

A		Autumn Term 1 – Our Changing World			Autumn Term 2 – Our Changing World		
English	Main teaching – writing/grammar	Poetry 1 week	Narrative	Non-Fiction	Poetry 1 week	Narrative	Non-Fiction
		Genre Take one poet – research – double page factsheet (Michael Rosen)	Take one book – Suspense and Mystery – Boy in the Tower	Current affairs – Geography link - sustainability	Vocabulary Building (Read, write & perform - Kennings)	Fiction from our literary heritage – Beowulf	Discussion - Vikings
		Year 6: T3 Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]. P2 Use of the colon to introduce a list and use of semi-colons within lists. P3 Punctuation of bullet points to list information.	Year 5: P2 dashes or commas to indicate parenthesis. P3 Use of commas to clarify meaning or avoid ambiguity. S1 Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. T1 Devices to build cohesion within a paragraph. T2 Linking ideas across paragraphs using adverbials of time. T3 adverbials of place. T4 adverbials of number. T5 or tense choices [for example, he had seen her before] Year 6: W1 The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. W2 How words are related by meaning as synonyms and antonyms. Year 5: P1 Brackets Year 6: S1 Use of the passive to affect the presentation of information in a sentence. T2 ellipsis. P4 How hyphens can be used to avoid ambiguity.	Year 5: P2 dashes or commas to indicate parenthesis. P3 Use of commas to clarify meaning or avoid ambiguity. S1 Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. T1 Devices to build cohesion within a paragraph. T2 Linking ideas across paragraphs using adverbials of time. T3 adverbials of place. T4 adverbials of number. T5 or tense choices [for example, he had seen her before] Year 6: W1 The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. W2 How words are related by meaning as synonyms and antonyms. Year 5: S2 Indicating degrees of possibility using adverbs. S3 or modal verbs.		Year 5: P2 dashes or commas to indicate parenthesis. P3 Use of commas to clarify meaning or avoid ambiguity. S1 Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. T1 Devices to build cohesion within a paragraph. T2 Linking ideas across paragraphs using adverbials of time. T3 adverbials of place. T5 or tense choices [for example, he had seen her before] Year 6: W1 The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. W2 How words are related by meaning as synonyms and antonyms. Year 6: P1 Use of the semi-colon, colon and dash to mark the boundary between independent clauses.	Year 5: P2 dashes or commas to indicate parenthesis. P3 Use of commas to clarify meaning or avoid ambiguity. S1 Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. T1 Devices to build cohesion within a paragraph. T2 Linking ideas across paragraphs using adverbials of time. T3 adverbials of place. T4 adverbials of number. T5 or tense choices [for example, he had seen her before] Year 6: W1 The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. W2 How words are related by meaning as synonyms and antonyms. Year 6: P1 Use of the semi-colon, colon and dash to mark the boundary between independent clauses. S3 or the use of subjunctive forms.

	Starters/recap	P3 Use of commas to clarify meaning or avoid ambiguity.	S2 The difference between structures typical of informal speech and structures appropriate for formal speech and writing. Year 6: W2 How words are related by meaning as synonyms and antonyms. Year 5: W1 Converting nouns or adjectives into verbs using suffixes. W2 Verb prefixes.	S2 The difference between structures typical of informal speech and structures appropriate for formal speech and writing.	T4 adverbials of number. T5 tense choices	S2 The difference between structures typical of informal speech and structures appropriate for formal speech and writing. Year 6: W2 How words are related by meaning as synonyms and antonyms.	S2 The difference between structures typical of informal speech and structures appropriate for formal speech and writing.
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	Reading	Maintain positive attitudes to reading and understanding of what they read by: ♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ identifying and discussing themes and conventions in and across a wide range of writing ♣ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Understand what they read by: ♣ identifying how language, structure and presentation contribute to meaning ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Maintain positive attitudes to reading and understanding of what they read by: ♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes ♣ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Understand what they read by: ♣ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ♣ asking questions to improve their understanding ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ♣ predicting what might happen from details stated and implied ♣ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ♣ identifying how language, structure and presentation contribute to meaning ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Maintain positive attitudes to reading and understanding of what they read by: ♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes Understand what they read by: ♣ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ♣ asking questions to improve their understanding ♣ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ♣ identifying how language, structure and presentation contribute to meaning ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ♣ retrieve, record and present information from non-fiction ♣ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary ♣ provide reasoned justifications for their views.	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	Following White Rose Scheme of Learning – see appendix 2 for a breakdown of objectives					
	Year 5	Year 5/6	Year 6	Year 5	Year 5/6	Year 6
Mathematics	- Place value - Addition and subtraction - Statistics	- Place value - Addition and subtraction - Area, perimeter and volume	- Place value - Four operations	- Multiplication and division - Measurement – perimeter and area	- Fractions - Multiplication and division - Area, perimeter and volume - Shape	- Fractions - Geometry – position and direction
Religious Education						
	Human responsibility for the environment/Harvest - Exploring 'What are the issues?' - Exploring beliefs around our responsibilities for the environment. - Discussing actions we can take to demonstrate our responsibility. - Harvest celebrations.			Remembrance; Judaism/Christian contrast - Understanding the key vocabulary and meaning of Remembrance day. - Understand the story of Chanukah, what it means to Jewish people and how they celebrate it. - To compare a Jewish and Christian festival. - To understand the term incarnation. - To consider the meaning of Christmas to people with different beliefs. - To consider the waste and commerciality of Christmas and whether this is relevant to make it a special occasion.		
Science						
	Living things and their habitats – Year 5 - Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs , bar and line graphs. - Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. - Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. - Describe the life process of reproduction in some plants and animals. - Find out about different types of reproduction - Observe the life cycle changes in a variety of things. - Understand what a naturalist does and research the work of a famous naturalist such as Charles Darwin, David Attenborough, Jane Goodall.			Properties and changes of materials – Year 5 - Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. - Identifying scientific evidence that has been used to support or refute ideas or arguments. - Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. - Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs , bar and line graphs. - Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. - Use test results to make predictions to set up further comparative and fair tests. - Compare and group together every day materials on the basis of their properties. - Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. - Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including filtering, sieving and evaporating. - Give reasons, based on evidence from comparative and fair tests, for the particular uses of every day materials. - Demonstrate that dissolving, mixing and changes of state are reversible changes. - Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible.		

Geography	The Global Citizen – sustainability - Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. - Inspire a curiosity and fascination about the world and its people. - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. - Identify the Prime/Greenwich Meridian and time zones (including day and night)	
History		The Viking and Anglo-Saxon struggle for the Kingdom of England - A study of Viking raids and invasion, including Danegeld. - A look at the resistance by Alfred the Great and Athelstan, first King of England. - A look at the struggle between the Anglo-Saxons and Vikings for control of England. - Learning about Anglo-Saxon laws and justice. - How the Viking age ended with the death of Edward the Confessor in 1066. - Develop a chronologically secure knowledge and understanding of British, local and world history. - Note connections, contrasts and trends over time and develop the appropriate use of historical terms. - Devise historically valid questions about change, cause, similarity, difference and significance. - Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
Art & Design	Painting and mixed media – portraits - To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - Create sketch books to record their observations and use them to review and revisit ideas. - Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. - Learn about great artists, architects and designers in history.	

