Brown Clee C.E. Primary School

Two Year Rolling Programme

(Y5 & Y6)

Aspire

Believe

Persevere

Succeed

Updated: 22nd November 2023

Brown Clee C.E. Primary School

AUTUMN TERM A:

PLANET EARTH

A

AUTUMN: PLANET EARTH

Class Text: THE THIEVES OF OSTIA by Caroline Lawrence (Historical Mystery)

ENGLISH (Upper KS2)

On-going objectives

Word Reading

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.

Reading Comprehension

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.
- recommending books that they have read to their peers, giving reasons for their choices.
- identifying and discussing themes and conventions in and across a wide range of writing.
- making comparisons within and across books.
- 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:

- 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.
Distinguish between statements of fact and opinion.
Retrieve, record and present information from non-fiction.
Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
Provide reasoned justifications for their views.

Writing Composition

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.
- précising 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.

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.

Narrative Genres

(1.) Legends:

Legend of the Sky Gods

(a.) Noun phrases: Recap
- RECAP KS1/LKS2 Objectives

(b.) Verbs: Recap
- RECAP KS1/LKS2 Objectives

(c.) Clauses: Recap
- RECAP KS1/LKS2 Objectives

(c.) Punctuation: Recap
- RECAP KS1/LKS2 Objectives

(Over all three terms.) Cohesive devices
- develop their understanding of the concepts set out in English appendix 2: "Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis"; "Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]"; "Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]"

Non-Fiction Genres

(3.) Discussion:

Balanced argument linked to debate

(a.) Modal verbs and adverbs to suggest degrees of possibility
- using modal verbs or adverbs to indicate degrees of possibility
- develop their understanding of the concepts set out in English appendix 2: "Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]", modal verb

Poetry

(2.) Poems from around the world:

Range of different poetry styles

(a.) Wider range of ENPs
- using expanded noun phrases to convey complicated information concisely

S&L / Drama

Debates:

Tribes points of view

Handwriting

Write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Spellings

Use further prefixes and suffixes and understand the guidance for adding them.
Spell some words with 'silent' letters [for example, knight, psalm, solemn].
Continue to distinguish between homophones and other words which are often confused.
Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.
Use dictionaries to check the spelling and meaning of words.
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
Use a thesaurus.

Spoken Language

Listen and respond appropriately to adults and their peers.
Ask relevant questions to extend their understanding and knowledge.
Use relevant strategies to build their vocabulary.
Articulate and justify answers, arguments and opinions.
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
Speak audibly and fluently with an increasing command of Standard English
Participate in discussions, presentations, performances, role play, improvisations and debates.
Gain, maintain and monitor the interest of the listener(s)
Consider and evaluate different viewpoints, attending to and building on the contributions of others.
Select and use appropriate registers for effective communication.

Mathematics

A

Black: NC Y5 Objectives **Black Bold: NC Y6 Objectives** : WRM Y5 Objectives WRM Y6 objectives

AUTUMN: PLANET EARTH

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number – Place Value		Number – Four Operations					Number – Fractions				

Read, write numbers to at least 1 000 000 and determine the value of each digit
Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
Use concrete manipulatives and pictorial representations to represent numbers up to 10,000.
Represent numbers on a place value grid to 100,000.
Read and write and place on a numberline, numbers to 100,000.
Read, write and represent numbers to 1,000,000.
Use a numberline to find numbers inbetween.
Read, write and represent numbers to 1,000,000 in different ways.
Compare numbers up to 100,000 in a variety of ways.
Order a set of numbers up to 100,000 in a variety of ways.
Compare numbers up to 1,000,000 using comparison vocabulary and symbols.
Order a set of numbers up to 1,000,000 using comparison vocabulary and symbols.
Compare whole numbers up to 10 million using numbers presented in different ways.
Order whole numbers up to 10 million using numbers presented in different ways.

Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
Round any whole number to a required degree of accuracy.
Round numbers to 10, 100 and 1000.
Round numbers within 100,000.
Round numbers within 1,000,000.
Round any number within 10,000,000.

Count forwards or backwards in steps of 10 for any given number up to 1,000,000.
Complete number sequences and can describe the term-to-term rule.
Count forwards in powers of 10 to 1,000,000.
Count backwards in powers of 10s from 1,000,000.

Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
Use negative numbers in context, and calculate intervals across zero.
Position negative numbers on a numberline.
See and use negative numbers in context eg temperature.
Count forwards through zero.
Count backwards through zero.
Find intervals across zero.

Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
Use Roman numerals to 100 to begin to derive Roman numerals to 1,000
Recognise years written in Roman Numerals

Add whole numbers with more than 4 digits, including using formal written methods (columnar addition).
Add numbers mentally with increasingly large numbers.
Add more than 4 digit numbers.
Subtract whole numbers with more than 4 digits, including using formal written methods (columnar subtraction).
Subtract numbers mentally with increasingly large numbers.
Subtract more than 4 digits.
Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
Use their knowledge of addition and subtraction to check workings to ensure accuracy.
Use commutative law to see that addition can be done in any order by subtraction cannot.
Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
Use knowledge of addition and subtraction to solve multistep problems.
Consolidate knowledge of column addition and subtraction, understanding language of 'exchange'.
Solve multi-digit calculations.
Solve multi-step problems in a range of contexts.
Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
Identify common factors, common multiples and prime numbers
Find multiples of whole numbers.
Find common multiples of numbers.
Calculate multiples, including using numbers outside of those in timestable facts.
Multiply and divide numbers mentally drawing upon known facts.
Multiply and divide whole numbers by 10, 100 and 1000.
Multiply by 10.
Multiply by 100.
Multiply by 1000.
Divide by 10.
Divide by 100
Divide by 1000.
Use knowledge of multiples of 10, 100 and 1000 to answer related questions.
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 multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
Use a variety of informal written methods to multiply a four-digit and a one-digit number.
Use Base 10 to represent the area model of multiplication.
Understand the role and importance of the zero in the column method.
Use formal methods to multiply a two digit number by a two digit number.
Use formal methods to multiply a three digit number by a two digit number.
Use formal methods to multiply a four digit number by a two digit number.
Use formal column method to multiply a four digit number by a two digit number.
Solve multi-step problems in a range of contexts.
Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
Identify common factors, common multiples and prime numbers.
Understand the relationship between multiplication and division.
Use arrays to show the relationship between multiplication and division.
Understand that factors come in pairs.
Find common factors of two numbers.
Use arrays to compare factors of a number.
Use Venn diagrams to show factors of numbers.
Find common factors of two numbers using mental methods and knowledge of multiples.
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.
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 up to 4-digit numbers by a 1-digit number wholly.
Divide up to 4-digit numbers by a 1-digit number with remainders.
Use short division to divide a 4 digit number by a 2 digit number.
Use number sense to see the relationship between the dividend and the divisor with multiples of 10.
Use number sense to see the relationship between the dividend and the divisor with other multiples.
Use long division as a method of dividing a 3 digit number by a 2 digit number – no remainders.
Use long division as a method of dividing a 4 digit number by a 2 digit number – no remainders.
Use long division as a method of dividing a 3 digit number – with remainders.
Understand how to interpret the remainder.
Use long division as a method of dividing a 4 digit with numbers – with remainders.
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. Recognise and use square numbers and cube numbers, and the notation for squared and cubed .
Identify common factors, common multiples and prime numbers.
Use knowledge of factors to know that some numbers only have 2 factors (prime numbers).
Know that non-primes are known as composite numbers.
Recall primes up to 19.
Establish whether a number is a prime up to 100.
Using primes, break a number down into its prime factors.
Know that 1 is not a prime number as it only has 1 factor.
Find factors of numbers.
Know that squared numbers have an odd number of factors and are the result of multiplying a whole number by itself.
Know the notation for a squared number is $^{2.}$
Know that a cubed number is the result of multiplying a number by itself three times.
Know the notation for a cubed number is $^{3.}$
Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
Use their understanding of prime numbers to work out whether numbers up to 100 are a prime number or not.
Using primes, break a number down into its prime factors.
Solve problems involving square and cubed numbers.
Use their knowledge of the order of operations to carry out calculations involving the four operations.
Understand that the order of operation affects the answer.
Know that in mixed operation calculations, calculations are now carried out from left to right.
Know the convention that when there is no operation sign written, this means multiply.
Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
Use their understanding of estimating and rounding to estimate answers for calculations and problems.
Use their knowledge of addition and subtraction to check workings to ensure accuracy.
Use commutative law to see that addition can be done in any order by subtraction cannot.
Perform mental calculations, including with mixed operations and large numbers.
Perform mental calculations, including with mixed operations and large numbers.
Use known facts from one calculation to solve determine the answer to another similar calculation.

Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
Explore equivalent fractions using models and concrete representations.
Use models to make the link to multiplication and division.
Apply the abstract method to find equivalent fractions.
Use their knowledge of the highest common factor to simplify fractions.
Count forwards in fractions.
Count backwards in fractions.
Compare and order fractions with the same denominator or denominators that are the multiples of the same number.

Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number.
Convert improper fractions to mixed numbers.
Convert from mixed numbers to improper fractions using concrete and pictorial methods to understand the abstract method.
Count up and down in a given fraction.
Use visual representations to explore number sequences.
Find missing fractions in a sequence and determine whether the sequence is increasing or decreasing and by how much.

Compare and order fractions whose denominators are all multiples of the same number.
Compare and order fractions, including fractions > 1
Compare and order fractions less than 1 where the denominators are multiples of the same number.
Compare the fractions by finding a common denominator or a common numerator.
Compare and order fractions greater than 1.
Compare both improper fractions and mixed numbers.
Use knowledge of equivalent fractions to compare fractions where the denominators are not multiples of the same number.
Find the lowest common multiple of the denominators in order to find equivalent fractions with the same denominators.
Compare numerators to find the larger or smaller fractions.
Compare fractions by finding a common numerator.

Add and subtract fractions with the same denominator and denominators that are multiples of the same number.
Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
Add and subtract fractions with the same denominator.
Use bar models to support understanding of adding and subtracting fractions.
Add fractions with different denominators where one denominator is a multiple of the other.
Use pictorial representations to convert the fractions so they have the same denominator.
Add more than 2 fractions where two denominators are a multiple of the other.
Use a bar model to add more than 2 fractions where two denominators are a multiple of the other.
Represent adding fractions using pictorial methods to explore adding two or more proper fractions where the total is greater than 1.
Record their totals as an improper fraction and then convert this to a mixed number.
Add two fractions where one or both are mixed numbers or improper fractions.
Subtract fractions with different denominators for the first time, where one denominator is a multiple of the other.
Subtract fractions where one denominator is a multiple of the other to subtract proper fractions from mixed numbers.
Subtract two fractions where one is a mixed number and you need to break one of the wholes up.
Use the method of flexible partitioning to create a new mixed number.
Use different strategies to subtract two mixed numbers.
Partition mixed numbers into wholes and parts.
Convert to improper fractions when an exchange is involved.
Add fractions within 1 where the denominators are multiples of the same number.
Subtract fractions within 1 where the denominators are multiples of the same number.
Add fractions where the denominators are not multiples of the same number.
Subtract fractions where the denominators are not multiples of the same number.
Add mixed numbers.
Subtract mixed numbers.
Solve problems that involve adding and subtracting fractions and mixed numbers.

Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
Multiply simple pairs of proper fractions, writing the answer in its simplest form.
Link multiplying fractions to repeated addition.
Understand that the denominator remains the same, whilst the numerator is multiplied by the integer.
Multiply a non-unit fraction by a whole number.
Discuss which method will be the most efficient depending on the questions asked.
Review the concept of commutativity by showing examples of the fraction first and the integer first in the multiplication.
Multiply a mixed number by a whole number.
Use the method of repeated addition, multiplying the whole and part separately and the method of converting to an improper fraction then multiplying.
Multiply fractions and mixed numbers by integers.
Use concrete and pictorial representations to multiply fractions.

Divide proper fractions by whole numbers.
Divide fractions by integers where the numerator is a multiple of the integer they are dividing by.
Divide fractions where the numerator is not a multiple of the integer they are dividing by.
Combine the four operations when calculating with fractions.

Solve problems involving number up to 3 decimal places.
Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
Find unit and non-unit fractions of amounts, quantities and measures.
Link their understanding of fractions of amounts and multiplying fractions to use fractions as operators.
Use their knowledge of commutativity to help them understand that you can change the order of multiplication without changing the product.
Calculate fractions of an amount.
Recognise that the denominator is the number of parts the amount is being divided into, and the numerator is the amount of those parts we need to know about.
Find the whole amount from the known value of a fraction.

A

Science

AUTUMN: PLANET EARTH

Programme of Study

Earth and Space (Yr 5 –Physics)

Describe the movement of the Earth, Moon and other planets, relative to the sun and solar system.

- Describe how the planets within our solar system orbit the Sun
- Recall that large objects (such as planets and stars) exert a gravitational force generally relative to their size
- Begin to explain how the orbiting of the celestial bodies in our solar system is related to the gravitational force exerted by the sun
- Explain how the Earth's orbit (and axial tilt) cause seasonal changes

Describe the movement of the Moon relative to the Earth.

- Describe how the moon orbits the Earth
- Recall that large objects (such as planets and stars) exert a gravitational force generally relative to their size
- Explain how the moon is illuminated by the sun
- Explain how the relationship between the Sun, Earth and Moon cause lunar phases

Describe the Sun, Earth and Moon as approximately spherical bodies.

- Recall that all large celestial bodies are approximately spherical
- Recall that small celestial bodies are sometimes not spherical
- Recall that large objects (such as planets and stars) exert a gravitational force generally relative to their size
- Explain how the equal gravitational force exerted from the centre of a celestial body cause this

Use the idea of Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

- Explain how the Sun causes day and how night is the absence of the Sun's illumination
- Recall that night and day occur simultaneously (i.e. 50% of a planet in our solar system will be illuminated by the Sun)
- Recall that planets spin on axes (and that it takes 24 hours for the Earth to complete a full spin)
- Explain how the axial spinning causes day/night
- Explain how the axial tilt of Earth causes different length days during the different seasons (including the impact of distance from the equator)

Vocabulary:
- Orbit
- Spherical
- Equator
- Rotation
- Axis / Axes
- Gravity
- Celestial
- Lunar

Light (Yr6 - Physics)

Recognise that light appears to travel in straight lines.

- Recall that light usually travels in a straight trajectory
- Recall that light is actually a wave
- Use this to draw diagrams explaining phenomena (such as reflection and refraction of light)

Explain that we see things because light travels from light sources to our eyes or from a light source to objects and then our eyes reflect light into the eye.

- Recall that a light source produces light (including giving examples)
- Draw a diagram to show light travelling from a light source to an object and to our eye
- Discuss what happens to light when it enters the eye
- Discuss how objects appear different colours

Explain why shadows have the shape as the objects that cast them.

- Describe objects based on their transparency
- Recall that a shadow is the partial absence of light
- Describe how light is unable to pass through opaque objects and that this is what causes a shadow
- Explain how light's straight trajectory causes a shadow to take the approximate shape of the shape that cast them
- Investigate angles involved in shadow casting (e.g. sun dials)

Vocabulary:
- Reflection
- Refraction
- Light spectrum
- Absorption
- Light source
- Transparent
- Opaque
- Translucent
- Cornea
- Iris
- Retina
- Pupil
- Optic nerve
- Ciliary muscles

Working scientifically

Th	Type	Plan:-	Do: -	Record:	Review:
Celestial Objects	Secondary Sources	**Questioning:** Use a range of scientific knowledge to ask purposeful questions. **Predicting:** Use a range of scientific knowledge to predict the outcome of an investigation. **Investigation Type:** Understand what is meant by a "using secondary sources of information"	**Using Equipment:** Use a range of secondary sources efficiently to find information.	**Presenting:** Record and present data using drawings and labelled diagrams.	
Data	DATA ANALYSIS FOCUS	**Investigation Type:** Choose appropriate measuring equipment and scale (including understanding the term precise)		**Presenting:** Record and present data using scatter and line graphs **Presenting:** Find the mean of repeated data and understand the advantage of doing this **Presenting:** Record and present data using bar graphs. **Discussing:** Select the correct types of graphs depending on the data	**Further Questioning:** Use outcomes from an investigation to plan additional investigations. **Patterns:** Summarise a range of data by describing any relationships. **Concluding:** Present conclusions based on findings from an investigation (including considering whether relationships are causal)

A

AUTUMN: PLANET EARTH

History: Britain's settlement by Anglo-Saxons and Scots

Key Lines of Historical Enquiry: How did the Anglo-Saxons and Scots settle in Britain?

Chronological Understanding:	Historical Knowledge:	Historical Concepts:	Historical Enquiry & Skills:	Contextual Historical Vocabulary:
• **Know and understand where a historic period fits within the wider context of British, local and world history.** • **Establish a clear narrative within and across the historic period.**	• **Know and understand the nature of ancient civilisations.** • **Know and understand the history of the UK as a coherent, chronological narrative.** • **Know how people's lives have shaped this nation.** • **Know how Britain has influenced and been influenced by the wider world.** • **Know and understand significant aspects of the history of the wider world.** • **Know and understand the expansion and dissolution of empires.** • **Know and understand the characteristic features of past non-European societies.** • **Know and understand the achievements and follies of man.**	**Understand the following key historical concepts:** ▪ **Continuity and change** ▪ **Cause and consequence** ▪ **Similarity and difference** ▪ **Historical significance.** **Use these concepts to** ▪ **make connections** ▪ **draw contrasts** ▪ **analyse trends** ▪ **frame historically-valid questions** ▪ **create own structured accounts, including written narratives and analyses.**	• **Understand there are different methods of historical enquiry.** • **Know how evidence is used rigorously to make historical claims.** • **Understand how and why contrasting arguments and interpretations of the past have been constructed.** • **Construct informed responses involving thoughtful selection and organisation of historical knowledge.**	• **Use common words and phrases relating to the passing of time.** • **Use a wide vocabulary of everyday historical terms.**

• Place Anglo-Saxon Britain on a pre-1066 timeline
• Recall that the Romans retreated Britain before the Anglo-Saxons and Scots settled
• Recall that the Vikings invaded Britain during the Anglo-Saxon reign
• Recall that the Normans conquered Britain after the Anglo-Saxons
• Order key events from during the Anglo-Saxon and Scots settlement in Britain:
  • the failed attempted invasions of Angles and Saxon during Roman reign
  • Angles, Saxons and Jutes eventual settlement & Scots settlement in Dal Raita from Ireland
  • Formation of 7 Anglo Saxon Kingdoms.
  • Scots and Picts united and Kingdom of Alba formed
  • Scotland widely used to refer to the North of Britain (much later)
	• Discuss the reasons for the Roman retreat.
	• Recall that the Scots invaded Pictland from (now) Ireland
	• Recall that the Anglo-Saxons were mainly formed from the Angles, Saxons and Jutes
	• Describe the origins of the Angles, Saxons and Jutes.
	• Discuss the reasons why the Angles, Saxons and Jutes settled in Britain.
	• Name, locate and label the 7 Anglo Saxon kingdoms.
	• Describe the basic features of typical Anglo-Saxon life
		Similarities and difference:
		• Compare and contrast settlement to other forms of conflict.
		Continuity and Change:
		• Make connections between current place names from Anglo-Saxon Kingdoms and current place names.
		Cause and Consequence:
		• Make connections between the Roman retreat and Anglos Saxon settlement.
		Frame historically-valid questions
		
		Create written analysis around Key Enquiry
			• Recall that the Anglo-Saxon and Scots settlement occurred during the "Dark Ages"
			• Appreciate why the Dark Ages was a period of time where little written evidence is available (Anglo-Saxon chronicles / Bede)
			• Conjecture that a lack of evidence means the historical reliability is more questionable and there are more contradictions (e.g. Susan Oosthuizen's "The Emergence of the English")
			• Explain how archaeological evidence is significant for our understanding of this period of time
			• Summarise how archaeological evidence is discovered and interpreted
				Kingdom vs. country vs empire
				Political vs. geographical
				Origin
				Invasion vs. raid vs. settlement vs. war
				Retreat
				Pagan
				Earl
				Tribe

Geography: The Physical World

Key Lines of Geographical Enquiry: Which biome is the best for humans to live in?

Locational Knowledge:	Physical Geography:	Geographical Skills:
• **Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities** • **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time** • **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones (including day and night)**	• **Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle**	• **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied** • **Use the eight 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 UK and the wider world.**
• Understand the **significance** of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night). • Locate all European, North & South American countries and capital cities.	• Describe and understand that biomes are areas of our planet with similar climates, landscapes, animals and plants. • Name and locate some the world's main biomes: desert, tundra, tropical rainforest, polar, mountain, coniferous forest, Mediterranean, deciduous forest, temperate grassland. • Understand what is a climate zone. • Name, locate and describe the 6 main climate zones: Polar, Mountain, Mediterranean, Temperate, Tropical, Arid. • Understand that a vegetation belt is an area of the planet characterised by certain plants due to climatic conditions. • Name, describe and locate the 5 main types of vegetation: forest, grassland, tundra, desert, and ice sheet.	• Use maps, atlases, globes and digital/computer mapping to locate the above locations. • Use the eight 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 UK and the wider world.

