpret information in a variety of sorting diagrams (including sorting properties of numbers and shapes). 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>	<p>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 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.</p> <p><b>Position &amp; Direction</b> Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the</p>	
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	<p>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 problems in contexts, deciding which operations and methods to use and why. Solve problems involving all four operations, including those with missing numbers. Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method). Identify common factors, common multiples and prime numbers. Use partitioning to double or halve any number. Perform mental calculations, including with mixed operations and large numbers. Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. Multiply one-digit numbers with up to two decimal places by whole numbers. Divide numbers up to 4 digits by a two-digit whole number using the formal written methods of short or long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. Use written division methods in cases where the answer has up to two decimal places. Use estimation and inverse 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 problems involving all four operations, including those with missing numbers.</p>				<p>coordinate plane, and reflect them in the axes.</p>	
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<p>Science:</p>	<p style="text-align: center;"><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. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p style="text-align: center;"><b>Thinking Scientifically</b></p> <p>This will be a theme throughout the topics studied this year.</p>	<p style="text-align: center;"><b>Biology</b> <b>We Are Dinosaur Hunters</b></p> <p>I ask relevant questions (containing scientific knowledge and understanding). I recognise which type of enquiry is best to answer a question. I can plan different types of science enquiries to answer questions. I recognise and control variables where necessary. 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. I take repeat readings when appropriate. I use relevant information sources to find things out I identify possible risks to myself and others. I record data and results of increasing complexity using e.g. scientific diagrams and labels and tables. I choose a method to suit the results, e.g. a two column table. I present the data and results in suitable formats using e.g. line graphs, bar graphs, scatter graphs From my data and observations I draw valid conclusions (i.e. consistent with the evidence) including causal relationships. I identify scientific evidence to support or refute the ideas or arguments for my conclusion. I look at my results and decide if any observations or measurements are</p>	<p style="text-align: center;"><b>Growing Up &amp; Growing Old</b></p> <p>Describe the changes as humans develop to old age. Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p style="text-align: center;"><b>We're Evolving</b></p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p style="text-align: center;"><b>Electrifying</b></p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p style="text-align: center;"><b>Let's Get Moving &amp; Thinking Scientifically</b></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>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>
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		unsuitable and need to be carried out again. I offer simple explanations for differences in results.				
History/Geography	<p><b>Victorian Britain</b> Ch will participate in a series of lessons and activities which will build their knowledge of the period under study and address these curriculum statements:</p> <p><b>Educator History statements:</b> Using sources as evidence.</p> <p>Understand how our knowledge of the past is constructed from a range of sources'</p> <p><b>Significance and Interpretations:</b> address and devise historically valid questions about significance.</p> <p><b>Cause and Effect:</b> address and devise historically valid questions about cause.</p> <p><b>Sequencing the Past</b> 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><i>Construct informed responses by selecting and organising historical relevant information.</i></p>	<p><b>Victorian Britain</b> Ch will participate in a series of lessons and activities which will build their knowledge of the period under study and address these curriculum statements:</p> <p><b>Educator Geography statements focus:</b> <u>Understanding Places and Connections</u></p> <p><b>G.2.5.6.a. Understand geographical change through the study of human and physical geography of the United Kingdom.</b></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 mapping to locate countries and describe features studied.</p>	<p><b>Water</b> Ch will participate in a series of lessons and activities which will build their knowledge of this vital resource and develop key geographical skills and understanding i.e. of the source, journey and features of rivers; their importance in shaping landscape and creating geographical features and impact on the development and threat to human habitation: of the key oceans and seas of the world and how their importance in sustaining ecological and biological diversity and how human conduct and development is impacting on these areas, as well as understanding how seas play a part in shaping our landscape –coastal erosion and longshore drift.