Design & Technology		Structures – Viking Longboats • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams. • Select from and use a wider range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing) accurately. • Select from and use a wider range of materials and their components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. • Evaluate their own ideas and products against their own design criteria and consider the views of others to improve their work.
Computing	3d modelling 5.6/Online Safety 5.2 • Identify a range of ways to report concerns about content and contact. • Select, use and combine a variety of software (including internet services) on a range of digital devices, including collecting, analysing, evaluating and presenting data and information. • Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Coding 5 • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. • Use sequence, selection and repetition in programs; work with variables. • Use logical reasoning to detect and correct errors in algorithms and programs. • Design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Select, use and combine a variety of software (including internet services) on a range of digital devices, including collecting, analysing, evaluating and presenting data and information. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
Music – Year 6	Music and technology - glockenspiels • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Listen with attention to detail and recall sounds with increasing aural memory. • Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians. • Develop an understanding of the history of music. • Use and understand staff and other musical notations.	Developing ensemble skills - Recorders • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Listen with attention to detail and recall sounds with increasing aural memory. • Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians. • Develop an understanding of the history of music. • Use and understand staff and other musical notations.
PE	Hockey and Gymnastics • Use running, jumping, throwing and catching in isolation and in combination. • Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • Develop flexibility, strength, technique, control and balance. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Basketball and Sports hall • Use running, jumping, throwing and catching in isolation and in combination. • Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • Develop flexibility, strength, technique, control and balance. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

MFL - French	En famille – In my family/la date La Phonétique 3 • Listen attentively to spoken language and show understanding by joining in and responding. • Develop accurate pronunciation and intonation so that others understand. • Speak in sentences, using familiar vocabulary, phrases and basic language structures. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through a dictionary. • Understand basic grammar appropriate to the language being studied. • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. • Read carefully and show understanding of words, phrases and simple writing.	As-tu un animal? – Have you got a pet? La Phonétique 4 • Listen attentively to spoken language and show understanding by joining in and responding. • Develop accurate pronunciation and intonation so that others understand. • Speak in sentences, using familiar vocabulary, phrases and basic language structures. • Describe people, places, things and actions orally and in writing. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through a dictionary. • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. • Present ideas and information orally to a range of audiences. • Understand basic grammar appropriate to the language being studied. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
KAPOW – Mixed year 5/6 - A	Families and Relationships • Understand the need for rules in PSHE lessons. • Reflect on their PSHE learning so far to identify likes and dislikes. • Describe the qualities of a good friend. • Understand that everyone can expect a level of respect but that this can be lost. • Understand what respect is and how I should be respected and respect others. • Understand that we all have a range of attributes that makes us who we are, and that we should be proud of these. • Understand what marriage is, and that it is a choice people make. • Understand why someone might bully others. • Understand that attitudes and laws around gender equality have changed over time. • Understand that stereotypes exist, including those based on how people look, and these can lead to discrimination. • Understand how stereotypes influence our ideas and opinions, and begin to explore our own opinions. • Understand a range of stereotypes, identify key information about them and share this information effectively.	Health and Wellbeing • Perform some yoga poses and describe how yoga makes them feel. • Describe how they can get a good night's sleep and why this is important. • Describe why you should embrace failure. • Describe a strategy to help manage their feelings of failure and to help them persevere. • Set themselves goals and consider how they will achieve them. • Describe a range of feelings and two possible ways of dealing with a difficult situation. • Demonstrate an understanding of what calories are and how to use them to plan healthy meals. • Recognise the food groups and acknowledge that having a variety of food on their dishes is important to achieving a balanced and healthy diet. • Describe how to keep safe in the sun, including some risks, now and in the future, if they do not.

A	Spring Term 1 – War and Peace				Spring Term 2 – War and Peace		
English		Poetry 1 week	Narrative	Non-Fiction	Poetry 1 week	Narrative	Non-Fiction
	Genre	Vocabulary building (Read , write & perform free verse)	Historical Fiction – Letters from a Lighthouse	Persuasion – letters – linked to Letters from a Lighthouse	Take one poet – Learn and recite a poem	Take one book – Adventure – The Firework Maker's Daughter	Report writing – Newspaper - Link to The Firework Maker's Daughter
	Main teaching – writing/grammar		Year 5: P2 dashes or commas to indicate parenthesis. P3 Use of commas to clarify meaning or avoid ambiguity. S1 Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. T1 Devices to build cohesion within a paragraph. T2 Linking ideas across paragraphs using adverbials of time. T3 adverbials of place. T4 adverbials of number. T5 or tense choices [for example, he had seen her before] Year 6: W1 The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. W2 How words are related by meaning as synonyms and antonyms.	Year 5: P2 dashes or commas to indicate parenthesis. P3 Use of commas to clarify meaning or avoid ambiguity. S1 Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. T1 Devices to build cohesion within a paragraph. T2 Linking ideas across paragraphs using adverbials of time. T3 adverbials of place. T4 adverbials of number. T5 or tense choices [for example, he had seen her before] Year 6: W1 The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. W2 How words are related by meaning as synonyms and antonyms.		Year 5: P2 dashes or commas to indicate parenthesis. P3 Use of commas to clarify meaning or avoid ambiguity. S1 Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. T1 Devices to build cohesion within a paragraph. T2 Linking ideas across paragraphs using adverbials of time. T3 adverbials of place. T4 adverbials of number. T5 or tense choices [for example, he had seen her before] Year 6: W1 The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. W2 How words are related by meaning as synonyms and antonyms.	Year 5: P2 dashes or commas to indicate parenthesis. P3 Use of commas to clarify meaning or avoid ambiguity. S1 Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. T1 Devices to build cohesion within a paragraph. T2 Linking ideas across paragraphs using adverbials of time. T3 adverbials of place. T4 adverbials of number. T5 or tense choices [for example, he had seen her before] Year 6: W1 The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. W2 How words are related by meaning as synonyms and antonyms.

	Main Teaching continued			Year 5: S2 Indicating degrees of possibility using adverbs. S3 or modal verbs.		Year 6: P1 Use of the semi-colon, colon and dash to mark the boundary between independent clauses. T2 ellipsis. P4 How hyphens can be used to avoid ambiguity.	Year 5: P1 Brackets Year 6: T3 Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]. P2 Use of the colon to introduce a list and use of semi-colons within lists. P3 Punctuation of bullet points to list information. S1 Use of the passive to affect the presentation of information in a sentence.
	Starters/recap	Year 6: W2 How words are related by meaning as synonyms and antonyms. Year 5: W1 Converting nouns or adjectives into verbs using suffixes.	Year 6: S2 The difference between structures typical of informal speech and structures appropriate for formal speech and writing.	Year 6: S2 The difference between structures typical of informal speech and structures appropriate for formal speech and writing.	Year 5: W2 Verb prefixes.	Year 6: S2 The difference between structures typical of informal speech and structures appropriate for formal speech and writing.	Year 6: S2 The difference between structures typical of informal speech and structures appropriate for formal speech and writing.

	Reading	Maintain positive attitudes to reading and understanding of what they read by: ♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ identifying and discussing themes and conventions in and across a wide range of writing ♣ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Understand what they read by: ♣ identifying how language, structure and presentation contribute to meaning ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Maintain positive attitudes to reading and understanding of what they read by: ♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes ♣ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Understand what they read by: ♣ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ♣ asking questions to improve their understanding ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ♣ predicting what might happen from details stated and implied ♣ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ♣ identifying how language, structure and presentation contribute to meaning ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Maintain positive attitudes to reading and understanding of what they read by: ♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes Understand what they read by: ♣ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ♣ asking questions to improve their understanding ♣ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ♣ identifying how language, structure and presentation contribute to meaning ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ♣ distinguish between statements of fact and opinion ♣ retrieve, record and present information from non-fiction ♣ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary ♣ provide reasoned justifications for their views.	Maintain positive attitudes to reading and understanding of what they read by: ♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ identifying and discussing themes and conventions in and across a wide range of writing ♣ learning a wider range of poetry by heart ♣ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Understand what they read by: ♣ identifying how language, structure and presentation contribute to meaning ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Maintain positive attitudes to reading and understanding of what they read by: ♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes ♣ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. 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	Following White Rose Scheme of Learning – see appendix 2 for a breakdown of objectives					
	Year 5	Year 5/6	Year 6	Year 5	Year 5/6	Year 6
Mathematics	• Multiplication and division • Fractions	• Ratio • Decimals and percentages	• Decimals • Percentages • Algebra	• Fractions • Decimals and percentages	• Algebra • Measurement – converting units • Measurement – Perimeter, area and volume • Statistics	• Measurement – converting units • Measurement – Perimeter, area and volume • Number – ratio • Statistics
Religious Education						
	God • To be able to name at least 3 characteristics that I feel that a God worth following should possess. • To be able to identify 5 characteristics that Christians believe show the nature of God. • To be able to give at least 2 examples of where I might see the nature of God shown in a Christian place of worship, and explain how this is demonstrated. • To be able to name at least 3 things that God hates, and to explain that it is the act that God hates rather than the individual themselves. • To be able to explain how Jesus being crucified is evidence that God loves humans. To be able to give at least 2 similarities and 2 differences between the beliefs of a Christian and those of a humanist in terms of how they approach their guidelines for living their lives by.			The importance of Easter to Christians today • Identify and understand the importance of Jesus. • Retell the story of the crucifixion. • Investigate who could be responsible for Jesus' death • Understand the reason why Jesus died and reflect on this further • Understand the communion service and create new forms of worship. • Investigate the idea of sacrifice.		