A	Art & Design	Design & Technology
AUTUMN: PLANET EARTH	**Aurora Borealis: Drawing / Wet-Felting** • Use a wide range of visual techniques and secondary sources of information to support the development of the project. • Watch videos of the aurora borealis and experiment with continuous line drawing. • Investigate manipulating woollen threads in layers and different directions to create patterns, pictures and texture. • Use a mix of matting, pressing and condensing techniques to manipulate woollen fibres. • Plan a wet-felting project to create a layered representation of the Aurora Borealis. • Create a layered wet-felting picture of the aurora borealis. • Explain the meaning of the following formal elements: line, pattern, texture and colour. • Ask questions about process, technique, idea or outcome. • Make suggestions about other people's work, using things you have seen or experienced yourself. • Talk about the materials, techniques and processes they have used, using an appropriate vocabulary. • Study the work of modern felt artists eg Karen Wyeth, Andrea Hunter • Explain the different techniques used to create wet felting art. • Recall that wet-felting predates spinning and weaving and dates back to the stone age.	**Textiles: How can you use textiles to create a solar system mobile?** • Investigate and analyse a range of simple fabric toys. • Generate design criteria for a functional textile mobile of the solar system. • Create increasingly complex patterns and templates with more than one part that are accurately measured. • Identify the most effective finishing technique in order to maximise the aesthetic value of the product. • Select appropriate materials to create textile planets. • Select a range of appropriate tools to cut, shape and join materials and components with accuracy and precision. • Use a wide range of stitches to sew textile planets. • Produce a well-finished mobile that fulfils the functional and aesthetic design criteria. • Investigate and analyse the structure, composition and features of fabric toys for young children. • Provide constructive feedback to others on their products. • Evaluate the final mobile against their own design criteria and consider solutions to those parts that could be improved. • Make and use paper patterns that includes a seam allowance. • Sew using a range of different stitches for effect and purpose. • Use a wide range of techniques to add colour, texture and pattern to fabric.
	Modern Foreign Languages	**Computing**
	Phonetics 3 & 4/ Fruits / Vegetables: • Listen and identify the 'É', 'E', 'È', 'EAU' and 'EUX'phonemes. • Listen and identify the 'QU', 'GNE', 'Ç', 'EN' and 'AN' phonemes. • Say at least 5 fruits (including the correct article) with accurate pronunciation. • Say I like/I do not like at least one fruit. • Ask somebody what fruit they like using the question "Est-ce que tu aimes..?" • Say, read and write the names of vegetables. • Say, read and write "I would like…". • Say, read and write "I would like a kilo of…". • Say, read and write "Please". • Understand the first person singular of high frequency verbs. • Understand how to use the negative. • Understand that the plural definite article/determiner is les.	***COMPUTING SYSTEMS & NETWORKS: Sharing Information*** INFORMATION TECHNOLOGY: • Recognise how information is transferred over the internet. • Contribute to a shared project online. • Evaluate different ways of working together online. DIGITAL LITERACY: • Explain that computers can be connected together to form systems. • Recognise the role of computer systems in our lives. • Explain how sharing information online lets people in different places work together. **COMPUTING SYSTEMS & NETWORKS: Communication** INFORMATION TECHNOLOGY: • **Identify how to use a search engine.** • **Describe how search engines select results.** • **Explain how search results are ranked.** • **Recognise why the order of results is important, and to whom.** • **Evaluate different methods of online communication.** DIGITAL LITERACY: **Recognise how we communicate using technology.**

A	Music	RHSE
AUTUMN: PLANET EARTH	**Freedom to Improvise : 20th Century Classical: Vaughan Williams – The Lark Ascending** **Listening & Musical Appreciation:** • Copy back complex melodic patterns as a call and response exercise, both aurally and visually. • Identify the musical style of a song or piece of music. • Identify instruments by ear and through a range of media. • Recall that this composition is a single-movement orchestral work created by the 20th century English composer Ralph Vaughan Williams, inspired by the 1881 poem of the same name. • Justify a personal opinion, making reference to musical elements. **Singing:** • Sing in 2/4, 3/4, 4/4 and 6/8 time. • Sing 'on pitch', 'in time' and self correct if lost or out of time. • Sing in unison and in parts, and as part of a smaller group. **Performance:** • Rehearse and learn to play a simple melodic instrumental part by ear and/or notation (Glockenspiel). • Play together with everybody while keeping the beat. • Explain the terms pulse rhythm, pitch, tempo, dynamics, timbre, texture and structure. • Listen to and follow musical instructions from a leader. **Improvisation and Composing:** • Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). • Explain the difference between composing and improvising. • Compose using a scale/note-set and instrument group to create a simple melody. **Musicianship:** • Understand and use some formal, written notation which includes semibreves, triplets and dotted crotchets, recognising their position on a stave. • Create rhythmic patterns using: dotted minims, minims, crotchets, quavers and semiquavers. • Create personal musical ideas using: D, E, F♯, G, A.	**Essential Skills: Listening** • Listen to others and record important information as I do • Show I am listening by how I use eye contact and body language **Essential Skills: Problem Solving** • Explore problems by thinking about the pros and cons of possible solutions. • Explore complex problems by exploring when there are no simple technical solutions. **Essential Skills: Speaking** • Speak effectively by using appropriate language. • Speak effectively by using appropriate tone, expression and gesture. **Essential Skills: Teamwork** • Work well with others by respecting diversity of others' cultures, beliefs and backgrounds. • Contribute to group decision making. **Health: First Aid** • Know how to make a clear and efficient call to emergency services if necessary. • Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.
	Religious Education	
	Kingdom of God: *For Christians, what kind of King is Jesus?* • Explain connections between biblical texts and the concept of the kingdom of God • Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations • Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice • Show how Christians put their beliefs into practice in different ways • Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today • Articulate their own responses to the idea of the importance of love and service in the world today. **How does faith help when life gets hard?** • Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life • Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences • Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) • Give examples of ways in which beliefs about resurrection/ judgement/heaven/ karma/ reincarnation make a difference to how someone lives • Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these • Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.	

A	Physical Education			
AUTUMN – PLANET EARTH	**Sport-specific Activities** • **Use running, jumping, throwing and catching in isolation and in combination** • **Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].** • **Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.** • **Perform dances using a range of movement patterns.** • **Take part in outdoor and adventurous activity challenges both individually and within a team.** • **Swim competently, confidently and proficiently over a distance of at least 25 metres.** • **Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].** • **Perform safe self-rescue in different water-based situations.**	**Tactics and Team Games** • **Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending**	**Evaluation** • **Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.** • **Compare their performances with previous ones and demonstrate improvement to achieve their personal best**	**Sporting Values** • **Compete in sport and other activities to build character and help to embed values such as fairness and respect.** • **School Games Values:** ○ **Passion** ○ **Determination** ○ **Self-Belief** ○ **Honesty** ○ **Respect** ○ **Teamwork**
	Cross Country: • Further develop pacing and running technique • Improve speed, power and stamina to allow running at faster speeds and longer durations. • Use running in a wider range of game-situation **Netball and Basketball: Running / Catching / Throwing / Striking with a body part** • Begin to better use the rules and aims to gain tactical advantages – including positional understanding • Further develop passing and catching accuracy • Further develop shooting accuracy • Develop more complex sport-specific techniques such as landing and pivoting in netball • Develop shielding skills to prevent opposition accessing ball **Gymnastics: Jumping** • Perform increasingly complex balances – including those on balance beams and with partner • Perform specific balances – e.g. arabesques and Y balances • Make different body shapes – including in air – and link these together • Move using body revolutions (e.g. forward rolls and cartwheels) • Use horizontal body rotations (e.g. full turns and pivots) • Vault onto platforms • Vault through platforms • Use a skip step before jumping after running • Use a springboard carefully • Land carefully from jumps and vaults, minimising movement • Demonstrate flexibility by stretching joints in different ways (e.g. pike and straddle sits) • Link different jumps, movements, rotations and balances in more complex routines • Design group and individual routines • Support own body weight on ropes or bars • Pull own body weight up on ropes or bars	***In the context of all of the sport-specific activities above….*** • Recall and follow the rules of a range of recognised sports • Use an increasingly wide range of tactics to attack and defend across a range of sports • Switch tactics when not working • Communicate tactics clearly with the rest of your team • Begin to implement set moves or ideas in sports • Recognise that more complicated tactics are only more effective if implemented correctly • Recognise that, in certain situations, manipulative tactics (i.e. making the opposition act or play in a particular way) can be effective • Recognise the strengths and weaknesses required for certain roles • Take on leadership roles in some sporting situations	***In the context of all of the sport-specific activities above….*** • Identify and explain how a wide range of skills have been executed • Recall variation in techniques and begin to adopt a personal preference when executing a skill • Identify and explain moments in performances of sports which were effective or not • Analyse the finer details in the execution of a range of skills (including the use of video analysis)	• Recognise when others are showing good sporting values • Recall that sporting values are fundamental when competing in any competitive game • When participating in competitive games, consistently… ○ demonstrate **passion** and **determination** (but control) • demonstrate **self-belief** (and team), particularly when things are going wrong.

Brown Clee C.E. Primary School SPRING

TERM A:

ANCIENT GREECE

ENGLISH (Upper KS2)

A

SPRING: ANCIENT GREECE

Class text: WHO LET THE GODS OUT

On-going objectives

Word Reading

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.

Reading Comprehension

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.
- recommending books that they have read to their peers, giving reasons for their choices.
- identifying and discussing themes and conventions in and across a wide range of writing.
- making comparisons within and across books.
- 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:

- 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.
Distinguish between statements of fact and opinion.
Retrieve, record and present information from non-fiction.
Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
Provide reasoned justifications for their views.

Writing Composition

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.
- précising 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.

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.

Narrative Genres

(3.) Myths/stories from other cultures:

Retellings of Greek myths

(a.) Verb tenses
- using the perfect form of verbs to mark relationships of time and cause

(b.) Speech characterisation
- recognising vocabulary and structures that are appropriate for formal speech and writing
- develop their understanding of the concepts set out in English appendix 2: "The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]", "The difference between structures typical of informal speech and structures appropriate for formal speech and writing"

Non-Fiction Genres

(2.) Reference Books:

Reference book of Greek Gods

(a.) Parenthesis
- using brackets, dashes or commas to indicate parenthesis
- develop their understanding of the concepts set out in English appendix 2: "Brackets, dashes or commas to indicate parenthesis", parenthesis, bracket, dash

(4.) Scientific Report

Dissolving fair test

(a.) Layout devices in scientific report
- develop their understanding of the concepts set out in English appendix 2: "Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]"

(b.) Colons to introduce ideas
- using a colon to introduce a list
- develop their understanding of the concepts set out in English appendix 2: "Use of the colon to introduce a list and use of semi-colons within lists", colon, semi-colon

(c.) Bullet points (linked to colons above)
- punctuating bullet points consistently
- develop their understanding of the concepts set out in English appendix 2: "Punctuation of bullet points to list information", bullet points

(d.) Passive vs. Active
- using passive verbs to affect the presentation of information in a sentence
- develop their understanding of the concepts set out in English appendix 2: active, passive

Poetry

(1.) Structured Poems: Song:

Zero to Hero

(a.) Recap KS1/LKS2 and Autumn objectives

S&L / Drama

Present: Favourite books

Handwriting

Write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given
- choosing the writing implement that is best suited for a task.

Spellings

Use further prefixes and suffixes and understand the guidance for adding them.
Spell some words with 'silent' letters [for example, knight, psalm, solemn].
Continue to distinguish between homophones and other words which are often confused.
Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.
Use dictionaries to check the spelling and meaning of words.
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
Use a thesaurus.

Spoken Language

Listen and respond appropriately to adults and their peers.
Ask relevant questions to extend their understanding and knowledge.
Use relevant strategies to build their vocabulary.
Articulate and justify answers, arguments and opinions.
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
Speak audibly and fluently with an increasing command of Standard English
Participate in discussions, presentations, performances, role play, improvisations and debates.
Gain, maintain and monitor the interest of the listener(s)
Consider and evaluate different viewpoints, attending to and building on the contributions of others.
Select and use appropriate registers for effective communication.

Mathematics

A

Black: NC Y5 Objectives **Black Bold: NC Y6 Objectives** WRM Y5 Objectives WRM Y6 objectives

SPRING: ANCIENT GREECE

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number: Fraction Consolidation & Ratio		Number: Decimals & Percentage			Number: Decimals & Algebra		Measurement: Converting Units	Measurement: Perimeter, Area and Volume.		Statistics	

Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
Know that a ratio shows the relationship between 2 values.
Describe how one value is related to another.
Compare ratios and fractions.
Know the colon symbol is the notation for ratio.
Read ratios.
Understand that the ratio notation relates to the order of parts.

Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
Calculate ratios.

Solve problems involving similar shapes where the scale factor is known or can be found.
Enlarge shapes to make them 2 or 3 times as big.
Understand the meaning of the term 'scale factor'.
Draw 2D shapes on a grid to a given scale factor.
Find scale factors when given similar shapes.
Use multiplication and division facts to calculate missing information and scale factors.

Read and write decimal numbers as fractions.
Use place value counters and a place value grid to make numbers with up to two decimal places.
Read and write decimal numbers and understand the value of each digit.
Show their understanding of place value by partitioning decimal numbers in different ways.
Convert a fraction into a decimal.
Convert more complex decimals numbers (e.g. 0.96, 0.03, 0.27) and numbers greater than 1 (e.g. 1.2, 2.7, 4.01).
Represent numbers as fractions and as decimals.
Record the number in multiple representations, including expanded form and in words.

Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
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
Recognise that thousandths arise from dividing one whole into one thousand equal parts.
Understand that one hundredth is ten thousandths.
Count in thousandths and represent tenths, hundredths and thousandths on a place value grid and a number line.
Recognise the relationship between 1/1000 and 0.001.
Understand the relationships between tenths, hundredths and thousandths, using decimal and mixed number equivalences.
Represent decimals in different ways and also explore deeper connections such as 100/1000 is the same as 1/10.
Multiply numbers with decimals by 10, 100 and 1,000.
Divide numbers with decimals by 10, 100 and 1,000.
Multiply numbers with up to three decimal places by 10, 100 and 1,000.
Divide numbers with up to three decimal places by 10, 100 and 1,000.
Understand the value of each place value column and describe its value in words and digits for numbers to 3 decimal places.
Use concrete resources to investigate exchanging between columns.
Use their place value knowledge to help them convert a decimal into a fraction.

Round decimals with two decimal places to the nearest whole number and to one decimal place.
Round to the nearest whole number and to the nearest tenth.

Read, write, order and compare numbers with up to three decimal places.
Order and compare numbers with up to three decimal places.
Create simple rules for sequencing decimals.

Multiply one-digit numbers with up to two decimal places by whole numbers.
Use concrete resources to multiply decimals.

Use written division methods in cases where the answer has up to two decimal places.
Use concrete resources to divide decimals.
Solve problems in cases where the answer has up to 2 decimal places.

Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
Know common fractions, such as thirds, quarters, fifths and eighths, as decimals.
Use efficient methods to convert fractions to decimals.
Recognise that ¾ is the same as 3 ÷ 4.
Find fractions as decimals by dividing the numerator by the denominator.

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.
Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
Understand that 'per cent' relates to 'number of parts per hundred'.
Use different representations which show different parts of a hundred.
Use 'number of parts per hundred' alongside the % symbol.
Represent percentages as fractions using the denominator 100 and make the connection to decimals and hundredths.
Recognise percentages, decimals and fractions are different ways of expressing proportions.
Recognise simple equivalent fractions and represent them as decimals and percentages.
Recognise equivalent fractions of consider denominators of a multiple of 10 or 25 and represent them as decimals and percentages.
Understand that 'percent' means 'out of 100'.
Convert fractions to equivalent fractions where the denominator is 100 in order to find the percentage equivalent.
Use their knowledge of common equivalent fractions and decimals to find the equivalent percentage.
Convert between fractions, decimals and percentages to order and compare them.
Use known fractional equivalences to find percentages of amounts.
Find multiples of 10% and other known percentages.
Find the missing whole or a missing percentage when the other values are given.

Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
Add decimals within one whole.
Subtract decimals using a variety of different methods.
Find the complements which sum to make 1.
Understand the links with number bonds to 10, 100 and 1000.

Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5 and 4/5 and those fractions with a Denominator of a multiple of 10 or 25.
Add numbers greater than one with the same number of decimal places.
Subtract numbers with the same number of decimal places.
Add numbers with different numbers of decimal places.
Subtract decimals with different numbers of decimal places.
Add and subtract numbers with decimals from whole numbers.
Create simple rules for decimal sequences.

Use simple formulae
Understand that one-step function is where they perform just one operation on the input.
Know that for each number they put into a function machine, there is an output.
Work out a one step function given a set of inputs and outputs.
Use strategies to find 2-step functions.
Record input and output values in the form of a table.

Express missing number problems algebraically
Use simple algebraic inputs e.g. y.
Form expressions e.g. y + 4.
Substitute into simple expressions to find a particular value.

Generate and describe linear number sequences
Substitute into familiar formulae such as those for area and volume.
Use simple formulae to work out values of everyday activities such as the cost of a taxi or the amount of medicine to take given a person's age.
Use algebraic notation to form one-step equations.
Know the difference between an expression like $x + 5$, which can take different values depending on the value of x, and an equation like $x + 5 = 11.2$ where x is a specific unknown value.

Express missing number problems algebraically
Solve simple one step equations involving the four operations.
Solve simple two step equations involving the four operations.

Find pairs of numbers that satisfy an equation with two unknowns
Use their understanding of substitution to consider what possible values a pair of variables can take.

Enumerate possibilities of combinations of two variables.
Find possible solutions to equations which involve multiples of one or more unknown.

Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).
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.
Understand that 'kilo' means a thousand.
Convert from metres to kilometres (km), grams to kilograms (kg) and vice versa.
Understand that milli- means 1/1,000
Convert from metres to millimetres (mm), litres to millilitres (ml) and vice versa.
Convert between different units of length and choose the appropriate unit for measurement.
Know that that they need to divide by different multiples of 10 to convert between the different measurements.
Read, write and recognise all metric measures for length, mass and capacity.
Use their skills of multiplying and dividing by 10, 100 and 1,000 when converting between units of length, mass and capacity.
Convert in both directions e.g. m to cm and cm to m.

Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.
Use and apply their conversion skills to solve measurement problems in context.

Convert between miles and kilometres
Know that 5 miles is approximately equal to 8 km.
Find approximate conversions from miles to km and from km to miles.
Know meaning of the symbol '≈' as "is approximately equal to".

Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.
Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds (lbs) and pints.
Know and use the following facts:
- 1 foot is equal to 12 inches
- 1 pound is equal to 16 ounces
- 1 stone is equal to 14 pounds
- 1 gallon is equal to 8 pints
- 1 inch is approximately 2.5 cm

Perform related conversions, both within imperial measures and between imperial and metric.

Solve problems involving converting between units of time.
Convert between different units of time including years, months, weeks, days, hours, minutes and seconds.

Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
Recognise that shapes with the same areas can have different perimeters and vice versa.
Measure the perimeter of rectilinear shapes from diagrams without using grids.
Recognise that they need to use a ruler accurately.
Apply knowledge of measuring length and perimeter to find unknown side lengths.
Find perimeter of shapes with and without grids.
Calculate area and perimeter of rectilinear shapes.
Understand that shapes with the same area can have the same or different perimeters.

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.
Recognise when it is possible to use formulae for area and volume of shapes.
Use a formula to find the area of a rectangle.
Calculate the area of compound shapes.
Use knowledge of counting squares to estimate area of shapes that are not rectilinear.
Use knowledge of fractions to estimate how much of a square is covered.
Find and draw rectilinear shapes that have the same area.
Use their knowledge of factors to draw rectangles with different areas.
Calculate area and perimeter of rectilinear shapes.

Calculate the area of parallelograms and triangles.
Work out the area of different triangles by counting.
Understand the link between the area of a triangle and the area of a rectangle or square.
Use their knowledge of finding the area of a rectangle to find the area of a right-angled triangle.
Use the formula, base × perpendicular height ÷ 2 to calculate the area of a variety of triangles where different side lengths are given and where more than one triangle make up a shape.
Use their knowledge of finding the area of a rectangle to find the area of a parallelogram.

Estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water].
Recognise when it is possible to use formulae for area and volume of shapes.
Understand that volume is the amount of solid space something takes up.
Understand how volume differs from capacity.
Compare and order different solids that are made of cubes.
Estimate volume and capacity of different solids and objects.
Choose the most suitable unit of measure for different objects.
Understand that volume is the amount of solid space taken up by an object, whereas capacity is the amount a container can hold.
Understand that volume is the space occupied by a 3-D object.
Know the link between counting cubes and the formula $(l \times w \times h)$ for calculating the volume of cuboids.
Estimate capacity.
Understand that containers can be different shapes but still hold the same capacity.
Understand that we often use the word capacity when referring to liquid, rather than volume.

Solve comparison, sum and difference problems using information presented in a line graph.
Interpret and construct pie charts and line graphs and use these to solve problems.
Read and interpret line graphs.
Make links back to using number lines when reading the horizontal and vertical axes.
Draw vertical and horizontal lines to read the points accurately.
Use their knowledge of scales and coordinates to represent data in a line graph. (science)
Use line graphs to solve problems.
Solve comparison, sum and difference problems.
Use their knowledge of scales to read information accurately.
Read information accurately, including where more than one set of data is on the same graph.
Draw their own line graphs.
Use line graphs to solve problems.
Understand the terms x and y axis, frequency and data.
Illustrate and name parts of circles, using the words radius, diameter, centre and circumference.
Know the diameter is twice the length of the radius.
Calculate fractions of amounts to interpret simple pie charts.
Understand what the whole of the pie chart represents and use this when solving problems.
Know that the whole of the pie chart totals 100 %.
Construct a pie chart, using a protractor to measure the angles.

Complete, read and interpret information in tables.
Read tables to extract information and answer questions.
Generate their own questions about information in a table.
Read a range of two-way tables.
Answer questions by interpreting the information in the two-way tables.
Complete two-way tables, using their addition and subtraction skills.
Create their own questions about the two-way tables.

Complete, read and interpret information in tables, including timetables.
Use timetables to retrieve information.
Convert between different units of time in order to solve problems using the timetables.

Calculate and interpret the mean as an average.
Calculate the mean average in a variety of contexts.

A

Science

SPRING: ANCIENT GREECE

Programme of Study

States of Matter (Y4 Chemistry)

Compare and group materials together, according to whether they are solids, liquids or gasses.

- Understand that solids have a fixed state and cannot flow.
- Understand that liquids can flow.
- Understand that gases completely fill the space they are in.
- Discuss how particles interact within each state.

Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius.

- Understand that states can change.
- Understand that when heated solids can turn into liquid and liquids into gases.
- Understand that when cooled gases can turn into liquids and liquids into solids.
- Can measure or research the temperature state changes occur (depending on material).
- Discuss how particles change when heated or cooled.

Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

- Understand that the process of a liquid turning into a gas can be called evaporation.
- Understand that the process of a gas turning into a liquid can be called condensation.
- Understand that larger temperature changes cause evaporation to occur quicker.
- Can explain this within the context of the water cycle.

Properties & changes of materials (Yr 5 - Chemistry)

Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution

- Recall that a dissolved solid within a liquid is an example of a solution
- Explain that some solids won't dissolve in liquids
- Describe a method (such as evaporation) as a way to separate a solvent and solute
- Describe the relationship between solute and solvent at a molecular level

Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.

- Recall the molecular difference between liquids, solids and gases
- Describe a method to separate different types of solids (of different sizes) or an undissolved solid within a liquid (e.g. sieving/filtering)
- Describe a method to separate a (partially) dissolved solid from a liquid (e.g. filtering/evaporating)
- Describe methods to separate different types of liquids (e.g. chromatography)

Demonstrate that dissolving, mixing and changes of state are reversible changes.

- Recall that some processes are reversible
- Describe the processes in how states can change
- Describe how the molecules in different states change

Explain that some changes result in the formation of new materials, and that this kind of change is usually not reversible, including changes associated with burning and the action of acid and bicarbonate of soda.

- Recall that some materials will react together when mixed
- Recall that a reaction often results in different materials being produced
- Describe an example of a reaction
- Explain an example of an irreversible change.

Vocabulary:

- Solids
- Gases
- Liquids
- Dissolve
- Solution
- Sieve
- Evaporate
- Condense
- Filter
- Reversible
- Irreversible
- Reaction
- Particles
- Process
- States

Working scientifically

Theme	Type	Plan:	Do:	Record:	Review:
		- Planning different types of scientific enquires to answer questions, including recognising and controlling variables where necessary.	- 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.	- Using test results to make predictions to set up further comparative and fair tests - Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of, and degree of trust in, results – in written and oral forms such as displays and other presentations - Identifying scientific evidence that has been used to support or refute ideas of arguments.
Dissolving	Fair Test	**Investigation Type:** Understand what is meant by a "fair test" **Investigation Type:** Plan a fair test (including understanding variables)	**Using Equipment:** Use a range of (non-measuring) scientific equipment to carry out an investigation	**Discussing:** Record and discuss findings using an increasingly wide range of scientific language.	**Reporting:** Report findings using a formal written report. **Evidence:** Justify conclusions using a range of findings and link this to proven scientific theory **Evaluating:** Discuss the validity of an investigation
Irreversible reactions	Changes over time	**Investigation Type:** Understand what is meant by a "observing changes over time" **Investigation Type:** Plan an investigation involving changes over time	**Observing:** Make and discuss systematic and careful observations (changes over time).	**Discussing:** Record and discuss findings using an increasingly wide range of scientific language.	**Reporting:** Report, discuss and present findings orally.

A

SPRING: ANCIENT GREECE

History: A study of Greek life and achievements and their influence on the western world.

Key Lines of Historical Enquiry: How did ancient Greek culture influence the modern world?

Chronological Understanding:	Historical Knowledge:	Historical Concepts:	Historical Enquiry & Skills:	Contextual Historical Vocabulary:
• **Know and understand where a historic period fits within the wider context of British, local and world history.** • **Establish a clear narrative within and across the historic period.**	• **Know and understand the nature of ancient civilisations.** • **Know and understand the history of the UK as a coherent, chronological narrative.** • **Know how people's lives have shaped this nation.** • **Know how Britain has influenced and been influenced by the wider world.** • **Know and understand significant aspects of the history of the wider world.** • **Know and understand the expansion and dissolution of empires.** • **Know and understand the characteristic features of past non-European societies.** • **Know and understand the achievements and follies of man.**	**Understand the following key historical concepts:** ▪ **Continuity and change** ▪ **Cause and consequence** ▪ **Similarity and difference** ▪ **Historical significance.** **Use these concepts to** ▪ **make connections** ▪ **draw contrasts** ▪ **analyse trends** ▪ **frame historically-valid questions** ▪ **create own structured accounts, including written narratives and analyses.**	• **Understand there are different methods of historical enquiry.** • **Know how evidence is used rigorously to make historical claims.** • **Understand how and why contrasting arguments and interpretations of the past have been constructed.** • **Construct informed responses involving thoughtful selection and organisation of historical knowledge.**	• **Use common words and phrases relating to the passing of time.** • **Use a wide vocabulary of everyday historical terms.**
• Place Ancient Greece on a wider timeline (including Ancient Egypt, Roman Empire/Republic, Maya and early Britain) • Recognise the scale of time in ancient and modern history • Order the three main periods of Ancient Greek history (Archaic, Classical, Hellenistic)	• Name and describe some key Ancient Greek gods. • Summarise some key stories from Ancient Greek culture • Identify the key features of Athenian and Spartan culture and explain how religious beliefs have influenced these cultures Explain the impact of beliefs on driving Greek culture (including the difference between Athens and Sparta) • Analyse the influence that Greece (mainly Athens) had on: Democracy (Solon, Cleisthenes, Ephialtes, Pericles, Eucleides) Currency (first use of coinage - Lydians) Science (Aristotle, Archimedes, Aristarchus) Mathematics (Archimedes, Euclid, Pythagoras, Medicine (first evidence-based approach in Knidos, Hippocrates) Philosophy (Socrates, Plato, Aristotle)	**Similarities and difference:** • Compare and contrast the impact of beliefs on culture and decision making: Athens and Sparta. • Draw contrasts between kingdoms, states, empires, countries using contextual knowledge of Anglo-Saxons, Egyptians, Romans, WW2 (Y6s), **Continuity and Change:** • Make connections and recognise trends on how early developments (eg democracy, currency, sciences and philosophy) have influenced the modern world. **Frame historically-valid questions linked to historical significance.** **Create written analysis around Key Enquiry**	• Appreciate why there is wide range of historical evidence for the ancient Greek period • Explain the impact of time on the reliability of historical evidence • Recognise that Homer's Illiad and Odyssey were vital pieces of written evidence from this time • Recognise that historical artefacts (particularly vases) were vital pieces of evidence from this time • Explain how archaeological evidence is significant for our understanding of this period of time • Recognise that large numbers of ancient Greek buildings and statues still remain due to the materials they were originally made from	Democracy vs. Oligarchy Currency Philosophy Medicine Country vs state vs empire Acropolis

Geography: Greece / Volcanoes & Earthquakes

Key Lines of Geographical Enquiry: Which have had most impact on Greece: volcanoes or earthquakes?

Locational Knowledge:	Physical Geography:	Geographical Skills:
• **Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities** • **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time** • **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones (including day and night)**	• **Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle**	• **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied** • **Use the eight 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 UK and the wider world.**
• Name and locate Europe, Greece and Athens. • Name and locate the Ionian Sea, the Aegean Sea, • Mediterranean Sea, Pelopennese, Pindus Mountain range, Mount Olympus, Crete, Greek Islands. • Identify the position and significance of the latitudes and longitudes relevant to Greece. • Identify the position and significance of which time zone Greece is in.	• Understand that a volcano is a mountain. • Describe and understand how volcanoes are formed. • Locate and name volcanoes. • Describe and understand key aspects of earthquakes. • Understand what causes an earthquake. • Identify where earthquakes happen and understand why. • Describe the aftermath on both the landscape and people.	• Use maps, atlases, globes and digital/computer mapping to locate Europe, Greece, Athens, the Ionian Sea, the Aegean Sea, Mediterranean Sea, Pelopennese, Pindus Mountain range, Mount Olympus, Crete, Greek Islands and describe the features studied.

A	Art & Design	Design & Technology
SPRING: ANCIENT GREECE	**Greek Character Printing:** • Collect, examine, select and use resource materials to inform thinking and contribute to the development of ideas. • Identify how ancient Greek artists, designers, architects and craft workers, developed expressed and represented their ideas. • Experiment with printing using shapes and patterns from ancient Greek culture. • Create surface texture using rollers, sponges, engraving and by printing from an inked surface. • Create a printing template that shows more than one figure. • Make a two-colour block print. • Make a multi-coloured block print. • Explain the meaning of the following formal elements: colour, line, shape, form and space. • Express and share an opinion about the artwork. • Share work to others in small groups, and listen to what they think about what you have made. • Study the ancient Greek art that depicts human figures. • Study the figurative motifs painted on ancient Greek vases.	**Food & Nutrition: What is the most popular Ancient Greek savoury /sweet bread recipe?** • Investigate which food types would have been available in Ancient Greek times. • Explain how the properties of certain foods can affect the final product. • Generate and design a recipe for bread using ingredients sourced in Greece. • Present, verbally or in writing, the reasons for their recipe design incorporating relevant information. • Select from and use a wide range of ingredients according to their functional and aesthetic qualities. • Select from and use, appropriate tools and equipment to measure, mix and shape components accurately. • Explain what procedures are required for safety and hygiene. • Investigate and research different bread recipes that could incorporate ingredients are sourced in Ancient Greece. • Give reasons, supported by factual evidence, for the success of their bread and provide considered solutions to resolve those parts that could be improved. • Explain the importance of using the correct mixing methods to combine ingredients. • Describe the relevance of using yeast in a bread recipe. • Select the appropriate methods and equipment for measuring, e.g. time, dry goods, liquids, etc. • Explain and apply the principles of nutrition and health including the implications of excess and deficiency. • Use and apply a range of cooking techniques, e.g. selecting and preparing ingredients, application of heat, seasoning dishes, combining ingredients, etc.
	Modern Foreign Languages	**Computing**
	Weather/Family: • Say, read and write the vocabulary accurately for weather. • Ask and answer the question “what the weather is like today?” • Describe the weather in different regions of French using a weather map with symbols in spoken and written form. • Say, read and write the members, names and various ages of a family. • Say, read and write numbers to 100. • Recall that often in different languages, grammatical structures can be unique to that language. • Understand the concept of the possessive adjectives ‘mon’, ‘ma’ and ‘mes’. • Move from 1st person singular to 3rd person singular	***CREATING MEDIA: Video Editing*** INFORMATION TECHNOLOGY: • Recognise video as moving pictures, which can include audio. • Identify digital devices that can record video. • Capture video using a digital device. • Recognise the features of an effective video. • Identify that video can be improved through reshooting and editing. DIGITAL LITERACY: • Consider the impact of the choices made when making and sharing a video **CREATING MEDIA: Web Page Creation** INFORMATION TECHNOLOGY: • **Review an existing website and consider its structure.** • **Plan the features of a web page.** • **Recognise the need to preview pages.** • **Outline the need for a navigation path.** DIGITAL LITERACY: • **Consider the ownership and use of images (copyright).** • **Recognise the implications of linking to content owned by other people.**

A	Music	RHSE
SPRING: ANCIENT GREECE	**Music and Technology: Rock: Emerson, Lake and Palmer - Fanfare for the Common Man** **Listening & Musical Appreciation:** • Use body percussion, instruments and my voice with confidence in response to musical stimuli. • Understand and respond to music in simple and complex time signatures. • Understand formal, written notation which includes semibreves, triplets and dotted notes and recognise their position on a stave. • Recall that Fanfare for the Common Man by rock band ELP was an instrumental piece of music that had adapted an original tune by Aaraon Copland. • Recall that ELP was a progressive British rock group from the 1970s. **Singing:** • Rehearse and learn songs from memory and/or with notation. • Sing syncopated melodic patterns. • Demonstrate and maintain good posture and breath control whilst singing. **Performance:** • Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E♭ major, D minor and F minor. (Doods) • Play a melody, following staff notation written on one stave and using notes within an octave range making decisions about dynamic range. **Improvisation and Composing:** • Explore improvisation within a major scale. • Improvise over a groove, responding to the beat and creating a satisfying melodic shape with varied dynamics and articulation. • Plan, compose and play on Doods, an eight or 16-beat melodic phrase using the pentatonic scale. • Use music technology to capture, change and combine sounds. **Musicianship:** • Listen to the melodic patterns and create a simple melodic answer using rhythmic combinations of the C major scale. • Create and/or identify rhythm patterns using combinations of minims, dotted crotchets, crotchets, quavers, semiquavers and their rests.	**Essential Skills: Aiming High** • Set goals for myself. • Set goals informed by an understanding of what is needed. **Essential Skills: Being Positive** • Keep trying when something goes wrong and help cheer others up • Keep trying when something goes wrong and encourage others to keep trying too. **Respectful Relationships** • Know the importance of self-respect and how this links to their own happiness. • Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • Know what a stereotype is, and how stereotypes can be unfair, negative or destructive. • Know the importance of permission-seeking and giving in relationships with friends, peers and adults.

Religious Education

God: *What does it mean if God is holy and loving?*

• Identify some different types of biblical texts, using technical terms accurately
• Explain connections between biblical texts and Christian ideas of God, using theological terms
• Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed
• Show how Christians put their beliefs into practice in worship
• Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.

Incarnation: *Why do Christians believe Jesus was the Messiah?*

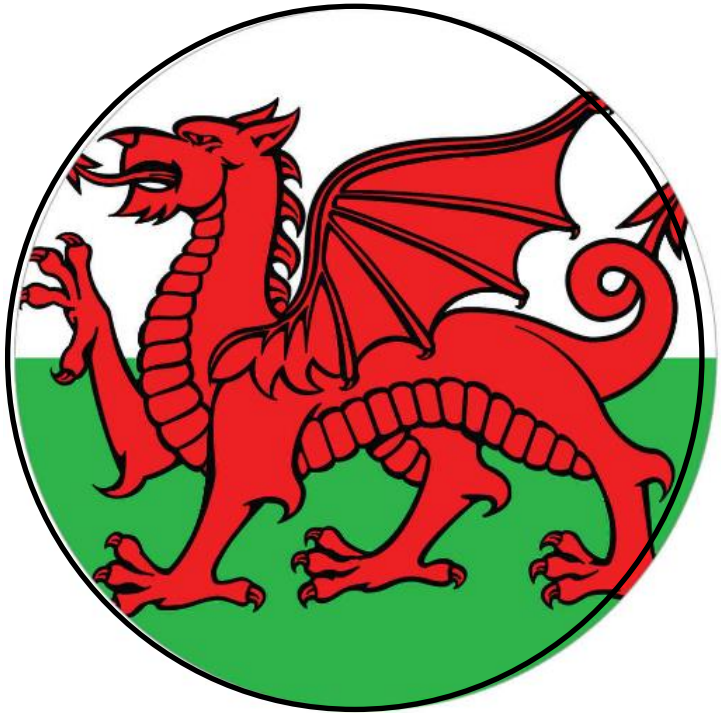
• Explain the place of Incarnation and Messiah within the 'big story' of the Bible
• Identify Gospel and prophecy texts, using technical terms
• Explain connections between biblical texts, Incarnation and Messiah, using theological terms
• Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas
• Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible
• Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.

A	Physical Education			
SPRING – ANCIENT GREECE	**Sport-specific Activities** • **Use running, jumping, throwing and catching in isolation and in combination** • **Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].** • **Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.** • **Perform dances using a range of movement patterns.** • **Take part in outdoor and adventurous activity challenges both individually and within a team.** • **Swim competently, confidently and proficiently over a distance of at least 25 metres.** • **Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].** • **Perform safe self-rescue in different water-based situations.**	**Tactics and Team Games** • **Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending**	**Evaluation** • **Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.** • **Compare their performances with previous ones and demonstrate improvement to achieve their personal best**	**Sporting Values** • **Compete in sport and other activities to build character and help to embed values such as fairness and respect.** • **School Games Values:** ○ **Passion** ○ **Determination** ○ **Self-Belief** ○ **Honesty** ○ **Respect** ○ **Teamwork**
	Football: Running / Striking with a body part • Recall more complex rules (e.g. offside and pitch markings, distances) • Begin to better change direction whilst dribbling • Pass the ball with more accuracy (inc longer distance) • Have closer control when receiving ball taking into consideration of potential next action • Strike the ball with more accuracy and power (where necessary) • Tackle opposition travelling at quick pace • Look for spaces when playing as part of a team, including losing or keeping a marker • Begin to better combine skills in game situations. **Tag Rugby: Running / Catching / Throwing** • Recall more complex rules (e.g. offside, dead ball) • Pass the ball with more pace and accuracy (inc longer distance) • Run with more pace • Change direction with more ease – including feints and dummies to get around defenders • Tag players with more consistency • Communicate effectively whilst holding a defensive line • Use an understanding of the offside rule to intercept passes **Dance:** • Improvise to create dance individually or with a partner • Develop rhythm and spatial awareness • Compare and evaluate routines using appropriate vocabulary • Copy more complex body movements • Copy increasingly complex dance sequences with changes in speed direction • Memorise basic dance sequences • Choreograph group and singular routines. **Athletics: Running / Throwing / Jumping** • Further develop sprint speed and technique • Further develop pacing and stamina • Further develop jump technique, including using appropriate techniques for long jump and triple jump • Further develop throwing technique, including using appropriate technique for javelin and discus • Using running and jumping in combination (e.g. using timing and striding for hurdles) • Use an appropriate technique for baton changeover	***In the context of all of the sport-specific activities above….*** • Recall and follow the rules of a range of recognised sports • Use an increasingly wide range of tactics to attack and defend across a range of sports • Switch tactics when not working • Communicate tactics clearly with the rest of your team • Begin to implement set moves or ideas in sports • Recognise that more complicated tactics are only more effective if implemented correctly • Recognise that, in certain situations, manipulative tactics (i.e. making the opposition act or play in a particular way) can be effective • Recognise the strengths and weaknesses required for certain roles • Take on leadership roles in some sporting situations	***In the context of all of the sport-specific activities above….*** • Identify and explain how a wide range of skills have been executed • Recall variation in techniques and begin to adopt a personal preference when executing a skill • Identify and explain moments in performances of sports which were effective or not • Analyse the finer details in the execution of a range of skills (including the use of video analysis)	• Recognise when others are showing good sporting values • Recall that sporting values are fundamental when competing in any competitive game • When participating in competitive games, consistently… ○ demonstrate respect for teammates, opposition, and officials ○ demonstrate honesty ○ demonstrate teamwork

Brown Clee C.E. Primary School

SUMMER TERM A:

WALES



A	ENGLISH (Upper KS2)					
SUMMER: WALES	Class text: Alice in Wonderland	**On-going objectives**	**Narrative Genres**	**Non-Fiction Genres**	**Poetry**	**S&L / Drama**
		Word Reading 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. **Reading Comprehension** 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. • recommending books that they have read to their peers, giving reasons for their choices. • identifying and discussing themes and conventions in and across a wide range of writing. • making comparisons within and across books. • 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: • 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. Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Provide reasoned justifications for their views. **Writing Composition** 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. • précising 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. 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.	**(2.) Fiction from our Literary Heritages:** Re-write opening of Alice's Adventures in Wonderland (a.) Commas to clarify meaning and avoid ambiguity - using commas to clarify meaning or avoid ambiguity in writing - develop their understanding of the concepts set out in English appendix 2: "Use of commas to clarify meaning or avoid ambiguity", ambiguity (b.) Hyphens to avoid ambiguity - using hyphens to avoid ambiguity- develop their understanding of the concepts set out in English appendix 2: "How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]", hyphen, ambiguity	**(3.) Diary:** Alice's adventures (a.) Semi-colons, colons (and dashes) to separate main clauses - using semi-colons, colons or dashes to mark boundaries between independent clauses - develop their understanding of the concepts set out in English appendix 2: "Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]", colon, semi-colon (b.) Subjunctive form - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - develop their understanding of the concepts set out in English appendix 2: "the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]"	**(1.) Narrative Poem/Ballad:** The Jabberwocky (a.) Recap KS1/LKS2 and Spring objectives (b.) Relative clauses to expand nouns - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun - develop their understanding of the concepts set out in English appendix 2: "Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun", relative pronoun, relative clause (c.) Synonyms, antonyms and rewording - develop their understanding of the concepts set out in English appendix 2: "How words are related by meaning as synonyms and antonyms [for example, big, large, little].", synonym, antonym	**End of Year performance:**
			Handwriting Write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task. **Spellings** Use further prefixes and suffixes and understand the guidance for adding them. Spell some words with 'silent' letters [for example, knight, psalm, solemn]. Continue to distinguish between homophones and other words which are often confused. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. Use dictionaries to check the spelling and meaning of words. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus.		**Spoken Language** Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play, improvisations and debates. Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.		

