



Long Term Plan		
Year 6		
Autumn Term	Spring Term	Summer Term
Survival of the fittest	Keep calm and carry on	The World is our oyster
Enquiry Question: Would I have survived?	Enquiry Question: Is winning everything?	Enquiry Question: Where in the world would you choose to live and why?
Core texts: The boy, the mole, the fox and the horse Charlie Mackay A Christmas Carol Charles Dickens Moth Isabel Thomas and Daniel Egneus Darwin's Dragons Lindsay Galvin The dot Peter H Reynolds Class Novel: Street Child Berlie Doherty Cogheart Peter Bunzl Running on Empty SE Durrant	Core texts: Goodnight Mister Tom Michelle Magorian Rose Blanche Roberto Innocenti Ian McEwan The Little Ships Louise Borden Michael Foreman World War II Visual Encyclopedia The Usborne Introduction to the Second World War Paul Dowswell Class Novel: High Rise Mystery Sharna Jackson Letters from the Lighthouse Emma Carroll	Core texts: Flotsam David Wiesner North and South America The Study Book CGP Song of the Dolphin Boy Elizabeth Laird Many Biomes, One Earth The island of lost horses, Stacy Gregg John Henry American Tall Tail – literacy shed Class Novel: Holes Louis Sacher Wonder RJ Palacio
Educational visits/ visitors & Community Projects: History off the page – Victorians? Raise money activity led by head boy and girl?	Educational visits/ visitors & Community Projects: Stibbington visit - evacuees Afternoon tea WW2 style – invite parents in to showcase the learning Geography fieldwork – BL housing	Educational visits/ visitors & Community Projects: Links to secondary school Residential visit ? End of year production School nurse –SRE Geography fieldwork – physical and human geographical features Junk percussion workshop – Primary Workshops for Schools
As readers we will practise reading skills across the year to include...		
Read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes ,suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. Follow RWI Spelling programme for Year 6, to read and spell words. Comparing, contrasting and commenting Read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. Recognise more complex themes in what they read (such as loss or heroism). 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. Listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. Draw out key information and to summarise the main ideas in a text. Distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. Compare characters, settings and themes within a text and across more than one text. Words in context and authorial voice Analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. Inference and prediction Consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). Discuss how characters change and develop through texts by drawing inferences based on indirect clues. Poetry and Performance Confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.		Comprehension <ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read, and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.



<p>As readers we will cover through Whole class reading (Tues,Wed,Thur) a mixture of Fiction, Non- Fiction and Poetry/Song lyrics</p> <p>Autism Children's Classics Volume 1 Evolution Industrial Revolution Inspirational Women Katherine Rundell Novels Volume 1 Living things and their habitats Picture Books Volume 1 Resilience Songs</p>	<p>As readers we will cover through Whole class reading (Tues,Wed,Thur) a mixture of Fiction, Non- Fiction and Poetry/Song lyrics</p> <p>Animals including Humans (change text) Civil Rights Critiquing the Media (with blogging) Drugs and Alcohol Magic Notable People Volume 1 Novels Volume 2 Picture Books Volume 2 (with homelessness) (possible drama Way Home?) The Arrival World War 2 (one lesson only) Spies Poetry (to be planned) Volume 1 Ozymandias??? The Moment???</p>	<p>As readers we will cover through Whole class reading (Tues,Wed,Thur) a mixture of Fiction, Non- Fiction and Poetry/Song lyrics</p> <p>Children's Classics Volume 2 Light Notable People Volume 2 Piers Torday The Raven Spooky Openings Songs from musicals Population (need to change texts) Ibtihaj Muhammed (RE??) Production script Autism Awareness Week Middle Eastern Countries Nigeria</p>
<p>Non – Fiction – Instructions, Balanced argument, Persuasive texts, Newspaper reports, Non-Chronological reports, Formal and explanation writing to include letters, Recounts, Diary entries, Information Texts, Biography, autobiography.</p> <p>Fiction – Poetry – free verse, narrative, tanka, cinquain, haiku, acrostic, blank verse, calligram, clerihew, shape poems, elegy, limerick</p> <p>Adventure stories, mystery stories, fables, myths and legends, plays, historical settings, stories from different cultures, imaginary worlds, stories set in the style of a significant author, classic narratives, flashbacks, significant text study</p> <p>As writers we will...</p> <ul style="list-style-type: none"> • Create character and setting descriptions. We will be learning to story write whilst interweaving both skills. • Use prediction skills to create sensible and justified ideas about moving the story forwards. • As poets... we will be exploring the use of figurative language to create imagery for our reader. <p>Can I build another me? Black History Month October The Tear Thief Persuasive writing – extending the school day (Wk 11) Street Child (2-3 weeks) The Highwayman poetry</p> <p>Secure independent planning across story types using 5 part story structure. Include suspense, cliff hangers, flashbacks/forwards, time slips Start story at any point of the 5 part structure Maintain plot consistently working from plan Paragraphs -Secure use of linking ideas within and across paragraphs Secure development of characterisation</p> <p>Non-fiction: Secure planning across nonfiction genres and application Use a variety of text layouts appropriate to purpose Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions Express balanced coverage of a topic Use different techniques to conclude texts Use appropriate formal and informal styles of writing Choose or create publishing format to enhance text type and engage the reader Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase),grammatical connections (e.g.the use of adverbials such as on the other hand, in contrast, or asa consequence), and elision Layout devices, such as headings,sub-headings, columns, bullets,or tables, to structure text</p>	<p>As writers we will...</p> <ul style="list-style-type: none"> • Learn to use our skills to produce texts for varied purpose. This will include, letter writing both formal and informal, diary entries and information texts. • Our text study will be based on 'Goodnight Mr Tom'. <p>Goodnight Mr Tom Rose Blanche The Arrival (refugees link with PSHE) Refugees poem (link with PSHE) Way Home (link with PSHE homelessness) The Dream giver War poetry</p> <p>Secure independent planning across story types using 5 part story structure. 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The Promise</p> <p>Secure independent planning across story types using 5 part story structure. Include suspense, cliff hangers, flashbacks/forwards, time slips Start story at any point of the 5 part structure Maintain plot consistently working from plan Paragraphs -Secure use of linking ideas within and across paragraphs Secure development of characterisation</p> <p>Non-fiction: Secure planning across nonfiction genres and application Use a variety of text layouts appropriate to purpose Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions Express balanced coverage of a topic Use different techniques to conclude texts Use appropriate formal and informal styles of writing Choose or create publishing format to enhance text type and engage the reader Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase),grammatical connections (e.g.the use of adverbials such as on the other hand, in contrast, or asa consequence), and elision Layout devices, such as headings,sub-headings, columns, bullets,or tables, to structure text</p>