Science	Electricity – year 6 • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Identifying scientific evidence that has been used to support or refute ideas or arguments. • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs , bar and line graphs. • Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. • Use recognised symbols when representing a simple circuit in a diagram.	Animals including humans – year 6 • Identifying scientific evidence that has been used to support or refute ideas or arguments. • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs , bar and line graphs. • Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • Describe the ways in which nutrients and water are transported within animals, including humans.
Geography		South West England – a study of a region of the UK • Name and locate counties and cities of the UK and geographical regions. • Name and locate regions and their identifying characteristics, key topographical features and understand how some of these aspects have changed over time. • Use maps, atlases and computer mapping to locate and describe features studied. • Describe and understand types of settlement, land use and economic activity. • Use the 8 points of a compass, four and six-figure grid references, symbols and key, (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
History	A local history study — WW2 • A depth study linked to an area of Britain. • A comparison of life in London and life in South West England during WW2. • A study of an aspect of history or a site that is significant in the locality. • Develop a chronologically secure knowledge and understanding of British, local and world history. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Devise historically valid questions about change, cause, similarity, difference and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information.	

Art & Design		Architecture – Cityscapes - To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - Create sketch books to record their observations and use them to review and revisit ideas. - Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. - Learn about great artists, architects and designers in history.
Design & Technology	Electricity/Structures– Lighthouses - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. - Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. - Select from and use a wider range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing) accurately. - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. - Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors) - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	
Computing	Concept Maps 5.7 - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour.	Spreadsheets 5.3 - Work with various forms of input and output. - Select, use and combine a variety of software (including internet services) on a range of digital devices including collecting, analysing, evaluating and presenting data and information. - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
Music – Year 5	Composing and chords - Recorders - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - Listen with attention to detail and recall sounds with increasing aural memory. - Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians. - Develop an understanding of the history of music. - Use and understand staff and other musical notations.	Enjoying musical styles - Glockenspiels - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - Listen with attention to detail and recall sounds with increasing aural memory. - Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians. - Develop an understanding of the history of music. - Use and understand staff and other musical notations.
PE	Netball/Sports hall - Use running, jumping, throwing and catching in isolation and in combination. - Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. - Develop flexibility, strength, technique, control and balance. - Compare their performances with previous ones and demonstrate improvement	Fitness/Athletics - Use running, jumping, throwing and catching in isolation and in combination. - Develop flexibility, strength, technique, control and balance. - Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

	to achieve their personal best.	
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MFL – French	Enjoying French stories • Listen attentively to spoken language and show understanding by joining in and responding. • Speak in sentences, using familiar vocabulary, phrases and basic language structures. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through a dictionary. • Develop accurate pronunciation and intonation so that others understand. • Appreciate stories, songs, poems and rhymes in the language. • Read carefully and show understanding of words, phrases and simple writing. • Understand basic grammar appropriate to the language being studied. •	Les Vêtements – clothes • Listen attentively to spoken language and show understanding by joining in and responding. • Develop accurate pronunciation and intonation so that others understand. • Speak in sentences, using familiar vocabulary, phrases and basic language structures. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through a dictionary. • Understand basic grammar appropriate to the language being studied. • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. • Read carefully and show understanding of words, phrases and simple writing. • Describe people, places, things and action orally and in writing. • Understand basic grammar appropriate to the language being studied.

KAPOW – Mixed year 5/6 - A	Safety • Understand what it is safe to share online and what I should do before sending a message. • Identify possible dangers online, and suggest ways to stay safe, using the web to research relevant information. • Recognise when someone is choking, and have a strategy to deal with this. • Understand some of the reasons that adults decide to drink or not drink alcohol. • Understand that other people can influence our decisions, but we have the right to make our own choices.	The Changing Body • Accurately name all the relevant parts of the body. • Describe how boys' and girls' bodies change during puberty and understand the importance of looking after myself physically and emotionally. • Understand that puberty is a natural process that happens to everybody and that it will be ok for me. • Express how I feel about the changes that will happen to me during puberty and ask the questions I need answered about the changes during puberty, reflecting on how I feel about this. • Identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities. • Express how I feel about the growing independence of becoming a teenager and feel confident that I can cope with this. • Identify what I am looking forward, and what worries me, to in the next year of my life and start to think about the changes that growing up will bring and how to prepare myself emotionally for these changes. Year 6 only: • Understand how being physically attracted to someone changes the nature of the relationship. • Understand that sexual intercourse can lead to conception and that is how babies are usually made. • Understand that sometimes people need IVF to help them have a baby. • Describe how a baby develops from conception through the nine months of pregnancy, and how it is born. • Recognise how I feel when I reflect on the development and birth of a baby.
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A	Summer Term 1 – Leisure and entertainment				Summer Term 2 – Leisure and entertainment		
English		Poetry 1 week	Narrative	Non-Fiction	Poetry 1 week	Narrative	Non-Fiction
	Genre	Monologues –	Stories from our literary heritage – Macbeth	Biographies – Family member	Take one poet – Creative response – artwork Dada's Stories	Take one film – The Black Hole	Explanations – scientific link

	Starters/recap	Year 5: W1 Converting nouns or adjectives into verbs using suffixes.	Year 6: S2 The difference between structures typical of informal speech and structures appropriate for formal speech and writing.	Year 6: S2 The difference between structures typical of informal speech and structures appropriate for formal speech and writing.	Year 5: W2 Verb prefixes.	Year 6: S2 The difference between structures typical of informal speech and structures appropriate for formal speech and writing.	Year 6: S2 The difference between structures typical of informal speech and structures appropriate for formal speech and writing.
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	Reading	Maintain positive attitudes to reading and understanding of what they read by: ♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ identifying and discussing themes and conventions in and across a wide range of writing ♣ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Understand what they read by: ♣ identifying how language, structure and presentation contribute to meaning ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Maintain positive attitudes to reading and understanding of what they read by: ♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes ♣ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Understand what they read by: ♣ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ♣ asking questions to improve their understanding ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ♣ predicting what might happen from details stated and implied ♣ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ♣ identifying how language, structure and presentation contribute to meaning ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Maintain positive attitudes to reading and understanding of what they read by: ♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes Understand what they read by: ♣ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ♣ asking questions to improve their understanding ♣ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ♣ identifying how language, structure and presentation contribute to meaning ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Maintain positive attitudes to reading and understanding of what they read by: ♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ identifying and discussing themes and conventions in and across a wide range of writing ♣ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Understand what they read by: ♣ identifying how language, structure and presentation contribute to meaning ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Maintain positive attitudes to reading and understanding of what they read by: ♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes ♣ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Understand what they read by: ♣ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ♣ asking questions to improve their understanding ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ♣ predicting what might happen from details stated and implied ♣ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ♣ identifying how language, structure and presentation contribute to meaning ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Maintain positive attitudes to reading and understanding of what they read by: ♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes Understand what they read by: ♣ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ♣ asking questions to improve their understanding ♣ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ♣ identifying how language, structure and presentation contribute to meaning ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
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Mathematics	Following White Rose Scheme of Learning – see appendix 2 for a breakdown of objectives					
	Year 5	Year 5/6	Year 6	Year 6	Year 5/6	Year 6
	- Decimals - Geometry – properties of shape	- Geometry -properties of shape - Geometry – position & direction - Consolidation/SATs preparation	- Geometry – properties of shape - Consolidation/SATs preparation	- Decimals - Percentages - Algebra	Consolidation/ investigations	Consolidation/ investigations
Religious Education						
	Can we change the world?			Leaders in religious communities		
	- Identify what we know about the work of development charities. - Think about unfairness in the world and respond to this. - Describe and make links between the work of religious charities involved in global poverty issues. (Islamic relief and Christian Aid) - Show understanding of the issues addressed by these charities. - Consider the challenges of belonging to the Muslim or Christian faith with regard to wealth and poverty. - Apply ideas about community, fairness and justice for ourselves. - Relate these ideas to produce a creative response to these issues.			- Know more about roles and responsibilities of authority figures within our own lives. - Find out about the impact faith and beliefs have had on the lives of inspirational figures. - Find out who Muhammad was and why he is an important figure in Islam. - Find out who Buddha was and why he is important to Buddhists today. - Retell the important events in Guru Nanak's life and why he is important to Sikhs today. - Explore the story of Daniel as a religious leader.		

