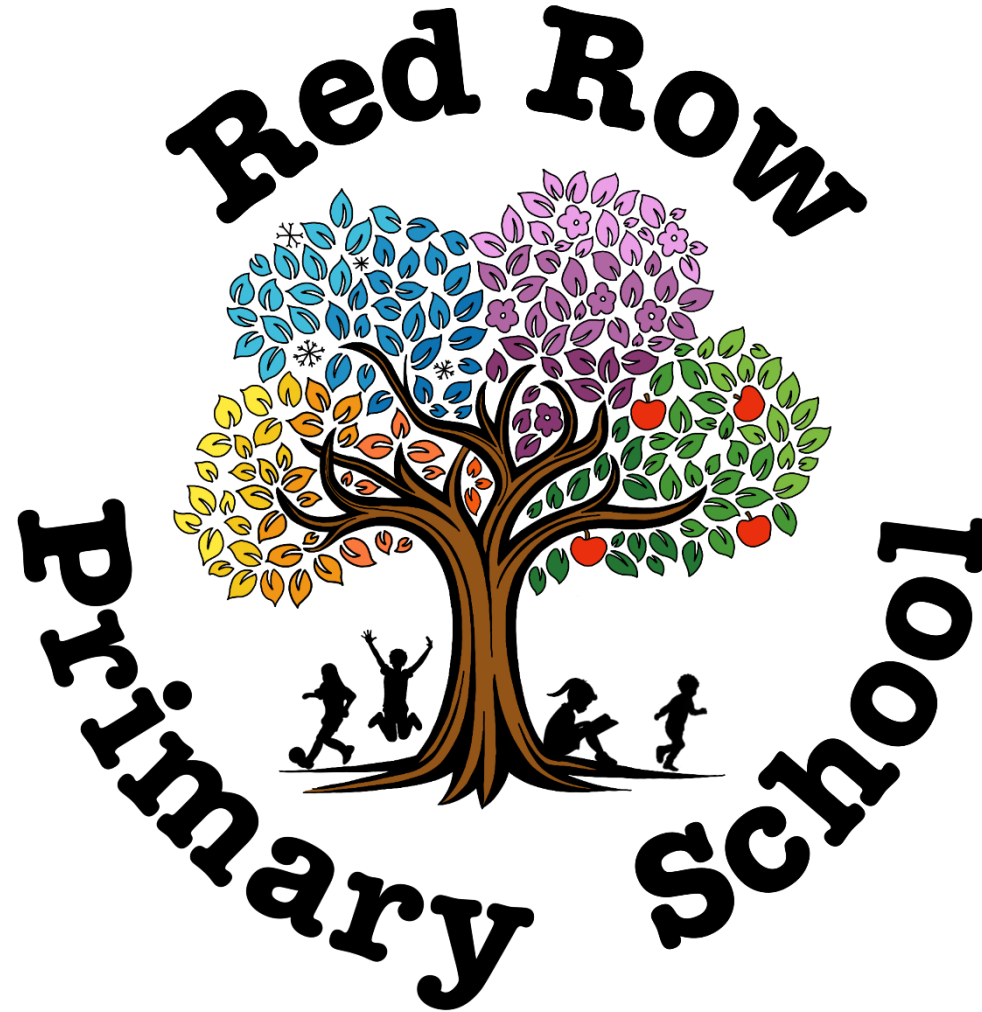
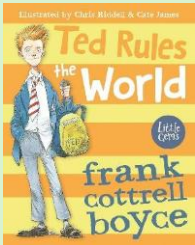
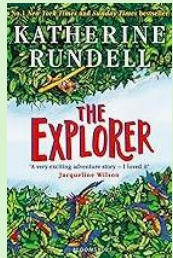
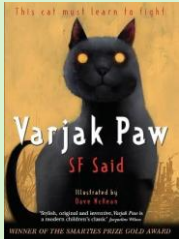
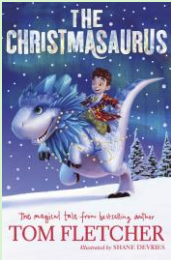
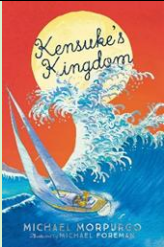
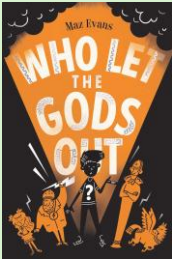
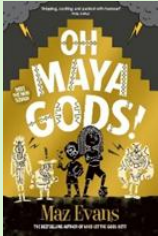
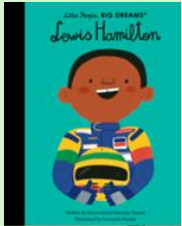
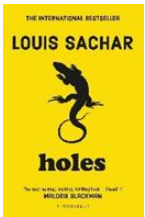
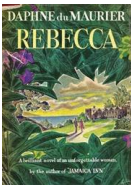
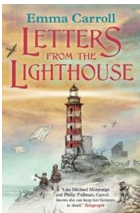
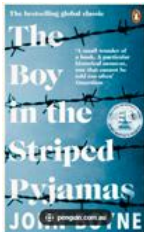
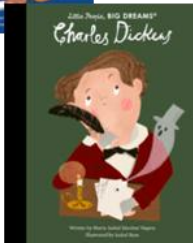


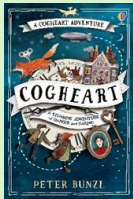
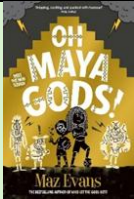


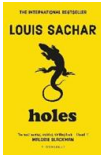
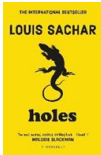
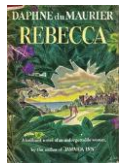
Upper Key Stage 2 Unit: Curriculum Overview

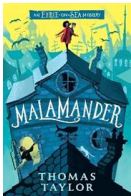
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
British Value:	British Value:	British Value:	British Value:	British Value:	British Value:
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of faiths and Beliefs	Mutual Respect
British Value Text:	British Value Text:	British Value Text:	British Value Text:	British Value Text:	British Value Text:
					
					

Literacy					
Suggested Text/ Reading for Pleasure	Suggested Text/ Reading for Pleasure	Suggested Text/ Reading for Pleasure	Suggested Text/ Reading for Pleasure	Suggested Text/ Reading for Pleasure	Suggested Text/ Reading for Pleasure
 Varjak Paw SF Said Illustrated by Dave McKean (Pie Corbett's)  COGHEART PETER BUNZL (English Core Text)	 THE CHRISTMASAURUS TOM FLETCHER Illustrated by SHANE DEVRIES  RUMAYSA RADIYA HAFIZA Illustrated by SARAH KELLY (English Core Text)	 Kensuke's Kingdom MICHAEL MORPURGO Illustrated by PETER FENSHTOLT (English Core Text)  WHO LET THE GODS OUT MAZ EVANS  HOW TO TRAIN YOUR DRAGON CRESSIDA COWELL (English Core Text)	 The Midnight Fox BETSY EVANS (Pie Corbett's)	 OH MAYA GODS! MAZ EVANS (English Core Text)  ROALD DAHL GEORGE'S MARVELLOUS MEDICINE	 Lewis Hamilton JOHN UPDEGRAFF  Vivienne Westwood JOHN UPDEGRAFF

 (English Core Text)  (English Core Text)	 (English Core Text)  (English Core Text)	 (English Core Text)	 (Pie Corbett's)	 (Pie Corbett's)  (English Core Text)	 
Core Text	Core Text	Core Text	Core Text	Core Text	Core Text
<u>The Place Value of Punctuation and Grammar</u> 	<u>Recount- Letter</u> Frankenstein: To create life Sideways text: Frankenstein  OR Hansel's Escape Sideways text: Hansel and Gretel	<u>Narrative- Setting Description</u> Pandora  OR Cottage in the Woods Dark Fairytale 	<u>Instructions</u> How to train your dragon Sideways text: How to train your dragon  OR How to survive an alien invasion	<u>Poetry</u> <u>Explanation</u> (To be revisited April 2026)	<u>Narrative- setting description</u> Lost Jungle City  <u>Plot Weave</u> Discovering the lost jungle city Sideways text: Oh Maya Gods

	 <u>Non-chronological report</u> Luminara OR Mechanimals <i>Sideways text: Cogheart</i> 	<u>Narrative- Characterising speech</u> Alma vs the dollmaker <i>Sideways text: Alma (Film Study)</i>  OR Raysha vs Aashman <i>Sideways text: Rumaysa</i>  <u>Recount- Diary</u> Raysha's Escape  OR Surviving on a desert island <i>Sideways text: Kensuke's Kingdom</i>	<u>Model text:</u>  <u>Narrative</u> Artura and the silver lasso <i>Sideways text: Arthur and the Golden Rope</i> 	 <u>Persuasion</u> Come to the Space Hotel  OR Visit Mexico 
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<u>The Place Value of Punctuation and Grammar</u> 	<u>Non-chronological report</u> Famous Outlaws <i>Sideways text: Holes</i>  OR Bandits, outlaws and pirates (fictional) <i>Sideways text: Holes</i>  <u>Recount- Letter</u> Terry Orange meets Opal Fruit <i>Sideways text: Malamander</i>	<u>Plot Weave</u> Whitby Abbey (Model Text) <i>Sideways text: Rebecca</i>  <u>Narrative</u> WWII Evacuee Consequence Story <i>Sideways text: Letters from the Lighthouse</i>  <u>Narrative- characterising speech</u> Workhouse Guardians vs boys <i>Sideways text: Oliver Twist</i>	<u>Explanation</u> <i>(To be revisited February 2026)</i>	<u>SATS</u> <u>Non-chronological report</u> The Galapagos Flying Lizard Model text: The Galapagos flying lizard  OR New Animal Genus 	<u>Narrative</u> <i>(To be revisited May 2026)</i> <u>Recount- Diary</u> Charles Darwin- A new discovery <i>Sideways text: Darwin's Dragons</i> 

	 OR Dracula: Harker's Letter  <u>Setting Description</u> Oddly-on-Sea <i>Sideways text: Malamander</i>  OR Whitby Abbey Horror 	 OR Surviving the Air Raid 			
Writing Focus	Writing Focus	Writing Focus	Writing Focus	Writing Focus	Writing Focus