<p>In spelling we will...</p> <ul style="list-style-type: none"> • Statutory word list for Years 5 and 6 • Follow RWI Spelling programme for Year 6, to read and spell words. 		
<p>As mathematicians we will study...</p> <p>Number: Place Value</p> <ul style="list-style-type: none"> • Numbers to 10 million • Comparing and ordering numbers • Rounding numbers • Negative numbers <p>Number: Calculation</p> <ul style="list-style-type: none"> • Addition and subtraction • Multiplication • Division • Division • Factors • Common multiples • Prime numbers • Square and cube numbers • Order of operations <p>Number: Fractions</p> <ul style="list-style-type: none"> • Equivalent fractions • Simplifying fractions • Improper to mixed numbers • Mixed numbers to improper fractions • Fractions on a number line • Comparing and ordering fractions • Adding and subtracting fractions • Calculating with fractions <p>Geometry: Position and Direction</p> <ul style="list-style-type: none"> • Coordinates • Translations • Reflections 	<p>As mathematicians we will...</p> <p>Number: Decimals</p> <ul style="list-style-type: none"> • Understanding decimals to 3 decimal places • Multiplying and dividing by 10,100 and 1000 • Multiplying and dividing decimals • Converting between fractions and decimals <p>Number: Percentages</p> <ul style="list-style-type: none"> • Understanding percentages • Finding equivalent fractions, decimals and percentages • Finding percentages of an amount <p>Number: Algebra</p> <ul style="list-style-type: none"> • Finding rules – one and two step • Forming expressions • Substitution • Formulae • Forming equations • Solving equations <p>Measurement: Converting units of Measure</p> <ul style="list-style-type: none"> • Converting and calculating with metric measures • Looking at imperial measures <p>Measurement: Perimeter, Area and Volume</p> <ul style="list-style-type: none"> • Area and Perimeter of rectangles and rectilinear shapes • Area of triangles • Area of a parallelogram • Volume – counting cubes • Volume of a cuboid <p>Number: Ratio</p> <ul style="list-style-type: none"> • Using ratio language • Ration and fractions • Calculating ratio • Using scale factors • Ratio and proportion <p>Statistics</p> <ul style="list-style-type: none"> • Line graphs • Circles • Pie charts • Finding the mean 	<p>As mathematicians we will study...</p> <p>Geometry: Properties of Shapes</p> <ul style="list-style-type: none"> • Use of a protractor • Angles • Angles on a straight line and around a point • Calculating angles • Vertically opposite angles • Angles in a triangle • Angles in special quadrilaterals • Angles in regular polygons • Drawing shapes accurately • Drawing nets of 3–D Shapes <p>Consolidation and SATs preparation</p> <p>Themed Projects incorporating maths learning</p>



<p>As scientists we will work scientifically to.....</p> <ul style="list-style-type: none"> Plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary. Take measurements using a range of scientific equipment with increasing accuracy and precision taking repeat readings when appropriate. Record data and results or increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Use test results to make predictions to set up further comparative and fair tests. 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 presentations. Identify scientific evidence that has been used to support or refute ideas or arguments. Describe and evaluate their own and others' scientific ideas related to topics in the National Curriculum (including ideas that have changed over time) using evidence from a range of sources. Group and classify things and recognise patterns. Find things out using a wider range of secondary sources of information. Use appropriate scientific language and ideas from the National Curriculum to explain, evaluate and communicate their methods and findings. 		
<p>As scientists we will ...</p> <p>Living things and their habitats</p> <ul style="list-style-type: none"> 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. <p>Evolution and Inheritance</p> <ul style="list-style-type: none"> 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 	<p>As scientists we will ...</p> <p>Animals, including Humans</p> <ul style="list-style-type: none"> 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 	<p>As scientists we will ...</p> <p>Light</p> <ul style="list-style-type: none"> 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. <p>Electricity</p> <ul style="list-style-type: none"> 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.
<p>As historians we will investigate and interpret the past</p> <ul style="list-style-type: none"> Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of propaganda and how historians must understand the social context of evidence studied. Refine lines of enquiry as appropriate. 		
<p style="text-align: center;">Communicate historically</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate including: <ul style="list-style-type: none"> Dates, Time period, Era, Change, Chronology, Continuity, Century, Decade, Legacy Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Use original ways to present information and ideas. 		
<p>As historians we will ...</p> <p>Study the Victorian era</p> <p>Build an overview of world history</p> <ul style="list-style-type: none"> Identify continuity and change in the locality of the school. Compare some of the times studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>Understand Chronology</p> <ul style="list-style-type: none"> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. 	<p>As historians we will ...</p> <p>Study World War II</p> <p>Build an overview of world history</p> <ul style="list-style-type: none"> Identify continuity and change in the locality of the school. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>Understand Chronology</p> <ul style="list-style-type: none"> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. 	<p>As historians we will ...</p> <p>Build an overview of world history</p> <ul style="list-style-type: none"> Identify continuity and change in the locality of the school. <p>Understand Chronology</p> <ul style="list-style-type: none"> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)