Science				
	Evolution and Inheritance – Year 6		Working scientifically – investigations linked to Genetics and DNA	
	- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. - Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs , bar and line graphs. - Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. - Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. - Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. - Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. - Understand the work of a palaeontologist and how Mary Anning, Alfred Wallace and Charles Darwin contributed to what we know today about evolution.		- Identifying scientific evidence that has been used to support or refute ideas or arguments. - Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. - Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs , bar and line graphs. - Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. - Use test results to make predictions to set up further comparative and fair tests. - Understand the structure, and build a model, of DNA.	

Geography	The Paris Basin – a study of a region in a European country • Using maps to focus on Europe. • Using maps, atlases and computer mapping to locate and describe features. • Describe and understand key physical aspects. • Describe and understand key human aspects relating to settlement, land use and economic activity. • Describe and understand key aspects of rivers.	
History		Changes in an aspect of social history – leisure and entertainment • Develop a chronologically secure knowledge and understanding of British, local and world history. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Devise historically valid questions about change, cause, similarity, difference and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a variety of sources. • Learning about the changes in leisure and entertainment in British history.
Art & Design	Sculpture and 3D – Interactive installation • To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • Create sketch books to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. • Learn about great artists, architects and designers in history.	
Design & Technology		Cooking and nutrition – What could be healthier? - Burgers • Understand how key events and individuals in design and technology have helped shape the world. • Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams. • Select from and use a wider range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing) accurately. • Select from and use a wider range of materials and their components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • Understand and apply the principles of a healthy and varied diet. • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. • Investigate and analyse a range of existing products. • Evaluate their own ideas and products against their own design criteria and consider the views of others to improve their work.

Computing	Game creator 5.5 - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals. - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Blogging 6.4/Excel - Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
Music – Year 5	Freedom to improvise– Glockenspiels or recorders - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - Listen with attention to detail and recall sounds with increasing aural memory. - Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians. - Develop an understanding of the history of music. - Use and understand staff and other musical notations.	Year 5/6 production songs Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - Listen with attention to detail and recall sounds with increasing aural memory.
PE	Athletics, Dance and PGL/The Lock - Use running, jumping, throwing and catching in isolation and in combination. - Develop flexibility, strength, technique, control and balance. - Perform dances using a range of pattern movements. - Compare their performances with previous ones and demonstrate improvement to achieve their personal best. - Take part in outdoor and adventurous activity challenges both individually and within a team.	Quidditch and Orienteering - Use running, jumping, throwing and catching in isolation and in combination. - Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. - Compare their performances with previous ones and demonstrate improvement to achieve their personal best. - Take part in outdoor and adventurous activity challenges both individually and within a team.
MFL - French	Le weekend – at the weekend - Listen attentively to spoken language and show understanding by joining in and responding. - Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. - Develop accurate pronunciation and intonation so that others understand. - Speak in sentences, using familiar vocabulary, phrases and basic language structures. - Describe people, places, things and actions orally and in writing. - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through a dictionary. - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. - Present ideas and information orally to a range of audiences. - Understand basic grammar appropriate to the language being studied.	Moi dans le monde – Me in the world - Listen attentively to spoken language and show understanding by joining in and responding. - Develop accurate pronunciation and intonation so that others understand. - Speak in sentences, using familiar vocabulary, phrases and basic language structures. - Describe people, places, things and actions orally and in writing. - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through a dictionary. - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. - Present ideas and information orally to a range of audiences. - Understand basic grammar appropriate to the language being studied. - Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

KAPOW – Mixed year 5/6 – A	Citizenship and Identity - Understand what happens when someone breaks the law. - Understand what prejudice and discrimination are and why and how they should be challenged. - Understand how reducing the use of materials and energy helps the environment, and what individuals can do to support this. - Understand the factors which make up identity. - Understand that some images can be manipulated by the professional media, but also by individuals, and that they are not realistic.	Economic Wellbeing & transition - Understand that borrowing money is a way to pay for something but that this has to be repaid. - Understand what income and expenditure are and how these can be recorded. - Understand how to create a weekly budget, including prioritising needs over wants. - Understand that there are some risks associated with money, and what some of these are. - Understand that there are a range of jobs that people can do, what some of these jobs are, and what is required for some jobs. - Understand that there are different routes into careers. - Understand the roles available to them at school and the skills needed for these. - Understand that changes can bring opportunities as well as worries and ways of dealing with change.

B		Autumn Term 1 - Inventions			Autumn Term 2 - Inventions		
English		Back to basics 2 weeks	Non-Fiction	Fiction	Poetry 1 week	Narrative	Non-Fiction
	Genre	Grammar recap - Building foundations - Hermeline	Non-Chronological Report – Facts about Mystical Creatures	Cloud Tea Monkeys – descriptive narrative	Structure – Cinquains	Fiction from our literary heritage – A Christmas Carol	Discussion text – links to A Christmas Carol

	Main teaching	Year 4 grammar recap areas covered in this unit: • Wider range of conjunctions including if, when, because, although. • Present perfect. • Nouns and pronouns for cohesion. • Conjunctions, adverbs and prepositions to express time and cause. • Fronted adverbials. • Direct speech. • Noun phrases. • Prepositional phrases. • Paragraphs. • Determiners. • Basic sentence structure.	Year 5: T1 Devices to build cohesion within a paragraph. T2 Linking ideas across paragraphs using adverbials of time. T3 adverbials of place. T4 adverbials of number. Year 6: W1 The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. W2 How words are related by meaning as synonyms and antonyms. Year 5: P1 Brackets. Year 6: T3 Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]. P2 Use of the colon to introduce a list and use of semi-colons within lists. P3 Punctuation of bullet points to list information.		Year 5: P2 dashes or commas to indicate parenthesis. P3 Use of commas to clarify meaning or avoid ambiguity. S1 Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. T1 Devices to build cohesion within a paragraph. T2 Linking ideas across paragraphs using adverbials of time. T3 adverbials of place. T4 adverbials of number. T5 or tense choices [for example, he had seen her before] Year 6: W1 The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. W2 How words are related by meaning as synonyms and antonyms.	Year 5: P2 dashes or commas to indicate parenthesis. P3 Use of commas to clarify meaning or avoid ambiguity. S1 Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. T1 Devices to build cohesion within a paragraph. T2 Linking ideas across paragraphs using adverbials of time. T3 adverbials of place. T4 adverbials of number. T5 or tense choices [for example, he had seen her before] Year 6: W1 The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. W2 How words are related by meaning as synonyms and antonyms.	Year 5: P2 dashes or commas to indicate parenthesis. P3 Use of commas to clarify meaning or avoid ambiguity. S1 Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. T1 Devices to build cohesion within a paragraph. T2 Linking ideas across paragraphs using adverbials of time. T3 adverbials of place. T4 adverbials of number. T5 or tense choices [for example, he had seen her before] Year 6: W1 The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. W2 How words are related by meaning as synonyms and antonyms.
						Year 6: P1 Use of the semi-colon, colon and dash to mark the boundary between independent clauses. S1 Use of the passive to affect the presentation of information in a sentence.	Year 5: S2 Indicating degrees of possibility using adverbs. S3 or modal verbs. Year 6: S3 or the use of subjunctive forms.