	<u>Recount- Letter</u> Frankenstein: To create life Active voice Co-ordinating conjunctions to join clauses Modifying the verb (adverbs/ adverbials of time, reason, manner and place) Modifying the noun (expanded noun phrases) Modifying the verb (subordinating clauses as adverbials of time) Rhetorical questions OR Hansel's Escape Active voice Co-ordinating conjunctions to join clauses Modifying the verb (adverbials of time, reason, manner and place) Modifying the noun (expanded noun phrases) Modifying the verb (subordinating conjunctions) Rhetorical questions <u>Non-chronological report</u> Luminara	<u>Narrative- Setting Description</u> Pandora Modifying the verb (adverbials of time) Colon/ commas in a list Modifying the noun (expanded noun phrases(inc. participial adjectives)) Basic structure Modifying the verb (adverbials of place) Modifying the noun (relative clauses) Modifying the noun (participial phrases/ clauses) Modifying the noun (expanded noun phrases) Modifying the verb (adverbials of manner(similies)) Cohesion within and across paragraphs (inc. adverbials of place) Short sentences Rhetorical questions OR Cottage in the Woods Dark Fairytale Modifying the verb (adverbials of time)	<u>Instructions</u> How to train your dragon Rhetorical questions Modifying the noun (expanded noun phrases (+ parentheses)) Commands (using imperative) Commas in a list of commands (+ detailed information) Co-ordinating conjunctions to join clauses (+ detailed information) Modifying the verb (adverbs/ adverbials of time (+ subordinating conjunctions)) Modifying the verb (adverbs/ adverbials of manner and reason (+ parentheses)) Apostrophes for possession OR How to survive an alien invasion Rhetorical questions Expanded noun phrases + parentheses extension Imperative verbs (command sentences) Adverbs of manner + parentheses/ colons extension	<u>Poetry</u> <u>Explanation</u> (To be revisited April 2026)	<u>Narrative- setting description</u> Lost Jungle City Modifying the verb (adverbs/ adverbials of time) Colon/ commas in a list Modifying the noun (participial adjectives) Basic structure Modifying the verb (adverbs/ adverbials of place) Modifying the noun (relative clauses and participial phrases/ clauses) Modifying the noun (expanded noun phrases) Modifying the verb (adverbials of manner (similies)) Cohesion within and across paragraphs Short sentences Rhetorical questions <u>Plot Weave</u> Discovering the lost jungle city Reading lesson- Exploring a modern classic (Kensuke's Kingdom by Michael Morpurgo)
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	Commas in a list Co-ordinating conjunctions Cohesion within and across paragraphs (TIDE) Modifying the verb- adverbs/ adverbials of time, manner and place Modifying the verb- subordinate clauses as adverbials of reason Modifying the noun- expanded noun phrases Apostrophes for possession OR Mechanisms Co-ordinating conjunctions Cohesion within and across paragraphs (TIDE) Modifying the verb- adverbs/ adverbials of time, manner and place Modifying the verb- subordinate clauses as adverbials of reason Modifying the noun- expanded noun phrases Apostrophes for possession	Colon/ commas in a list Modifying the noun (expanded noun phrases (inc. participial adjectives)) Basic structure Modifying the verb (adverbials of place) Modifying the noun (relative clauses) Modifying the noun (participial phrases/ clauses) Modifying the noun (expanded noun phrases) Modifying the verb (adverbials of manner (similes)) Cohesion within and across paragraphs (inc. adverbials of place) Short sentences Rhetorical questions <u>Narrative- Characterising speech</u> Alma vs the dollmaker Modifying the verb (adverbs/ adverbials of place) Modifying the noun (relative clauses (+ commas for parenthesis)) Modifying the noun (participial phrases/ clauses)	Adverbials of time & subordinating conjunctions + commas for fronted adverbials Commas in a list <u>Narrative</u> Artura and the silver lasso Engage Explore Plan Write Publish	Exploring the model text (Discovering the lost jungle city) Engage (Journey to Xibalba) Language features Plan Write <u>Persuasion</u> Come to the Space Hotel Rhetorical questions Modifying the verb (subordinate clauses as adverbials of condition (whether) & rule of three) Basic structure (inc. alliteration & assonance) Commands Commas in a list of commands (+ rule of three) Modifying the verb (subordinate clauses as adverbials of time (as, whilst)) Modifying the noun (expanded noun phrases) Modifying the verb (adverbs of degree/ certainty (exaggerated language)) Conjunctive adverbs (+ semi-colons) Application
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		Modifying the noun (expanded noun phrases) Basic structure in SEAT: <i>Speech (inc. direct speech, inverted commas & colloquialisms)</i> <i>Emotions (adverbs/ adverbials of manner)</i> <i>Action (inc. subordinate clauses & participial phrases/ clauses)</i> <i>Thoughts (inc. short sentences for effect)</i> Application of SEAT Colons/ commas in a list Modifying the noun (participial adjectives) OR Raysha vs Aashman Modifying the verb (adverbials of place) Modifying the noun (relative clauses (+ commas for parentheses)) Modifying the noun (participial phrases/ clauses) Modifying the noun Basic structure inc. SEAT Inverted commas Colloquialisms			Modifying the verb (subordinate clauses as adverbials of condition (if)) OR Visit Mexico Rhetorical questions Modifying the verb (subordinate clauses as adverbials of condition (whether) & rule of three) Basic structure (inc. alliteration & assonance) Commands Commas in a list of commands (+ rule of three) Modifying the verb (subordinate clauses as adverbials of time (as, whilst)) Modifying the noun (expanded noun phrases) Modifying the verb (adverbs of degree/ certainty (exaggerated language)) Conjunctive adverbs (+ semi- colons) Application Modifying the verb (subordinate clauses as adverbials of condition (if))
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		Modifying the verb (adverbs/ adverbials of manner) Modifying the verb (subordinating conjunctions) Short sentences for effect Application of SEAT Colons/ commas in a list Modifying the noun (present participial adjectives) <u>Recount- Diary</u> Raysha's Escape Phrasal verbs Modifying the verb (adverbials of time/ place (+ subordinating conjunctions)) Rhetorical questions Modifying the noun (expanded noun phrases) Modifying the noun (relative clauses (+ commas for parenthesis)) Conjunctive adverbs Facts and opinion OR Surviving on a desert island Phrasal verbs Basic structure			
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		Modifying the verb (adverbs/ adverbials of place and time (+ subordinating conjunctions)) Conjunctive adverbs (+ semi-colons) Colons/ commas in a list Modifying the noun (expanded noun phrases) Modifying the noun (relative clauses (+ commas for parenthesis)) Subjunctive mood/form			
	<u>Non-chronological report</u> Famous Outlaws Co-ordinating conjunctions to join clauses Basic structure (inc. cohesion within and across paragraphs TIDE) Modifying the verb (adverbs/ adverbials of time, manner and place) Modifying the verb (subordinate clauses as adverbials of reason) Modifying the noun (expanded noun phrases) Apostrophes for possession OR Bandits, outlaws and pirates (fictional)	<u>Plot Weave</u> Whitby Abbey (Model Text) Literacy heritage Exploring the model text Engage Language features Introduction Transition <u>Narrative</u> WWII Evacuee Consequence Story <u>Narrative- characterising speech</u> Workhouse Guardians vs boys Modifying the verb (adverbs/ adverbials of place)	<u>Explanation</u> (To be revisited February 2026)	<u>Non-chronological report</u> The Galapagos Flying Lizard Parentheses + colon/ commas in a list extension Cohesion within and across paragraphs including conjunctive adverbs Modifying the noun (relative clauses (+ parentheses)) Passive voice Subjunctive mood/ form OR New Animal Genus Co-ordinating conjunctions to join clauses Planning a fictional genus Cohesion within and across paragraphs TIDE	<u>Narrative</u> (To be revisited May 2026) <u>Recount- Diary</u> Charles Darwin- A new discovery Phrasal verbs Basic structure Modifying the verb (adverbs/ adverbials of time (+ subordinating conjunctions)) Conjunctives adverbs (+ semi-colons) Colons/ commas in a list Modifying the verb (adverbs/ adverbials of place) Modifying the noun (expanded noun phrases)

	Co-ordinating conjunctions to join clauses Planning fictional outlaws Cohesion within and across paragraphs TIDE Modifying the verb (adverbs/ adverbials of time, manner and place) Modifying the verb (subordinate clauses as adverbials of reason) Modifying the noun (expanded noun phrases) Apostrophes for possession <u>Recount- Letter</u> Terry Orange meets Opal Fruit Active voice Co-ordinating conjunctions to join clauses Modifying the verb (adverbs/ adverbials of time, manner and place) Modifying the noun (expanded noun phrases) Modifying the verb (subordinate clauses as adverbials of time) Rhetorical questions OR Dracula: Harker's Letter	Modifying the noun (relative clauses (+ commas for parentheses)) Modifying the noun (participial phrases/ clauses) Modifying the noun (expanded noun phrases) Basic structure inc. SEAT: <i>Speech (inc. direct speech, inverted commas & colloquialisms)</i> <i>Emotions (adverbs/ adverbials of manner)</i> <i>Action (inc. subordinate clauses & participial phrases/ clauses)</i> <i>Thoughts (inc. short sentences for effect)</i> Application of SEAT Colons/ commas in a list Modifying the noun (participial adjectives) OR Surviving the Air Raid Modifying the verb (adverbials of place) Modifying the noun (relative clauses (+ commas for parentheses)) Modifying the noun (participial phrases & clauses (-ing and -ed openers))		Modifying the verb (adverbs/ adverbials of time, manner and place) Modifying the verb (subordinate clauses as adverbials of reason) Modifying the noun (expanded noun phrases) Apostrophes for possession	Modifying the noun (relative clauses (+ commas for parentheses)) Subjunctive mood/ form
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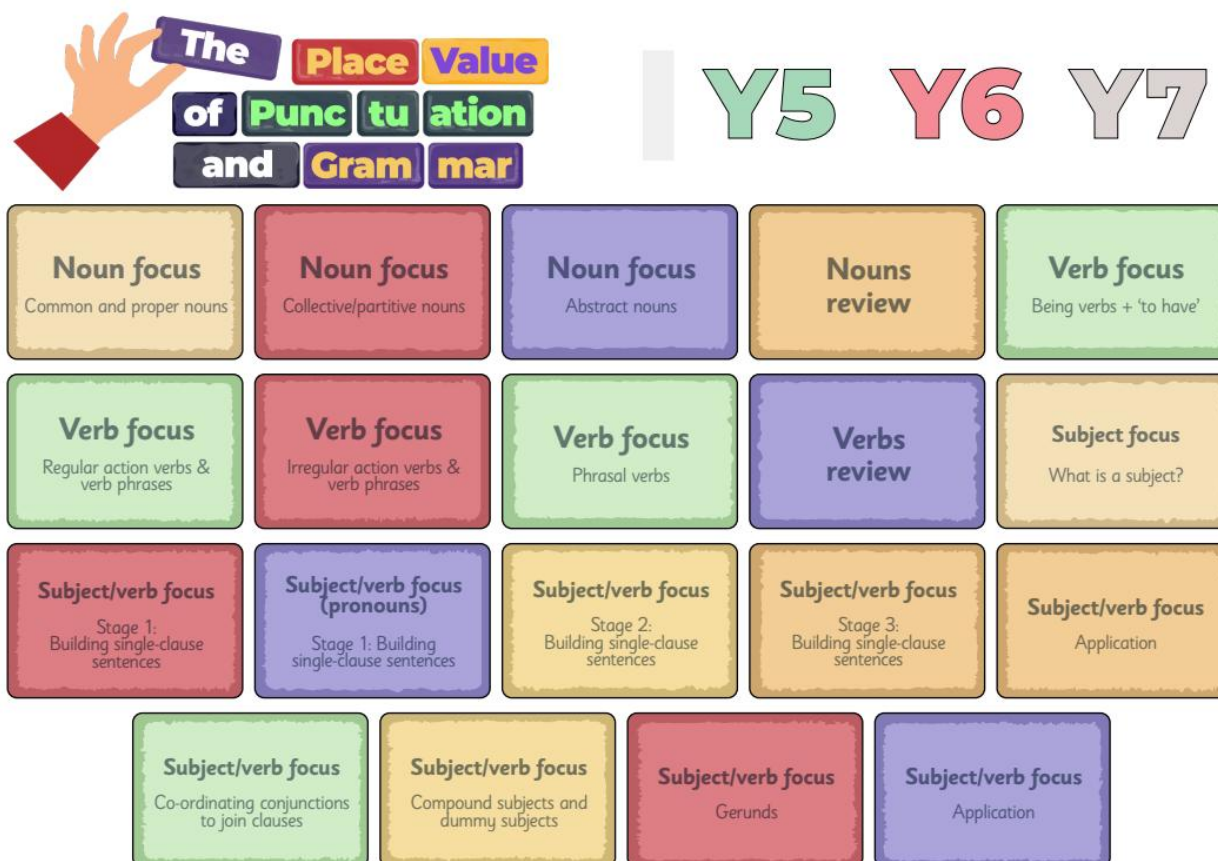
	Active voice Co-ordinating conjunctions to join clauses Modifying the verb (adverbials of time, reason, manner and place) Modifying the noun (expanded noun phrases) Modifying the verb (subordinating conjunctions) Rhetorical questions <u>Setting Description</u> Oddly-on-Sea Modifying the verb (adverbials of time) Colon/ commas in a list Modifying the noun (expanded noun phrases (inc. participial adjectives)) Basic structure Modifying the verb (adverbials of place) Modifying the noun (relative clauses) Modifying the noun (participial phrases/ clauses) Modifying the noun (expanded noun phrases (inc. relative clauses and participial phrases/ clauses))	Modifying the noun Basic structure inc. SEAT Inverted commas Colloquialisms Modifying the verb (adverbs/ adverbials of manner) Modifying the verb (subordinating conjunctions) Short sentences for effect Basic structure inc. SEAT (application) Colons/ commas in a list Modifying the noun (present participial adjectives) Cohesion within and across paragraphs			
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	Modifying the verb (adverbials of manner (similes)) Cohesion within and across paragraphs (inc. adverbials of place) Short sentences Ellipses Rhetorical question OR Whitby Abbey Horror Modifying the verb (adverbials of time) Colon/ commas in a list Modifying the noun (expanded noun phrases (inc. participial adjectives)) Planning Modifying the verb (adverbials of place) Modifying the noun (relative clauses) Modifying the noun (participial phrases/ clauses) Modifying the noun (expanded noun phrases) Modifying the verb (adverbials of manner (silimes)) Short sentences Ellipses				
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	Rhetorical questions				
Punctuation and Grammar:					