A	Mathematics			
	Week 1	Week 2	Week 3	Week 4 -12
	Geometry: Property of Shapes		Geometry: Position and Direction	Consolidation
SUMMER: WALES	Identify: angles at a point and one whole turn (total 360o) angles at a point on a straight line and 2 1 a turn (total 180o) other multiples of 90o Recognise a full turn as 360 degrees. Recognise a half-turn as 180 degrees. Recognise a quarter-turn (or right angle) as 90 degrees. Recognise two right angles are equivalent to a straight line, or a straight line is a half of a turn. Connect their knowledge of right angles, straight lines and compass points. Recognise two right angles are equivalent to a straight line, or a straight line is a half of a turn. Connect their knowledge of right angles, straight lines and compass points Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Deduce angles such as 45 degrees, 135 degrees and 270 degrees. Define angles in terms of degrees and as fractions of a full turn. Draw given angles, and measure them in degrees (o) **Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.** Measure angles less than 90˚, acute angles, using a protractor. Estimate the size of acute angles. Estimate the size of obtuse angles. Understand how to use both the inside and outside scales of the protractor. Read the measurement and practise measuring angles given in different orientations. Make the connection that there are two right angles on a straight line and four right angles around a point. Calculate missing angles. Know that vertically opposite angles share a vertex. Use the properties of rectangles to deduce related facts and find missing lengths and angles. **Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.** Calculate missing angles on straight lines. Use the square grids to reason about length and angles. Understand parallel and perpendicular lines and right angles in relation to squares and rectangles. Know that the interior angles of a triangle will add up to 180 degrees. Use hatch marks for equal lengths. Make links and recognise key features of specific types of triangle. Know that angles in any quadrilateral add up to 360°. Use their knowledge of properties of shape to work out interior angles in polygons. Partition shapes into triangles from a single vertex to work out the sum of the angles in polygons. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Classify triangles using the names 'isosceles', 'scalene' and 'equilateral'. Use rulers to measure the sides of a triangle in order to classify them correctly. Compare the similarities and differences between triangles. Identify, sort and draw triangles. Name quadrilaterals including a square, rectangle, rhombus, parallelogram and trapezium. Describe their properties of a square, rectangle, rhombus, parallelogram and trapezium. Identify the similarities and differences between different quadrilaterals. Draw quadrilaterals accurately using knowledge of their properties. Distinguish between regular and irregular polygons. Calculate the sizes of missing angles and sides of polygons. Draw given angles, and measure them in degrees (o) **Draw 2-D shapes using given dimensions and angles** Draw lines correct to the nearest millimetre. Use a protractor to draw angles of a given size. Draw shapes accurately on different grids such as squared and dotted paper. Draw shapes accurately using a protractor. Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. **Recognise, describe and build simple 3-D shapes, including making nets.** Identify 3-D shapes, including cubes and cuboids, from their 2-D nets. Use the language associated with the properties of 3-D shapes, for example, faces, curved surfaces, vertices, edges etc. Identify properties of 3-D shapes from 2-D projections, including plans and elevations. Identify three-dimensional shapes from their nets of 2D and 3D shapes. Use measuring tools and conventional markings to draw nets of shapes accurately.		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).** Understand that the origin is (0, 0). Read coordinates. Understand that the first number represents the *x*-coordinate and the second number represents the *y*-coordinate. Read and plot coordinates in the first quadrant. Draw shapes on a 2-D grid from given coordinates. Read and plot coordinates in all four quadrants. Draw shapes from coordinates given in four quadrants. Know which part of the axis is positive or negative. Find the length of a line by using the coordinates of its two endpoints. 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. **Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.** Translate shapes on a grid. Translate coordinates. Describe translations of coordinates. Reflect objects using lines that are parallel to the axes. Use the language object (name of shape before reflection) and image (name of shape after reflection). Understand what happens to points when they are reflected in lines parallel to the axes. Reflect shapes in four quadrants using x and y axis. Use their knowledge of coordinates to ensure that shapes are correctly reflected. Translate shapes in all four quadrants. Describe translations using directional language, and use instructions to draw translated shapes.	

A

Science

SUMMER: WALES

Programme of Study

Evolution & inheritance (Yr6 - Biology)

Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Explain how fossils occur over millions of years
- Explain how the way these fossils are very different to today's organisms suggest some form of change
- Discuss how scientist have pieced together the gradual change in organisms to suggest evolutionary change (including further scientific study supporting descendants)

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Recall that following reproduction offspring are produced
- Describe how offspring share characteristics from both parents
- Discuss how combination of DNA from both parents results in a genetic hybrid

Identify how animals & plants have adapted to suit their environment in different ways and that adaptation may lead to evolution.
- Describe characteristics an organism has which make it suited to its environment
- Describe how evolution occurs by the success of survivors (who are better suited to their environment)
- Explain how the environmental pressures drive evolution
- Recall that Charles Darwin was significant in the acceptance of evolution with his theory
- Describe trade-offs which suggest why organisms can't be adapted to all environments (Darwinian Demons)

Vocabulary:
- Environment
- Habitat
- Adaption
- Characteristics
- Theory
- Pressure
- Fossils
- Organism
- Offspring

Animals including humans (Yr 5 - Biology)

Describe the changes as humans develop from birth to old age.
- Recall the stages of a human life cycle
- Describe the changes at each stage
- Describe changes which occur during puberty (including the differences between males and females)
- Discuss embryonic stage developments

Animals including humans (Yr 6 - Biology)

Identify and name the parts of the circulatory system and describe the functions of the heart, blood vessels and blood
- Identify and name the main parts of the circulatory system (i.e. heart, lungs, blood vessels)
- Explain the function of the main parts of the circulatory system
- Discuss how oxygen is transported and used throughout the body

Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Recall the (positive/negative) impacts of diet, drugs and lifestyle on the body
- Explain why balanced diet and exercise help support the body throughout life
- Recognise that some drugs are used to help support the body (at certain times)

Describe the ways in which nutrients and water are transported within animals, including humans
- Identify and name parts of the digestive system (e.g. mouth, oesophagus, stomach, intestines)
- Describe the role of each part of the digestive system
- Compare this to water and nutrient transport in plants
- Discuss the causes of some digestive illness/disease

Vocabulary:
- Blood vessels
- Vein
- Artery
- Capillary
- Circulatory system
- Function
- Mouth
- Oesophagus
- Stomach
- Intestines
- Colon
- Ileum
- Rectum
- Anus

Working scientifically

Theme	Type	Plan:	Do:	Record:	Review:
		- Planning different types of scientific enquires to answer questions, including recognising and controlling variables where necessary.	- 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.	- Using test results to make predictions to set up further comparative and fair tests - Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of, and degree of trust in, results – in written and oral forms such as displays and other presentations - Identifying scientific evidence that has been used to support or refute ideas of arguments.
Quadrats	Grouping and classifying	**Investigation Type:** Understand what is meant by a "grouping and classifying" **Investigation Type:** Plan an investigation involving grouping and classifying	**Observing:** Make and discuss systematic and careful observations (grouping and classifying). **Observing:** Take meaningful and relevant notes when carrying out an investigation	**Presenting:** Record and present data using classification keys.	**Evaluating:** Explain where an investigation could be improved
Heart rates	Pattern seeking	**Investigation Type:** Understand what is meant by a "noticing patterns" **Investigation Type:** Plan an investigation involving noticing patterns	**Observing:** Make and discuss systematic and careful observations (noticing patterns). **Using Equipment:** Take measurements precisely and accurately using a range of scientific equipment		**Patterns:** Understand some relationships are causal (and others are not) **Evaluating:** Discuss the reliability of an investigation

A	Geography: Wales & Mountains					
	Key Lines of Geographical Enquiry: What are the key differences in land use between Peten, Wales and Nordland?					
SUMMER: WALES	**Locational Knowledge:** • **Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities** • **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time** • **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones (including day and night)**	**Place Knowledge:** • **Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America.**	**Physical Geography:** • **Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle**	**Human Geography:** • **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.**	**Geographical Skills:** • **Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage** • **Use simple compass directions and locational and directional language.** • **Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.**	**Fieldwork:** • **Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.**
	• Name and locate Europe, the UK Wales and Cardiff. • Name and locate the Irish Sea, Shropshire, Bristol Channel, Anglesey, Snowdonia, Pembrokeshire. • Identify the position and significance of the latitudes and longitudes relevant to Wales. • Identify the position and significance of which time zone Wales is in.	• Understand geographical similarities and differences through the study of human and physical geography of Nordland (Norway), **Wales** (UK) and Peten (Guatelamala).	• Explain what is a mountain. • Locate and name mountain ranges and mountains from around the world • Explain how mountains form • Label the features of a mountain	• Identify the key human geographical aspects of Wales: village, town, bridge, fishing, tourism, farming, port, mining, manufacturing, export, import. • Describe and understand the types of settlement and land use, economic activity and distribution of natural resources.	• Use maps, atlases, globes and digital/computer mapping to locate Wales, Cardiff, Irish Sea, Shropshire, Bristol Channel, Anglesey, Snowdonia, Pembrokeshire and describe the features studied. • Use the eight points of a compass, four and six-figure grid references, symbols and key(including the use of OS maps) to build their knowledge of the UK and the wider world. (Arthog)	Use fieldwork to observe, measure, record and present the human and physical features in the local area of Barmouth using a range of methods, including sketch maps, plans and graphs, and digital technologies.

A	Art & Design	Design & Technology
SUMMER: WALES	**Welsh Crafts: Drawing / Textiles / 3D Modelling (weaving):** • Use an increasing range of visual and tactile techniques for example lines and marks e.g. direct, meandering, accidental and intentional. • Make drawings in a sketchbook and record observations of welsh artefacts and images studied annotating work and commenting on distinctive features. • Experiment drawing celtic knots. • Recreate and use the techniques of important crafts people throughout history. • Make a simple loom and use different materials to produce a range of weft threads. • Create a range of weft patterns on a range of different sized looms. • Create and use a wide range of materials, techniques and patterns to create a large-scale weaving project (willow). • Present work in retrospect, i.e. to class, assembly or parents. • Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. • Ask questions about process, technique, idea or outcome. • Study Celtic knot patterns and understand they have no start or end. • Recall the equipment and tools needed to create a piece of weaving. • Identify how craft workers, from Wales and the ancient Celts developed, expressed and represented their ideas.	**Mechanisms and CAD: How can you use computer aided design to make a mechanical toy?** • Investigate different toys that use mechanisms to move. • Identify and explain the functionality of a range of mechanisms eg levers, sliders, linkages, cams, wheels, axles, gears, pulleys. • Produce a detailed design and plan drawn to scale from a range of viewpoints, using pattern pieces and computer-aided design packages effectively. • Make, and adapt where necessary, a complex mock-up and template. • Identify and apply an appropriate finishing technique to ensure a high quality end product which meets the design criteria. • Follow procedures for safety and hygiene. • Use analysis of existing products supported by accurate factual information to inform own work. • Test and evaluate products to identify the variants which may affect the function of a product. • Give reasons, supported by factual evidence for the success of aspects of a product and provide considered solutions to resolve those parts that could be improved. • Explain that computer aided design creates 2D drawings and 3D models of real world products. • Describe the benefits of CAD. • Use CAD effectively to plan 2D drawings and 3D models of their mechanical toy.
	Modern Foreign Languages	**Computing**
	Clothes / At School: • Say, read and write the vocabulary (nouns with the correct gender and article) for a range of clothes with good pronunciation. • Use the verb PORTER (conjugated) to describe what I am wearing. • Say what clothes I wear in different situations and different weather. • Describe what I am wearing in terms of colour using accurate adjectival agreement. • Listen, say, read and write the vocabulary for school subjects, with the correct word for "the". • Use the verb ÉTUDIER in first person singular • Say what subjects I like and dislike at school. • Tell & ask the time in French by the hour. • Say what time and on what day I study certain school subjects. • Use the correct possessive adjective for 'My' in French in relation to the items of clothing. • Revise definite article: le, la, l' and les.	***PROGRAMMING: Selection in Physical Computing*** COMPUTER SCIENCE: • Control a simple circuit connected to a computer. • Write a program that includes count-controlled loops. • Explain that a loop can stop when a condition is met, eg number of times. • Conclude that a loop can be used to repeatedly check whether a condition has been met. • Design a physical project that includes selection. • Create a controllable system that includes selection. ***PROGRAMMING: Selection in Quizzes*** COMPUTER SCIENCE: • Explain how selection is used in computer programs. • Relate that a conditional statement connects a condition to an outcome. • Explain how selection directs the flow of a program. • Design a program which uses selection. • Create a program which uses selection. • Evaluate my program.

A	Music	RHSE
SUMMER: WALES	**Developing Ensemble Skills: Modernist: Stravinsky: Rite of Passage/Part 1: Adoration of the Earth** **Listening & Musical Appreciation:** • Identify instruments by ear and through a range of media: bass guitar, electric guitar, percussion, • sections of the orchestra such as brass, woodwind and strings, electric organ, pianos and synthesisers. • Identify major and minor tonalities, chord triads I, IV and V, and intervals within a major scale. • Explain the role of a main theme in a musical structure. • Recall that Igor Stravinksy was a Russian composer who played a key role in creating modernist music. • Recall that Rite of Passage was an orchestral piece written for the ballet. • Explain why the Rite of Passage was considered avant garde at the time. **Singing:** • Rehearse and learn songs from memory and/or with notation. • Sing expressively, with attention to breathing, phrasing, dynamics and articulation. • Talk about the different styles of singing used in the different songs sung throughout this year **Performance:** • Create and present a holistic performance with an understanding of the musical, cultural and historical contexts. • Perform with confidence and with an understanding of the songs you are singing and how the activities fit with the songs. • Discuss and talk musically to evaluate the performance. **Improvisation and Composing:** • Improvise using three or five notes over a backing track. • Improvise using more complex riffs and phrases. • Share and talk about their improvisation and others. • Choose a scale/note-set and instrumental group to compose an eight bar melody using three or five notes over a backing track. **Musicianship:** • Create melodic patterns using rhythmic combinations of the A natural minor scale. • Listen to and copy back melodic patterns from the notes A, B, C, D, E, F, G from memory and with notation. • Explain the difference between rhythmic and melodic patterns.	**Essential Skills: Leadership:** • Manage group discussions to reach shared decisions. • Manage disagreements to reach shared solutions **Essential Skills: Creativity:** • Generate ideas by combining different concepts • Use creativity in the context of work. **Health: Puberty.** • Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • Know about menstrual wellbeing including the key facts about the menstrual cycle.

Religious Education

Creation: *Creation & Science: conflicting or complimentary?*

• Identify what type of text some Christians say Genesis 1 is, and its purpose
• Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations
• Make clear connections between Genesis 1 and Christian belief about God as Creator
• Show understanding of why many Christians find science and faith go together
• Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses
• Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.

What matters most to Humanists and Christians?

• Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)
• Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')
• Make clear connections between Christian and Humanist ideas about being good and how people live
• Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view
• Raise important questions and suggest answers about how and why people should be good
• Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.

A	Physical Education			
AUTUMN – WALES	**Sport-specific Activities** • **Use running, jumping, throwing and catching in isolation and in combination** • **Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].** • **Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.** • **Perform dances using a range of movement patterns.** • **Take part in outdoor and adventurous activity challenges both individually and within a team.** • **Swim competently, confidently and proficiently over a distance of at least 25 metres.** • **Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].** • **Perform safe self-rescue in different water-based situations.**	**Tactics and Team Games** • **Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending**	**Evaluation** • **Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.** • **Compare their performances with previous ones and demonstrate improvement to achieve their personal best**	**Sporting Values** • **Compete in sport and other activities to build character and help to embed values such as fairness and respect.** • **School Games Values:** ○ **Passion** ○ **Determination** ○ **Self-Belief** ○ **Honesty** ○ **Respect** ○ **Teamwork**
	Dodgeball: Running / Throwing / Catching • Begin to better use the rules and aims to gain tactical advantages – including using the ball to parry hard throws • Throw the ball with more speed and accuracy • Dodge with more consistency – including consideration of next actions (where possible) • Begin catching balls travelling with more pace • Communicate effectively with teammates (including the implementation of tactics – such as targeting) **Cricket/Rounders: Catching / Throwing / Striking with an object** • Begin to better use the rules and aims to gain tactical advantages – including when and how much to run • Strike a ball with more accuracy power • Further develop catching, throwing and general fielding skills (e.g. long barriers) • Communicate clearly with teammates **Athletics: Running / Throwing / Jumping** • Further develop sprint speed and technique • Further develop pacing and stamina • Further develop jump technique, including using appropriate techniques for long jump and triple jump • Further develop throwing technique, including using appropriate technique for javelin and discus • Using running and jumping in combination (e.g. using timing and striding for hurdles) • Use an appropriate technique for baton changeover **OAA** • Further develop the effectiveness of teamwork in a range of roles • Further develop their confidence in activities involving trust • Further develop confidence at completing activities at height • Further develop confidence at completing activities involving water • Further develop basic climbing skills – e.g. foot and hand placements, forward planning, timing • Further develop orienteering skills – e.g. reading more complex maps, using compasses, distance judgement	***In the context of all of the sport-specific activities above….*** • Recall and follow the rules of a range of recognised sports • Use an increasingly wide range of tactics to attack and defend across a range of sports • Switch tactics when not working • Communicate tactics clearly with the rest of your team • Begin to implement set moves or ideas in sports • Recognise that more complicated tactics are only more effective if implemented correctly • Recognise that, in certain situations, manipulative tactics (i.e. making the opposition act or play in a particular way) can be effective • Recognise the strengths and weaknesses required for certain roles • Take on leadership roles in some sporting situations	***In the context of all of the sport-specific activities above….*** • Identify and explain how a wide range of skills have been executed • Recall variation in techniques and begin to adopt a personal preference when executing a skill • Identify and explain moments in performances of sports which were effective or not • Analyse the finer details in the execution of a range of skills (including the use of video analysis)	• Recognise when others are showing good sporting values • Recall that sporting values are fundamental when competing in any competitive game • When participating in competitive games, consistently… ○ demonstrate **passion** and **determination** (but control) ○ demonstrate **self-belief** (and team), particularly when things are going wrong ○ demonstrate **respect** for teammates, opposition, and officials ○ demonstrate **honesty** ○ demonstrate **teamwork**

Brown Clee C.E. Primary School

AUTUMN TERM B:

WORLD WAR TWO

ENGLISH (Upper KS2)

B

AUTUMN: WORLD WAR 2

Class text: LETTERS FROM THE LIGHTHOUSE

On-going objectives

Word Reading

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.

Reading Comprehension

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.
- recommending books that they have read to their peers, giving reasons for their choices.
- identifying and discussing themes and conventions in and across a wide range of writing.
- making comparisons within and across books.
- 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:

- 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.
Distinguish between statements of fact and opinion.
Retrieve, record and present information from non-fiction.
Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
Provide reasoned justifications for their views.