	Starters/ Recap	• Possessive apostrophe including plural nouns. • Standard English verbs.		Year 6: S2 The difference between structures typical of informal speech and structures appropriate for formal speech and writing. Year 5: W1 Converting nouns or adjectives into verbs using suffixes.		Year 6: S2 The difference between structures typical of informal speech and structures appropriate for formal speech and writing. Year 5: W2 Verb prefixes.	Year 6: S2 The difference between structures typical of informal speech and structures appropriate for formal speech and writing.
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	Reading	Maintain positive attitudes to reading and understanding of what they read by: ♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. ♣ identifying and discussing themes and conventions in and across a wide range of writing. Understand what they read by: ♣ identifying how language, structure and presentation contribute to meaning.	Maintain positive attitudes to reading and understanding of what they read by: ♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. ♣ reading books that are structured in different ways and reading for a range of purposes. Understand what they read by: ♣ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. ♣ identifying how language, structure and presentation contribute to meaning. ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. ♣ retrieve, record and present information from non-fiction.	Maintain positive attitudes to reading and understanding of what they read by: ♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes Understand what they read by: ♣ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ♣ asking questions to improve their understanding ♣ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ♣ identifying how language, structure and presentation contribute to meaning ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ♣ distinguish between statements of fact and opinion ♣ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary ♣ provide reasoned justifications for their views.	Maintain positive attitudes to reading and understanding of what they read by: ♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ identifying and discussing themes and conventions in and across a wide range of writing ♣ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Understand what they read by: ♣ identifying how language, structure and presentation contribute to meaning ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Maintain positive attitudes to reading and understanding of what they read by: ♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes ♣ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Understand what they read by: ♣ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ♣ asking questions to improve their understanding ♣ drawing inferences such as 'feelings, thoughts and motives from their actions, and justifying inferences with evidence' ♣ predicting what might happen from details stated and implied ♣ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ♣ identifying how language, structure and presentation contribute to meaning ♣ discuss and evaluate how authors use language, including figurative language, considering the impact	Maintain positive attitudes to reading and understanding of what they read by: ♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes Understand what they read by: ♣ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ♣ asking questions to improve their understanding ♣ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ♣ identifying how language, structure and presentation contribute to meaning ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ♣ distinguish between statements of fact and opinion ♣ retrieve, record and present information from non-fiction ♣ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary ♣ provide reasoned justifications for their views.
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Mathematics	Following White Rose Scheme of Learning – see appendix 2 for a breakdown of objectives					
	Year 5 - Place value - Addition and subtraction - Statistics	Year 5/6 - Place value - Four operations	Year 6 - Place value - Four operations	Year 5 - Multiplication and division - Measurement – perimeter and area	Year 5/6 Fractions	Year 6 - Fractions - Geometry – position and direction
Religious Education						
	Prayer, worship and reflection/Harvest - Explore the meaning and purpose of prayer. - Explore ideas about human experience of prayer - The Lord's prayer. - Look more closely at the people within the bible, who prayed. - Writing our own prayers to say sorry, thank you or ask for guidance. - Harvest celebrations.			Heroes and role models/Christmas - Remembrance – remembering those who lost their lives. - Identify personal heroes and question why they inspire us. - Examine the life of Prince Siddhartha and retell key events of his story. - Compare the ideas people hold about Christmas – both sacred and secular.		

Science	Living things and their habitats – year 6 • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Identifying scientific evidence that has been used to support or refute ideas or arguments. • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs , bar and line graphs. • Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. • Give reasons for classifying plants and animals based on specific characteristics. • Understand the contribution that Carl Linnaeus made to the current classification system that is used universally for living things.	Light – year 6 • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Identifying scientific evidence that has been used to support or refute ideas or arguments. • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs , bar and line graphs. • Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • 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. • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
Geography		Geographical Information Systems • Interpret a range of sources of geographical information including Geographical Information Systems (GIS). • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.
History	Extended British history period study - Industrial Revolution • Looking at a significant turning point in British history - the first railways. • Develop a chronologically secure knowledge and understanding of British, local and world history. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Devise historically valid questions about change, cause, similarity, difference and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a variety of sources.	

Art & Design	Make my voice heard - To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - Create sketch books to record their observations and use them to review and revisit ideas. - Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. - Learn about great artists, architects and designers in history.	
Design & Technology		Textiles – Mobile Phone Cases - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. - Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. - Select from and use a wider range of materials and their components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. - Select from and use a wider range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing) accurately. - Investigate and analyse a range of existing products. - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
Computing	Coding 6/online safety 5.2 - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. - Use sequence, selection and repetition in programs; work with variables and various forms of input and output. - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Quizzing 6.7 - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Music – year 5	Melody and Harmony in music - Glockenspiels • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Listen with attention to detail and recall sounds with increasing aural memory. • Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians. • Develop an understanding of the history of music. • Use and understand staff and other musical notations.	Sing and play in different styles - Recorders • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Listen with attention to detail and recall sounds with increasing aural memory. • Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians. • Develop an understanding of the history of music. • Use and understand staff and other musical notations.
PE	Gymnastics/Fitness • Develop flexibility, strength, technique, control and balance. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Rugby/Sports hall • Use running, jumping, throwing and catching in isolation and in combination. • Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • Develop flexibility, strength, technique, control and balance. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
MFL – French	Les habitats – habitats/la date La Phonétique 3 • Listen attentively to spoken language and show understanding by joining in and responding. • Develop accurate pronunciation and intonation so that others understand. • Speak in sentences, using familiar vocabulary, phrases and basic language structures. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through a dictionary. • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. • Read carefully and show understanding of words, phrases and simple writing. • Describe people, places, things and action orally and in writing. • Understand basic grammar appropriate to the language being studied.	Chez Moi – at my house La Phonétique 4 • Listen attentively to spoken language and show understanding by joining in and responding. • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. • Develop accurate pronunciation and intonation so that others understand. • Speak in sentences, using familiar vocabulary, phrases and basic language structures. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through a dictionary. • Present ideas and information orally to a range of audiences. • Appreciate stories, songs, poems and rhymes in the language. • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. • Read carefully and show understanding of words, phrases and simple writing. • Describe people, places, things and action orally and in writing. • Understand basic grammar appropriate to the language being studied.

KAPOW – Mixed year 5/6 - B	Families and Relationships • Understand the needs for rules for PSHE lessons. • Reflect on their PSHE learning so far and identify likes and dislikes in this. • Recognise that friendships have ups and downs and this is normal. • Understand that everyone can expect a level of respect but that this can be lost. • Understand what respect is and how I should be respected and respect others. • Understand one stage of the resolution process. • Understand that sometimes families can make children feel unhappy or unsafe. • Understand that attitudes and laws around gender equality have changed over time. • Understand that stereotypes exist including those based on how people look and these can lead to discrimination. • Understand how stereotypes influence our ideas and opinions and begin to explore our own opinions. • Understand a range of stereotypes , identify key information about them and share this information effectively. • Understand the term 'grief' and explain some of the associated emotions.	Health and Wellbeing • Describe the importance of relaxation and suggest different strategies. • Identify how they feel before and after using a relaxation technique. • Describe qualities or values they want to have and create achievable goals in their to do list. • Describe how they look after their physical wellbeing and suggest what else they can do to improve how they look after themselves. • Understand that technology can have an impact on both physical and mental health but there are strategies we can use to overcome this. • Describe what resilience is, why it is important and some useful resilience strategies. • Understand how vaccination works and why it is important to individuals. • Understand that changes in my body could mean I am unwell and what I can do if I notice them. • Understand that habits can be good or bad for health.
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B	Spring Term 1 - Greece				Spring Term 2 - Greece		
		Poetry 1 week	Narrative	Non-Fiction	Poetry 1 week	Narrative	Non-Fiction
	Genre	Vocabulary building (Read , write & perform free verse) – Dreams	Greek Myths – Heracles	Persuasion – Athens v Sparta	Structure – RAP	Take one book – The Arrival Informal letter writing	Current affairs link – refugees- formal persuasive letter
English	Main teaching	Year 5: W2 How words are related by meaning as synonyms and antonyms.	Year 5: P2 dashes or commas to indicate parenthesis. P3 Use of commas to clarify meaning or avoid ambiguity. S1 Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. T1 Devices to build cohesion within a paragraph. T2 Linking ideas across paragraphs using adverbials of time. T3 adverbials of place. T4 adverbials of number. T5 or tense choices [for example, he had seen her before] Year 6: W1 The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. W2 How words are related by meaning as synonyms and antonyms.	Year 5: P2 dashes or commas to indicate parenthesis. P3 Use of commas to clarify meaning or avoid ambiguity. S1 Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. T1 Devices to build cohesion within a paragraph. T2 Linking ideas across paragraphs using adverbials of time. T3 adverbials of place. T4 adverbials of number. T5 or tense choices [for example, he had seen her before] Year 6: W1 The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. W2 How words are related by meaning as synonyms and antonyms.		Year 5: P2 dashes or commas to indicate parenthesis. P3 Use of commas to clarify meaning or avoid ambiguity. S1 Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. T1 Devices to build cohesion within a paragraph. T2 Linking ideas across paragraphs using adverbials of time. T3 adverbials of place. T4 adverbials of number. T5 or tense choices [for example, he had seen her before] Year 6: W1 The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. W2 How words are related by meaning as synonyms and antonyms.	Year 5: P2 dashes or commas to indicate parenthesis. P3 Use of commas to clarify meaning or avoid ambiguity. S1 Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. T1 Devices to build cohesion within a paragraph. T2 Linking ideas across paragraphs using adverbials of time. T3 adverbials of place. T4 adverbials of number. T5 or tense choices [for example, he had seen her before] Year 6: W1 The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. W2 How words are related by meaning as synonyms and antonyms.