To support explicit teaching of grammar, we use Grammarsaurus resources. We focus on the foundations of accurate grammar and each year group will begin the year with lessons dedicated to the understanding of nouns, verbs and subjects, so vital in the structure of sentences.

We weave the teaching of grammar throughout our teaching of speaking, reading and writing. We do this by modelling the correct use of language, looking closely at the written word and understanding how to improve our writing through our grammar choices.



Handwriting					
To build muscle strength, enabling writing at length. To increase the legibility, consistency, and quality of their handwriting. For Example: Downwards strokes of letters are parallel and equidistant. Lines of writing are space sufficiently so that the ascending and descending letters do not touch. x4 Weekly lessons focusing on single letter formation, multiple letter joins, weekly spelling and dictation. To develop my own handwriting style.					
Reading Focus					
Comprehension (Positive attitudes and love of reading) – To maintain pleasure in reading, motivation to read, vocabulary and understanding Comprehension (Accuracy, fluency and understanding) – To understand both the books they can already read accurately and fluently and those they listen to. Guided Reading • Comprehension (Accuracy, fluency and understanding) • To understand both the books they can already read accurately and fluently and those they listen to. • 3x per week guided reading lessons • Increasing a wide range of books. • 1:1 reading 3x per week for lowest attainers. • Home reading • Daily reading for pleasure • Phonics intervention (where appropriate) • Reading across the curriculum • Opportunity to independently read for pleasure. • VIPERS Comprehension • Daily whole class stories					
Spelling Focus	Spelling Focus	Spelling Focus	Spelling Focus	Spelling Focus	Spelling Focus

Words ending in ‘-tious’ and ‘-ious’ ambitious, amphibious, curious, devious, fictitious, infectious, notorious, nutritious, repetitious, obvious Words ending in ‘-cious’ atrocious, conscious, delicious, ferocious, gracious, luscious, malicious, precious, spacious, suspicious Words ending in ‘-cial’ artificial, beneficial, crucial, especially, facial, glacial, judicial, multiracial, official, special Words ending in ‘-tial’ circumstantial, confidential, essential, impartial, influential, potential, preferential, residential, substantial, torrential Words ending in ‘-cial’ and ‘-tial’ commercial, controversial, controversially, financial, financially, initial, initially, palatial, provincial, spatial Challenge Words appreciate, cemetery, conscious, convenience, environment, immediately, language, sufficient, thorough, vegetable	Words ending in ‘-ant’ abundant, brilliant, constant, distant, dominant, elegant, fragrant, ignorant, tolerant, vacant Words ending in ‘-ance’ and ‘-ancy’ abundance, abundancy, brilliance, dominancy, elegance, extravagance, hesitancy, relevancy, tolerance, vacancy Words ending in ‘-ent’ and ‘-ence’ competence, confidence, decent, eloquence, emergent, frequent, innocence, intelligence, transparent, violent Words ending in ‘-able’ and ‘-ible’ comfortable, dependable, enjoyable, horrible, incredible, possible, reasonable, reliable, terrible, understandable Words ending in ‘-ably’ and ‘-ibly’ comfortably, dependably, horribly, incredibly, legibly, possibly, reliably, sensibly, terribly, visibly Challenge Words accommodate, available, controversy, dictionary, marvellous, opportunity,	Words ending in ‘-able’, where the ‘e’ from the root word remains agreeable, changeable, irreplaceable, knowledgeable, manageable, microwaveable, noticeable, rechargeable, replaceable, salvageable Words that are adverbs of time afterwards, earlier, eventually, finally, immediately, previously, recently, tomorrow, whilst, yesterday Words with suffixes where the base word ends in ‘-fer’ conferring, difference, inference, preference, preferred, referee, reference, referring, transference, transferring Words with ‘silent’ first letters knife, knight, knowledge, knuckle, mnemonic, pterodactyl, wreath, wreckage, wrestler, writer Words with ‘silent’ letters ascend, autumn, build, disciple, doubt, island, lamb, receipt, solemn, thistle	Words with ‘ie’ after ‘c’ society, deficient, efficient, emergencies, glacier, inefficient, science, scientists, species, sufficient Words where ‘ei’ can make an /ee/ sound caffeine, conceive, deceive, either, neither, perceive, protein, ceiling, receive, seize Words where ‘ough’ makes an /or/ sound afterthought, bought, brought, fought, nought, ought, sought, thought, thoughtfulness, wrought Words containing ‘ough’ although, bough, dough, doughnut, enough, plough, rough, though, tough, toughen Adverbs of possibility and frequency certainly, definitely, frequently, infrequently, obviously, occasionally, often, probably, possibly, rarely Challenge Words accompany, communicate, conscience, desperate, disastrous, interfere, nuisance, queue, restaurant, rhythm	Words that are homophones or near homophones advice, advise, device, devise, licence, license, practice, practise, prophecy, prophesy Words that are homophones aisle, isle, allowed, aloud, altar, alter, ascent, assent, farther, father Words that are homophones bridal, bridle, guesses, guest, heard, herd, morning, mourning, passed, past Words that are homophones or near homophones cereal, serial, complement, compliment, principal, principle, stationary, stationery, wary, weary Words that are homophones or near homophones affect, effect, dessert, desert, draft, draught, precede, proceed, who’s, whose Challenge Words achieve, apparent, bargain, bruise,	Words with hyphens co-author, co-operate, co-ordinate, co-own, re-educate, re-energise, re-enter, re-evaluate, re-examine, re-explain Challenge Words afterwards, amateur, ancient, changeable, deceive, doubt, knight, referring, sincere, immediate Revision Words accompany, achieve, advice, affect, aisle, bought, cereal, definitely, guessed, though Revision Words conscious, constant, controversy, comfortably, earlier, elegance, fictitious, frequent, manageable, understandable Revision Words ascend, awkward, conscience, dough, probably, receive, species, thought, transferring, writer Revision Words aloud, community, complement, desert, device, heard, muscle, precede, principle, stationary
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	<i>secretary, sincerely, suggest, twelfth</i>	Challenge Words <i>ancient, amateur, awkward, criticise, equipment, excellent, foreign, pronunciation, symbol, yacht</i>		<i>community, mischievous, muscle, necessary, vehicle, system</i>	
Words with the short vowel sound /i/ spelled 'y' <i>antonym, crystal, lyrics, mystery, oxygen, rhythm, symbol, symptom, system, typical</i> Words with the long vowel sound /igh/ spelled 'y' <i>apply, hygiene, hyphen, identify, multiply, occupy, python, recycle, rhyme, supply</i> Challenge Words <i>ancient, cemetery, criticise, equipped, government, leisure, opportunity, recognise, sincerely, variety</i> Words with 'cial'/shul/ after a vowel <i>antisocial, artificial, beneficial, crucial, facial, official, racial, social, special, superficial</i> Words with 'tial' <i>confidential, essential, influential, martial, partial, potential, sequential,</i>	Challenge Words <i>appreciate, communicate, definite, exaggerate, harass, marvellous, persuade, relevant, stomach, vehicle</i> Words with an /oa/ sound spelled 'ou' or 'ow' <i>blown, known, mould, poultry, shallow, shoulder, smoulder, soul, thrown, window</i> Words with a 'soft c' spelled 'ce' <i>celebrate, cemetery, certificate, deceased, December, hindrance, necessary, nuisance, prejudice, sacrifice</i> Challenge Words <i>apparent, committee, curiosity, especially, guarantee, lightning, parliament, recommend, soldier, vegetable</i> Words with the /f/ sound spelled 'ph' <i>alphabet, elephant, dolphin, graph, pamphlet,</i>	Words with the suffix '-ably' <i>adorably, believably, changeably, comfortably, considerably, dependably, noticeably, reasonably, tolerably, valuably</i> Words with the suffix '-ible' <i>forcible, horrible, incredible, legible, possible, responsible, reversible, sensible, terrible, visible</i> Challenge Words <i>attached, community, desperate, excellent, hindrance, mischievous, physical, restaurant, sufficient, yacht</i> Words with the suffix '-ibly' <i>forcibly, horribly, incredibly, legibly, possibly, responsibly, reversibly, sensibly, terribly, visibly</i> Words ending in '-ent' and '-ence'	Challenge Words <i>aggressive, bruise, convenience, embarrass, forty, interrupt, occupy, pronunciation, shoulder, thorough</i> Words ending in '-er', '-or' and '-ar' <i>calendar, computer, customer, interior, particular, popular, radiator, shoulder, soldier, superior</i> Challenge Words <i>achieve, bargain, controversy, disastrous, foreign, interfere, nuisance, programme, secretary, temperature</i> Words beginning with 'acc-' <i>accentuate, access, accommodate, accompany, accomplish, accost, accrue, accumulate, accuracy, accuse</i> Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'	Words with origins in other countries and languages <i>ballet, blizzard, bungalow, easel, gymkhana, hoist, origin, pyjamas, restaurant, veranda</i> Grammar Vocabulary 1 <i>adverb, ambiguity, bracket, clause, cohesion, determiner, modal, parenthesis, pronoun, relative</i> Grammar Vocabulary 2 <i>active, antonym, colon, ellipsis, hyphen, object, passive, punctuation, subject, synonym</i> Adding the prefix 'over-' <i>overbalance, overcoat, overcook, overlooked, overpaid, overreact, overslept, overthrow, overtired, overturned</i> Words with the suffix '-ful' <i>beautiful, boastful, doubtful, faithful, fanciful, fearful, merciful, pitiful, plentiful, thankful</i>	Adjectives used to describe feelings <i>apprehensive, delighted, despondent, euphoric, incensed, jittery, optimistic, positive, sanguine, terrified</i> Adjectives to describe characters <i>amiable, courageous, delightful, disagreeable, exquisite, gargantuan, grotesque, obnoxious, repugnant, valiant</i> Words that can be nouns and verbs <i>contest, freeze, impact, increase, object, permit, produce, silence, subject, transport</i> Words with unstressed vowel sounds <i>company, definitely, desperate, environment, explanatory, jewellery, poisonous, reference, secretary, temperature</i> Adverbs synonymous with determination