Writing Composition

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.
- précising 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.

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.

Narrative Genres

(1.) Historical fiction:
Fiction based on Letters from the Lighthouse

(a.) Noun phrases: Recap
- RECAP KS1/LKS2 Objectives

(b.) Verbs: Recap
- RECAP KS1/LKS2 Objectives

(c.) Clauses: Recap
- RECAP KS1/LKS2 Objectives

(c.) Punctuation: Recap
- RECAP KS1/LKS2 Objectives

(Over all three terms.) Cohesive devices
- develop their understanding of the concepts set out in English appendix 2: "Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis"; "Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]"; "Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]"

Non-Fiction Genres

(3.) Letter writing:
Letter writing during the War (e.g. Evacuee)

(a.) Layout devices in letter writing
- develop their understanding of the concepts set out in English appendix 2: "Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]"

(b.) Parenthesis
- using brackets, dashes or commas to indicate parenthesis
- develop their understanding of the concepts set out in English appendix 2: "Brackets, dashes or commas to indicate parenthesis", parenthesis, bracket, dash

Poetry

(2.) War Poetry
Range of poetic styles based on World Wars

(a.) Wider range of ENPs
- using expanded noun phrases to convey complicated information concisely

S&L / Drama

Role Play: Evacuation

Handwriting

Write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Spellings

Use further prefixes and suffixes and understand the guidance for adding them.
Spell some words with 'silent' letters [for example, knight, psalm, solemn].
Continue to distinguish between homophones and other words which are often confused.
Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.
Use dictionaries to check the spelling and meaning of words.
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
Use a thesaurus.

Spoken Language

Listen and respond appropriately to adults and their peers.
Ask relevant questions to extend their understanding and knowledge.
Use relevant strategies to build their vocabulary.
Articulate and justify answers, arguments and opinions.
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
Speak audibly and fluently with an increasing command of Standard English
Participate in discussions, presentations, performances, role play, improvisations and debates.
Gain, maintain and monitor the interest of the listener(s)
Consider and evaluate different viewpoints, attending to and building on the contributions of others.
Select and use appropriate registers for effective communication.

B

Mathematics

Black: NC Y5 Objectives **Black Bold: NC Y6 Objectives** WRM Y5 Objectives WRM Y6 objectives

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Number – Place Value		Number – Four Operations					Number – Fractions				
AUTUMN: WORLD WAR 2	Read, write numbers to at least 1 000 000 and determine the value of each digit **Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit** Use concrete manipulatives and pictorial representations to represent numbers up to 10,000. Represent numbers on a place value grid to 100,000. Read and write and place on a numberline, numbers to 100,000. Read, write and represent numbers to 1,000,000. Use a numberline to find numbers inbetween. Read, write and represent numbers to 1,000,000 in different ways. Compare numbers up to 100,000 in a variety of ways. Order a set of numbers up to 100,000 in a variety of ways. Compare numbers up to 1,000,000 using comparison vocabulary and symbols. Order a set of numbers up to 1,000,000 using comparison vocabulary and symbols. Compare whole numbers up to 10 million using numbers presented in different ways. Order whole numbers up to 10 million using numbers presented in different ways. Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. **Round any whole number to a required degree of accuracy.** Round numbers to 10, 100 and 1000. Round numbers within 100,000. Round numbers within 1,000,000. Round any number within 10,000,000. Count forwards or backwards in steps of 10 for any given number up to 1,000,000. Complete number sequences and can describe the term-to-term rule. Count forwards in powers of 10 to 1,000,000. Count backwards in powers of 10s from 1,000,000. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. **Use negative numbers in context, and calculate intervals across zero.** Position negative numbers on a numberline. See and use negative numbers in context eg temperature. Count forwards through zero. Count backwards through zero. Find intervals across zero. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. Use Roman numerals to 100 to begin to derive Roman numerals to 1,000 Recognise years written in Roman Numerals	Add whole numbers with more than 4 digits, including using formal written methods (columnar addition). Add numbers mentally with increasingly large numbers. Add more than 4 digit numbers. Subtract whole numbers with more than 4 digits, including using formal written methods (columnar subtraction). Subtract numbers mentally with increasingly large numbers. Subtract more than 4 digits. Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. Use their knowledge of addition and subtraction to check workings to ensure accuracy. Use commutative law to see that addition can be done in any order by subtraction cannot. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. **Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why** Use knowledge of addition and subtraction to solve multistep problems. Consolidate knowledge of column addition and subtraction, understanding language of 'exchange'. Solve multi-digit calculations. Solve multi-step problems in a range of contexts. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. **Identify common factors, common multiples and prime numbers** Find multiples of whole numbers. Find common multiples of numbers. Calculate multiples, including using numbers outside of those in timestable facts. Multiply and divide numbers mentally drawing upon known facts. Multiply and divide whole numbers by 10, 100 and 1000. Multiply by 10. Multiply by 100. Multiply by 1000. Divide by 10. Divide by 100 Divide by 1000. Use knowledge of multiples of 10, 100 and 1000 to answer related questions. 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 multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication** Use a variety of informal written methods to multiply a four-digit and a one-digit number. Use Base 10 to represent the area model of multiplication. Understand the role and importance of the zero in the column method. Use formal methods to multiply a two digit number by a two digit number. Use formal methods to multiply a three digit number by a two digit number. Use formal methods to multiply a four digit number by a two digit number. Use formal column method to multiply a four digit number by a two digit number. Solve multi-step problems in a range of contexts. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. **Identify common factors, common multiples and prime numbers.** Understand the relationship between multiplication and division. Use arrays to show the relationship between multiplication and division. Understand that factors come in pairs. Find common factors of two numbers. Use arrays to compare factors of a number. Use Venn diagrams to show factors of numbers. Find common factors of two numbers using mental methods and knowledge of multiples. 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. **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 up to 4-digit numbers by a 1-digit number wholly. Divide up to 4-digit numbers by a 1-digit number with remainders. Use short division to divide a 4 digit number by a 2 digit number. Use number sense to see the relationship between the dividend and the divisor with multiples of 10. Use number sense to see the relationship between the dividend and the divisor with other multiples. Use long division as a method of dividing a 3 digit number by a 2 digit number – no remainders. Use long division as a method of dividing a 4 digit number by a 2 digit number – no remainders. Use long division as a method of dividing a 3 digit number – with remainders. Understand how to interpret the remainder. Use long division as a method of dividing a 4 digit with numbers – with remainders. 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. Recognise and use square numbers and cube numbers, and the notation for squared and cubed . **Identify common factors, common multiples and prime numbers.** Use knowledge of factors to know that some numbers only have 2 factors (prime numbers). Know that non-primes are known as composite numbers. Recall primes up to 19. Establish whether a number is a prime up to 100. Using primes, break a number down into its prime factors. Know that 1 is not a prime number as it only has 1 factor. Find factors of numbers. Know that squared numbers have an odd number of factors and are the result of multiplying a whole number by itself. Know the notation for a squared number is $^{2.}$ Know that a cubed number is the result of multiplying a number by itself three times. Know the notation for a cubed number is $^{3.}$ Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. Use their understanding of prime numbers to work out whether numbers up to 100 are a prime number or not. Using primes, break a number down into its prime factors. Solve problems involving square and cubed numbers. Use their knowledge of the order of operations to carry out calculations involving the four operations. Understand that the order of operation affects the answer. Know that in mixed operation calculations, calculations are now carried out from left to right. Know the convention that when there is no operation sign written, this means multiply. Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. Use their understanding of estimating and rounding to estimate answers for calculations and problems. Use their knowledge of addition and subtraction to check workings to ensure accuracy. Use commutative law to see that addition can be done in any order by subtraction cannot. Perform mental calculations, including with mixed operations and large numbers. Perform mental calculations, including with mixed operations and large numbers. Use known facts from one calculation to solve determine the answer to another similar calculation.	Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. **Use common factors to simplify fractions; use common multiples to express fractions in the same denomination** Explore equivalent fractions using models and concrete representations. Use models to make the link to multiplication and division. Apply the abstract method to find equivalent fractions. Use their knowledge of the highest common factor to simplify fractions. Count forwards in fractions. Count backwards in fractions. Compare and order fractions with the same denominator or denominators that are the multiples of the same number. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number. Convert improper fractions to mixed numbers. Convert from mixed numbers to improper fractions using concrete and pictorial methods to understand the abstract method. Count up and down in a given fraction. Use visual representations to explore number sequences. Find missing fractions in a sequence and determine whether the sequence is increasing or decreasing and by how much. Compare and order fractions whose denominators are all multiples of the same number. **Compare and order fractions, including fractions > 1** Compare and order fractions less than 1 where the denominators are multiples of the same number. Compare the fractions by finding a common denominator or a common numerator. Compare and order fractions greater than 1. Compare both improper fractions and mixed numbers. Use knowledge of equivalent fractions to compare fractions where the denominators are not multiples of the same number. Find the lowest common multiple of the denominators in order to find equivalent fractions with the same denominators. Compare numerators to find the larger or smaller fractions. Compare fractions by finding a common numerator. Add and subtract fractions with the same denominator and denominators that are multiples of the same number. **Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.** Add and subtract fractions with the same denominator. Use bar models to support understanding of adding and subtracting fractions. Add fractions with different denominators where one denominator is a multiple of the other. Use pictorial representations to convert the fractions so they have the same denominator. Add more than 2 fractions where two denominators are a multiple of the other. Use a bar model to add more than 2 fractions where two denominators are a multiple of the other. Represent adding fractions using pictorial methods to explore adding two or more proper fractions where the total is greater than 1. Record their totals as an improper fraction and then convert this to a mixed number. Add two fractions where one or both are mixed numbers or improper fractions. Subtract fractions with different denominators for the first time, where one denominator is a multiple of the other. Subtract fractions where one denominator is a multiple of the other to subtract proper fractions from mixed numbers. Subtract two fractions where one is a mixed number and you need to break one of the wholes up. Use the method of flexible partitioning to create a new mixed number. Use different strategies to subtract two mixed numbers. Partition mixed numbers into wholes and parts. Convert to improper fractions when an exchange is involved. Add fractions within 1 where the denominators are multiples of the same number. Subtract fractions within 1 where the denominators are multiples of the same number. Add fractions where the denominators are not multiples of the same number. Subtract fractions where the denominators are not multiples of the same number. Add mixed numbers. Subtract mixed numbers. Solve problems that involve adding and subtracting fractions and mixed numbers. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. **Multiply simple pairs of proper fractions, writing the answer in its simplest form.** Link multiplying fractions to repeated addition. Understand that the denominator remains the same, whilst the numerator is multiplied by the integer. Multiply a non-unit fraction by a whole number. Discuss which method will be the most efficient depending on the questions asked. Review the concept of commutativity by showing examples of the fraction first and the integer first in the multiplication. Multiply a mixed number by a whole number. Use the method of repeated addition, multiplying the whole and part separately and the method of converting to an improper fraction then multiplying. Multiply fractions and mixed numbers by integers. Use concrete and pictorial representations to multiply fractions. **Divide proper fractions by whole numbers.** Divide fractions by integers where the numerator is a multiple of the integer they are dividing by. Divide fractions where the numerator is not a multiple of the integer they are dividing by. Combine the four operations when calculating with fractions. Solve problems involving number up to 3 decimal places. **Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.** Find unit and non-unit fractions of amounts, quantities and measures. Link their understanding of fractions of amounts and multiplying fractions to use fractions as operators. Use their knowledge of commutativity to help them understand that you can change the order of multiplication without changing the product. Calculate fractions of an amount. Recognise that the denominator is the number of parts the amount is being divided into, and the numerator is the amount of those parts we need to know about. Find the whole amount from the known value of a fraction.			

B

Science

AUTUMN: WORLD WAR 2

Programme of Study

Electricity (Y4 Physics)

Identify common appliances which run on electricity
- Can name appliances that run on electricity.
- Discuss that an electrical current is needed for electrical appliances to work.

Construct simple series electrical circuits, identifying and naming its basic parts, including cells, wires, switches and buzzers.
- Can name basic parts of an electrical circuit.
- Understand that a battery/cell is needed to work bulbs and buzzers.
- Understand that a closed circuit is needed for a battery/cell to work a buzzer or bulb.
- Can construct simple parallel circuits.

Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of the loop with a battery.
- Understand that a closed circuit is needed for a battery/cell to work a buzzer or bulb.
- Discuss why certain bulbs may not light up in partially open parallel circuits.

Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- Can identify when a switch is opened or closed.
- Understand that an open switch will prevent electricity running to a bulb or buzzer.
- Can discuss different types of switches and how each one is open or closed.

Recognise some common conductors and insulators, and associate metals with being good conductors.
- Recall that electrical conductors allow electricity to flow freely and that insulators do not.
- Recall that most metals are good conductors of electricity.
- Discuss why an insulator creates an open circuit.

Electricity (Yr6 - Physics)

Associate the brightness of a lamp or volume of a buzzer with the number of voltage cells.
- Recall that electricity flows from a battery/cell to the components of a circuit (e.g. buzzer/lamp)
- Explain that the output from a circuit component (i.e. light/noise) is used electricity
- Explain how excessive electrical energy can cause short-circuiting (e.g. lamps blowing)

Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the position of the on/off switches.
- Recall that electrical circuits must be complete to work
- Explain reasons as to why a component may not be working
- Explain the function of a resistor

Use recognised symbols when representing a simple circuit in a diagram.
- Use basic symbols (e.g. linkages, bulbs, buzzers cells/batteries, switches)
- Begin using more complex symbols and multiple-route diagrams
- Predict the outcome of a proposed circuit diagram

Vocabulary:
- (In)complete circuit
- Power source
- Component
- Voltage
- Output
- Energy
- Current
- Resistance
- Insulator
- Conductor

Working scientifically

Theme	Type	Plan:	Do:	Record:	Review:
		- Planning different types of scientific enquires to answer questions, including recognising and controlling variables where necessary.	- 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.	- Using test results to make predictions to set up further comparative and fair tests - Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of, and degree of trust in, results – in written and oral forms such as displays and other presentations - Identifying scientific evidence that has been used to support or refute ideas of arguments.
Voltage and brightness	Pattern seeking	**Investigation Type:** Understand what is meant by a "noticing patterns" **Investigation Type:** Plan an investigation involving noticing patterns **Investigation Type:** Choose appropriate measuring equipment and scale (including understanding the term precise)	**Observing:** Make and discuss systematic and careful observations (noticing patterns).	**Presenting:** Record and present data using drawings and labelled diagrams. **Presenting:** Record and present data using scatter and line graphs.	**Reporting:** Report, discuss and present findings orally. **Patterns:** Summarise a range of data by describing any relationships. **Evaluating:** Discuss the reliability of an investigation

B

History: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Axis and Allies

Key Lines of Historical Enquiry: What were the major turning points of World War Two?

AUTUMN: WORLD WAR 2

Chronological Understanding:	Historical Knowledge:	Historical Concepts:	Historical Enquiry & Skills:	Contextual Historical Vocabulary:
• **Know and understand where a historic period fits within the wider context of British, local and world history.** • **Establish a clear narrative within and across the historic period.**	• **Know and understand the nature of ancient civilisations.** • **Know and understand the history of the UK as a coherent, chronological narrative.** • **Know how people's lives have shaped this nation.** • **Know how Britain has influenced and been influenced by the wider world.** • **Know and understand significant aspects of the history of the wider world.** • **Know and understand the expansion and dissolution of empires.** • **Know and understand the characteristic features of past non-European societies.** • **Know and understand the achievements and follies of man.**	**Understand the following key historical concepts:** ▪ **Continuity and change** ▪ **Cause and consequence** ▪ **Similarity and difference** ▪ **Historical significance.** **Use these concepts to** ▪ **make connections** ▪ **draw contrasts** ▪ **analyse trends** ▪ **frame historically-valid questions** ▪ **create own structured accounts, including written narratives and analyses.**	• **Understand there are different methods of historical enquiry.** • **Know how evidence is used rigorously to make historical claims.** • **Understand how and why contrasting arguments and interpretations of the past have been constructed.** • **Construct informed responses involving thoughtful selection and organisation of historical knowledge.**	• **Use common words and phrases relating to the passing of time.** • **Use a wide vocabulary of everyday historical terms.**
Place WW2 on a timeline Recognise the scale of time between 1066, WW2 and modern day. Order the key events around World War Two: • First World War armistice and treaty of Versailles signed • Hitler becomes Fuhrer of Germany • Austria (and part of Czechoslovakia become part of Nazi Germany) • Nazi Germany invades Poland; Britain, France and allies declare war on Germany • German invasion of Western Europe begins • Dunkirk Evacuation and French surrender to Germany • Battle of Britain begins • Germany, Italy and Japan agree Tripartite Pact • Axis Powers begin to invade the Soviet Union. Soviet Union joins the Allied Powers • Japan bomb Pearl Harbour and US join Allied Powers • US defeat Japan in the Battle of Midway • The battle of Stalingrad • Italy Surrender to Allies • Siege of Leningrad ends • Normandy Landings. Paris liberated from Nazi Germany • Soviet Union invade Berlin. Hitler commits suicide and Germany surrender. • Atomic bomb dropped on Hiroshima and Nagasaki by US • Japan surrender and the official end of World War 2	• Recall and describe some of the key turning points of World War Two (*see chronology*) • Explain how these turning points impacted the war • Identify the major Axis and Ally Powers (including some major political leaders) - Germany (Hitler) - Britain (Chamberlain/Churchill) - Italy (Mussolini) - US (Roosevelt) - Soviet Union (Stalin) - France (De Gaulle – Free French) - Japan (Tojo)	**Similarities and difference:** • Compare and contrast war to other forms of conflict. **Continuity and change:** • Analyse the trends of fatalities throughout the duration of the war **Cause and consequence:** • Identify the turning points in WW2 and make connections as to their impact. **Historical significance:** • Evaluate the global historical significance of WW2. **Frame historically-valid questions** **Create written analysis around Key Enquiry**	• Explain the impact of time on the reliability of historical evidence • Recognise that due to being very recent history there is larger range of evidence available • Explain that photographic evidence is significant for our understanding of this period of time • Explain that first-hand accounts are vital for our understanding of this period of time. • Argue that the bias involved with historical evidence and accounts will differ depending on the origin of a source	Axis vs. allies Invasion vs. war vs. raid vs. settlement Political vs. geographical Allegiance Fuhrer Evacuation/Evacuee Rationing Propaganda Aryan Luftwaffe Atomic

Geography: Countries involved in WW2

Key Lines of Geographical Enquiry: Which countries were involved in WW2?

Locational Knowledge:	Geographical Skills:
• **Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities** • **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time** • **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones (including day and night)**	• **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied** • **Use the eight 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 UK and the wider world.**
• Name and locate Europe, Australia Belgium, Brazil, Canada, China, Czechoslovakia, Denmark, Estonia France, Greece, India, Latvia, Lithuania, Malta, The Netherlands New Zealand, Norway, Poland South Africa, UK, USA, USSR Yugoslavia, Germany, Japan, Italy, Slovakia, Hungary, Romania, Bulgaria. • Locate the English Channel, London, Scandinavia, North Sea, Mediterranean Sea, Atlantic Ocean. • Identify the position and significance of the latitudes and longitudes relevant to Europe. • Identify the position and significance of which time zones cover Europe.	Use maps, atlases, globes and digital/computer mapping to locate: Europe, Australia, Belgium, Brazil, Canada, China, Czechoslovakia, Denmark, Estonia, France, Greece, India, Latvia, Lithuania, Malta, The Netherlands, New Zealand, Norway, Poland, South Africa, UK, USA, USSR, Yugoslavia, Germany, Japan, Italy, Slovakia, Hungary, Romania, Bulgaria, English Channel, London, Scandinavia, North Sea, Mediterranean Sea, Atlantic Ocean.