<p>As geographers we will ...</p> <p>Investigate places</p> <ul style="list-style-type: none"> Name and locate countries that belong to the British Empire using maps and atlases. <p>Investigate patterns</p> <ul style="list-style-type: none"> Discuss how the locality has changed over time. Using geographical explanations, debate whether this is a benefit or not. (links to land use and settlement). Make comparisons of sections within the local area built at different times by looking at older parts of Burton Latimer compared to new estates. 	<p>As geographers we will ...</p> <p>Investigate places</p> <ul style="list-style-type: none"> Locate and name countries in Europe and the rest of the world which were involved in WW2 including Russia. <p>Describe and understand human features</p> <ul style="list-style-type: none"> Compare maps and aerial images of Northamptonshire pre-war, post war and present day. Study population numbers throughout the course of WW2 and reflect on the reasons changes. Study pictures of land use of places and times studied, draw conclusions and develop informed reasons for the changes. 	<p>As geographers we will ...</p> <p>Investigate places</p> <ul style="list-style-type: none"> Name and locate the countries in North and South America. Study aspects of human and physical geography by investigating questions such as 'Does our school have a lot of plastic waste, and 'How can our school reduce its plastic waste?' Collate data collected and record it in a chosen way e.g. data handling software, graphs and charts. Design and carry out a survey of the views of people. Report on the effects of environmental change on themselves and others. Be aware of their responsibility in the world. <p>Explore trade links with America. Ask and answer questions such as, why we trade with other countries? Link to Weetabix?</p> <p>Investigate patterns</p> <ul style="list-style-type: none"> Identify position and significance of latitude and longitude using maps. Compare North and South America. Locate key physical and human characteristics and relate these to the features of the locality; e.g. population size, near tourist landmarks/rivers, transport links to mountains. Discuss how the locality has changed over time. Using geographical explanations, debate whether this is a benefit or not. Understand that both human and physical features may have changed over time. <p>Communicate geographically</p> <ul style="list-style-type: none"> Explain the climates of given countries in the world and relate this to the knowledge of the hemispheres, the Equator and the Tropics. Explore plastic pollution including the Great Pacific Garbage Patch and the following different biomes: temperate, desert, tundra, taiga, grassland, and savannah. Use six figure grid reference to identify countries and cities in the world, including different environmental regions. Understand how ocean currents are marked on a map. Look at maps/atlas on different scales and calculate scales on own maps. Study pictures of land use of places and times studied, draw conclusions and develop informed reasons for the changes.
<p>As artists we will use sketchbooks to:</p> <ul style="list-style-type: none"> Develop ideas from starting points Comment on artworks both our own designs and others Use our knowledge of materials to enhance ideas Spot the potential in unexpected results and document these Present ideas imaginatively <ul style="list-style-type: none"> Identify artists we have studied and techniques used Create original pieces that show a range of influences and styles Show how the work of artists studied was influential in society Give details, including own sketches, about the style of artists studied 		
<p>As artists we will ...</p> <p>study the work of Olga Gamynina and use it to inspire our own</p> <p>Drawing</p> <ul style="list-style-type: none"> Choose a style of drawing suitable for the work Use drawing materials –pencils, chalks, charcoals for different effects Use previously taught sketching techniques and different hardness's of pencils to add interesting effects – reflections, direction of sunlight Draw using perspective <p>Sculpture create a clay animal plaque</p> <ul style="list-style-type: none"> Show real life aspects in a sculpture Use clay to show proportion and life like qualities <p>Textiles (cross curricular with DT Soft toys product)</p> <ul style="list-style-type: none"> Create a sewn piece using stitches previously taught to join larger pieces together and to add details and secure embellishments 	<p>As artists we will ...</p> <p>study the work of William Morris and use it to inspire our own.</p> <p>Painting</p> <ul style="list-style-type: none"> Use the qualities of water colours and acrylics to create visually interesting pieces Sketch (lightly) before painting to combine line and colour Use brushes to create different textures and effects with both acrylic and watercolour paints Develop a personal style of painting drawing on ideas of other artists <p>Printing</p> <ul style="list-style-type: none"> Use layers of colour and incorporate colour mixing when printing and layering Use images collected to inspire a print design Use tools to create carved images for printing (lino blocks and tools) <p>Digital Media</p> <ul style="list-style-type: none"> Create images using digital media 	<p>As artists we will ...</p> <p>study the work of Victoria Villasana and use it to inspire our own.</p> <p>Textiles</p> <ul style="list-style-type: none"> Show precision in techniques Use all previously taught stitches to add detail to an existing image