<i>spatial, substantial, torrential</i> Challenge Words <i>amateur, category, correspond, environment, frequently, language, occur, queue, signature, twelfth</i>	<i>pheasant, phone, photo, physical, sphere</i> Challenge Words <i>according, awkward, conscious, dictionary, familiar, individual, neighbour, profession, sacrifice, system</i>	<i>convenience, convenient, difference, different, evidence, evident, excellence, excellent, silence, silent.</i> Challenge Words <i>accommodate, available, competition, determined, existence, identity, muscle, prejudice, rhyme, suggest</i>	<i>disappointed, dissatisfied, dissimilar, impatient, overreact, overrule, overseas, unnatural, unnecessary, unsure</i> Challenge Words <i>accompany, average, conscience, develop, explanation, immediately, necessary, privilege, rhythm, symbol</i>	Adjectives used to describe settings <i>bustling, magnificent, majestic, noiseless, picturesque, regal, sinister, spectacular, tranquil, unsightly</i>	<i>continually, determinedly, diligently, intently, persistently, purposefully, relentlessly, repeatedly, resolutely, tenaciously</i> Mathematical Vocabulary <i>addition, calculation, circumference, diameter, division, horizontal, multiplication, parallel, subtraction, vertical</i>
Maths	Maths	Maths	Maths	Maths	Maths
<u>Number and Place Value</u> Read, write, order and compare numbers up to 1,000,000 Count forwards and backwards in powers of 10 (from any number) Identify the value of each digit in numbers up to one million Use number lines to position large numbers Round numbers to the nearest 10, 100, 1,000, 10,000 and 100,000 Solve problems involving place value and rounding Understand negative numbers in context (e.g. temperature, number lines)	<u>Multiplication and Division</u> Multiply numbers up to 4 digits by 1-digit and 2-digit numbers Use formal written multiplication methods Divide numbers up to 4 digits by 1-digit numbers Use short division with and without remainders Interpret remainders according to the context Solve multi-step problems involving multiplication and division Apply multiplication and division to real-life contexts	<u>Fractions</u> Add and subtract fractions with: - The same denominator - Related denominators (multiples) Find equivalent fractions Compare and order fractions Convert between improper fractions and mixed numbers - Multiply proper fractions by whole numbers Solve multi-step problems involving fractions Use fractions in real-life contexts (measures, quantities)	<u>Measure - Area, Perimeter and Volume</u> Measure and calculate the perimeter of rectilinear shapes and composite shapes. Calculate the area of rectangles and compound shapes (using partitioning) Estimate and compare area and perimeter Understand and calculate volume of cuboids (using cubes and formula). Solve real-life problems involving area, perimeter and volume <u>Measurement - Time</u>	<u>Decimals</u> Read, write, order and compare decimals to three decimal places Identify the value of each digit in decimals Round decimals to one decimal place and two decimal places. Add and subtract decimals with the same number of decimal places and different numbers of decimal places. Solve problems involving decimals in real-life contexts (money,	<u>Statistics</u> Interpret and present data using tables and line graphs Read and interpret information from graphs accurately Solve one-step and multi-step problems using data Draw conclusions and explain findings Use data to support reasoning and problem solving <u>Geometry - Properties of Shapes</u> Identify and describe properties of triangles, quadrilaterals and other

<u>Addition and Subtraction</u> Add and subtract numbers with more than 4 digits Use formal written methods (column addition and subtraction) Add and subtract numbers mentally using efficient strategies Solve multi-step word problems Check answers using inverse operations Estimate answers and explain reasoning <u>Multiplication and Division</u> Revise multiplication facts (up to 12×12) Multiply up to 4-digit numbers by 1-digit numbers Use formal written multiplication Divide numbers using known facts and partitioning Understand remainders (often informally at this stage)	<u>Factors, Multiples and Prime Numbers</u> Identify factors and multiples Find common factors and common multiples Recognise prime numbers up to 100 Know square numbers and cube numbers Use knowledge of factors and multiples to solve problems <u>Fractions</u> Recognise and use fractions as numbers Identify equivalent fractions Convert between improper fractions and mixed numbers Compare and order fractions with related denominators	<u>Decimals</u> Understand decimals to two decimal places Recognise the link between fractions and decimals Compare and order decimals Round decimals to one decimal place Add and subtract decimals (within 1) Solve problems involving decimals and money <u>Geometry - Properties of Shape</u> Identify and compare regular and irregular polygons Know properties of triangles, quadrilaterals and other polygons. Identify angles as acute, obtuse, right and reflex Measure and draw angles using a protractor Estimate angles and compare them	Convert between units of time Solve problems involving timetables and duration. Read and interpret time in different formats Apply calculation skills to time-based word problems <u>Statistics</u> Interpret and present data using tables and line graphs. Read and interpret information from graphs Solve one-step and two-step problems using data Draw conclusions and explain findings <u>Geometry - Properties of Shapes</u> Identify and describe angles at a point and angles on a straight line. Use knowledge that: -Angles around a point total 360° -Angles on a straight line total 180°	measures) <u>Percentages</u> Understand percentages as parts per hundred, fractions and decimals Convert between Fractions with denominators of 10 and 100, decimals, and percentages. Find simple percentages of amounts (e.g. 10%, 25%, 50%) Solve real-life problems involving percentages <u>Geometry - Angles</u> Identify angles as, acute, Obtuse, Right and Reflex Measure and draw angles accurately using a protractor Compare and estimate angles	polygons Identify and classify angles including acute, obtuse, right and reflex. Use knowledge of angle facts to find missing angles and solve reasoning problems Reason about shapes using correct mathematical vocabulary <u>Geometry - Position and Direction</u> Use coordinates in the first quadrant Plot and read coordinates accurately Translate shapes on a coordinate grid Describe movements using precise positional and directional language <u>Measure - Consolidation and Application</u>
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Solve real-life problems involving multiplication and division <u>Mental Maths and Fluency</u> Secure rapid recall of number facts Use mental strategies for: Adding and subtracting multiples of 10, 100, 1,000 Bridging through multiples (e.g. $3,998 + 27$) Reason about which method is most efficient <u>Mathematical Reasoning</u> Explain methods using correct mathematical vocabulary Compare different strategies and justify choices Identify errors and misconceptions Use reasoning in worded and real-life problems <u>Teacher Focus</u> Strong emphasis on number sense and place value Ensuring pupils are confident with formal written methods	Add and subtract fractions with: The same denominator Related denominators (e.g. multiples) Solve fraction word problems <u>Decimals</u> Understand decimals to two decimal places Recognise the link between tenths, hundredths and fractions Read, write and order decimals Compare decimals using place value Round decimals to one decimal place Solve problems involving decimals and money	Identify angles around a point and on a straight line <u>Geometry - Position and direction</u> Use coordinates in the first quadrant Plot and read points on a grid Describe movements using translation and reflection Use correct positional and directional vocabulary <u>Mathematical Reasoning</u> Explain fraction and decimal methods clearly Justify geometric reasoning using correct vocabulary Compare strategies and representations Identify and correct mistakes Solve multi-step reasoning and problem-solving questions <u>Teacher Focus</u>	Use angle facts to find missing angles Reason about shape properties using correct vocabulary <u>Mathematical Reasoning</u> Explain strategies and justify answers Solve multi-step problems across measurement and statistics Identify errors and misconceptions Choose efficient methods and explain choices Apply reasoning in real-life contexts <u>Teacher Focus</u> Developing confidence with measurement calculations Securing understanding of area, perimeter and volume Applying number skills to data handling and real-life problems Strengthening geometric reasoning	Find missing angles using knowledge of: Angles on a straight line (180°) Angles around a point (360°) Use angle facts to solve problems <u>Number - Problem Solving and Fluency</u> Apply all four operations to decimals and fraction Solve multi-step problems involving mixed operations Choose efficient methods (mental or written) Estimate answers and check using inverse operations <u>Mathematical Reasoning</u> Explain decimal and percentage strategies clearly	Solve problems involving length, mass, capacity, money and time. Convert between units using decimal notation Apply fraction and decimal knowledge to measurement problems Solve real-life, multi-step measurement problems <u>Number - Consolidation and Fluency</u> Apply all four operations to, whole numbers, fractions, decimals Solve mixed-operation, multi-step problems Choose efficient methods (mental or written) Estimate answers and check using inverse operations <u>Mathematical Reasoning</u> Explain strategies clearly using mathematical
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Building stamina for multi-step problem solving	<u>Measure</u>	Deepening understanding of fractions and decimals	Preparing pupils for Summer term problem-solving demands	Justify geometric reasoning using precise vocabulary	vocabulary
	Convert between:				Justify answers and methods
	Units of length				
	Units of mass	Ensuring pupils are confident with fraction calculations		Compare different methods and representations	Identify and correct errors and misconceptions
	Units of capacity				
	Use decimal notation when converting units	Introducing accurate angle measurement		Identify and correct misconceptions	Solve reasoning and problem-solving questions across all topics
	Solve real-life problems involving measurement	Developing spatial awareness through coordinates and movement		Solve multi-step reasoning problems	Apply maths confidently in real-life contexts
	Apply number skills to money problems	Embedding reasoning across number and geometry topics		<u>Teacher Focus</u>	Teacher Focus
				Securing confidence with decimal calculations	Applying maths skills across unfamiliar contexts
	<u>Mathematical Reasoning</u>			Making clear links between fractions, decimals and percentages	Strengthening reasoning and explanation
	Explain fraction and decimal strategies clearly			Ensuring accuracy in angle measurement	Consolidating key Year 5 objectives
	Justify answers using mathematical vocabulary			Embedding reasoning and explanation across all topics	Preparing pupils for the transition into Year 6
	Identify and correct errors				
	Solve multi-step reasoning problems			Preparing pupils for end-of-year assessments and	Building confidence and independence in problem solving

	Make links between fractions, decimals and measures <u>Teacher Focus</u> Securing written multiplication and division Building strong understanding of fractions as numbers Making clear links between fractions and decimals Developing confidence with problem solving and reasoning Preparing pupils for more complex fraction work later in the year			Summer 2 application work	<u>Teacher Focus</u> Applying maths skills across unfamiliar contexts Strengthening reasoning and explanation Consolidating key Year 5 objectives Preparing pupils for the transition into Year 6 Building confidence and independence in problem solving
<u>Number and Place Value</u> Read, write, order and compare numbers up to 10,000,000 Identify the value of each digit in numbers up to ten million	<u>Fractions</u>	<u>Fractions, Decimals and Percentages</u> Add and subtract fractions with different denominators	<u>Geometry - Properties of shape</u> Recognise, describe and draw triangles, quadrilaterals and other polygons.	<u>Number - All Four Operations</u> Apply addition, subtraction, multiplication and division to whole	<u>Number - Consolidation and Extension</u> Apply all four operations to whole numbers, fractions, decimals and