B	Art & Design	Design & Technology
AUTUMN: WORLD WAR 2	**Abstract Landscapes: Drawing & Painting** • Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration. • Make images appear further away by making them smaller and making parallel lines appear to converge as they get further away from the viewer. • Use knowledge of colour families to create contrast. • Create light and dark tones. • Use a range of brushstrokes to indicate changes in shape and form. • Revise understanding of vanishing point to create perspective. • Draw and paint an abstract landscape depicting a WW2 scene using elements of perspective, line, shape, colour and space. • Discuss why the work was made, as well as how. • Share how other artists/artwork inspired you and how your work fits into larger context. • Share work to others in small groups, and listen to what they think about what you have made.	**Electrical: How can you use computer control to make an electrical alarms?** • Research and investigate different types of alarms. • Disassemble products and describe function of different sensors and switches. • Use simple prototypes, labelled sketches and detailed instructions to plan a computer-controlled alarm. • Use research to develop design criteria that are fit for purpose. • Select materials and components according to known characteristics and functions. • Select an appropriate sensor/switch for an effective alarm in different contexts. • Make an electrical alarm that is computer-controlled. • Use analysis of existing products supported by accurate factual information to inform own work. • Test and evaluate products to identify the variants which may affect the function of a product. • Give reasons, supported by factual evidence for the success of aspects of a product and provide considered solutions to resolve those parts that could be improved. • Explore and develop electrical circuits to make them work better. • Create simple flow-charts incorporating sub-procedures. • Use computer-controlled circuits using input switches and sensors. • Explain the benefits of using computer-control.
	Modern Foreign Languages	**Computing**
	Phonetics 3 & 4/ The Date / My Home: • Listen and identify the É E È EAU EUX phonemes. • Listen and identify the QU GNE Ç EN AN phonemes. • Recognise, read, say and spell the twelve months of the year. • Say and ask what the date is. • Ask the question "When is your birthday?" • Say when your birthday is • Recall some key dates from the French calendar. • Say and spell the words for an apartment and a house. • Say what rooms I have/do not in my home. • Ask somebody to describe their home to me. • Recall that months of the year and days of the week do not have a capital letter unless they are found at the start of a sentence. • Recall the only ordinal number for saying the date is the 1st after that only cardinal numbers are used. No 2nd, 3rd , 4th • Use the connective word for “and” (et) to link two sentences together	***DATA & INFORMATION: Flat File Databases*** INFORMATION TECHNOLOGY: • Use a form to record information. • Compare paper and computer-based databases. • Outline how grouping and then sorting data allows us to answer questions. • Explain that tools can be used to select specific data. • Explain that computer programs can be used to compare data visually. • Apply my knowledge of a database to ask and answer real-world questions. ***DATA & INFORMATION: Spreadsheets*** INFORMATION TECHNOLOGY: • Identify questions which can be answered using data. • Explain that objects can be described using data. • Explain that formula can be used to produce calculated data. • Apply formulas to data, including duplicating. • Create a spreadsheet to plan an event. • Choose suitable ways to present data.

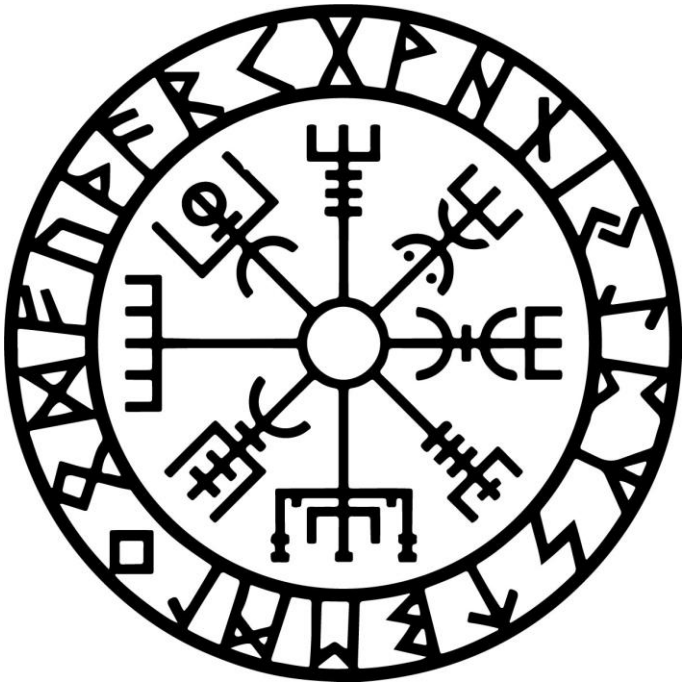
B	Music	RHSE
AUTUMN: WORLD WAR 2	**Battle of the Bands : Romantic: Coleridge Taylor: Song of Hiawatha** **Listening & Musical Appreciation:** • Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. • Recall that Samuel Coleridge Taylor was a 19th century composer from the Romantic Period. • Recall that the Song of Hiawatha is a trilogy of cantatas based on a poem written by Longfellow. • Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, final chorus, improvisation, call and response and AB form. • Explain the role of a main theme in a musical structure. **Singing:** • Discuss the different styles of singing used for different styles of song. • Sing in unison and in parts, and as part of a smaller group. • Sing as part of a choir with an understanding that unison/harmony will affect the musical texture. **Performance:** • Play and perform a glockenspiel part as part of the song they are learning to sing by ear or from standard notation. • Play any one, or all four, differentiated parts on a glockenspiel – a onenote, simple or medium part or the melody of the song from notation. • Understand how to rehearse a piece of music in order to improve. **Improvisation and Composing:** • Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape using three or five notes. • Improvise over a simple chord progression using conjunct and disjunct movement (moving in • steps and leaps). • Compose an eight-bar melody using three or five notes over the backing track. • Structure musical ideas (eg using echo or question and answer phrases) to create music that has a beginning, middle and end. **Musicianship:** • Recognising the tonal centre is C major and the C major scale is used. • Copy back complex melodic patterns as a call and response exercise, both aurally and visually. • Recognise and read simple notation and tonic sol-fa.	**Essential Skills: Listening** • Listen to others and record important information as I do • Show I am listening by how I use eye contact and body language **Essential Skills: Problem Solving** • Explore problems by thinking about the pros and cons of possible solutions. • Explore complex problems by exploring when there are no simple technical solutions. **Essential Skills: Speaking** • Speak effectively by using appropriate language. • Speak effectively by using appropriate tone, expression and gesture. **Essential Skills: Teamwork** • Work well with others by respecting diversity of others' cultures, beliefs and backgrounds. • Contribute to group decision making. **Health: Mental Well-Being** • Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Know isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • Know that bullying has a negative and often lasting impact on mental wellbeing. • Know where and how to seek support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions. • Know it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
	Religious Education	
	People of God: ***How can following God bring freedom and justice?*** • Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. • Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. • Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. • Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses. **God/Torah:** ***Why is the Torah so important to Jewish people?*** • Identify and explain Jewish beliefs about God • Give examples of some texts that say what God is like and explain how Jewish people interpret them • Make clear connections between Jewish beliefs about the Torah and how they use and treat it • Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) • Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) • Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today • Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.	

B	Physical Education			
AUTUMN: WORLD WAR 2	**Sport-specific Activities** • **Use running, jumping, throwing and catching in isolation and in combination** • **Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].** • **Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.** • **Perform dances using a range of movement patterns.** • **Take part in outdoor and adventurous activity challenges both individually and within a team.** • **Swim competently, confidently and proficiently over a distance of at least 25 metres.** • **Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].** • **Perform safe self-rescue in different water-based situations.**	**Tactics and Team Games** • **Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending**	**Evaluation** • **Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.** • **Compare their performances with previous ones and demonstrate improvement to achieve their personal best**	**Sporting Values** • **Compete in sport and other activities to build character and help to embed values such as fairness and respect.** • **School Games Values:** ○ **Passion** ○ **Determination** ○ **Self-Belief** ○ **Honesty** ○ **Respect** ○ **Teamwork**
	Cross Country: • Further develop pacing and running technique • Improve speed, power and stamina to allow running at faster speeds and longer durations. • Use running in a wider range of game-situation **Netball and Basketball: Running / Catching / Throwing / Striking with a body part** • Begin to better use the rules and aims to gain tactical advantages – including positional understanding • Further develop passing and catching accuracy • Further develop shooting accuracy • Develop more complex sport-specific techniques such as landing and pivoting in netball • Develop shielding skills to prevent opposition accessing ball **Gymnastics: Jumping** • Perform increasingly complex balances – including those on balance beams and with partner • Perform specific balances – e.g. arabesques and Y balances • Make different body shapes – including in air – and link these together • Move using body revolutions (e.g. forward rolls and cartwheels) • Use horizontal body rotations (e.g. full turns and pivots) • Vault onto platforms • Vault through platforms • Use a skip step before jumping after running • Use a springboard carefully • Land carefully from jumps and vaults, minimising movement • Demonstrate flexibility by stretching joints in different ways (e.g. pike and straddle sits) • Link different jumps, movements, rotations and balances in more complex routines • Design group and individual routines • Support own body weight on ropes or bars • Pull own body weight up on ropes or bars	***In the context of all of the sport-specific activities above….*** • Recall and follow the rules of a range of recognised sports • Use an increasingly wide range of tactics to attack and defend across a range of sports • Switch tactics when not working • Communicate tactics clearly with the rest of your team • Begin to implement set moves or ideas in sports • Recognise that more complicated tactics are only more effective if implemented correctly • Recognise that, in certain situations, manipulative tactics (i.e. making the opposition act or play in a particular way) can be effective • Recognise the strengths and weaknesses required for certain roles • Take on leadership roles in some sporting situations	***In the context of all of the sport-specific activities above….*** • Identify and explain how a wide range of skills have been executed • Recall variation in techniques and begin to adopt a personal preference when executing a skill • Identify and explain moments in performances of sports which were effective or not • Analyse the finer details in the execution of a range of skills (including the use of video analysis)	• Recognise when others are showing good sporting values • Recall that sporting values are fundamental when competing in any competitive game • When participating in competitive games, consistently… ○ demonstrate **passion** and **determination** (but control) • demonstrate **self-belief** (and team), particularly when things are going wrong.

Brown Clee C.E. Primary School

SPRING TERM B:

VIKINGS



ENGLISH (Upper KS2)

B

SPRING: VIKINGS

Class text: RIDDLE OF THE RUNES

On-going objectives

Word Reading

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.

Reading Comprehension

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.
- recommending books that they have read to their peers, giving reasons for their choices.
- identifying and discussing themes and conventions in and across a wide range of writing.
- making comparisons within and across books.
- 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:

- 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.
Distinguish between statements of fact and opinion.
Retrieve, record and present information from non-fiction.
Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
Provide reasoned justifications for their views.

Writing Composition

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.
- précising 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.

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.

Narrative Genres

(3.) Myths:

Norse Myths

(a.) Verb tenses
- using the perfect form of verbs to mark relationships of time and cause

(b.) Speech characterisation
- recognising vocabulary and structures that are appropriate for formal speech and writing
- develop their understanding of the concepts set out in English appendix 2: "The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]", "The difference between structures typical of informal speech and structures appropriate for formal speech and writing"

Non-Fiction Genres

(2.) Dictionaries:

Runic dictionary

(a.) Recap KS1/LKS2 and Autumn objectives

(b.) Synonyms, antonyms and rewording
- develop their understanding of the concepts set out in English appendix 2: "How words are related by meaning as synonyms and antonyms [for example, big, large, little].", synonym, antonym

(c.) Colons to introduce ideas
- using a colon to introduce a list
- develop their understanding of the concepts set out in English appendix 2: "Use of the colon to introduce a list and use of semi-colons within lists", colon, semi-colon

(4.) Explanation texts:

Gravity

(a.) Layout devices in explanation texts
- develop their understanding of the concepts set out in English appendix 2: "Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]"

(b.) Passive vs. Active
- using passive verbs to affect the presentation of information in a sentence
- develop their understanding of the concepts set out in English appendix 2: active, passive

Poetry

(1.) Shape Poems:

Runic shape poetry

(a.) Hyphens to avoid ambiguity
- using hyphens to avoid ambiguity- develop their understanding of the concepts set out in English appendix 2: "How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]", hyphen, ambiguity

S&L / Drama

Presentations:

My favourite book

Handwriting

Write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Spellings

Use further prefixes and suffixes and understand the guidance for adding them.
Spell some words with 'silent' letters [for example, knight, psalm, solemn].
Continue to distinguish between homophones and other words which are often confused.
Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.
Use dictionaries to check the spelling and meaning of words.
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
Use a thesaurus.

Spoken Language

Listen and respond appropriately to adults and their peers.
Ask relevant questions to extend their understanding and knowledge.
Use relevant strategies to build their vocabulary.
Articulate and justify answers, arguments and opinions.
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
Speak audibly and fluently with an increasing command of Standard English
Participate in discussions, presentations, performances, role play, improvisations and debates.
Gain, maintain and monitor the interest of the listener(s)
Consider and evaluate different viewpoints, attending to and building on the contributions of others.
Select and use appropriate registers for effective communication.

Mathematics

B

Black: NC Y5 Objectives **Black Bold: NC Y6 Objectives** WRM Y5 Objectives WRM Y6 objectives

SPRING: VIKINGS

Week 1 & Week 2 — Number: Fraction Consolidation & Ratio

Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
Know that a ratio shows the relationship between 2 values.
Describe how one value is related to another.
Compare ratios and fractions.
Know the colon symbol is the notation for ratio.
Read ratios.
Understand that the ratio notation relates to the order of parts.

Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
Calculate ratios.

Solve problems involving similar shapes where the scale factor is known or can be found.
Enlarge shapes to make them 2 or 3 times as big.
Understand the meaning of the term 'scale factor'.
Draw 2D shapes on a grid to a given scale factor.
Find scale factors when given similar shapes.
Use multiplication and division facts to calculate missing information and scale factors.

Week 3, Week 4 & Week 5 — Number: Decimals & Percentage

Read and write decimal numbers as fractions.
Use place value counters and a place value grid to make numbers with up to two decimal places.
Read and write decimal numbers and understand the value of each digit.
Show their understanding of place value by partitioning decimal numbers in different ways.
Convert a fraction into a decimal.
Convert more complex decimals numbers (e.g. 0.96, 0.03, 0.27) and numbers greater than 1 (e.g. 1.2, 2.7, 4.01).
Represent numbers as fractions and as decimals.
Record the number in multiple representations, including expanded form and in words.

Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
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
Recognise that thousandths arise from dividing one whole into one thousand equal parts.
Understand that one hundredth is ten thousandths.
Count in thousandths and represent tenths, hundredths and thousandths on a place value grid and a number line.
Recognise the relationship between 1/1000 and 0.001.
Understand the relationships between tenths, hundredths and thousandths, using decimal and mixed number equivalences.
Represent decimals in different ways and also explore deeper connections such as 100/1000 is the same as 1/10.
Multiply numbers with decimals by 10, 100 and 1,000.
Divide numbers with decimals by 10, 100 and 1,000.
Multiply numbers with up to three decimal places by 10, 100 and 1,000.
Divide numbers with up to three decimal places by 10, 100 and 1,000.

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.
Understand the value of each place value column and describe its value in words and digits for numbers to 3 decimal places.
Use concrete resources to investigate exchanging between columns.
Use their place value knowledge to help them convert a decimal into a fraction.

Round decimals with two decimal places to the nearest whole number and to one decimal place.
Round to the nearest whole number and to the nearest tenth.

Read, write, order and compare numbers with up to three decimal places.
Order and compare numbers with up to three decimal places.
Create simple rules for sequencing decimals.

Multiply one-digit numbers with up to two decimal places by whole numbers.
Use concrete resources to multiply decimals.

Use written division methods in cases where the answer has up to two decimal places.
Use concrete resources to divide decimals.
Solve problems in cases where the answer has up to 2 decimal places.

Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
Know common fractions, such as thirds, quarters, fifths and eighths, as decimals.
Use efficient methods to convert fractions to decimals.
Recognise that ¾ is the same as 3 ÷ 4.
Find fractions as decimals by dividing the numerator by the denominator.

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.
Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
Understand that 'per cent' relates to 'number of parts per hundred'.
Use different representations which show different parts of a hundred.
Use 'number of parts per hundred' alongside the % symbol.
Represent percentages as fractions using the denominator 100 and make the connection to decimals and hundredths.
Recognise percentages, decimals and fractions are different ways of expressing proportions.
Recognise simple equivalent fractions and represent them as decimals and percentages.
Recognise equivalent fractions of consider denominators of a multiple of 10 or 25 and represent them as decimals and percentages.
Understand that 'percent' means 'out of 100'.
Convert fractions to equivalent fractions where the denominator is 100 in order to find the percentage equivalent.
Use their knowledge of common equivalent fractions and decimals to find the equivalent percentage.
Convert between fractions, decimals and percentages to order and compare them.
Use known fractional equivalences to find percentages of amounts.
Find multiples of 10% and other known percentages.
Find the missing whole or a missing percentage when the other values are given.

Week 6 & Week 7 — Number: Decimals & Algebra

Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
Add decimals within one whole.
Subtract decimals using a variety of different methods.
Find the complements which sum to make 1.
Understand the links with number bonds to 10, 100 and 1000.

Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5 and 4/5 and those fractions with a Denominator of a multiple of 10 or 25.
Add numbers greater than one with the same number of decimal places.
Subtract numbers with the same number of decimal places.
Add numbers with different numbers of decimal places.
Subtract decimals with different numbers of decimal places.
Add and subtract numbers with decimals from whole numbers.
Create simple rules for decimal sequences.

Use simple formulae
Understand that one-step function is where they perform just one operation on the input.
Know that for each number they put into a function machine, there is an output.
Work out a one step function given a set of inputs and outputs.
Use strategies to find 2-step functions.
Record input and output values in the form of a table.

Express missing number problems algebraically
Use simple algebraic inputs e.g. y.
Form expressions e.g. y + 4.
Substitute into simple expressions to find a particular value.

Generate and describe linear number sequences
Substitute into familiar formulae such as those for area and volume.
Use simple formulae to work out values of everyday activities such as the cost of a taxi or the amount of medicine to take given a person's age.
Use algebraic notation to form one-step equations.
Know the difference between an expression like $x + 5$, which can take different values depending on the value of x, and an equation like $x + 5 = 11.2$ where x is a specific unknown value.

Express missing number problems algebraically
Solve simple one step equations involving the four operations.
Solve simple two step equations involving the four operations.

Find pairs of numbers that satisfy an equation with two unknowns
Use their understanding of substitution to consider what possible values a pair of variables can take.

Enumerate possibilities of combinations of two variables.
Find possible solutions to equations which involve multiples of one or more unknown.

Week 8 — 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).
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.
Understand that 'kilo' means a thousand.
Convert from metres to kilometres (km), grams to kilograms (kg) and vice versa.
Understand that milli- means 1/1,000
Convert from metres to millimetres (mm), litres to millilitres (ml) and vice versa.
Convert between different units of length and choose the appropriate unit for measurement.
Know that that they need to divide by different multiples of 10 to convert between the different measurements.
Read, write and recognise all metric measures for length, mass and capacity.
Use their skills of multiplying and dividing by 10, 100 and 1,000 when converting between units of length, mass and capacity.
Convert in both directions e.g. m to cm and cm to m.

Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.
Use and apply their conversion skills to solve measurement problems in context.

Convert between miles and kilometres
Know that 5 miles is approximately equal to 8 km.
Find approximate conversions from miles to km and from km to miles.
Know meaning of the symbol '≈' as "is approximately equal to".

Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.
Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds (lbs) and pints.
Know and use the following facts:
- 1 foot is equal to 12 inches
- 1 pound is equal to 16 ounces
- 1 stone is equal to 14 pounds
- 1 gallon is equal to 8 pints
- 1 inch is approximately 2.5 cm

Perform related conversions, both within imperial measures and between imperial and metric.

Solve problems involving converting between units of time.
Convert between different units of time including years, months, weeks, days, hours, minutes and seconds.

Week 9 & Week 10 — Measurement: Perimeter, Area and Volume.

Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
Recognise that shapes with the same areas can have different perimeters and vice versa.
Measure the perimeter of rectilinear shapes from diagrams without using grids.
Recognise that they need to use a ruler accurately.
Apply knowledge of measuring length and perimeter to find unknown side lengths.
Find perimeter of shapes with and without grids.
Calculate area and perimeter of rectilinear shapes.
Understand that shapes with the same area can have the same or different perimeters.

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.
Recognise when it is possible to use formulae for area and volume of shapes.
Use a formula to find the area of a rectangle.
Calculate the area of compound shapes.
Use knowledge of counting squares to estimate area of shapes that are not rectilinear.
Use knowledge of fractions to estimate how much of a square is covered.
Find and draw rectilinear shapes that have the same area.
Use their knowledge of factors to draw rectangles with different areas.
Calculate area and perimeter of rectilinear shapes.

Calculate the area of parallelograms and triangles.
Work out the area of different triangles by counting.
Understand the link between the area of a triangle and the area of a rectangle or square.
Use their knowledge of finding the area of a rectangle to find the area of a right-angled triangle.
Use the formula, base × perpendicular height ÷ 2 to calculate the area of a variety of triangles where different side lengths are given and where more than one triangle make up a shape.
Use their knowledge of finding the area of a rectangle to find the area of a parallelogram.

Estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water].
Recognise when it is possible to use formulae for area and volume of shapes.
Understand that volume is the amount of solid space something takes up.
Understand how volume differs from capacity.
Compare and order different solids that are made of cubes.
Estimate volume and capacity of different solids and objects.
Choose the most suitable unit of measure for different objects.
Understand that volume is the amount of solid space taken up by an object, whereas capacity is the amount a container can hold.
Understand that volume is the space occupied by a 3-D object.
Know the link between counting cubes and the formula $(l \times w \times h)$ for calculating the volume of cuboids.
Estimate capacity.
Understand that containers can be different shapes but still hold the same capacity.
Understand that we often use the word capacity when referring to liquid, rather than volume.