	<ul style="list-style-type: none"> • Enhance existing images using digital media • Create a tile in style of WM and digitally manipulate to create wallpaper/wrapping paper 	
<p>As designers we will design, make, evaluate and improve:</p> <ul style="list-style-type: none"> • Combining elements of design from a range of inspirational designers throughout history, giving reasons for choices. • Creating innovative designs that improve upon existing products. • Designing with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Making products through stages of prototypes, making continual refinements. • Using prototypes, cross-sectional diagrams and computer aided designs to represent designs. 		
<p>As designers we will ... Design and make our own soft toy</p> <p>Textiles</p> <ul style="list-style-type: none"> • Create complex shaped objects (e.g. soft toy) that employ a seam allowance. • Join textiles with a combination of stitching techniques. • Use qualities of materials to create suitable visual and tactile effects in the decoration of textiles. • Refine the finish with appropriate tools e.g. scissor cut after roughly cutting out a shape. • Apply an understanding of the qualities of materials to choose appropriate tools to cut and shape. • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate • Use prototypes, cross-sectional diagrams and computer aided designs to represent products. • Evaluate the design of products in order to suggest improvements to the user experience. 	<p>As designers we will ... Design our own WWII menu and sample dishes recognising rationing restrictions</p> <p>Food</p> <ul style="list-style-type: none"> • Understand the importance of correct storage and handling of ingredients – using knowledge of micro-organisms. • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe (ratio covered in maths) • Demonstrate a range of cooking techniques for example frying, roasting, blending • Create and refine a recipe including ingredients, method, cooking times and temperature • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed • Design with the user in mind, specifically motivated by the service a product will offer (rather than simply for profit). • Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. • Create innovative designs that improve upon existing products, justifying choices. 	<p>As designers we will ... Create a product that incorporates electrical components</p> <p>Construction/Mechanics/Electricals</p> <ul style="list-style-type: none"> • Create circuits with a number of components e.g. LEDs, resistors, switches and transistors • Select from a range of practical skills to create products e.g. cutting, drilling, screwing, nailing, filing and sanding. • Use innovative combinations of electronics or computing and mechanics in product design.
<p>In music we will ...</p> <p>Listening and Appraising</p> <ul style="list-style-type: none"> • identify and move to the pulse with ease. • think about the message of songs. • compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people’s thoughts about the music. • Use musical words when talking about the songs. • talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel, using musical language to describe the music. <p>Games Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold challenges. Children will complete the following in relation to the main song, using three notes: <u>Bronze Challenge</u></p> <ul style="list-style-type: none"> • Find the pulse 	<p>In music we will ...</p> <p>Listening and Appraising</p> <ul style="list-style-type: none"> • identify and move to the pulse with ease. • think about the message of songs. • compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people’s thoughts about the music. • Use musical words when talking about the songs. • talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel, using musical language to describe the music. <p>Games Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes: <u>Bronze Challenge</u></p> <ul style="list-style-type: none"> • Find the pulse 	<p>In music we will ...</p> <p>Listening and Appraising</p> <ul style="list-style-type: none"> • identify and move to the pulse with ease. • think about the message of songs. • compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people’s thoughts about the music. • Use musical words when talking about the songs. • talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel, using musical language to describe the music. <p>Games Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes: <u>Bronze Challenge</u></p> <ul style="list-style-type: none"> • Find the pulse



- Copy back rhythms based on the words of the main song, that include syncopation/off beat
- Copy back one-note riffs using simple and syncopated rhythm patterns

Silver Challenge

- Find the pulse
- Lead the class by inventing rhythms for others to copy back
- Copy back two-note riffs by ear and with notation
- Question and answer using two different notes

Gold Challenge

- Find the pulse
- Lead the class by inventing rhythms for them to copy back
- Copy back three-note riffs by ear and with notation
- Question and answer using three different notes

Singing

- To sing in unison and to sing backing vocals.
- To demonstrate a good singing posture.
- To follow a leader when singing.
- To listen to each other and be aware of how you fit into the group.
- To sing with awareness of being 'in tune'.

Playing

- Play a musical instrument with the correct technique within the context of the Unit song.
- Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.
- To rehearse and perform their part within the context of the Unit song.
- To listen to and follow musical instructions from a leader.
- To lead a rehearsal session.

Improvisation
Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)

Composition

- Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.
- Explain the keynote or home note and the structure of the melody.
- Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.
- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

Performance

- To communicate the meaning of the words and clearly articulate them.
- To talk about the venue and how to use it to best effect.
- To record the performance and compare it to a previous performance.
- To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”

Autumn 1 - Charanga - Happy
Listen to, appraise, compose, improvise and perform

Autumn 2 - Charanga - Classroom Jazz 2
Listen to, appraise, compose, improvise and perform in a Jazz style

- Copy back rhythms based on the words of the main song, that include syncopation/off beat
- Copy back one-note riffs using simple and syncopated rhythm patterns

Silver Challenge

- Find the pulse
- Lead the class by inventing rhythms for others to copy back
- Copy back two-note riffs by ear and with notation
- Question and answer using two different notes

Gold Challenge

- Find the pulse
- Lead the class by inventing rhythms for them to copy back
- Copy back three-note riffs by ear and with notation
- Question and answer using three different notes

Singing

- To sing in unison and to sing backing vocals.
- To demonstrate a good singing posture.
- To follow a leader when singing.
- To experience rapping and solo singing.
- To listen to each other and be aware of how you fit into the group.
- To sing with awareness of being 'in tune'.