Count forwards and backwards in powers of 10 Use number lines to position large numbers and decimals Round whole numbers to any required degree of accuracy Round decimals to the nearest whole number and one decimal place Use negative numbers in context (temperature, coordinates, finance) Solve problems involving place value, rounding and negative numbers <u>Addition and Subtraction</u> Add and subtract integers and decimals with up to 3 decimal places Use formal written methods accurately and efficiently Perform mental calculations with large numbers and decimals Solve multi-step word problems, including mixed operations Estimate answers and check calculations using inverse operations Explain methods clearly using correct mathematical vocabulary <u>Multiplication and Division</u>	Use common factors to simplify fractions Compare and order fractions, including: -Fractions with different denominators -Fractions greater than 1 Add and subtract fractions with: -The same denominator -Different denominators Multiply simple fractions by whole numbers Solve multi-step problems involving fractions Use fractions in real life-contexts <u>Decimals</u> Understand place value in decimals up to three decimal places Read, write, order and compare decimals Round decimals to: -The nearest whole number	Multiply fractions by whole numbers and other fractions (where appropriate) Divide fractions by whole numbers Convert between: - Fractions - Decimals - Percentages Find percentages of amounts Solve multi-step problems involving fractions, decimals and percentages <u>Ratio and Proportion</u> Understand ratio as a relationship between quantities Use ratio language and notation (e.g. 3:2) Solve problems involving:	Find missing angles using knowledge of: - Angles on a straight line (180°) - Angles around a point (360°) - Vertically opposite angles Identify angles in polygons Draw shapes accurately using given dimensions and angles Use correct mathematical vocabulary to explain reasoning <u>Geometry - Position and Direction</u> Describe positions using all four quadrants Plot and read coordinates on a coordinate grid Draw and translate shapes on the coordinate plane Reflect shapes in the axes Describe movements using correct directional language	numbers, decimals and fractions. Solve multi-step problems involving mixed operations Decide when rounding is appropriate Estimate and check answers using inverse operations and approximation. Choose the most efficient method for each calculation <u>Geometry - Properties of Shape</u> Find missing angles using angles on a straight line (180°), Angles around a point (360°) and Vertically opposite angles Identify and reason about angles in polygons Draw shapes accurately using given dimensions and angles Use correct mathematical vocabulary to explain reasoning <u>Geometry - Position and Direction</u>	percentages Solve multi-step problems involving mixed operations Use estimation and rounding to check answers Choose efficient methods and explain reasoning Tackle extended problem-solving tasks <u>Geometry - Properties of Shape</u> Consolidate understanding of angles on a straight line, angles around a point and Vertically opposite angles Find missing angles in complex diagrams Identify and draw shapes with given properties Reason about geometric relationships using correct vocabulary <u>Geometry - Position and direction</u> Plot, read and interpret coordinates in all four quadrants
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Multiply numbers with up to 4 digits by 2-digit numbers Use long multiplication Divide numbers with up to 4 digits by 2-digit numbers Use long division, including remainders (fractions or decimals where appropriate) Use short division for simpler calculations Solve real-life problems involving multiplication and division Decide when to round remainders based on the context <u>Mental Maths and Fluency</u> Secure rapid recall of: Multiplication and division facts up to 12×12 Key number bonds <u>Use efficient mental strategies for:</u> Calculations involving decimals Scaling numbers up and down Choose the most efficient method (mental, written, or calculator where allowed) Mathematical Reasoning	-One and two decimal places Add and subtract decimals using formal written methods Solve problems involving decimals and money Identify and correct errors in decimal calculations <u>Percentages</u> Understand percentages as: • Parts per hundred • Fractions • Decimals Convert between fractions, decimals and percentages Find simple percentages of amounts (e.g. 10%, 25%, 50%)	Scaling quantities up and down Sharing amounts in a given ratio Link ratio to fractions and percentages Solve real-life problems involving ratio <u>Algebra</u> Use simple formulae Generate and describe linear number sequences Express missing numbers using symbols and letters. Solve simple algebraic equations Find pairs of values that satisfy an equation <u>Geometry - Properties of Shape</u>	<u>Measure - Area, Perimeter & Volume</u> Calculate the perimeter of complex shapes Calculate the area of rectangles, triangles and parallelograms. Recognise when it is appropriate to use area or perimeter Calculate the volume of cuboids using a formula Solve multi-step measurement problems Apply fraction, decimal and percentage knowledge to measurement <u>Statistics</u> Interpret and construct live graphs and tables Read and interpret data accurately Solve one-step and multi-step problems using data Draw conclusions and explain results clearly Use data to support reasoning	Use coordinates in all four quadrants Plot, read and interpret coordinates Translate shapes on a coordinate grid Reflect shapes in the axes Describe movements using precise positional language <u>Statistics</u> Interpret and construct line graphs and tables Solve one-step and multi-step problems using data Draw conclusions and justify answers using data Interpret data presented in unfamiliar formats <u>Measure - Applied and Consolidation</u> Solve problems involving money, time and length, mass and capacity Convert between units using decimal notation Apply fraction, decimal and percentage knowledge to	Translate shapes on a coordinate grid Reflect shapes in the axes Describe movements using precise positional and directional language Solve coordinate-based reasoning problems <u>Measure - Real Life Application</u> Solve practical problems involving; -Length, mass and capacity -Money and budgeting - Time and timetables Convert between units using decimal notation Apply fraction, decimal and percentage knowledge to measurement Solve multi-step real-life measurement problems <u>Statistics</u>
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Use precise mathematical language to: - Justify answers - Explain reasoning step-by-step Compare different calculation methods Identify, explain and correct errors Solve increasingly complex word problems Show reasoning clearly in preparation for SATs-style questions <u>Teacher Focus</u> Ensuring pupils are secure with long multiplication and long division Developing accuracy with decimals and rounding Embedding reasoning and explanation across all lessons Establishing confidence with multi-step SATs-style problems	Use percentages to compare values Solve real-life problems involving percentages <u>Multiplication and Division (Ongoing consolidation)</u> Apply long multiplication and long division accurately Use knowledge of factors and multiples to simplify calculations Solve mixed-operation problems involving fractions, decimals and percentages Decide when rounding is appropriate in context <u>Mathematical Reasoning</u> Explain reasoning clearly using precise mathematical language Justify methods and solutions step-by-step	Draw and measure angles accurately Find missing angles using: -Angles on a straight line -Angles around a point -Vertically opposite angles Identify and draw shapes with given properties Reason about geometric relationships <u>Geometry - Position and Direction</u> Describe positions using all four quadrants Plot and read coordinates Draw and translate shapes on a coordinate grid Reflect shapes in the axes <u>Mathematical Reasoning</u> Explain reasoning clearly using precise	<u>Mathematical Reasoning (SATs Focus)</u> Explain reasoning clearly and concisely Justify answers using formal mathematical language Identify and correct errors and misconceptions Solve SATs-style reasoning and problem-solving questions Choose efficient methods and explain why <u>Teacher Focus</u> Securing confidence with geometry and measures Applying number skills across unfamiliar contexts Increasing exposure to SATs-style questions Developing precision and clarity in mathematical explanation Preparing pupils for final consolidation in the Summer term	measurement problems Solve real-life and SATs-style measurement questions <u>Mathematical Reasoning</u> Explain reasoning clearly and concisely Justify methods using formal mathematical language Identify and correct errors and misconceptions Tackle SATs-style reasoning and problem-solving questions Show clear, organised working <u>Teacher Focus</u> Consolidating all key Year 6 objectives Increasing accuracy and confidence under SATs conditions Developing resilience with unfamiliar problem types Reinforcing clear mathematical communication Preparing pupils for final assessments and	Interpret and present data using tables and line graphs Solve one-step and multi-step problems using data Draw conclusions and justify answers using evidence from data Compare data sets and explain differences <u>Mathematical Reasoning and Transition Skills</u> Explain reasoning clearly using formal mathematical language Justify methods step-by-step Identify and correct errors and misconceptions Apply maths confidently in unfamiliar contexts Develop independence and resilience in problem solving <u>Teacher Focus</u> Applying maths across cross-curricular and real-life contexts Strengthening reasoning and mathematical
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	Compare different strategies and representations Identify misconceptions and explain corrections Solve SATs-style multi-step reasoning problems <u>Teacher Focus</u> Securing fluency with fractions, decimals and percentages Ensuring pupils can move confidently between representations Embedding accurate written methods alongside mental strategies Increasing exposure to SATs-style questions Developing confidence with multi-step problem solving	mathematical language Justify methods step-by-step Compare different strategies and representations Identify and correct errors Solve SATs-style multi-step reasoning problems <u>Teacher Focus</u> Securing fluency with fractions, decimals and percentages Introducing and embedding ratio and algebra Strengthening geometric reasoning Increasing exposure to SATs-style questions Building confidence with multi-step problem solving		transition to secondary maths	communication Consolidating key Year 6 skills ready for KS3 Supporting a smooth transition to secondary maths Encouraging confidence, independence and curiosity
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Science	Science	Science	Science	Science	Science				
Earth and Space: How does the Earth fit into our solar system? Describe the planets in the solar system. Describe the Sun, Earth and Moon as approximately spherical bodies. Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. I can use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. Describe the movement of the Moon relative to the Earth. Working Scientifically: <i>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</i>		Living things and their habitats: How do living things reproduce, and why is this important in a life cycle? Describe how plants reproduce in different ways Explain how flowering plants reproduce Explain the stages in the life cycle of a flowering plant Describe and compare the life cycles of insects and amphibians Describe the life cycle of a bird and compare it with other animals including birds.		Forces: How can we observe forces? Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and falling objects. Investigate the effect of air resistance on falling objects using a fir test Investigate the effect of air resistance on falling objects using a comparative test Investigate the effect of friction between two surfaces. Investigate water resistance through pattern seeking		Properties and changes of materials: How do we separate materials? Compare and group materials according to whether they are solids, liquids or gases and name their properties. Describe the properties of materials using scientific vocabulary. Investigate the thermal insulation of different materials. Compare and group materials based on their response to magnets. Know that some materials dissolve in a liquid to make a solution.		Animals including humans: How do we change as we grow older? Describe the human life cycle. Understand how a foetus develops in the womb. Describe what happens when I am a teenager. Describe what happens when I am a senior. Working Scientifically: <i>Plan different types of scientific enquires to answer questions, including recognising and controlling variables where necessary</i>	

<i>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</i> <i>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</i> <i>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.</i> <i>Identifying scientific evidence that has been used to support or refute ideas or arguments.</i> Key Vocabulary day, moon, night, star, Sun, analyse, cycle, data, evidence, orbit, planet, reflect, space, sphere, test, asteroid, astronomer, artificial, axis, gravity, satellite	Working Scientifically: <i>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</i> <i>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.</i> Key Vocabulary Insect, seed, bulb, characteristics, disperse, dormant, flowering plant, independent, nurture, offspring, reproduce, survive, variable, amphibian, clone, fertilisation, germination, gills, lava, metamorphosis, ovary, pollen, pollination, propagate, pupa, species	Explore simple machines that use mechanisms such as levers, pulleys and gears and know they are used to make a smaller force to have a greater effect. Working Scientifically: <i>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</i> <i>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</i> <i>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</i> <i>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms</i>	Predict how I could separate mixtures. Explain why some changes are irreversible. Working Scientifically: <i>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</i> <i>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</i> <i>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</i> <i>Using test results to make predictions to set up further comparative and fair tests.</i> <i>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms</i>	<i>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</i> <i>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter, bar and line graphs</i> <i>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.</i> <i>Identify scientific evidence that has been used to support or refute ideas or arguments.</i> Key Vocabulary Birth, conception/fertilisation, death, develop, egg, foetus, puberty, sperm, womb.
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			<i>such as displays and other presentations.</i> <i>Identifying scientific evidence that has been used to support or refute ideas or arguments.</i> Key Vocabulary Pull, push, rough, smooth, attract, balanced, compare, force, grip, interpret, machine, prediction, record, surface, variable, air resistance, control variable, dependent variable, fair test, force meter, friction, gears, gravity, independent variable, lever, magnetic, mechanism, pulley, repel, streamlined, surface area, water resistance.	<i>such as displays and other presentations.</i> Key Vocabulary Soluble, insoluble, saturation, solution, filtration, boiling, condensing, evaporation, freezing, melting point, chemical change, physical change, reversible change, irreversible change	
Living things and their habitats: How can we classify living things into specific groups? Describe how living things can be classified into broad groups using different criteria, such as vertebrates.	Electricity: How can circuits vary? Explain how to stay safe using electrical terms and name some sources of electricity Build simple circuits and test components and explain why a circuit will or will not work	Animals including humans: How do an animal's living systems work together to maintain a healthy body? Identify and name the main parts of the human circulatory system. Identify and name the main parts of the heart.	Evolution and Inheritance: How have living things evolved over time? Identify how plants are adapted to their environment. Identify how animals are adapted to their environment.	Light: How do our eyes work? Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Predict which materials make good reflectors and discuss the properties of these materials	