			Year 6: P1 Use of the semi-colon, colon and dash to mark the boundary between independent clauses. P4 How hyphens can be used to avoid ambiguity. T2 ellipsis.	Year 5: S2 Indicating degrees of possibility using adverbs. S3 or modal verbs. Year 6: T3 Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]. P1 Use of the semi-colon, colon and dash to mark the boundary between independent clauses. P2 Use of the colon to introduce a list and use of semi-colons within lists. P3 Punctuation of bullet points to list information.	.	Year 6: S1 Use of the passive to affect the presentation of information in a sentence.	Year 5: P1 Brackets. Year 6: Year 6: S3 or the use of subjunctive forms. Year 6: S2 The difference between structures typical of informal speech and structures appropriate for formal speech and writing.
	Starters/ recap		Year 6: S2 The difference between structures typical of informal speech and structures appropriate for formal speech and writing.	Year 6: S2 The difference between structures typical of informal speech and structures appropriate for formal speech and writing.		Year 6: S2 The difference between structures typical of informal speech and structures appropriate for formal speech and writing. Year 5: W1 Converting nouns or adjectives into verbs using suffixes.	Year 5: W2 Verb prefixes.

	Reading	Maintain positive attitudes to reading and understanding of what they read by: ♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ identifying and discussing themes and conventions in and across a wide range of writing ♣ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Understand what they read by: ♣ identifying how language, structure and presentation contribute to meaning ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Maintain positive attitudes to reading and understanding of what they read by: ♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes ♣ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Understand what they read by: ♣ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ♣ asking questions to improve their understanding ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ♣ predicting what might happen from details stated and implied ♣ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ♣ identifying how language, structure and presentation contribute to meaning ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Maintain positive attitudes to reading and understanding of what they read by: ♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes Understand what they read by: ♣ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ♣ asking questions to improve their understanding ♣ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ♣ identifying how language, structure and presentation contribute to meaning ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ♣ distinguish between statements of fact and opinion ♣ retrieve, record and present information from non-fiction ♣ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary ♣ provide reasoned justifications for their views.	Maintain positive attitudes to reading and understanding of what they read by: ♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ identifying and discussing themes and conventions in and across a wide range of writing ♣ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Understand what they read by: ♣ identifying how language, structure and presentation contribute to meaning ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Maintain positive attitudes to reading and understanding of what they read by: ♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes ♣ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Understand what they read by: ♣ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ♣ asking questions to improve their understanding ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ♣ predicting what might happen from details stated and implied ♣ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ♣ identifying how language, structure and presentation contribute to meaning ♣ discuss and evaluate how authors use language, including figurative language, considering the impact	Maintain positive attitudes to reading and understanding of what they read by: ♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes Understand what they read by: ♣ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ♣ asking questions to improve their understanding ♣ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ♣ identifying how language, structure and presentation contribute to meaning ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ♣ distinguish between statements of fact and opinion ♣ retrieve, record and present information from non-fiction ♣ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary ♣ provide reasoned justifications for their views.
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Following White Rose Scheme of Learning – see appendix 2 for a breakdown of objectives						
Mathematics	Year 5	Year 5/6	Year 6	Year 5	Year 5/6	Year 6
	• Multiplication and division • Fractions	• Measurement – converting units • Ratio • Decimals and percentages	• Decimals • Percentages • Algebra •	• Fractions • Decimals and percentages	• Decimals and percentages • Measurement – Perimeter, area and volume	• Measurement – converting units • Measurement – Perimeter, area and volume • Number – ratio • Statistics

Religious Education		
	Creation stories • Recognising questions that have no definite answers. • Reflect on different views of how the world started. • Find similarities and differences between creation stories. • Think about how Jews celebrate the creation of the world. • Thinking about the ultimate questions that these stories raise.	Celebrations related to key figures • Know the story of Esther and why Purim is celebrated. • Understand what Passover represents and why it is celebrated. • To think about the Easter story from different points of view. • To learn how Easter is celebrated all around the world. • To learn about the history of Easter.
Science		
	Forces – year 5 • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Identifying scientific evidence that has been used to support or refute ideas or arguments. • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. • Find out about how Isaac Newton helped to develop the theory of gravitation.	Animals including humans – year 5 • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Identifying scientific evidence that has been used to support or refute ideas or arguments. • Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. • Describe the changes as humans develop to old age. • Learn how to keep our bodies healthy and how their bodies may be damaged – including how some drugs and other substances can be harmful to the human body. • Learn about the changes experienced in puberty. • Draw a timeline to indicate the stages in the growth and development of humans.
Geography		
		Athens and Central Greece – a region in a European country • Using maps to focus on Europe. • Using maps, atlases and computer mapping to locate and describe features studied. • Describe and understand key aspects of physical geography including climate, mountains and earthquakes. • Describe and understand key aspects of physical geography including settlement and regeneration. • Describe and understand key aspects of human geography including economic activity and trade. • Describe and understand key aspects of human geography including economic activity and tourism.

History	Ancient Greece • Develop an overview of where and when the first civilizations appeared. • A study of Greek life and achievements and their influence on the western world. • Discover the legacy of Greek culture on later periods in British history, including the present day. • Develop a chronologically secure knowledge and understanding of British, local and world history. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Devise historically valid questions about change, cause, similarity, difference and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a variety of sources.	
Art & Design	Photo opportunity/Artist study - Edvard Munch • To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • Create sketch books to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. • Learn about great artists, architects and designers in history.	
Design & Technology		Cooking and nutrition – bread • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams. • Select from and use a wider range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing) accurately. • Select from and use a wider range of materials and their components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • Understand and apply the principles of a healthy and varied diet. • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. • Investigate and analyse a range of existing products. • Evaluate their own ideas and products against their own design criteria and consider the views of others to improve their work.

Computing	Text adventures 6.5 - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. - Use sequence, selection and repetition in programs; work with variables and various forms of input and output. - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Databases 5.4 - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
Music – Year 6	Creative composition - Recorders - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - Listen with attention to detail and recall sounds with increasing aural memory. - Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians. - Develop an understanding of the history of music. - Use and understand staff and other musical notations.	Musical styles connect us - Glockenspiels - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - Listen with attention to detail and recall sounds with increasing aural memory. - Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians. - Develop an understanding of the history of music. - Use and understand staff and other musical notations.
PE	Football/Sports hall - Use running, jumping, throwing and catching in isolation and in combination. - Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. - Develop flexibility, strength, technique, control and balance. - Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Tennis/Athletics - Use running, jumping, throwing and catching in isolation and in combination. - Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. - Develop flexibility, strength, technique, control and balance. - Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
MFL – French	Quel temps fait-il? – What is the weather like? - Listen attentively to spoken language and show understanding by joining in and responding. - Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. - Develop accurate pronunciation and intonation so that others understand. - Speak in sentences, using familiar vocabulary, phrases and basic language structures. - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through a dictionary. - Present ideas and information orally to a range of audiences. - Appreciate stories, songs, poems and rhymes in the language. - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. - Read carefully and show understanding of words, phrases and simple writing.	Les jeux Olympiques – the Olympic Games - Listen attentively to spoken language and show understanding by joining in and responding. - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. - Develop accurate pronunciation and intonation so that others understand. - Speak in sentences, using familiar vocabulary, phrases and basic language structures. - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through a dictionary. - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. - Read carefully and show understanding of words, phrases and simple writing. - Describe people, places, things and action orally and in writing. - Understand basic grammar appropriate to the language being studied.