Playing

- Play a musical instrument with the correct technique within the context of the Unit song.
- Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.
- To rehearse and perform their part within the context of the Unit song.
- To listen to and follow musical instructions from a leader.
- To lead a rehearsal session.

Improvisation
Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.

1. Play and Copy Back
 - Bronze – Copy back using instruments. Use one note.
 - Silver – Copy back using instruments. Use the two notes.
 - Gold – Copy back using instruments. Use the three notes.
2. Play and Improvise You will be using up to three notes:
 - **Bronze** – Question and Answer using instruments. Use one note in your answer.
 - **Silver** – Question and Answer using instruments. Use two notes in your answer. Always start on a G.
 - **Gold** – Question and Answer using instruments. Use three notes in your answer. Always start on a G.
3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:
 - **Bronze** – Improvise using one note.
 - **Silver** – Improvise using two notes.
 - **Gold** – Improvise using three notes.

Performance

- To communicate the meaning of the words and clearly articulate them.
- To talk about the venue and how to use it to best effect.
- To record the performance and compare it to a previous performance.

- Copy back rhythms based on the words of the main song, that include syncopation/off beat
- Copy back one-note riffs using simple and syncopated rhythm patterns

Silver Challenge

- Find the pulse
- Lead the class by inventing rhythms for others to copy back
- Copy back two-note riffs by ear and with notation
- Question and answer using two different notes

Gold Challenge

- Find the pulse
- Lead the class by inventing rhythms for them to copy back
- Copy back three-note riffs by ear and with notation
- Question and answer using three different notes

Singing

- To sing in unison and to sing backing vocals.
- To demonstrate a good singing posture.
- To follow a leader when singing.
- To experience rapping and solo singing.
- To listen to each other and be aware of how you fit into the group.
- To sing with awareness of being 'in tune'.

Playing

- Play a musical instrument with the correct technique within the context of the Unit song.
- Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.
- To rehearse and perform their part within the context of the Unit song.
- To listen to and follow musical instructions from a leader.
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Improvisation
Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.

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 - **Gold** – Question and Answer using instruments. Use three notes in your answer. Always start on a G.
3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:
 - **Bronze** – Improvise using one note.
 - **Silver** – Improvise using two notes.
 - **Gold** – Improvise using three notes.

Performance

- To choose what to perform and create a programme.
- To communicate the meaning of the words and clearly articulate them.
- To talk about the venue and how to use it to best effect.
- To record the performance and compare it to a previous performance.



	<ul style="list-style-type: none"> To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” <p>Spring 1 - BBC 10 pieces – Dr Who Theme</p> <p>Spring 2 - Charanga - Music and Me (SPR 2) Create music based on our own identity after researching inspirational women in the music industry.</p>	<ul style="list-style-type: none"> To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” <p>Summer 1 -BBC 10 pieces - Trumpet Concerto, Mvt 3 by Joseph Haydn</p> <p>Summer 2 - Leaver’s Assembly</p>
<p>In RE we will ...</p> <p>Understanding the impact</p> <p>Church</p> <ul style="list-style-type: none"> Find out about how the Holy Communion / Eucharist / Mass / Lord’s Supper is celebrated in church and why it is important to many Christians. <p>Jesus</p> <ul style="list-style-type: none"> Discover the two Biblical narratives of the birth of Jesus, the different messages / theology that they convey and how they are now seen as one story (e.g. in a nativity play). <p>Bible</p> <ul style="list-style-type: none"> Know that the Bible is a ‘library’ of books. Know it contain different ‘genres’ – and explore some examples of poetry e.g. (Psalm 23), proverbs, laws (e.g. the Ten Commandments), letters as well as stories. Understand that the different books all teach something about God and His relationship with humankind. Know that there are four gospels giving ‘good news’ about Jesus. Know how to find a reference in a Bible using chapters and verses. Find out about how the Holy Communion / Eucharist / Mass / Lord’s Supper is celebrated in church and why it is important to many Christians. <p>Making connections</p> <p>Church</p> <ul style="list-style-type: none"> Know that there is variety in Christianity by visiting at least two different churches and explore / compare their different structures and discover how these can reflect distinct practices and beliefs (e.g. font or baptismal tank). <p>Bible</p> <ul style="list-style-type: none"> Explore how the belief in God the creator influences Christian views on environment and climate justice. Explore New Testament teachings on living a Christian life e.g. “The Fruits of the Spirit” in Galatians 5 and I Corinthians 13 on love and consider their relevance for today’s world. 	<p>In RE we will ...</p> <p>Humanism (with topic)</p> <p>Meaning and Purpose (happiness)</p> <p>Happiness as a worthwhile aim; the importance of relationships, exploration, and achieving goals.</p> <p>Following the Golden Rule as a naturally evolved ethical principle, present in many cultures.</p> <p>Reward and punishment as insufficient motivations to do good; thinking about the consequences of our actions on others and what would happen if everyone acted the same way.</p> <p>Our ability to improve our quality of life and make the world a better place for everyone.</p> <p>Our shared human moral values: kindness, compassion, fairness, justice, honesty.</p> <p>Jewish Life</p> <p>Know that Israel as a state was created after WWII, in May 1948, but that many Jews lived there since ancient times.</p> <p>Bar Mitzvah sermon – reflection on Torah stories – what do these stories mean to a boy/girl in XXI century Britain</p>	<p>In RE we will ...</p> <p>Buddhism</p> <p>Deity and Key figure</p> <p>Buddha means ‘one who is fully awake to the truth’ or Enlightened</p> <p>Place of worship</p> <p>Temple.</p> <p>Features of Buddhist Centres including temples, shrines, artefacts and offerings</p> <p>Holy book</p> <p>Buddha taught that possessions can’t give us lasting happiness; in the end they break, grow old or let us down, making us unhappy.</p> <p>Discuss, compare and explain with the other chosen religion (Humanism or Christianity).</p> <p>Buddhists follow the noble eight-fold path and try to show the qualities of the Buddha in their own lives.</p> <p>Buddhists aspire to fearlessness, contentment, kindness, meditation.</p> <p>Four Noble Truths:</p> <ul style="list-style-type: none"> Being greedy and wanting things can’t make you happy; You can be content without having everything you want; You have to learn this through practice; and Peace of mind comes when you are content with having just enough – not too much, not too little. <p>Samsara - continual cycle of birth and death.</p>
<p>In computing we will ...</p> <p>Digital Literacy</p> <ul style="list-style-type: none"> Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact. demonstrate the safe and respectful use of a range of different technologies and online services. identify more discreet inappropriate behaviours through developing critical thinking, e.g. 2Respond activities. recognise the value in preserving their privacy when online for their own and other people’s safety. (6.2) compare a range of digital content sources and are able to rate them in terms of content quality and accuracy. Children use critical thinking skills in everyday use of online communication. (6.1,6.3,6.4,6.5,6.7,6.9) make clear connections to the audience when designing and creating digital content. (6.1,6.3,6.4,6.5,6.7,6.9) use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements. (6.1,6.3,6.4,6.5,6.7,6.9) <p>Information Technology</p> <ul style="list-style-type: none"> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.(6.1,6.3,6.4,6.5,6.7,6.9) compare a range of digital content sources and are able to rate them in terms of content quality and accuracy. Children use critical thinking skills in everyday use of online communication. (6.1,6.3,6.4,6.5,6.7,6.9) make clear connections to the audience when designing and creating digital content. (6.1,6.3,6.4,6.5,6.7,6.9) use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements. (6.1,6.3,6.4,6.5,6.7,6.9) 		