Describe how living things can be classified into broad groups using standard classification, such as invertebrates Describe how living things are classified into broad groups - plants Understand that microorganisms are living things. Make predictions, record observations and interpret results. Describe how living things are classified into broad groups, such as microorganisms. Name some different microorganisms Working Scientifically: <i>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</i>	Use symbols to represent components in a circuit diagram Explain how varying the voltage affects the components in a series circuit Explain how the function of components varies when added to circuits Design and test a series circuit to create a functioning appliance/item Working Scientifically: <i>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</i> <i>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</i>	Investigate which activity increases the heart rate Describe how water and nutrients are transported in humans. Identify how humans can live a healthy lifestyle. Working Scientifically: <i>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</i> <i>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</i> <i>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</i>	Explain natural selection and how it may lead to evolution. Explain how adaptations may lead to evolution. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Working Scientifically: <i>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</i> <i>Taking measurements, using a range of scientific equipment, with increasing</i>	Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. Explain how shadows change during the day. Use the idea that light travels in straight lines to explain that we can see objects because they give out or reflect light into the eye. 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. Working Scientifically: <i>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</i> <i>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</i> <i>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</i> <i>Using test results to make predictions to set up further comparative and fair tests.</i> <i>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</i>
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<i>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.</i> <i>Identifying scientific evidence that has been used to support or refute ideas or arguments.</i> Key Vocabulary Appearance, classify, characteristics, criteria, disease, dormant, identify, infectious, infective, influenza, majority, observe, virus, aquatic, arthropod, carnivore, cell, deciduous, evergreen, exoskeleton, herbivore, invertebrate, kingdom, microbe, microscope, myriapod, omnivore, organism, parasite, respiration, species, spores, vascular, vertebrate	<i>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</i> <i>Using test results to make predictions to set up further comparative and fair tests.</i> <i>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.</i> <i>Identifying scientific evidence that has been used to support or refute ideas or arguments.</i> Key Vocabulary Battery, brightness, switch, appliance, component, circuit, variable, cell, series circuit, voltage,	<i>Use test results to make predictions to set up further comparative and fair tests.</i> <i>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</i> <i>Identify scientific evidence that has been used to support or refute ideas or arguments.</i> Key Vocabulary Heart, lungs, blood, veins, arteries, heart rate	<i>accuracy and precision, taking repeat readings when appropriate.</i> <i>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.</i> <i>Identifying scientific evidence that has been used to support or refute ideas or arguments.</i> Key Vocabulary Adaptation, environment, evolution, gene, natural selection, inheritance, organism, species	Key Vocabulary Dark, reflect, shadow, opaque, translucent, transparent, luminous, scattering, absorption, refraction.
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	electron, filament, terminal, circuit diagram, lux, solar power, electrician, static electricity, fossil fuel, electricity, dependent variable, independent variable, control variable				
Computing	Computing	Computing	Computing	Computing	Computing
Computing Systems & Networks: Systems and Searching <i>NB- Recap E-Safety How to use technology safely, responsibly and securely.</i> Explain that computers can be connected together to form systems. Recognise the role of computer systems in our lives. Experiment with search engines. Describe how search engines select results. Explain how search results are ranked. Recognise why the order of results is important, and to whom.	Creating Media: Video Production <i>NB- Recap E-Safety How to use technology safely, responsibly and securely.</i> Explain what makes a video effective. Identify digital devices that can record video. Capture video using a range of techniques. Create a storyboard. Identify that video can be improved through reshooting and editing. Consider the impact of the choices made when making and sharing a video.	Programming A: Selection in Physical Computing <i>NB- Recap E-Safety How to use technology safely, responsibly and securely.</i> Control a simple circuit connected to a computer. Write a program that includes count-controlled loops. Explain that a loop can stop when a condition is met. Explain that a loop can be used to repeatedly check whether a condition has been met. Design a physical project that includes selection.	Data & Information: Flat-file Databases <i>NB- Recap E-Safety How to use technology safely, responsibly and securely.</i> Use a form to record information. Compare paper and computer-based databases. Outline how you can answer questions by grouping and then sorting data. Explain that tools can be used to select specific data. Explain that computer programs can be used to compare data visually. Use a real-world database to answer questions.	Creating Media: Introduction to Vector Graphics <i>NB- Recap E-Safety How to use technology safely, responsibly and securely.</i> Identify that drawing tools can be used to produce different outcomes. Create a vector drawing by combining shapes. Use tools to achieve a desired effect. Recognise that vector drawings consist of layers. Group objects to make them easier to work with. Apply what I have learned about vector drawings.	Programming B: Selection in Quizzes <i>NB- Recap E-Safety How to use technology safely, responsibly and securely.</i> Explain how selection is used in computer programs. Relate that a conditional statement connects a condition to an outcome. Explain how selection directs the flow of a program. Design a program which uses selection. Create a program which uses selection. Evaluate my program.

		Create a program that controls a physical computing project.			
RE	RE	RE	RE	RE	RE

End of upper Key Stage 2 outcomes:

Knowledge and Understanding

- Describe and explain key beliefs, teachings and practices of major world religions studied, including Christianity, Islam, Judaism and Hinduism (and others as selected by the school).
- Make connections between religious beliefs, sacred texts and sources of authority and the ways in which these influence the lives of believers today.
- Explain similarities and differences within and between religions, using accurate religious vocabulary.
- Demonstrate understanding of how religious festivals, rituals and forms of worship express beliefs and values.

Thinking and Enquiry

- Ask thoughtful and increasingly challenging questions about meaning, purpose, truth and values.
- Use a range of sources, including religious texts, stories, artefacts and real-life examples, to investigate religious and non-religious worldviews.
- Evaluate different viewpoints, recognising that people may interpret beliefs and practices in diverse ways.
- Present reasoned explanations and conclusions, supported by evidence, about religious and moral questions.

Reflection and Personal Response

- Reflect on how religious beliefs and teachings relate to moral issues, choices and behaviour, including contemporary and global issues.
- Express their own ideas, values and beliefs thoughtfully, while showing respect for the views of others.
- Recognise ways in which religious and non-religious worldviews can influence identity, community and society.
- Show empathy, respect and sensitivity when discussing beliefs that differ from their own.

Skills and Communication

- Use subject-specific vocabulary accurately and confidently in spoken and written work.
- Communicate ideas clearly using a range of formats, including discussion, debate, written explanations and creative responses.

- Work collaboratively to explore religious questions and present shared findings respectfully.

Where did the Christian Bible come from? To ask and respond to questions about the Bible. Explore the history of the Bible and some of its features Investigate the contents of the Bible Discover the different translations of the Bible and what it means for Christians today Understand the difference between literal and symbolic truth and reflect on personal emotions.	Why is Muhammad important to Muslims? Explore who Muhammad was and why he is an important figure in Islam Explore the life of Muhammad and his impact on history Understand the importance of the Qur'an to Muslims Understand the importance of Muhammad to Muslims' daily lives Relate our experience of role-models and influences on our lives with those of Muslims.	Jewish Worship and Community Explore some of the key features of worship in Judaism Understand the significance of prayer in Judaism Explore the meaning of Jewish rituals in relation to joining the Jewish community Explore how belonging to a faith community affects your actions Explore how faith is expressed through worship	Buddhist Worship and Beliefs Explore who Buddha was and why he is important to Buddhists today Explore some of the core beliefs and teachings of Buddhism Explore the Four Noble Truths and the Eightfold Path Explore Buddhist beliefs of karma and reincarnation Investigate where Buddhists worship and the role of symbols within worships Investigate the ways in which Buddhists worship	Stories of Christianity Explore the themes of the Bible and identify familiar stories Explore the story of Ruth and Naomi Explore the story of Daniel and relate this to religious persecution today Explore the parables of Jesus Explore Christian baptism through the story of John the Baptist Investigate Paul and the early church	Belief In Our Community Investigate the different beliefs of religious and non-religious communities in our local area Consider the ways in which belonging to a religious community can help people Explore the impact faith and beliefs have had on the lives of inspirational figures Consider the difficulties for people of different religious beliefs living in non-religious communities Consider what makes it difficult to live life according to our own beliefs.
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Stories of Hinduism	What is a church?	What is the Qur'an and why is it	Expressing faith through the arts	Sikh Worship and Community	What happens when we die?

Understand that Hindus believe God is represented in different forms Explore how Krishna is represented in Hindu stories Explore Hindu teachings on success Explore the theme of punishment and forgiveness in a Hindu story Explore a Hindu teaching about telling the truth	Consider what is written in the Bible about the foundation of the Christian church Consider ways in which churches reflect local culture Consider how churches help Christians worship Identify ways in which churches serve their communities Consider ways in which local churches form part of a global community Reflect on what has been learned about the Christian church	important to Muslims? Identify the meaning of the word 'sacred' and to explore why the Qur'an is important to Muslims Explore what the Qur'an teaches about God and to reflect on ideas about God Explore how the behaviour of Muslims is influenced by the Qur'an Investigate ways in which Muslim children learn about the Qur'an Explain the significance of the Qur'an to Muslims today	Recognise that expressing faith involves feelings and emotions Explore how music can be a form of religious expression in many religions Understand how colour can be used to express religious feelings and ideas Understand how art can be sacred and spiritual for believers Explore how Islamic art helps Muslims to worship Understand how drama is used to reinforce important teachings and stories in religions	Explore what Sikhs believe and some of the features of Sikh worship Explore how Sikhs worship through prayer Explore how children are welcomed into the Sikh community Explore the Sikh tradition of the langar Explore the Sikh practice of sewa	Understand that sadness is felt by everyone at some points during their lives Understand how the death of a person is marked and commemorated in different religions and communities Express own ideas and understand the ideas of others about what happens when a person dies Understand that it is important to express the emotions that you feel Explore practical ways of remembering someone who has died.
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Humanities	Humanities	Humanities	Humanities	Humanities	Humanities
<u>Anglo Saxons:</u> How did England change during the settlement of the Anglo-Saxons? <u>Chronology:</u> Use dates accurately in describing events and people. <u>Evidence and Interpretation:</u> Use sources of evidence to deduce information about the Saxons and Vikings. Discuss whether the evidence is reliable and explain why. <u>Cause and Consequence:</u> Describe causes of invasion in Britain and what the consequences were. <u>Change and Continuity:</u> Identify periods of rapid change in history.	<u>Rivers (Fieldwork Unit):</u> What are the features of my local river? <u>Place Knowledge:</u> Understand that physical features are significant within the local area in which they are located. <u>Locational Knowledge:</u> Identify the names and locations of the five longest rivers in England. Identify the location of a river in my region. Identify the location of the River Trent. <u>Physical and Human Geography:</u>	<u>Biomes (Fieldwork Unit):</u> What trees, plants and animals are in our local ecosystem? <u>Place Knowledge:</u> Understand that physical features are significant within the local area in which they are located. <u>Locational Knowledge (Space):</u> Name biomes and vegetation belts that are found across the world. Name the biomes and ecosystems found in the UK. Identify the location of the New Forest.	<u>Maya Civilisation:</u> What differences were there between the Maya Civilisation and England during the 10th and 11th centuries? <u>Chronology:</u> Use dates and terms accurately in describing events and people. <u>Evidence and Interpretation:</u> Use sources of evidence to deduce information about the past. Use sources of information to form testable hypotheses about the past. <u>Cause and Consequence:</u>	<u>My Region and the Western United States:</u> What are the similarities and differences between my region and the Western United States? <u>Place Knowledge:</u> Understand that people can choose to use land in different ways and that this can depend on the land's physical geography and climate, and I can give some examples. <u>Locational Knowledge (Space):</u> Identify the location of my region in England and the key human and physical features.	