	- Describe people, places, things and action orally and in writing. - Understand basic grammar appropriate to the language being studied.	
KAPOW – Mixed year 5/6 - B	Safety - Understand some ways to check that a news story is real. - Understand how they should behave online and the impact that negativity can have. - Ensure the safety of themselves and others. - Conduct a primary survey and seek medical help.	The Changing Body - Accurately name all the relevant parts of the body. - Describe how boys' and girls' bodies change during puberty and understand the importance of looking after myself physically and emotionally. - Understand that puberty is a natural process that happens to everybody and that it will be ok for me. - Express how I feel about the changes that will happen to me during puberty and ask the questions I need answered about the changes during puberty, reflecting on how I feel about this. - Identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities. - Express how I feel about the growing independence of becoming a teenager and feel confident that I can cope with this. - Identify what I am looking forward, and what worries me, to in the next year of my life and start to think about the changes that growing up will bring and how to prepare myself emotionally for these changes. Year 6 only: - Understand how being physically attracted to someone changes the nature of the relationship. - Understand that sexual intercourse can lead to conception and that is how babies are usually made. - Understand that sometimes people need IVF to help them have a baby. - Describe how a baby develops from conception through the nine months of pregnancy, and how it is born. Recognise how I feel when I reflect on the development and birth of a baby.

B	Summer Term 1 – Earth and space				Summer Term 2 – Earth and space		
		Poetry 1 week	Narrative	Non-Fiction	Poetry 1 week	Narrative	Non-Fiction
	Genre	Take one poet - Ted Hughes (Moon Horrors)	Mixed genre – Sci Fi – The Scout	Report – Short film 'Alma'	Take one poet - Valerie Bloom	Take one book – Holes (Fantasy adventure)	Recount
English	Main teaching		Year 5: P2 dashes or commas to indicate parenthesis. P3 Use of commas to clarify meaning or avoid ambiguity. S1 Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. T1 Devices to build cohesion within a paragraph. T2 Linking ideas across paragraphs using adverbials of time. T3 adverbials of place. T4 adverbials of number. T5 or tense choices [for example, he had seen her before] Year 6: W1 The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. W2 How words are related by meaning as synonyms and antonyms.	Year 5: P2 dashes or commas to indicate parenthesis. P3 Use of commas to clarify meaning or avoid ambiguity. S1 Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. T1 Devices to build cohesion within a paragraph. T2 Linking ideas across paragraphs using adverbials of time. T3 adverbials of place. T4 adverbials of number. T5 or tense choices [for example, he had seen her before] Year 6: W1 The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. W2 How words are related by meaning as synonyms and antonyms.		Year 5: P2 dashes or commas to indicate parenthesis. P3 Use of commas to clarify meaning or avoid ambiguity. S1 Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. T1 Devices to build cohesion within a paragraph. T2 Linking ideas across paragraphs using adverbials of time. T3 adverbials of place. T4 adverbials of number. T5 or tense choices [for example, he had seen her before] Year 6: W1 The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. W2 How words are related by meaning as synonyms and antonyms.	Year 5: P2 dashes or commas to indicate parenthesis. P3 Use of commas to clarify meaning or avoid ambiguity. S1 Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. T1 Devices to build cohesion within a paragraph. T2 Linking ideas across paragraphs using adverbials of time. T3 adverbials of place. T4 adverbials of number. T5 or tense choices [for example, he had seen her before] Year 6: W1 The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. W2 How words are related by meaning as synonyms and antonyms.

		Year 6: P4 How hyphens can be used to avoid ambiguity.	Year 6: T2 ellipsis. P4 How hyphens can be used to avoid ambiguity.	Year 5: S2 Indicating degrees of possibility using adverbs. S3 or modal verbs. Year 6: S1 Use of the passive to affect the presentation of information in a sentence.	Year 6: T3 Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]. P2 Use of the colon to introduce a list and use of semi-colons within lists. P3 Punctuation of bullet points to list information.	Year 6: P4 How hyphens can be used to avoid ambiguity.	Year 5: P1 Brackets. Year 6: P1 Use of the semi-colon, colon and dash to mark the boundary between independent clauses.
	Starters/ recap		Year 6: S2 The difference between structures typical of informal speech and structures appropriate for formal speech and writing.	Year 6: S2 The difference between structures typical of informal speech and structures appropriate for formal speech and writing.	Year 5: W1 Converting nouns or adjectives into verbs using suffixes. W2 Verb prefixes. Year 6: S3 or the use of subjunctive forms.	Year 6: S2 The difference between structures typical of informal speech and structures appropriate for formal speech and writing.	Year 6: S2 The difference between structures typical of informal speech and structures appropriate for formal speech and writing.

	Reading	Maintain positive attitudes to reading and understanding of what they read by: ♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ identifying and discussing themes and conventions in and across a wide range of writing ♣ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Understand what they read by: ♣ identifying how language, structure and presentation contribute to meaning ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Maintain positive attitudes to reading and understanding of what they read by: ♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes ♣ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Understand what they read by: ♣ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ♣ asking questions to improve their understanding ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ♣ predicting what might happen from details stated and implied ♣ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ♣ identifying how language, structure and presentation contribute to meaning ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Maintain positive attitudes to reading and understanding of what they read by: ♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes Understand what they read by: ♣ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ♣ asking questions to improve their understanding ♣ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ♣ identifying how language, structure and presentation contribute to meaning ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ♣ distinguish between statements of fact and opinion ♣ retrieve, record and present information from non-fiction ♣ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary ♣ provide reasoned justifications for their views.	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Mathematics	Following White Rose Scheme of Learning – see appendix 2 for a breakdown of objectives					
	Year 5	Year 5/6	Year 6	Year 5	Year 5/6	Year 6
	- Decimals - Geometry – properties of shape	- Geometry -properties of shape - Geometry – position & direction - Algebra - SATs preparation	- Geometry -properties of shape - Consolidation/SATs preparation	- Geometry – position & direction - Measurement – converting units - Measurement - volume	Consolidation/ investigations	Consolidation/ investigations
Religious Education						
	Rules to live your life by			Expressing belief through music and art		
	- Learn the importance of prayer. - Examine the 10 commandments and the story of Moses – Christianity. - Explore the Laws from Deuteronomy. - Learn about The Shema & the Mezuzah –Judaism. - Examine how religious codes of conduct can affect our lives.			- Make a link between spirituality and art. - Explore our thoughts and feelings through art and music. - Explore our thoughts and feelings through psalms. - Strengthen our understanding of stories through drama.		

Science	Earth and Space – year 5 • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Identifying scientific evidence that has been used to support or refute ideas or arguments. • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. • 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. • Describe the Sun, Earth and Moon as approximately spherical bodies. • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. • Learn that the Sun is a star at the centre of our solar system and that it has eight planets, which they will learn the names of. • Understand that a moon is a celestial body that orbits a planet.	Working scientifically – investigations linked to Earth and Space • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. • Identify scientific evidence that has been used to support or refute ideas or arguments.
Geography		The Amazon Basin – A region within South America • Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and capital cities. • Use maps, atlases and computer mapping to locate and describe features studied. • Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts. • Describe and understand key aspects of physical geography including rivers and the water cycle. • Describe and understand types of settlement, land use and economic activity. • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.

History	The Mayan civilization • A depth study of a non-European society that provides contrast with British history. • Develop a chronologically secure knowledge and understanding of British, local and world history. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Devise historically valid questions about change, cause, similarity, difference and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a variety of sources.	
Art & Design	Maya Masks - 3d artwork • To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • Create sketch books to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. • Learn about great artists, architects and designers in history.	
Design & Technology		Computer Control – Fairground rides • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams. • Select from and use a wider range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing) accurately. • Select from and use a wider range of materials and their components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. • Investigate and analyse a range of existing products. • Evaluate their own ideas and products against their own design criteria and consider the views of others to improve their work. • Understand how key events and individuals in design and technology have helped shape the world. • Understand and use mechanical systems in their products (for example: gears, pulleys, cams, levers and linkages). Apply their understanding of computing to program, monitor and control their products.