<p>In computing we will ...</p> <p>Computer Science</p> <ul style="list-style-type: none"> • turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs. • test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem. • translate algorithms that include sequence, selection and repetition into code and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures, including nesting structures within each other. • display an improving understanding of variables in coding, outputs such as sound and movement, inputs from the user of the program such as button clicks and the value of functions. • interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together to explain the program as a whole. (6.1) <p>Information Technology</p> <ul style="list-style-type: none"> • explain in detail how credible a webpage is and the information it contains.(Unit 6.2, 6.9) <p>Unit 6.2, online safety lesson 1 Unit 6.1, coding 6 lessons Unit 6.3, spreadsheets 5 lessons (OR Unit 6.9 spreadsheets using Excel 6 lessons)</p>	<p>In computing we will ...</p> <p>Computer Science</p> <ul style="list-style-type: none"> • understand and can explain in some depth the difference between the internet and the World Wide Web. (Unit 6.2, 6.4, 6.6) • know what a WAN and LAN are and can describe how they access the internet in school. (unit 6.2,6.6) <p>Information Technology</p> <ul style="list-style-type: none"> • 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.(unit 6.4) • apply filters when searching for digital content. • design and create their own blogs to become a content creator on the internet, e.g. 2Blog. (unit 6.4) <p>Unit 6.2, online safety lesson 2 Unit 6.4, blogging 5 lessons Unit 6.5, text adventures 4 lessons</p> <p>Unit 6.6 networks 3 lessons</p>	<p>In computing we will ...</p> <ul style="list-style-type: none"> • understand the importance of balancing game and screen time with other parts of our lives (Unit 6.2) • create a picture based quiz (Unit 6.7) • Understand the different question types in 2Quiz (Unit 6.7) • Recognising that digital systems represent all types of data using number codes that ultimately are patterns of 1s and 0s (called binary digits, which is why they are called digital systems) (Unit 6.8) • Understand that binary represents numbers using 1s and 0s and these represent the on and off electrical states respectively in hardware and robotics (Unit 6.8) <p>Unit 6.2, online safety lesson 3 Unit 6.7 quizzing 6 lessons Unit 6.8 binary 4 lessons</p>
<p>In PE we will ...</p> <p>Fundamental Motor Skills - Fitness (Aut1)</p> <ul style="list-style-type: none"> • Demonstrate a controlled running technique using the appropriate speed for longer periods of time • Link running, jumping and hopping actions with greater control and co-ordination. • Show fluency and control when travelling, landing, stopping and changing direction. • Change direction with a fluent action and can transition smoothly between varying speeds. • Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge. <p>Body Management - Yoga (Aut 2)</p> <ul style="list-style-type: none"> • Combine and perform more complex balances with control, technique and fluency. • Demonstrate more complex actions with a good level of strength and technique. • Confidently transition from one action to another showing appropriate control and extension for the complexity of the action. • Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills. <p>Games – Hockey (ST Aut 2) and Football (ST Aut 1)</p> <ul style="list-style-type: none"> • Use dribbling to change the direction of play with control under pressure. • Use a variety of dribbling techniques to maintain possession under pressure. • Select and apply the appropriate kicking technique with control. • Receive a ball with consideration to the next move. 	<p>In PE we will ...</p> <p>Dance (Spr 1)</p> <ul style="list-style-type: none"> • Perform dances confidently and fluently with accuracy and good timing. • Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme. • Improvise and combine dynamics demonstrating an awareness of the impact on performance. • Use counts when choreographing and performing to improve the quality of work. <p>Body Management – Gymnastics (ST Spr 1)</p> <ul style="list-style-type: none"> • Combine and perform more complex balances with control, technique and fluency. • Demonstrate more complex actions with a good level of strength and technique. • Confidently transition from one action to another showing appropriate control and extension for the complexity of the action. • Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills. <p>Games – Netball (Spr 2)</p> <ul style="list-style-type: none"> • Catch and intercept a ball using one and two hands with increasing success in game situations. • Receive a ball with consideration to the next move. • Confidently change direction to successfully outwit an opponent. • Effectively create and use space for self and others to outwit an opponent. 	<p>In PE we will ...</p> <p>Fundamental Motor Skills – Athletics (ST Sum 1 and 2)</p> <ul style="list-style-type: none"> • Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time • Link running, jumping and hopping actions with greater control and co-ordination. • Perform jumps for height and distance using good technique. • Show accuracy and good technique when throwing for distance. • Show fluency and control when travelling, landing, stopping and changing direction. • Change direction with a fluent action and can transition smoothly between varying speeds. • Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge. <p>Games – Rounders (Sum 1) and Cricket (Sum 2)</p> <ul style="list-style-type: none"> • Catch and intercept a ball using one and two hands with increasing success in game situations. • Receive a ball with consideration to the next move. • Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure. • Work collaboratively to create tactics within their team and evaluate the effectiveness of these