</p> <p><b>Pupils will by using these key curriculum statements to develop their curriculum skills:</b></p> <p>G.2.3.6.b. Describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p><b>Water</b></p> <p>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 mapping to locate countries and describe features studied</p>	<p><b>Britain and World War 2</b></p> <p>Ch will participate in a series of lessons and activities (such as why WW2 started and was it inevitable: what was the impact of significant individuals e.g. Hitler, Churchill: how the war impacted upon the whole populace: in what way was the war between vastly opposite ideologies about how to view and treat people) which will build their knowledge of the period under study and develop key historical skills by using key curriculum statements:</p> <p><i>Continue to develop chronologically secure knowledge of history</i></p> <p><i>Establish clear narratives within and across periods studied</i> <i>Note connections, contrasts and trends over time</i></p> <p><i>Develop the appropriate use of historical terms</i></p> <p><i>Regularly address and sometimes devise historically valid questions *</i></p>	<p><b>Britain and World War 2</b></p> <p><i>Understand how knowledge of the past is constructed from a range of sources</i> <i>Construct informed responses by ... Selecting and organising relevant historical information</i></p> <p><i>Understand that different versions of the past may exist, giving some reasons for this</i></p> <p><i>Describe / make links between main events, situations and changes within and across different periods/societies</i></p> <p><i>Identify and give reasons for, results of, historical events, situations, change</i></p> <p><i>Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world</i></p> <p><i>Identify historically significant people and events in situations</i></p>

<p>Art + Design/Design + technology</p>	<p><b>Art/DT</b></p> <p>The children will learn about key artistic and design features of the Victorian period [Advertising; William Morris; Home decoration; the Pre-Raphaelites, toys and Victorian Xmas] using a variety of foci to enable them to practise and refine their artistic skills and knowledge in line with the following Curriculum statements.</p> <p><b>Art</b> NC statements: 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.</p> <p>Pupils should be taught: ☑ to create sketch books to record their observations and use them to review and revisit Ideas. ☑ to improve their mastery of art and design techniques, including drawing, painting and</p> <p>☑ about great artists, architects and designers in history.</p>	<p><b>Art/DT</b></p> <p>The children will learn about key artistic and design features of the Victorian period [Advertising; William Morris; Home decoration; the Pre-Raphaelites, toys and Victorian Xmas] using a variety of foci to enable them to practise and refine their artistic skills and knowledge in line with the following Curriculum statements.</p> <p><b>DT</b> NC statements: 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.</p> <p>☑ about great artists, architects and designers in history.</p>	<p><b>Art/DT</b></p> <p>Children will use a blocked period of time [after learning/practicing the key skills of measuring, marking and cutting in wood and thicker plastic] to plan for and make a device or devices to move water from one location to another or desalinate water or make a home to survive sea level rises or make a water saving home.</p> <p>They will use/develop these key curriculum skills:</p> <p>Select tools and equipment suitable for the task Explain their choice of tools and equipment in relation to the skills and techniques they will be using Select materials and components suitable for the task Explain their choice of materials and components according to functional properties and aesthetic qualities Order the main stages of making Produce detailed lists of tools, equipment and materials that they need.</p> <p>Accurately measure to nearest mm, mark out, cut and shape materials and components Accurately assemble, join and combine materials/ components Accurately apply a range of finishing techniques, including those from art and design Use techniques that involve a number of steps Demonstrate resourcefulness, e.g. make refinements</p>	<p><b>Art/DT</b></p> <p>Use the focus of Digital media to create a series of works based on the theme of Water and all the locations it can be found in and ways it moves and looks.</p> <p>Record, collect and store visual information using digital cameras, video recorders Present recorded visual images using software e.g. Photostory, PowerPoint Use a graphics package to create and manipulate new images Be able to Import an image (scanned, retrieved, taken) into a graphics package Understand that a digital image is created by layering Create layered images from original ideas (sketch books etc.)</p>	<p><b>Art/DT</b></p> <p>Pupils will learn and practise key skills and techniques whilst completing a variety of tasks linked to their Topic. This will include creating collages based on wartime: developing perspective and composition skills through charcoal and pencil evacuee and refugee portraits and junk modelling/upcycling based on the theme of 'make do and mend'.</p> <p>Add collage to a painted, printed or drawn background. Use a range of media to create collages Use different techniques, colours and textures etc when designing and making pieces of work Use collage as a means of extending work from initial ideas.</p> <p>Shape, form, model and construct from observation or imagination Use recycled, natural and man-made materials to create sculptures Plan a sculpture through drawing and other preparatory work. Develop skills in using clay inc. slabs, coils, slips, etc. Produce intricate patterns and textures in a malleable media</p>	<p><b>Art/DT</b></p> <p>Pupils will develop a their understanding of art through the study of a particular movement/style - Cubism.</p> <p>This will extend their understanding of how perspective and composition can be deliberately manipulated radically to make statements about how the world can be comprehended.</p> <p>This will be through a variety of activities such as: Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and mixing appropriate colours Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music Colour Mix and match colours to create atmosphere and light effects Be able to identify primary secondary, complementary and contrasting colours. Work with complementary colours</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p>