Computing	Networks 6.6 - Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Word processing 5.8 - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
Music – Year 6	Improvising with confidence – Glockenspiels and/or recorders - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - Listen with attention to detail and recall sounds with increasing aural memory. - Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians. - Develop an understanding of the history of music. - Use and understand staff and other musical notations.	Year 5/6 production songs Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - Listen with attention to detail and recall sounds with increasing aural memory.
PE	Athletics, Dance and PGL/The Lock - Use running, jumping, throwing and catching in isolation and in combination. - Develop flexibility, strength, technique, control and balance. - Perform dances using a range of pattern movements. - Compare their performances with previous ones and demonstrate improvement to achieve their personal best. - Take part in outdoor and adventurous activity challenges both individually and within a team.	Cricket/Orienteering - Use running, jumping, throwing and catching in isolation and in combination. - Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. - Compare their performances with previous ones and demonstrate improvement to achieve their personal best. - Take part in outdoor and adventurous activity challenges both individually and within a team.
MFL – French	Les planètes – The planets - Listen attentively to spoken language and show understanding by joining in and responding. - Develop accurate pronunciation and intonation so that others understand. - Speak in sentences, using familiar vocabulary, phrases and basic language structures. - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through a dictionary. - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. - Read carefully and show understanding of words, phrases and simple writing. - Describe people, places, things and action orally and in writing. - Understand basic grammar appropriate to the language being studied.	Manger et bouger – Eating and drinking - Listen attentively to spoken language and show understanding by joining in and responding. - Develop accurate pronunciation and intonation so that others understand. - Speak in sentences, using familiar vocabulary, phrases and basic language structures. - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through a dictionary. - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. - Read carefully and show understanding of words, phrases and simple writing. - Use conjunctions to extend their sentences. orally and in writing. - Understand basic grammar appropriate to the language being studied.

KAPOW – J Mixed year 5/6 – B	Citizenship and Identity • Understand the role of pressure groups. • Understand the value of diversity in society, including significant individuals. • Understand some environmental issues relating to food and food production. • Understand the importance of caring for others and that we have a responsibility to care for things and people around us. • Understand what rights are and that freedom of expression is one of those rights. • Understand the basics of how Parliament works, including understanding the different parts of Parliament. • To understand what factors contribute to identity.	Economic Wellbeing and Transition • Understand that there can be a range of feelings related to money and the desire to spend and save. • Understand their responsibilities in keeping money safe in the bank. • Understand how stereotypes can exist in the workplace and how these can affect people. • Understand what gambling is and some risks associated with it. • Understand that there are a range of jobs that people can do, what some of those jobs are and what is required for some jobs. • Understand that there are different routes into careers. • Understand the roles available for them at school and the skills needed for these. • Understand that change can bring opportunities as well as worries and ways of dealing with change.
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Appendix 1 – English writing composition objectives (taught across all English writing units):

Pupils should be taught to:

Plan their writing by:

- ♣ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- ♣ noting and developing initial ideas, drawing on reading and research where necessary
- ♣ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- ♣ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- ♣ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- ♣ précisising longer passages
- ♣ using a wide range of devices to build cohesion within and across paragraphs
- ♣ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by:

- ♣ assessing the effectiveness of their own and others' writing
- ♣ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ♣ ensuring the consistent and correct use of tense throughout a piece of writing
- ♣ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- ♣ proof-read for spelling and punctuation errors

All reading objectives also covered during guided reading each week including :

- ♣ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Spelling objectives covered across the 2 year program – see separate spelling overview

Handwriting objectives covered in early morning work and through teacher modelling and feedback in all writing exercises.

Appendix 2 – Breakdown of maths objectives taught in each unit:

Unit	Year 5 objectives	Year 6 objectives
Place value	♣ read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit ♣ count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 ♣ interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero ♣ round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 ♣ solve number problems and practical problems that involve all of the above ♣ read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	♣ read, write, order and compare numbers up to 10 000 000 and determine the value of each digit ♣ round any whole number to a required degree of accuracy ♣ use negative numbers in context, and calculate intervals across zero ♣ solve number and practical problems that involve all of the above.
Addition and subtraction	♣ add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) ♣ add and subtract numbers mentally with increasingly large numbers ♣ use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy ♣ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. ♣ use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.	
Four operations		♣ multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication ♣ divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context ♣ divide numbers up to 4 digits by a two-digit number

		using the formal written method of short division where appropriate, interpreting remainders according to the context ♣ perform mental calculations, including with mixed operations and large numbers ♣ identify common factors, common multiples and prime numbers ♣ use their knowledge of the order of operations to carry out calculations involving the four operations ♣ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why ♣ solve problems involving addition, subtraction, multiplication and division ♣ use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
Multiplication and division	♣ identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers ♣ know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers ♣ establish whether a number up to 100 is prime and recall prime numbers up to 19 ♣ multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers ♣ multiply and divide numbers mentally drawing upon known facts ♣ divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context ♣ multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 ♣ recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) ♣ solve problems involving multiplication and division including using their knowledge of factors and	

	multiples, squares and cubes ♣ solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign ♣ solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. ♣ use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.	
Statistics	♣ solve comparison, sum and difference problems using information presented in a line graph ♣ complete, read and interpret information in tables, including timetables.	♣ illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius ♣ interpret and construct pie charts and line graphs and use these to solve problems ♣ calculate and interpret the mean as an average.
Fractions	♣ compare and order fractions whose denominators are all multiples of the same number ♣ identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths ♣ recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $5\frac{2}{4} = 5\frac{4}{6} = 1\frac{5}{3}$] ♣ add and subtract fractions with the same denominator and denominators that are multiples of the same number ♣ multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	♣ use common factors to simplify fractions; use common multiples to express fractions in the same denomination ♣ compare and order fractions, including fractions > 1 ♣ add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions ♣ multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $4\frac{1}{2} \times 2\frac{1}{2} = 8\frac{1}{2}$] ♣ divide proper fractions by whole numbers [for example, $3\frac{1}{2} \div 2 = 6\frac{1}{4}$]
Measurement – perimeter and area	♣ measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres ♣ calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes ♣ use all four operations to solve problems involving	

	measure [for example, length, mass, volume, money] using decimal notation, including scaling.	
Geometry – position and direction	♣ identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.	♣ describe positions on the full coordinate grid (all four quadrants) ♣ draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
Measurement – perimeter, area and volume		♣ solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate ♣ recognise that shapes with the same areas can have different perimeters and vice versa ♣ recognise when it is possible to use formulae for area and volume of shapes ♣ calculate the area of parallelograms and triangles ♣ calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].
Ratio		♣ solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts ♣ solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison ♣ solve problems involving similar shapes where the scale factor is known or can be found ♣ solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
Decimals and percentages	♣ read and write decimal numbers as fractions [for example, 0.71 = $\frac{71}{100}$] ♣ recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents ♣ round decimals with two decimal places to the nearest whole number and to one decimal place ♣ read, write, order and compare numbers with up to three decimal places ♣ solve problems involving number up to three decimal places	♣ associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] ♣ identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places ♣ multiply one-digit numbers with up to two decimal places by whole numbers ♣ use written division methods in cases where the

	♣ recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal ♣ solve problems which require knowing percentage and decimal equivalents of $2\frac{1}{2}$, $4\frac{1}{2}$, $5\frac{1}{2}$, $5\frac{2}{5}$, $5\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.	answer has up to two decimal places ♣ solve problems which require answers to be rounded to specified degrees of accuracy ♣ recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
Algebra		♣ use simple formulae ♣ generate and describe linear number sequences ♣ express missing number problems algebraically ♣ find pairs of numbers that satisfy an equation with two unknowns ♣ enumerate possibilities of combinations of two variables
Measurement – converting units	♣ convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) ♣ understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints ♣ solve problems involving converting between units of time	♣ solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate ♣ use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places ♣ convert between miles and kilometres
Geometry – properties of shape	♣ identify 3-D shapes, including cubes and other cuboids, from 2-D representations ♣ know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles ♣ draw given angles, and measure them in degrees (°) Identify: ♣ angles at a point and one whole turn (total 360°) ♣ angles at a point on a straight line and $2\frac{1}{2}$ a turn (total 180°) ♣ other multiples of 90° ♣ use the properties of rectangles to deduce related facts and find missing lengths and angles ♣ distinguish between regular and irregular polygons	♣ draw 2-D shapes using given dimensions and angles ♣ recognise, describe and build simple 3-D shapes, including making nets ♣ compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons ♣ recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

	based on reasoning about equal sides and angles.	
Measurement – volume	♣ estimate volume [for example, using 1 cm ³ blocks to build cuboids (including cubes)] and capacity [for example, using water]	
Investigations		A consolidation of all learning throughout the year taught through a range of problem solving challenges.