Week 11 & Week 12 — Statistics

Solve comparison, sum and difference problems using information presented in a line graph.
Interpret and construct pie charts and line graphs and use these to solve problems.
Read and interpret line graphs.
Make links back to using number lines when reading the horizontal and vertical axes.
Draw vertical and horizontal lines to read the points accurately.
Use their knowledge of scales and coordinates to represent data in a line graph. (science)
Use line graphs to solve problems.
Solve comparison, sum and difference problems.
Use their knowledge of scales to read information accurately.
Read information accurately, including where more than one set of data is on the same graph.
Draw their own line graphs.
Use line graphs to solve problems.
Understand the terms x and y axis, frequency and data.
Illustrate and name parts of circles, using the words radius, diameter, centre and circumference.
Know the diameter is twice the length of the radius.
Calculate fractions of amounts to interpret simple pie charts.
Understand what the whole of the pie chart represents and use this when solving problems.
Know that the whole of the pie chart totals 100 %.
Construct a pie chart, using a protractor to measure the angles.

Complete, read and interpret information in tables.
Read tables to extract information and answer questions.
Generate their own questions about information in a table.
Read a range of two-way tables.
Answer questions by interpreting the information in the two-way tables.
Complete two-way tables, using their addition and subtraction skills.
Create their own questions about the two-way tables.

Complete, read and interpret information in tables, including timetables.
Use timetables to retrieve information.
Convert between different units of time in order to solve problems using the timetables.

Calculate and interpret the mean as an average.
Calculate the mean average in a variety of contexts.

B

Science

SPRING: VIKINGS

Programme of Study

Forces (Yr5 - Physics)

Explain that unsupported objects fall towards Earth because of the force of gravity acting between the Earth and the falling object.

- Explain how significantly large object exert a significant gravitational force
- Explain how gravity pulls objects towards the Earth
- Discuss how all objects (with the absence of drag) will fall at the same speed

Identify the effects of air resistance, water resistance and friction that act between moving surfaces.

- Recall that a moved object will experience friction from particles
- Discuss how different materials experience different amounts of friction
- Explain how an opposing force will slow a moving object down
- Recall that Newton created laws to explain motion
- Discuss how the balance of forces will result in an object moving in a particular direction
- Discuss Newton's laws of motion

Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

- Recall that forces act on all objects
- Recognise that some mechanisms allow a smaller force to have a greater effect
- Explain the implication of this

Vocabulary:

- Weight
- Mass
- Resistance
- Gears
- Pulleys
- Levers
- Gravity
- Push/pull
- Opposing
- -Mechanical advantage

Properties & changes of materials (Yr5 - Chemistry)

Compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal) and their response to magnets.

- Group together everyday materials based on their properties (e.g. hardness, solubility, transparency, conductivity (electrical and thermal) and magnetic)
- Place everyday materials on a scale depending on their properties (e.g. hardness, solubility, transparency, conductivity (electrical and thermal) and magnetic)
- Discuss the reasons for a material's properties

Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.

- Recognise the different properties a material can have
- Understand the implications of comparative and fair tests
- Give a reason as to why a material would be used for a particular purpose
- Design own object along with explaining the purpose for each material

Vocabulary

- Hardness
- Solubility
- Transparency
- Electrical/ Thermal conductivity
- Properties
- Magnetic

Working scientifically

Theme	Type	Plan:	Do:	Record:	Review:
		- Planning different types of scientific enquires to answer questions, including recognising and controlling variables where necessary.	- 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.	- Using test results to make predictions to set up further comparative and fair tests - Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of, and degree of trust in, results – in written and oral forms such as displays and other presentations - Identifying scientific evidence that has been used to support or refute ideas of arguments.
Gravity	Fair test	**Predicting:** Use a range of scientific knowledge to predict the outcome of an investigation. **Investigation Type:** Understand what is meant by a "fair test" **Investigation Type:** Plan a fair test (including understanding variables)	**Observing:** Take meaningful and relevant notes when carrying out an investigation **Using Equipment:** Take measurements precisely and accurately using a range of scientific equipment	**Presenting:** Record and present data using bar graphs. **Presenting:** Find the mean of repeated data and understand the advantage of doing this **Discussing:** Select the correct types of graphs depending on the data	**Patterns:** Understand some relationships are causal (and others are not) **Concluding:** Present conclusions based on findings from an investigation (including considering whether relationships are causal) **Reporting:** Report findings using a formal written report. **Evidence:** Justify conclusions using a range of findings and link this to proven scientific theory **Evaluating:** Discuss the validity of an investigation
Material properties	Grouping and classifying	**Investigation Type:** Understand what is meant by a "grouping and classifying"	**Observing:** Make and discuss systematic and careful observations (grouping and classifying).	**Discussing:** Record and discuss findings using an increasingly wide range of scientific language.	

B

History: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Key Lines of Historical Enquiry: Why did the Vikings invade Anglo-Saxon Britain?

SPRING: VIKINGS

Chronological Understanding:	Historical Knowledge:	Historical Concepts:	Historical Enquiry & Skills:	Contextual Historical Vocabulary:
• **Know and understand where a historic period fits within the wider context of British, local and world history.** • **Establish a clear narrative within and across the historic period.**	• **Know and understand the nature of ancient civilisations.** • **Know and understand the history of the UK as a coherent, chronological narrative.** • **Know how people's lives have shaped this nation.** • **Know how Britain has influenced and been influenced by the wider world.** • **Know and understand significant aspects of the history of the wider world.** • **Know and understand the expansion and dissolution of empires.** • **Know and understand the characteristic features of past non-European societies.** • **Know and understand the achievements and follies of man.**	**Understand the following key historical concepts:** ▪ **Continuity and change** ▪ **Cause and consequence** ▪ **Similarity and difference** ▪ **Historical significance.** **Use these concepts to** ▪ **make connections** ▪ **draw contrasts** ▪ **analyse trends** ▪ **frame historically-valid questions** ▪ **create own structured accounts, including written narratives and analyses.**	• **Understand there are different methods of historical enquiry.** • **Know how evidence is used rigorously to make historical claims.** • **Understand how and why contrasting arguments and interpretations of the past have been constructed.** • **Construct informed responses involving thoughtful selection and organisation of historical knowledge.**	• **Use common words and phrases relating to the passing of time.** • **Use a wide vocabulary of everyday historical terms.**
• Place the Viking invasions on a pre-1066 timeline • Recall that the Anglo-Saxons invaded Britain after the Romans had left. • Recall that the Normans conqueror Anglo-Saxon Britain • Order the key events of the Viking and Anglo-Saxon struggle: Anglo-Saxons settle in Britain Lindisfarne invaded by Vikings Danelaw Pact Viking Chief Rollo founds Normandy Danelaw invaded and Kingdom of England formed Second set of Viking invasions Cnut the Great becomes King of England, Denmark and Norway King Harold (Godwinson) defeats Norwegian King (Harald Hardrada) in Battle of Stamford Bridge William the Conqueror defeats King Harold in the battle of Hastings signalling the end of Anglo-Saxon Britain	• Name and describe some key Norse gods. • Summarise some key stories from Norse culture. • Describe the key Viking cultures and explain how religious beliefs have influenced these cultures. • Describe the basic features of typical Viking life. • Label the 7 Anglo Saxon kingdoms and recognise how they changed over time • Describe how the Kingdom of England and eventually Britain formed. • Explain the purpose of the Danelaw pact. • Investigate and analyse the typical structure of Viking buildings	**Similarities and difference:** • Compare and contrast invasion to other forms of conflict. **Cause and consequence:** • Assess the impact of the Viking invasion on the Anglo Saxons. **Continuity and change:** • Recognise how the kingdoms of Britain changed during the Anglo-Saxon period eventually shaping modern Britain and the United Kingdoms • Make connections between current place names from Anglo-Saxon and Viking Kingdoms and place names **Frame historically-valid questions** **Create written analysis around Key Enquiry**	• Recall that the Viking and Anglo-Saxon struggle occurred during the "Dark Ages" • Appreciate why the Dark Ages was a period of time where little written evidence is available (Anglo-Saxon chronicles / Treaty of Alfred the Great and Guthrum (13th Century copy) • Conjecture that a lack of evidence means the historical reliability is more questionable and there are more contradictions • Explain how archaeological evidence is significant for our understanding of this period of time • Summarise how archaeological evidence is discovered and interpreted	- Invasion vs. war vs. raid vs. settlement - Runes - Danelaw - Raid - Jarl vs. Karl vs. Earl - Valhalla - Folkvangr - Valkyrie - Aesir - Vanir - Jotnar - Yggdrasil - Realms

Geography: Nordland, Norway

Key Lines of Geographical Enquiry: Why is Norway the shape it is?

Locational Knowledge:	Place Knowledge:	Physical Geography:	Human Geography:	Geographical Skills:
• **Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities** • **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time** • **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones (including day and night)**	**Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America.**	**Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle**	• **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.**	• **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied** • **Use the eight 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 UK and the wider world.**
• Name and locate Europe, Scandinavia Norway, Oslo and Nordland. • Name and locate the key physical geographical aspects of Nordland: mountains, fjords, glaciers, lowland, lake, rivers, islands, Baltic Sea, North Sea, Norwegian Sea, Barents Sea, fjord, glacier, mountain, Bodo. • Identify the position and significance of the latitudes and longitudes relevant to Norway. • Identify the position and significance of which time zones cover Norway. • Identify the position and significance of the position and significance of Northern Hemisphere and Arctic.	Understand geographical similarities and differences through the study of human and physical geography of Nordland (Norway), Shropshire (UK) and Peten (Guatelamala).	• Describe and understand which climate and biome zone, Nordland and Norway are in. • Understand what a glacier and a fjord is.	• Identify the key human geographical aspects of Nordland: village, town, airport, tunnel, bridge, fishing, oil exploration, tourism, farming, mining, export, import. • Describe and understand the types of settlement and land use, economic activity and distribution of natural resources.	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Europe, Scandinavia Norway, Oslo and Nordland, Baltic Sea, North Sea, Norwegian Sea, Barents Sea, fjord, glacier, mountain, Bodo.

B	Art & Design	Design & Technology
SPRING: VIKINGS	**Dragon Heads: Drawing / 3D Modelling – Modroc:** • Make drawings in a sketchbook and record observations of a range of artefacts and images studied annotating work and commenting on distinctive features. • Explore relationship between sculpture and design through a sketchbook project which takes film/literature/drama as its starting point. • Experiment creating surface texture and impressions with papiermache. • Sketch a dragon's head using visual and tactile techniques to create texture and form. • Create free-standing 3D models using different materials. • Use a wide range of techniques to join, combine and shape modroc. • Create a 3D model of a dragon's head using wire and Modroc, including the following formal elements: line, shape, form, space, texture, pattern. • Share how other artists/artwork inspired you and how your work fits into larger context. • Present work in retrospect, i.e. to class, assembly or parents. • Ask questions about process, technique, idea or outcome. • Recall that Matthew Crabb creates large scale sculptures from wood using a chainsaw. • Study 'Dragon Lizard' by Stanley Morrison. • Recall that Stanley Morrison uses scratchboard techniques to create detailed, textured art.	**Structures & Functionality: How can you build a scaled model of a Viking longhouse?** • Research the structure, materials and features of Viking longhouses. • Generate ideas through research and discussion to develop a design brief and criteria for a scaled model of a Viking longhouse. • Use annotated sketches and exploded diagrams to communicate their design. • Select a range of appropriate tools to cut, shape and join materials and components with accuracy and precision. • Use an increasing range of tools and equipment to measure, mark out and shape materials and components accurately. • Join and combine a range of materials and components using the most effective permanent and temporary way. • Investigate and research the suitability and functionality of different materials. • Analyse their finished product against design criteria and, pictorial representations of longhouses. • Evaluate the accuracy of their scaled model and identify strengths and areas for improvement. • Create nets and templates accurately in a range of sizes. • Use a range of increasing methods to strengthen 3D structures and frames. • Use accurate measurements and apply mathematical knowledge to create a scaled model.

Modern Foreign Languages	Computing
Planets / At the Weekend : • Listen to, say, recognise and name the planets on a solar system map. • Spell at least five of the planets. • Say and write an extended sentence with a fact about a planet. • Tell and ask the time. • Say and write what they did at the weekend. • Present a spoken and prepare a written account of what they do at the weekend, and at what time. • Understand and apply the rules of adjectival agreement. • Learn how to integrate connectives in spoken and written work.	***CREATING MEDIA: Vector Drawing:*** INFORMATION TECHNOLOGY: • Identify that drawing tools can be used to produce different outcomes. • Create a vector drawing by combining shapes. • Use tools to achieve a desired effect. • Recognise that vector drawings consist of layers. • Group objects to make them easier to work with. • Evaluate my vector drawing. ***CREATING MEDIA: 3D Modelling:*** INFORMATION TECHNOLOGY: • Use a computer to create and manipulate three-dimensional (3D) digital objects. • Compare working digitally with 2D and 3D graphics. • Construct a digital 3D model of a physical object. • Identify that physical objects can be broken down into a collection of 3D shapes. • Design a digital model by combining 3D objects. • Develop and improve a digital 3D model.

B	Music	RHSE
SPRING: VIKINGS	**Improvising with Confidence: Gospel: Aretha Franklin: Mary Don't You Weep** **Listening & Musical Appreciation:** • Discuss the structure of the music with reference to • verse, chorus, bridge and an instrumental break. • Identify the sound of a Gospel choir and soloist. • Recall that Gospel is a style of music usually associated with African American Christian worship. • Describe Gospel Music as having a strong solo vocalist supported by a choir or instrumental accompaniment. • Recall that Aretha Franklin was an American singer, songwriter and pianist. • Recall that Aretha Franklin was known as the 'Queen of Soul' but began her career singing gospel songs. **Singing:** • Sing with and without an accompaniment. • Sing in 2/4, 4/4, 3/4, 5/4 and 6/8. • Discuss with others how connected they are to the music/songs, and how the songs and styles are connected to the world. **Performance:** • Play any one, or all four, differentiated parts on a Dood – a onenote, simple or medium part or the melody of the song from notation. • Listen to and follow musical instructions from a leader. • Play a melody, following staff notation written on one stave and using notes within an octave range making decisions about dynamic range. **Improvisation and Composing:** • Develop improvisation skills by trying more notes and rhythms and by including rests or silent beats. • Create music with 'phrases' made up of notes, rather than just lots of notes played one after the other. • Compose song accompaniments using basic chords. • Use structures within compositions, eg introductions, multiple verse and chorus sections, AB form or ABA form (ternary form). **Musicianship:** • Create and identify rhythm patterns using combinations of dotted crotchets, triplet quavers, quavers and their rests. • Create melodic patterns using rhythmic combinations of the first five notes of the D minor scale.	**Essential Skills: Aiming High** • Set goals for myself. • Set goals informed by an understanding of what is needed. **Essential Skills: Being Positive** • Keep trying when something goes wrong and help cheer others up. • Keep trying when something goes wrong and encourage others to keep trying too. **Health: Health & Prevention** • Know how to recognise early signs of physical illness, eg weight loss, or unexplained changes to the body. • Know the importance of good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • Know the facts and science relating to allergies, immunisation and vaccination. **Health: Drugs, alcohol and tobacco** • Know about the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Religious Education

Salvation: *What do Christians believe Jesus did to save people?*

- Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it
- Explain what Christians mean when they say that Jesus' death was a sacrifice
- Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper
- Show how Christians put their beliefs into practice in different ways
- Weigh up the value and impact of ideas of sacrifice in their own lives and the world today
- Articulate their own responses to the idea of sacrifice, recognising different points of view.

Salvation*: What difference does the resurrection make for Christians?*

- Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.
- Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.
- Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.
- Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.
- Show how Christians put their beliefs into practice in different ways.
- Explain why some people find belief in the Resurrection makes sense and inspires them.
- Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.

B	Physical Education			
SPRING: VIKINGS	**Sport-specific Activities** • **Use running, jumping, throwing and catching in isolation and in combination** • **Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].** • **Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.** • **Perform dances using a range of movement patterns.** • **Take part in outdoor and adventurous activity challenges both individually and within a team.** • **Swim competently, confidently and proficiently over a distance of at least 25 metres.** • **Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].** • **Perform safe self-rescue in different water-based situations.**	**Tactics and Team Games** • **Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending**	**Evaluation** • **Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.** • **Compare their performances with previous ones and demonstrate improvement to achieve their personal best**	**Sporting Values** • **Compete in sport and other activities to build character and help to embed values such as fairness and respect.** • **School Games Values:** ○ **Passion** ○ **Determination** ○ **Self-Belief** ○ **Honesty** ○ **Respect** ○ **Teamwork**
	Football: Running / Striking with a body part • Recall more complex rules (e.g. offside and pitch markings, distances) • Begin to better change direction whilst dribbling • Pass the ball with more accuracy (inc longer distance) • Have closer control when receiving ball taking into consideration of potential next action • Strike the ball with more accuracy and power (where necessary) • Tackle opposition travelling at quick pace • Look for spaces when playing as part of a team, including losing or keeping a marker • Begin to better combine skills in game situations. **Tag Rugby: Running / Catching / Throwing** • Recall more complex rules (e.g. offside, dead ball) • Pass the ball with more pace and accuracy (inc longer distance) • Run with more pace • Change direction with more ease – including feints and dummies to get around defenders • Tag players with more consistency • Communicate effectively whilst holding a defensive line • Use an understanding of the offside rule to intercept passes **Dance:** • Improvise to create dance individually or with a partner • Develop rhythm and spatial awareness • Compare and evaluate routines using appropriate vocabulary • Copy more complex body movements • Copy increasingly complex dance sequences with changes in speed direction • Memorise basic dance sequences • Choreograph group and singular routines. **Athletics: Running / Throwing / Jumping** • Further develop sprint speed and technique • Further develop pacing and stamina • Further develop jump technique, including using appropriate techniques for long jump and triple jump • Further develop throwing technique, including using appropriate technique for javelin and discus • Using running and jumping in combination (e.g. using timing and striding for hurdles) • Use an appropriate technique for baton changeover	***In the context of all of the sport-specific activities above….*** • Recall and follow the rules of a range of recognised sports • Use an increasingly wide range of tactics to attack and defend across a range of sports • Switch tactics when not working • Communicate tactics clearly with the rest of your team • Begin to implement set moves or ideas in sports • Recognise that more complicated tactics are only more effective if implemented correctly • Recognise that, in certain situations, manipulative tactics (i.e. making the opposition act or play in a particular way) can be effective • Recognise the strengths and weaknesses required for certain roles • Take on leadership roles in some sporting situations	***In the context of all of the sport-specific activities above….*** • Identify and explain how a wide range of skills have been executed • Recall variation in techniques and begin to adopt a personal preference when executing a skill • Identify and explain moments in performances of sports which were effective or not • Analyse the finer details in the execution of a range of skills (including the use of video analysis)	• Recognise when others are showing good sporting values • Recall that sporting values are fundamental when competing in any competitive game • When participating in competitive games, consistently… ○ demonstrate respect for teammates, opposition, and officials ○ demonstrate honesty ○ demonstrate teamwork

Brown Clee C.E. Primary School

SUMMER TERM B:

TUDOR LUDLOW

B

ENGLISH (Upper KS2)

SUMMER: TUDOR LUDLOW

Class text: THE GRAVEYARD BOOK

On-going objectives

Word Reading

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.

Reading Comprehension

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.
- recommending books that they have read to their peers, giving reasons for their choices.
- identifying and discussing themes and conventions in and across a wide range of writing.
- making comparisons within and across books.
- 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:

- 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.
Distinguish between statements of fact and opinion.
Retrieve, record and present information from non-fiction.
Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
Provide reasoned justifications for their views.

Writing Composition

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.
- précising 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.

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.

Narrative Genres

(3.) Fantasy/Suspense: Suspenseful description/atmosphere

(a.) Commas to clarify meaning and avoid ambiguity
- using commas to clarify meaning or avoid ambiguity in writing
- develop their understanding of the concepts set out in English appendix 2: "Use of commas to clarify meaning or avoid ambiguity", ambiguity

(b.) Semi-colons, colons (and dashes) to separate main clauses
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- develop their understanding of the concepts set out in English appendix 2: "Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]", colon, semi-colon

Non-Fiction Genres

(4.) Persuasive Writing: Leaflet Visit Ludlow

(a.) Subjunctive form
- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- develop their understanding of the concepts set out in English appendix 2: "the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]"

(b.) Bullet points (linked to colons above)
- punctuating bullet points consistently
- develop their understanding of the concepts set out in English appendix 2: "Punctuation of bullet points to list information", bullet points

(2.) Newspaper report - Bod

(a.) Modal verbs and adverbs to suggest degrees of possibility
- using modal verbs or adverbs to indicate degrees of possibility
- develop their understanding of the concepts set out in English appendix 2: "Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]", modal verb

(b.) Relative clauses to expand nouns
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- develop their understanding of the concepts set out in English appendix 2: "Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun", relative pronoun, relative clause

Poetry

(1.) Nursery Rhymes/ Poems: Exploration of poetic features of Nursery Rhymes

(a.) Recap KS1/LKS2 and Spring objectives

S&L / Drama

End-of-KS2 performance:

Handwriting

Write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Spellings

Use further prefixes and suffixes and understand the guidance for adding them.
Spell some words with 'silent' letters [for example, knight, psalm, solemn].
Continue to distinguish between homophones and other words which are often confused.
Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.
Use dictionaries to check the spelling and meaning of words.
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
Use a thesaurus.