<ul style="list-style-type: none"> Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure. Confidently change direction to successfully outwit an opponent. Effectively create and use space for self and others to outwit an opponent. Work collaboratively to create tactics within their team and evaluate the effectiveness of these 	<ul style="list-style-type: none"> Work collaboratively to create tactics within their team and evaluate the effectiveness of these <p>Golf (ST Spr 2) or Badminton</p>	
<p>In PSHE we will ...</p> <p>Relationships and health education (RHE) and Sex education (SE)</p> <ul style="list-style-type: none"> about the changes that occur during puberty to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships about human reproduction in the context of the human lifecycle how a baby is made and grows (conception and pregnancy) about roles and responsibilities of parents and carers to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it that contraception can be used to stop a baby from being conceived <p>Protective Behaviours Using Networks - Drawing and identifying people on our hands of safety who will be able to help us if we feel unsafe about anything. Develop an understanding of how to review our network people and use them effectively. Rights and Responsibilities, Feelings – Recap rights, responsibilities and what feelings people more be experiencing at different times.</p>	<p>In PSHE we will ...</p> <p>Drugs, alcohol and tobacco education (DATE)</p> <ul style="list-style-type: none"> about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs about assessing the level of risk in different situations involving drug use about ways to manage risk in situations involving drug use <p>Identity, society and equality</p> <ul style="list-style-type: none"> about people who have moved to the UK from other places, (including the experience of refugees) about human rights and the UN Convention on the Rights of the Child about homelessness <p>Protective Behaviours Networks and using them – Recapping who is on our hand of safety. Safe Feelings, Fun to Feel Scared and Early Warning Signs – Recap what it feels to be safe and what happens in our bodies when we don't feel safe. Understand the difference between fun-to-feel-scared-feelings and when it is not fun anymore.</p>	<p>In PSHE we will ...</p> <p>Keeping safe and managing risk</p> <ul style="list-style-type: none"> about feelings of being out and about in the local area with increasing independence about recognising and responding to peer pressure about the consequences of anti-social behaviour (including gangs and gang related behaviour) about the importance for girls to be protected against FGM <p>Mental health and emotional wellbeing</p> <ul style="list-style-type: none"> what mental health is about what can affect mental health and some ways of dealing with this about some everyday ways to look after mental health about the stigma and discrimination that can surround mental health <p>Protective Behaviours Networks (there is nothing so awful we can't talk about it with someone) - Recapping who is on our hand of safety and what we can do if we feel our early warning signs. Understand that adults can't keep all secrets a secret and why.</p>
<p>In Spanish we will ... Follow Year 5 curriculum Telling the Time and Food</p> <p>Year 5 Listening</p> <ul style="list-style-type: none"> Understand and respond to a specific range of classroom instructions Understand essential likes / dislikes relating to food Anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge <p>Year 5 Speaking</p> <ul style="list-style-type: none"> Ask/answers questions about times, meals, food likes and dislikes, Express opinions and respond to others Ask for clarification and help speak in sentences Describe actions, people, places and things Describe actions: eating / drinking at different times, <p>Year 5 Reading</p> <ul style="list-style-type: none"> Read and show understanding of words, phrases and simple texts -read short texts and answer questions to show understanding Appreciate stories, songs, poems and rhymes in the language- Film clips on food in Spain Use a dictionary - Dictionary skills: 1) Know the parts of the dictionary 2) Be confident with alphabetical order 3) Find the meanings of new words 	<p>In Spanish we will ... Follow Year 5 curriculum Sport and instructions</p> <p>Year 5 Listening</p> <ul style="list-style-type: none"> Understand and respond to a specific range of classroom instructions Understand essential likes / dislikes relating to sports Understand and respond to movement instructions Anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge <p>Year 5 Speaking</p> <ul style="list-style-type: none"> Ask/answers questions about sports you do, sports you like, why you like things Express opinions and respond to others Ask for clarification and help speak in sentences Describe actions, people, places and things - Describe actions:, playing sports <p>Year 5 Reading</p> <ul style="list-style-type: none"> Read and show understanding of words, phrases and simple texts - Read short texts and answer questions to show understanding Appreciate stories, songs, poems and rhymes in the language - Film clips on sports and food in Spain 	<p>In Spanish we will ... Follow Year 5 curriculum Likes/dislikes and music</p> <p>Year 5 Listening</p> <ul style="list-style-type: none"> Understand and respond to a specific range of classroom instructions Understand essential likes / dislikes Anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge <p>Year 5 Speaking</p> <ul style="list-style-type: none"> Ask/answers questions about instruments you play, why you like things Express opinions and respond to others Ask for clarification and help speak in sentences Describe actions, people, places and things Describe actions: playing instruments <p>Year 5 Reading</p> <ul style="list-style-type: none"> Read and show understanding of words, phrases and simple texts Read short texts and answer questions to show understanding Appreciate stories, songs, poems and rhymes in the language Use a dictionary - Dictionary skills: 1) Know the parts of the dictionary 2) Be confident with alphabetical order 3) Find the meanings of new words