Explain what changed and what continued over time when the Anglo Saxons and Vikings settled in Britain. <u>Similarity and Difference:</u> Compare similarities and differences between Anglo-Saxon and Viking culture. <u>Historical Significance</u> Describe the social and cultural significance of a past society. Vocabulary: aristocracy, barbarian, capital, emperor, empire, hostile, idol, invasion, kingdom, legion, migration, monk, native, pagan, pillage, priory, raid, rebellion, rebel, Scandinavia, settlement, status, tribe	Identify key features of the River Trent basin, including the source and the mouth. Understand what rivers are and how they are formed. Name and explain the different features of rivers. <u>Geographical Skills and Fieldwork:</u> Plan a geographical enquiry using fieldwork and observational skills. Record data in a variety of ways. Present my data using charts and graphs. Analyse data and explain what I have learnt. Vocabulary: channel, confluence, course, delta, erosion, estuary, evaporation, floodplain, levee, lower course, meander, middle course, mouth, oxbow lake, river basin, river course, silt, source, spring, tributary, upper course, valley, analyse, data, evaluate, numerical, observe, Ordnance Survey maps, present, quantitative	<u>Locational Knowledge (Scale):</u> Understand that you can find different ecosystems, vegetation belts and biomes within countries. <u>Physical and Human Geography:</u> Understand how the climate impacts the landscape through biomes and vegetation belts. Understand what animals, plants and habitats can be found in a woodland ecosystem in the UK. <u>Geographical Skills and Fieldwork:</u> Plan a geographical enquiry using fieldwork and observational skills. Collect data using a range of equipment. Record data in a variety of ways. Present my data using charts and graphs. Analyse data and explain what I have learnt. Use compass points and six-figures and references	Describe causes of events and their consequences in Ancient Maya. <u>Change and Continuity:</u> Identify periods of rapid change in history. Explain the concepts of continuity and change over time. <u>Similarity and Difference:</u> Compare the similarities and differences between civilisations and cultures. <u>Historical Significance</u> Describe the social and cultural significance of a past society. Describe the characteristic features of the past, including ideas and beliefs. Vocabulary: historian, archaeologist, artefacts, region, drought, irrigate, crops, porous, limestone, jadeite, settlement, ravine, ajar, comparing, kingdom, abandoned, obsidian, annexe, hostile, invade, trade, port	Identify some of the countries of North/South America and their capital cities. Identify some key settlements in the Western USA. Give examples of how the landscape in the Western USA varies massively, e.g. climate zones, vegetation belts and biomes. Identify how physical geography and climate can affect the type and location of settlements in my region and the Western USA. Identify the Prime/Greenwich Meridian and time zones, including day and night. <u>Locational Knowledge (Scale):</u> Understand how my region is an area within England, and there are counties, towns and cities within my region. Understand that England is a country within the continent of Europe. Understand that the USA is a country within the
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		to build my knowledge of the world. Vocabulary: latitude, longitude, biome, climate, ecosystem, habitat, species, vegetation, vegetation belt, analyse, classify, compass, data, eastings, fieldwork, grid references, identification, measuring, northings, observing, present, qualitative, quantitative, recording		North American/South American continent. Understand that Western USA are regions within the USA Understand that there are states, cities, and towns within the West Region of the USA. Make comparisons between my country and the USA in terms of the size of the land and the population. <u>Physical and Human Geography:</u> Understand that physical processes are the natural forces that change Earth's physical features, e.g. the water cycle. Understand and explain rivers and mountains and how they are formed and identify some key examples in the Western USA. Understand how tectonic movement has shaped the Earth's surface. Understand human processes in my region and Western USA including settlements and economic activity.
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				<u>Cultural Awareness and Diversity:</u> Understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centers. <u>Geographical Skills and Fieldwork:</u> Use atlases, maps and globes to locate places and describe features studied. Vocabulary: See Vocabulary Progression Map
<u>Crime and Punishment:</u> How has crime and punishment changed over time in Britain? <u>Chronology:</u> Use dates and terms accurately in describing events. Describe the main changes in a period of history (using terms such as social, religious, political, technological and cultural). <u>Evidence and Interpretation:</u> Analyse a wide range of evidence in order to justify claims about the past. Explain that no single source of evidence gives the full answer to questions about the past.	Stainability (Fieldwork Unit) <u>Place Knowledge:</u> Understand that the impact on the environment in an area has an impact on the people who live there and their feelings about their local area. <u>Physical and Human Geography:</u> Understand that human actions can disrupt the natural physical processes on Earth. <u>Interdependence:</u>	<u>World War 2:</u> What role did Britain play in World War Two, and how did this impact the outcomes of the War? <u>Chronology:</u> Use dates and terms accurately in describing events. I can describe the main changes in a period of history. <u>Evidence and Interpretation:</u> Use sources of information to form conclusions about the past. Explain that no single source of evidence gives the full answer to questions about the past. <u>Cause and Consequence:</u>	The Economic Activity of the UK <u>Place Knowledge:</u> Understand that people in a particular region can have a strong identity linked to the landscape and heritage of their region. <u>Locational Knowledge (Space):</u> Identify the location of my region within England. Use clues to identify my region's key human and	

Refine lines of enquiry as appropriate. <u>Cause and Consequence:</u> Describe the social causes of crime and punishment. Describe the consequences of crimes. <u>Change and Continuity:</u> Identify changes in crime and punishment. Analyse why these changes happened using terms such as: social, religious, political, cultural and technological. Use appropriate historical vocabulary to communicate change and continuity. <u>Similarity and Difference:</u> Compare similarities and differences in crime and punishments over time. Compare the main changes in a period of history with the present day. <u>Historical Significance</u> Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Vocabulary: crime, period, chronology, deter, severe, court, tithing, wergild, ordeal, jury, treason, abolish, custody, incriminate, pact, jailer, oakum, industrial, promotion, unarmed, detective, prevention, detection, rehabilitation	Understand that what happens in the United Kingdom can impact other places. Understand that events in other places can impact the UK. Understand that the actions of individuals can have a large-scale impact/ <u>Environmental Impact:</u> Explain the impact that plastic waste has on the environment. <u>Sustainable Development:</u> Make suggestions on how the school can reduce the impact it is having on the environment. <u>Geographical Skills and Fieldwork:</u> Plan a geographical enquiry using fieldwork and observational skills. Collect data using a range of equipment. Record data in a variety of ways. Present my data using charts and graphs.	Describe some of the causes and consequences of World War 2. <u>Change and Continuity:</u> Identify periods of rapid change in history and contrast them with times of relatively little change. <u>Similarity and Difference:</u> Use appropriate historical vocabulary to compare and contrast key people/events/ artefacts in history. <u>Historical Significance</u> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Vocabulary: republic, citizen, state, overthrow, occupation, anti-Semitism, unemployment, debt, dictator, fascism, nationalism, authoritarian government, annexed, territory, appeasement, pact, natural resources, invasion, air raid, evacuee, ration, air force, interception, radar, payload, mobilisation, squadron	physical geographical features and landmarks. <u>Locational Knowledge (Scale):</u> Understand how my region is an area within England, and there are counties, towns and cities within my region. Understand how England is one country within the continent of Europe and the links it has with other countries in Europe. <u>Physical and Human Geography:</u> Understand human processes in the United Kingdom, including agriculture, waste management, automation, energy generation, water use and the global market. Explain how economic activity in the United Kingdom has changed over time. <u>Interdependence:</u> Understand how the United Kingdom and other countries depend on each other via the trade of resources and products.
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		Analyse data and explain what I have learnt. Vocabulary: biodegradable, carbon emissions, durability, extracted, fossil fuel, incinerate, microplastics, pelletise, raw materials, refinery, synthetic, audit, database, formulate, graph, implement, innovative, survey			Understand that events in other places can impact the UK. <u>Environmental Impact:</u> Outline the environmental impact caused by different economic activities in the UK. <u>Sustainable Development:</u> Use facts and evidence to judge the sustainability of economic activity in the UK. Vocabulary: See Vocabulary Progression Map
Art	Design	Art	Design	Art	Design
<u>Chromatic:</u> How realistic do portraits need to be? <u>Colour Theory</u> Revise primary and secondary colours. Learn to mix skin tones. <u>Tools</u> Use watercolour paints with proficiency. Revise the differences between acrylic and watercolour paint.	<u>Textiles- Moonlit Magic: Spooky Wall Hangings:</u> What makes a magical moon scene exciting and fun to hang up?	<u>Monochromatic:</u> How can we find our own style of drawing? <u>Drawing Skills</u> Use observational skills to notice details. Use shapes to guide observational drawings. Select different pencils for different effects. Use proportion when drawing.	<u>Construction – Fairytale Engineering: Pulleys and Levers in Action:</u> How can we use pulleys and levers to solve a problem in a fairytale world	<u>Sculpture:</u> How can flowers inspire artists? <u>Clay Techniques</u> Know what the four different types of clay are. Mould clay with a focus on delicacy and precision. <u>Colour Theory</u> Create tints, shades and tones with paint.	<u>Food - Tasty Travels : Central America on a Plate</u> How can we cook a dish that celebrates Central American flavours?

<u>Techniques</u> Use ripped paper collage to create a self-portrait Use shapes to guide the composition of a portrait. Use measurements to control proportions in a face. Use sketches to create guide lines for painting a miniature. <u>Disciplinary Knowledge (how art is studied, discussed and judged)</u> Use the seven elements of art to talk about artwork Consider who decides how much art is worth. Consider how art can be an exploration of who we are and how we want others to see us. Consider that we can use art to express something that isn't visible to the eye. Know that art doesn't have to be realistic. Evaluating our own art process. Consider how colour can be used in portraiture. <u>Theoretical Knowledge (Culture and Context)</u>		Draw in a geometric style. <u>Elements of Art</u> Use values and lines to create form. <u>Theoretical Knowledge</u> Learn that artists can have an artistic style. Explore how they can develop their own artistic style. Learn about artists who work in different styles. <u>Disciplinary Knowledge</u> Describe the style of artwork with appropriate vocabulary. Know that art doesn't have to be realistic. Explore what the definition of art is. Evaluate their own work and the work of others. <u>Vocabulary</u> Abstract, angular, body, bold, composed, distorted, form, geometric, graphite, hyperrealism, inspired, line, mixed media, monochromatic organic,		Know what analogous colours are and experiment with different combinations. <u>Elements of Art</u> Explore the shape and form within flowers. <u>Disciplinary Knowledge</u> Understand what can influence artists (flowers). Reflect on the purpose of a sculpture. present and share responses to a piece of art. evaluate each other's work, as well as our own. <u>Theoretical Knowledge (Culture and Context)</u> learn about how flowers have influenced artists. learn about how flowers across different mediums also influenced a diverse range of artists. <u>Vocabulary</u> earthenware clay, stoneware clay, ball clay, porcelain, malleable, kneading, glossy	
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Learn about portraiture as a form of art over time and across cultures. Learn about portraiture miniatures as a form of art. Understand how technology can influence art. Learn about the work of collagists. <u>Vocabulary</u> colour, commissioned, composition, form, line, miniaturist, mixed media, opaque, portrait, proportion, shape, sitter, space		perspective, shape, simplistic, stylised, texture, value			
<u>Monochromatic:</u> What mistakes can artists make when drawing faces? <u>Drawing Skills</u> Use close observation when drawing. Select different pencils for different effects. Use proportion when drawing. Use shapes to guide their observational drawings. <u>Elements of Art</u> Use values to create form. <u>Theoretical Knowledge</u>	<u>Construction - Gothic Glow: Electrifying Creations:</u> How can we combine electricity and design to create a spooky gothic-themed model?	<u>Chromatic:</u> Can art help save the planet? <u>Techniques</u> use precision in collage. use the elements of art in design use pencil rubbing to transfer a design sketch. use the grid method to transfer an image. use shapes to guide the composition of an animal <u>Tools</u> Use watercolour paints with proficiency.	<u>Food - Mix it up: Create the next food craze</u> How can we mix recipes to invent an exciting new food?	<u>Sculpture:</u> How can food inspire artists? <u>Clay Techniques</u> demonstrate proficiency with clay. design a sculpture, considering the emotional response created. learn to consider the viability of designs. know that you can sculpt clay around something, like foil, to build larger structures. <u>Colour Theory</u> increase the range of colours used for effect. <u>Tools</u> learn how brush choices influence outcomes. <u>Disciplinary Knowledge</u> understand what can influence artists (food).	