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Computing	<p><b>E-Safety</b></p> <p>Use technology safely, respectfully and responsibly. Recognise acceptable/unacceptable behaviour.</p> <p>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><b>Digital Literacy</b></p> <p>Use search technologies effectively. Appreciate how search results are selected and ranked. Understand computer networks including the internet. Understand how networks can provide multiple services, such as the world wide web.</p> <p><b>Hour of Code</b></p>	<p><b>Coding with Scratch Building Numbers</b></p> <p>Use sequence, selection and repetition in programs; work with variables. Work with various forms of input and output. Use logical reasoning to explain how some simple algorithms work. Use logical reasoning to detect and correct errors in algorithms and programs.</p>	<p><b>Coding with Scratch Memory Game</b></p> <p>Design, write and debug programs that accomplish specific goals. Controlling or simulating physical systems. Solve problems by decomposing them into smaller parts.</p>	<p><b>Childnet Video Competition</b></p> <p>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><b>Coding Scratch Project</b></p> <p>Design, write and debug programs that accomplish specific goals. Controlling or simulating physical systems. Solve problems by decomposing them into smaller parts.</p>
Music		Dudley Performing Arts (Virtual lessons as current guidance allows)	Dudley Performing Arts	Dudley Performing Arts	Dudley Performing Arts	Dudley Performing Arts

PE	Non-contact social and physical activities that build physical skills as well as communication	Non-contact social and physical activities that build physical skills as well as communication	Non-contact social and physical activities that build physical skills as well as communication	Non-contact social and physical activities that build physical skills as well as communication	Non-contact social and physical activities that build physical skills as well as communication	Non-contact social and physical activities that build physical skills as well as communication
PSHE	<p><b>To know that mental health is as important as looking after your physical health</b></p> <p>To identify ways to self regulate</p> <p>To identify the size of a problem that they face</p> <p>To explore tools for calming big emotions</p> <p>To recognise that anyone can experience mental ill health.</p>	<p>To identify different relationships</p> <p>To know that people may be attracted to someone emotionally, romantically.</p> <p>To know marriage and civil partnership is a legal declaration of commitment.</p> <p>To know that forcing anyone to marry against their will is a crime.</p> <p>To identify strategies for recognising and managing peer influence</p> <p>To recognise if a friendship online or offline is making them feel unsafe</p>	<p>To recognise if a friendship (online/offline) is making them uncomfortable and what strategies to take.</p> <p>To know that personal behaviour can affect others (online and offline)</p> <p>To explore the importance of self respect.</p> <p>To recognise that everyone, including myself, should be treated with respect by others (online/offline)</p> <p>To identify strategies to create personal boundaries</p> <p><b>Focus on Childline</b></p>	<p>To explore how sleep contributes to a healthy lifestyle.</p> <p>To explore the importance of personal hygiene</p> <p>To explore the importance of dental hygiene</p> <p>How to seek support if they are worried about their health</p> <p>The importance of balancing their time online</p> <p>To know how to respond in an emergency situation.</p>	<p>Puberty talks by school nurse:</p> <p>To identify the physical and emotional change that happen in puberty.</p> <p>To explore hygiene routines based around puberty.</p> <p>To find out where to get more information about puberty.</p>	<p>To learn how to assess the reliability of sources of information online.</p> <p>To recognise things that are appropriate to share and things that are not to be shared on social media.</p> <p>To develop strategies to evaluate the reliability of sources and identify misinformation.</p>
R.E.	<p><b>Faith in the Community</b></p> <p>To consider the ways in which belonging to a religious community can help people.</p>	<p><b>Muhammed and why He is important to Islam</b></p> <p>To find out who Muhammad was and</p>	<b>Caring For The Earth</b>	<b>Caring For The Earth</b>	<b>Buddhism</b>	<b>Buddhism</b>

	<p>To consider the difficulties for people of different religious beliefs living in non-religious communities To think about what makes it difficult to live life according to our own beliefs.</p> <p><b>Harvest</b> To explore how Harvest is a time to give thanks</p>	<p>why he is an important figure in Islam. To understand the importance of Muhammad to Muslims' daily lives.</p> <p><b>Diwali:</b> To explore the moral of the story of Diwali</p> <p><b>Christmas:</b> To explore the significance of the Three Kings/Wise Men in the Nativity Story</p>				
French	<b><u>Start Summer Term</u></b>				<p><b>This is France</b> To describe distances and locations To recognise and locate places on a map of France</p>	
Parental involvement (Subject to latest guidance)	Parents Evening and 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 (Subject to latest guidance)	Big Brum theatre- linked to English genre and History topic.	Loudmouth theatre group-Anti-bullying week		Severn Trent Water representative visit	Visit a synagogue for RE Road safety talk	
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