<p>Year 5 Writing</p> <ul style="list-style-type: none"> Write words and phrases from memory - Write sentences about what you eat when. Do these from short-term memory with accurate spelling in lesson time. Describe people, places, things and actions in writing - Describe actions: Write a fitness diary, saying what you eat for each meal on different days (from memory). <p>Year 5 Grammar</p> <ul style="list-style-type: none"> Gender of nouns - definite and indefinite articles Focus on active use of definite articles with verbs of like / dislike. Know when to use the definite article when talking about what you eat and drink. Adjectives (place and agreement) Agree adjectives in reasons after porque es / son, remembering to match number and gender. Conjugation of key verbs (and making verbs negative) Use all persons DESAYUNAR (breakfast) Use 1st/2nd person COMER / BEBER Use 1st person JUGAR Use all persons PRACTICAR Use Sé jugar, practicar, tocar Use Me gusta + comer / beber / jugar / practicar Connectives and qualifiers, adverbs of time, prepositions of place - Use days of the week (los lunes etc..) 	<ul style="list-style-type: none"> Read aloud with accurate pronunciation - Pronounce sports using correct sounds Use a dictionary - Dictionary skills: 1) Know the parts of the dictionary 2) Be confident with alphabetical order 3) Find the meanings of new words <p>Year 5 Writing</p> <ul style="list-style-type: none"> Write words and phrases from memory Write sentences about what sports you do when. Do these from short-term memory with accurate spelling in lesson time. Adapt phrases to create new sentences - Adapt short text about someone else's sports / free time to write a short text about own free time. Describe people, places, things and actions in writing - Describe actions: <p>Year 5 Grammar</p> <ul style="list-style-type: none"> Gender of nouns - definite and indefinite articles Focus on active use of definite articles with verbs of like / dislike. Adjectives (place and agreement) Agree adjectives in reasons after porque es / son, remembering to match number and gender. Conjugation of key verbs (and making verbs negative) Use all persons DESAYUNAR (breakfast) Use 1st/2nd person COMER / BEBER Use 1st person JUGAR Use all persons PRACTICAR Use Sé jugar, practicar, tocar Use Me gusta + comer / beber / jugar / practicar Connectives and qualifiers, adverbs of time, prepositions of place - Use days of the week (los lunes etc..) 	<p>Year 5 Writing</p> <ul style="list-style-type: none"> Write words and phrases from memory - Write sentences about instruments you can play. Do these from short-term memory with accurate spelling in lesson time. <p>Year 5 Grammar</p> <ul style="list-style-type: none"> Gender of nouns - definite and indefinite articles Focus on active use of definite articles with verbs of like / dislike. Know how to use the definite article with the verbs jugar(play) (al / a la), and practicar (el / la) Adjectives (place and agreement) Agree adjectives in reasons after porque es / son, remembering to match number and gender. Conjugation of key verbs (and making verbs negative) Use all persons DESAYUNAR (breakfast) Use 1st/2nd person COMER / BEBER Use 1st person JUGAR Use all persons PRACTICAR Use Sé jugar, practicar, tocar Use Me gusta + comer / beber / jugar / practicar Connectives and qualifiers, adverbs of time, prepositions of place - Use days of the week (los lunes etc..)
<p>As confident individuals (basic skills) We will be promoting writing skills throughout this term to ensure that we are using our skills appropriately and accurately to further develop.</p> <p>As Meadowside representatives (school values) Promoting reflection and responsibility. We will focus on taking responsibility for each other. Reflection will occur throughout our study, when considering life for the Victorian Society.</p> <p>As British citizens (British Values) We will be focusing on the value of 'Democracy'. Throughout our core text study the opportunity regularly arises to discuss choice. We will reflect on democratic choices made within central government recently.</p>	<p>As confident individuals (basic skills) Across our theme we will be developing our research skills using a range of resources to aid our understanding and knowledge.</p> <p>As Meadowside representatives (school values) We will be promoting resilience within our theme work through links to the experiences of children during this time period.</p> <p>As British citizens (British Values) We will be focusing on the value of 'Individual Liberty'. Our case study – WWII- will offer opportunity to discuss and refine the term liberty.</p>	<p>As confident individuals (basic skills) across our theme, we will be developing our research skills using a range of resources to aid our understanding and knowledge.</p> <p>As Meadowside representatives (school values) we will be reflecting on diversity within our theme work and learning to respect differences between people.</p> <p>As British citizens (British Values) we will be focusing on the value of 'Mutual respect' and 'Tolerance' of those of different faiths and cultures from around the world.</p>