Learn about artists from around the world. <u>Disciplinary Knowledge</u> Develop a vocabulary to describe common errors made in realism portraits. Understand that art can be practised and improved upon. Learn how artists can use reference material. Evaluate their own work and the work of others. <u>Vocabulary</u> Cupid's bow, form, geometric, graphite, horizontal, iris, nose, bridge, observe, organic, philtrum, portrait, proportion, pupil, reference material, shape, tear duct, value, vertical		<u>Disciplinary Knowledge (how art is studied, discussed and judged)</u> Consider whether designs on t-shirts can be called art. To use the elements of art to discuss design. Evaluate other people's art and our own. Learning how art can impact society. Know that art doesn't have to be realistic. <u>Theoretical Knowledge (Culture and Context)</u> consider the sustainability of art and design. know that art can be inspired by political or charitable causes. Know that art can be created with a purpose to create change. consider how artists can reduce, reuse or recycle. <u>Vocabulary</u> ferule, bristles, complementary colours, tertiary colours, manipulate, matte		consider why artists choose one medium over another. understand that artists can develop recognisable styles. consider who buys a sculpture. consider who decides the value of art. evaluate their own work. <u>Theoretical Knowledge (Culture and Context)</u> know that artists have been inspired by food over thousands of years and that what artists depict can have different messages <u>Vocabulary</u> ferule, bristles, complementary colours, tertiary colours, manipulate, matte	
Music	Music	Music	Music	Music	Music
Pupils will be taught the following objectives throughout the year:					

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Improvise and compose music for a range of purposes using the inter-related dimensions of music.

Listen with attention to detail and recall sounds with increasing aural memory.

Use and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Develop an understanding of the history of music.

Livin' On a Prayer Rock Anthems	Classroom Jazz 1 Bossa Nova and Swing	Make You Feel My Love Pop Ballads	The Fresh Prince of Bel Air Old-School Hip-Hop	Dancing In the Street Motown	Reflect, Rewind and Replay The history of music, look back and consolidate your learning, learn some of the language of music
Happy Being happy!	Classroom Jazz 2 Jazz, improvisation and composition	A New Year Carol Benjamin Britten's music and cover versions	You've Got A Friend The music of Carole King	Music and Me Create own music inspired by own identity and women in the music industry	Reflect, Rewind and Replay The history of music, look back and consolidate your learning, learn some of the language of music
PE	PE	PE	PE	PE	PE
Sportsman / Wellbeing					
Health / Fitness					

Football	Gymnastics	Yoga	OOA	Rounders	Athletics
Team Building	Tag Rugby	Handball	Dodgeball	Volleyball	Tennis
Football	Gymnastics	Yoga	OOA	Rounders	Athletics
Team Building	Tag Rugby	Handball	Dodgeball	Volleyball	Tennis
PSHE	PSHE	PSHE	PSHE	PSHE	PSHE
Module: Keeping/Staying Safe Topic: Peer Pressure Identify strategies we can use to keep ourselves and others safe Recognise ways to manage peer pressure Explain the potential outcomes that may happen when we take risks Recognise the impact and possible consequences of an accident or incident Module: Keeping/Staying Healthy Topic: Smoking Explain some of the risks associated with smoking (physical, social, and Olegal) and name the addictive ingredient found in cigarettes, e-cigs, etc. Describe how smoking can affect your immediate and future health and wellbeing Give reasons why someone might start and continue to smoke	Module: Growing and Changing Topic: Puberty Explain what puberty means Describe the changes that boys and girls may go through during puberty Identify why our bodies go through puberty Develop coping strategies to help with the different stages of puberty Identify who and what can help us during puberty	Module: Being Responsible Topic: Looking out for others Recognise why we should take action when someone is being unkind Describe caring and considerate behaviour, including the importance of looking out for others Demonstrate why it is important to behave in an appropriate and responsible way Identify how making some choices can impact others' lives in a negative way Module: Feeling and Emotions Topic: Anger Recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant Explain how feelings can be communicated with or without words Recognise that we can choose how we act on our	Module: Computer Safety Topic: Image Sharing List reasons for sharing images online Identify rules to follow when sharing images online Describe the positive and negative consequences of sharing images online Recognise possible influences and pressures to share images online	Module: The Working World Topic: Enterprise Understand what enterprise means and how businesses and projects work Recognise the skills and qualities needed to be enterprising (e.g., creativity, teamwork, resilience) Identify ways that individuals and groups can create or run a project or business Explain how money, resources, and planning are used in enterprise activities Consider different options and make a responsible decision when planning a project Work collaboratively to develop an idea or solution Reflect on how their actions and decisions affect others Evaluate the success of an enterprise activity and suggest improvements	Module: A World Without Judgement Topic: Inclusion and Acceptance Recognise what inclusion and acceptance mean in different contexts (school, community, online) Identify examples of inclusive and exclusive behaviour Explain why accepting differences in others is important for wellbeing and positive relationships Consider how their own words and actions affect others Make one responsible decision to be inclusive in a scenario Show empathy and respect towards people who are different from themselves Reflect on how their actions contribute to a fair and welcoming environment Suggest ways to encourage inclusion and acceptance among peers

Identify and use skills and strategies to resist any pressure to smoke		emotions and that our choices and actions can affect ourselves and other people Demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as anger			Module: First Aid Topic: First Aid Year 5 Explain what first aid is and why it is important Identify common situations where first aid may be needed Describe basic first aid steps for minor injuries (e.g., cuts, grazes, bumps) Recognise when a situation requires help from a trained adult or emergency services Make one safe and responsible decision in a first aid scenario Demonstrate how to stay safe while helping someone else Reflect on the importance of acting calmly and responsibly in emergencies Know how to contact emergency services and provide clear information
Module: Keeping/Staying Safe Topic: Water Safety Identify a range of danger signs Develop and name strategies that can help keep ourselves and others safe	Module: Growing and Changing Topic: Conception Explain the terms 'conception' and 'reproduction' Describe the function of the female and male reproductive systems	Module: Being Responsible Topic: Stealing Explain what consent means Recognise the importance of being honest and not stealing	Module: Computer Safety Topic: Making Friends Online List the key applications that we may use now and, in the future,	Module: The Working World Topic: In App Purchases Explain what in-app purchases are and how they work Understand that in-app purchases cost real money and may require parental	Module: A World Without Judgement Topic: British Values Explain what British values are (e.g., democracy, rule of law, individual liberty, mutual respect, tolerance) Recognise how British values

Recognise the impact and possible consequences of an accident or incident Module: Keeping/Staying Safe Topic: Summative Assessment <i>Children revisit baseline module quiz, and additional activities, to summarise their learning of this module.</i> Module: Keeping/Staying Healthy Topic: Alcohol Identify what is a risky choice Identify the risks associated with alcohol Describe how alcohol can affect your immediate and future health Develop and recognise skills and strategies to keep safe Review drug extension skills progression, see teachers notes Module: Keeping/Staying Healthy Topic: Summative Assessment <i>Children revisit baseline module quiz, and additional activities, to summarise their learning of this module.</i>	Identify the various ways adults can have a child accident Explain various different stages of pregnancy Identify the laws around consent Module: Growing and Changing Topic: Summative Assessment <i>Children revisit baseline module quiz, and additional activities, to summarise their learning of this module.</i>	Explain why it is important to have a trusting relationship between friends and family Identify how making some choices can impact others' lives in a negative way Module: Being Responsible Topic: Summative Assessment <i>Children revisit baseline module quiz, and additional activities, to summarise their learning of this module.</i> Module: Feelings and Emotions Topic:Worry Recognise our thoughts, feelings, and emotions Identify how we can reduce our feeling of worry Explain how we can support others who feel worried Recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people Module: Feelings and Emotions Topic: Summative Assessment <i>Children revisit baseline module quiz, and</i>	Know and understand why some applications have age restrictions Identify ways to keep yourself and others safe in a range of situations online and offline Recognise that people may not always be who they say they are online Module: Computer Safety Topic: Summative Assessment <i>Children revisit baseline module quiz, and additional activities, to summarise their learning of this module.</i>	permission Recognise the risks of making impulsive or unplanned purchases online Consider different options before deciding whether to make an in-app purchase Make one responsible decision regarding in-app purchases in a scenario Explain how their decision affects themselves, their family, and others Know how to seek help from a trusted adult if they are unsure or pressured to buy something Reflect on safe, responsible, and respectful use of money in digital contexts Module: The Working World Topic: Summative Assessment <i>Children revisit baseline module quiz, and additional activities, to summarise their learning of this module.</i>	promote fairness, equality, and inclusion in society Identify examples of behaviours that show respect for others' rights and beliefs Understand the importance of accepting and including people with different opinions and backgrounds Make one responsible decision that reflects British values in a scenario Reflect on how their own actions can support or challenge fairness, equality, and inclusion Show respect for diversity and the perspectives of others Know how to act responsibly if they witness unfair or disrespectful behaviour Module: A World Without Judgement Topic: Summative Assessment <i>Children revisit baseline module quiz, and additional activities, to summarise their learning of this module.</i> Module: First Aid Topic: First Aid Year 6 Explain what first aid is and
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		<i>additional activities, to summarise their learning of this module.</i>			why it is important Identify a range of situations where first aid may be needed, including minor and more serious injuries Describe basic first aid steps for different types of injuries (e.g., cuts, burns, choking, nosebleeds, fainting) Recognise when a situation requires help from a trained adult or emergency services Make one safe and responsible decision in a first aid scenario Demonstrate how to stay safe while helping someone else Explain how remaining calm and acting responsibly helps in emergencies Know how to contact emergency services and provide clear, accurate information
MFL (French)	MFL (French)	MFL (French)	MFL (French)	MFL (French)	MFL (French)
Do you have a pet?		The Date		Clothes	
Listening: Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.					

Speaking: Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.		
Reading: Understand longer passages in the foreign language and start to decode the meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.		
Writing: Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.		
Grammar: Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.		
At School	The Weekend	Me in the World
Listening: Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.		
Speaking: Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.		
Reading: Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.		
Writing: Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.		
Grammar: Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.		