Spoken Language

Listen and respond appropriately to adults and their peers.
Ask relevant questions to extend their understanding and knowledge.
Use relevant strategies to build their vocabulary.
Articulate and justify answers, arguments and opinions.
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
Speak audibly and fluently with an increasing command of Standard English
Participate in discussions, presentations, performances, role play, improvisations and debates.
Gain, maintain and monitor the interest of the listener(s)
Consider and evaluate different viewpoints, attending to and building on the contributions of others.
Select and use appropriate registers for effective communication.

Mathematics

B

Black: NC Y5 Objectives **Black Bold: NC Y6 Objectives** WRM Y5 Objectives WRM Y6 objectives

SUMMER: TUDOR LUDLOW

Week 1	Week 2	Week 3	Week 4 -12
Geometry: Property of Shapes		Geometry: Position and Direction	Consolidation

Identify: angles at a point and one whole turn (total 360o) angles at a point on a straight line and 2 1 a turn (total 180o) other multiples of 90o
Recognise a full turn as 360 degrees.
Recognise a half-turn as 180 degrees.
Recognise a quarter-turn (or right angle) as 90 degrees.
Recognise two right angles are equivalent to a straight line, or a straight line is a half of a turn.
Connect their knowledge of right angles, straight lines and compass points.
Recognise two right angles are equivalent to a straight line, or a straight line is a half of a turn.
Connect their knowledge of right angles, straight lines and compass points

Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
Deduce angles such as 45 degrees, 135 degrees and 270 degrees.
Define angles in terms of degrees and as fractions of a full turn.

Draw given angles, and measure them in degrees (o)
Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
Measure angles less than 90˚, acute angles, using a protractor.
Estimate the size of acute angles.
Estimate the size of obtuse angles.
Understand how to use both the inside and outside scales of the protractor.
Read the measurement and practise measuring angles given in different orientations.
Make the connection that there are two right angles on a straight line and four right angles around a point.
Calculate missing angles.
Know that vertically opposite angles share a vertex.

Use the properties of rectangles to deduce related facts and find missing lengths and angles.
Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.
Calculate missing angles on straight lines.
Use the square grids to reason about length and angles.
Understand parallel and perpendicular lines and right angles in relation to squares and rectangles.
Know that the interior angles of a triangle will add up to 180 degrees.
Use hatch marks for equal lengths.
Make links and recognise key features of specific types of triangle.
Know that angles in any quadrilateral add up to 360°.
Use their knowledge of properties of shape to work out interior angles in polygons.
Partition shapes into triangles from a single vertex to work out the sum of the angles in polygons.

Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
Classify triangles using the names 'isosceles', 'scalene' and 'equilateral'.
Use rulers to measure the sides of a triangle in order to classify them correctly.
Compare the similarities and differences between triangles.
Identify, sort and draw triangles.
Name quadrilaterals including a square, rectangle, rhombus, parallelogram and trapezium.
Describe their properties of a square, rectangle, rhombus, parallelogram and trapezium.
Identify the similarities and differences between different quadrilaterals.
Draw quadrilaterals accurately using knowledge of their properties.
Distinguish between regular and irregular polygons.
Calculate the sizes of missing angles and sides of polygons.

Draw given angles, and measure them in degrees (o)
Draw 2-D shapes using given dimensions and angles
Draw lines correct to the nearest millimetre.
Use a protractor to draw angles of a given size.
Draw shapes accurately on different grids such as squared and dotted paper.
Draw shapes accurately using a protractor.

Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.
Recognise, describe and build simple 3-D shapes, including making nets.
Identify 3-D shapes, including cubes and cuboids, from their 2-D nets.
Use the language associated with the properties of 3-D shapes, for example, faces, curved surfaces, vertices, edges etc.
Identify properties of 3-D shapes from 2-D projections, including plans and elevations.
Identify three-dimensional shapes from their nets of 2D and 3D shapes.
Use measuring tools and conventional markings to draw nets of shapes accurately.

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).
Understand that the origin is (0, 0).
Read coordinates.
Understand that the first number represents the x-coordinate and the second number represents the y-coordinate.
Read and plot coordinates in the first quadrant.
Draw shapes on a 2-D grid from given coordinates.
Read and plot coordinates in all four quadrants.
Draw shapes from coordinates given in four quadrants.
Know which part of the axis is positive or negative.
Find the length of a line by using the coordinates of its two endpoints.

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.
Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
Translate shapes on a grid.
Translate coordinates.
Describe translations of coordinates.
Reflect objects using lines that are parallel to the axes.
Use the language object (name of shape before reflection) and image (name of shape after reflection).
Understand what happens to points when they are reflected in lines parallel to the axes.
Reflect shapes in four quadrants using x and y axis.
Use their knowledge of coordinates to ensure that shapes are correctly reflected.
Translate shapes in all four quadrants.
Describe translations using directional language, and use instructions to draw translated shapes.

B

Science

SUMMER: TUDOR LUDLOW

Programme of Study

Living things and their habitats (Yr 5 - Biology)

Describe the life processes of reproduction in some plants and animals.

- Recall that reproduction is a process which produces new individuals
- Recall that individuals produced from (sexual) reproduction produces offspring of a combination of both parents
- Describe the process of reproduction in plants
- Discuss asexual reproduction and its implications

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

- Recall the fundamental stages of a life cycle (Birth/hatching, growth, reproduction, death)
- Describe similarities within the life cycle of some mammalian classes

Living things and their habitats (Yr 6 - Biology)

Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals

- Group organisms into kingdoms (e.g. animals, plants, fungi and bacteria)
- Group animals into vertebrates and invertebrates
- Group vertebrates into classes (e.g. mammals, birds, fish, amphibians and reptiles)
- Group invertebrates (e.g. insects, arachnids, molluscs, crustacean)

Give reasons for classifying plants and animals based on specific characteristics

- Explain the characteristics that organisms are grouped by
- Create own organism and place them into a classifiable group

Animals including humans (Yr 5 - Biology)

Describe the changes as humans develop from birth to old age.

- Recall the stages of a human life cycle
- Describe the changes at each stage
- Describe changes which occur during puberty (including the differences between males and females)
- Discuss embryonic stage developments

Vocabulary:

- (A)sexual reproduction
- Mammal/amphibian/insect/ bird/fish
- Kingdoms
- Vertebrates
- Invertebrates
- Characteristics
- Offspring
- Combination
- Embryo
- Foetus
- Puberty
- Organism

Working scientifically

Theme	Type	Plan:	Do:	Record:	Review:
		- Planning different types of scientific enquires to answer questions, including recognising and controlling variables where necessary.	- 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.	- Using test results to make predictions to set up further comparative and fair tests - Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of, and degree of trust in, results – in written and oral forms such as displays and other presentations - Identifying scientific evidence that has been used to support or refute ideas of arguments.
Classifying living organisms	Grouping and classifying	**Investigation Type:** Plan an investigation involving grouping and classifying	**Observing:** Make and discuss systematic and careful observations (grouping and classifying). **Using Equipment:** Use a range of (non-measuring) scientific equipment to carry out an investigation.	**Presenting:** Record and present data using classification keys.	**Further Questioning:** Use outcomes from an investigation to plan additional investigations. **Evaluating:** Explain where an investigation could be improved
Human life cycle	Changes over time / secondary	**Investigation Type:** Understand what is meant by a "using secondary sources of information"	**Using Equipment:** Use a range of secondary sources efficiently to find information	**Presenting:** Record and present data using drawings and labelled diagrams	

B

SUMMER: TUDOR LUDLOW

History: A local history study: Ludlow around the Tudor period

Key Lines of Historical Enquiry: What was Ludlow's significance around the Tudor period?

Chronological Understanding:	Historical Knowledge:	Historical Concepts:	Historical Enquiry & Skills:	Contextual Historical Vocabulary:
• **Know and understand where a historic period fits within the wider context of British, local and world history.** • **Establish a clear narrative within and across the historic period.**	• **Know and understand the nature of ancient civilisations.** • **Know and understand the history of the UK as a coherent, chronological narrative.** • **Know how people's lives have shaped this nation.** • **Know how Britain has influenced and been influenced by the wider world.** • **Know and understand significant aspects of the history of the wider world.** • **Know and understand the expansion and dissolution of empires.** • **Know and understand the characteristic features of past non-European societies.** • **Know and understand the achievements and follies of man.**	**Understand the following key historical concepts:** ▪ **Continuity and change** ▪ **Cause and consequence** ▪ **Similarity and difference** ▪ **Historical significance.** **Use these concepts to** ▪ **make connections** ▪ **draw contrasts** ▪ **analyse trends** ▪ **frame historically-valid questions** ▪ **create own structured accounts, including written narratives and analyses.**	• **Understand there are different methods of historical enquiry.** • **Know how evidence is used rigorously to make historical claims.** • **Understand how and why contrasting arguments and interpretations of the past have been constructed.** • **Construct informed responses involving thoughtful selection and organisation of historical knowledge.**	• **Use common words and phrases relating to the passing of time.** • **Use a wide vocabulary of everyday historical terms.**
• Place the Tudor period on a timeline • Recognise the scale of time between 1066, the Tudor Period, WW2 and modern day. • Recall that the Tudor period was preceded by the Plantagenets and began after the Wars of the Roses • Recall that Henry VII was the first Tudor King after defeating Richard III on the Battle of Bosworth • Recall that Henry VIII became king after Henry VII • Recall that Edward VI became King after Henry VIII • Recall that Mary I became Queen after Edward VI • Recall that Elizabeth I became Queen after Mary I • Order the key events of the development of Ludlow BEFORE the Tudor period: - Founded (originally as Dinham) shortly after the Norman invasion - Castle built and St Laurence Church first built - Ludlow town development begins - Named Ludlow (hlud (loud) + hlæw (hill)) - Richard, Duke of York made base at Ludlow castle for period during the Wars of the Roses. - Richard DoY fled when Henry VI stormed Ludlow - Edward IV become King and Ludlow becomes "Crown residence" - Edward V sent to Ludlow castle by King Edward IV to lead the "Council of the Marches" - Ludlow Castle effectively remains the capital of Wales for the next 100 years - Order the key events of the development of Ludlow DURING the Tudor period - Arthur fall ill and dies at Ludlow castle. He is later buried at Worcester Cathedral. - Mary I sent to Ludlow castle as unofficial "Princess of Wales"	- Summarise the Wars of the Roses - Describe the development of Ludlow and Ludlow Castle (including its Toponymy) - Explain the role of the Council of Marches - Discuss Richard, Duke of York's time at Ludlow - Discuss Edward V's time at Ludlow - Discuss Arthur and Catherine of Aragon's time a Ludlow - Discuss Mary I time at Ludlow - Identify the relationships between Tudor (and Plantagenet) royalty - Investigate and analyse the typical structure of Tudor buildings	**Similarities and difference:** - Compare and contrast the structure of Tudor and Viking buildings **Continuity and change:** - Make connections between family members and the line of succession to the throne **Historical significance:** -Evaluate the significance of Ludlow around the Tudor period **Frame historically-valid questions** **Create written analysis around Key Enquiry**	• Explain the impact of time on the reliability of historical evidence • Recognise that due to being more recent history there is larger range of evidence available • Explain how written evidence is significant for our understanding of this time period (Mary I letters as evidence of her time at Ludlow) • Explain how artwork (e.g. paintings) is significant for our understanding of this time period • Recognise that although there is significant evidence for events during this time period, there are still conflictions • Argue that the bias involved with historical evidence and accounts will differ depending on the origin of a source	- Council - Monarchy - Royalty - Treason - Divorce - Catholic - Protestant - Reign - Heir - Heresey - Timber - Wattle and Daub - Duke

Geography: Shropshire: Settlements and Land Use

Key Lines of Geographical Enquiry: What is Ludlow's geographic significance?

Locational Knowledge:	Geographical Skills:	Fieldwork:
• **Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities** • **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time** **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones (including day and night)**	• **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied** • **Use the eight 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 UK and the wider world.**	• **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.**
• Name and locate Europe, UK, Shropshire, Shrewsbury, Ludlow, Telford, Market Drayton, Whitchurch, Church Stretton, Bishops Castle, Oswestry, Wales. • Name and locate the key physical geographical aspects of Shropshire: River Severn, The Wrekin, Brown Clee Hill, The Longmynd, Wenlock Edge, North Shropshire Plain. • Understand how Wenlock Edge has changed over time. • Identify the position and significance of the latitudes and longitudes relevant to Shropshire. • Identify the position and significance of which time zone Shropshire is in.	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the 8 points of a compass, four and six-figure grid references, symbols and key (including OS maps) to build their knowledge of the UK and the wider world	• 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.

B	Art & Design	Design & Technology
SUMMER: TUDOR LUDLOW	**Portraits: Drawing / Painting:** • Annotate ideas and images collected including visits to museums and galleries, explain how they will inform own ideas. • Identify how artists from the Tudor period develop, express and represent their ideas. • Explore how ideas translate and develop through different medium. • Use and combine a variety of drawing and graphic materials, tools and processes, working on a range of scales, e.g. pens, pencils, charcoal, pastels, inks. • Use knowledge of colour families to create contrast. • Select and apply a wide range of appropriate painting techniques, giving reasons for choices. • Choose an art style to create a portrait painting of one of Henry 8th's wives. • Discuss what the creative process, including what went well and problems and how they were solved. • Share how other artists/artwork inspired the painting and it fits into the larger context. • Discuss why the work was made, as well as how. • Study different portrait artists styles including surrealism, impressionism, realism and abstract expressionism. • Identify some artists and their styles of art including Paul Klee, Van Gogh, Picasso, Kahlo.	**Food & Nutrition: What is our most popular soup recipe using seasonal ingredients from Shropshire?** • Research the food types available locally and seasonally. • Investigate how different foods are combined in soup recipes. • Explain why seasonality and sources are important factors in creating dishes. • Select from and use a wide range of ingredients according to their functional and aesthetic qualities. • Select from and use appropriate tools and equipment to measure, mix and shape components accurately. • Explain what procedures are required for safety and hygiene. • Investigate and research different soup recipes. • Give constructive feedback to peers based on flavour, texture and aesthetics. • Evaluate own soup against design criteria, taking into consideration feedback. • Know and understand the practice needed in terms of food hygiene and kitchen safety. • Compare commercial and domestic processes for producing food, eg soup. • Select the appropriate methods and equipment for measuring, e.g.time, dry goods, liquids, etc. • Select effective cooking techniques to create a delicious and aesthetically attractive soup. • Understand and apply the principles of nutrition and health including the implications of excess and deficiency.
	Modern Foreign Language	**Computing**
	Regular Verbs / Me in the World: • Name one REGULAR –ER, -RE, -IR verb in its infinitive form. • Say, read and write the pronoun for I, You, We, She, He, They, You All. • Say and spell at least four Francophone countries. • Say their capital cities. • Say one place of interest in Paris and one in Port-au-Prince. • Say you what I am going to do to help protect our planet. • Recall that there are REGULAR and IRREGULAR verbs. • Recall what a PRONOUN is and how it affects the changes in verb endings when they are conjugated. • Revisit the 1st person conjugation of the verb aller (to go) je vais with the infinitive utiliser (to use) in the near future.	***PROGRAMMING: Variables in Game*** **COMPUTER SCIENCE:** • Define a 'variable' as something that is changeable. • Explain why a variable is used in a program. • Choose how to improve a game by using variables. • Design a project that builds on a given example. • Use my design to create a project. • Evaluate my project. ***PROGRAMMING: Sensing*** **COMPUTER SCIENCE:** • **Create a program to run on a controllable device.** • **Explain that selection can control the flow of a program.** • **Update a variable with a user input.** • **Use a conditional statement to compare a variable to a value.** • **Design a project that uses inputs and outputs on a controllable device.** • **Develop a program to use inputs and outputs on a controllable devices.**

B	Music	RHSE
SPRING: VIKINGS	**Farewell Tour: Gospel: Film Score: Tan Dun: For the World** **Listening & Musical Appreciation:** • Describe thoughts and feelings about the music using musical language. • Analyse, explore and discover the song/piece's musical concepts and style. • Place the song/piece in its historical, cultural and global context. • Recall that Tan Dun is a contemporary classical Chinese composer who mixed different styles of music. • Recall that 'For the World' is a soundtrack from the film 'Hero', 2002. • Justify a personal opinion with reference to the musical elements. **Singing:** • Rehearse and learn songs from memory and/or with notation. • Sing expressively, with attention to breathing, phrasing, dynamics and articulation. • Talk about the different styles of singing used in the different songs sung throughout this year. **Performance:** • Create and present a holistic performance with an understanding of the musical, cultural and historical contexts. • Perform with confidence and with an understanding of the songs you are singing and how the activities fit with the songs. • Discuss and talk musically to evaluate the performance. **Improvisation and Composing:** • Explore improvisation within a major scale, using all notes. • Improvise using more complex riffs and phrases responding to the beat and creating a satisfying melodic shape with varied dynamics and articulation. • Create a melody in keeping with the style of the backing track and to describe how their melodies were created. • Perform their simple composition/s using their own choice of notes. **Musicianship:** • Actively respond to and understand musical activities centred around the keys of C major, G major, D major, A minor and D minor. • Use body percussion, instruments and my voice with confidence in response to musical stimuli. • Understand and respond to music in simple and complex time signatures.	**Essential Skills: Leadership:** • Manage group discussions to reach shared decisions. • Manage disagreements to reach shared solutions **Essential Skills: Creativity:** • Generate ideas by combining different concepts • Use creativity in the context of work. **Health: Healthy Diet & Calories** • Know what constitutes a healthy diet (including understanding calories and other nutritional content). • Know the principles of planning & preparing a range of healthy meals. • Know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). **Health: Adolescence** • Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • Know about menstrual wellbeing including the key facts about the menstrual cycle. **Health: Sleep** • Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn

Religious Education

Gospel: *How do Christians decide how to live: What would Jesus do?*

- Identify features of Gospel texts (for example, teachings, parable, narrative)
- Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts
- Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives
- Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives
- Articulate their own responses to the issues studied, recognising different points of view.

Why do some people believe in God and some people not?

- Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs
- Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from
- Give examples of reasons why people do or do not believe in God
- Make clear connections between what people believe about God and the impact of this belief on how they live
- Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)
- Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging
- Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not
- Make connections between belief and behaviour in their own lives, in the light of their learning.
- Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.

B	Physical Education			
SUMMER: TUDOR LUDLOW	**Sport-specific Activities** • **Use running, jumping, throwing and catching in isolation and in combination** • **Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].** • **Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.** • **Perform dances using a range of movement patterns.** • **Take part in outdoor and adventurous activity challenges both individually and within a team.** • **Swim competently, confidently and proficiently over a distance of at least 25 metres.** • **Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].** • **Perform safe self-rescue in different water-based situations.**	**Tactics and Team Games** • **Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending**	**Evaluation** • **Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.** • **Compare their performances with previous ones and demonstrate improvement to achieve their personal best**	**Sporting Values** • **Compete in sport and other activities to build character and help to embed values such as fairness and respect.** • **School Games Values:** ○ **Passion** ○ **Determination** ○ **Self-Belief** ○ **Honesty** ○ **Respect** ○ **Teamwork**
	Dodgeball: Running / Throwing / Catching • Begin to better use the rules and aims to gain tactical advantages – including using the ball to parry hard throws • Throw the ball with more speed and accuracy • Dodge with more consistency – including consideration of next actions (where possible) • Begin catching balls travelling with more pace • Communicate effectively with teammates (including the implementation of tactics – such as targeting) **Cricket/Rounders: Catching / Throwing / Striking with an object** • Begin to better use the rules and aims to gain tactical advantages – including when and how much to run • Strike a ball with more accuracy power • Further develop catching, throwing and general fielding skills (e.g. long barriers) • Communicate clearly with teammates **Athletics: Running / Throwing / Jumping** • Further develop sprint speed and technique • Further develop pacing and stamina • Further develop jump technique, including using appropriate techniques for long jump and triple jump • Further develop throwing technique, including using appropriate technique for javelin and discus • Using running and jumping in combination (e.g. using timing and striding for hurdles) • Use an appropriate technique for baton changeover **OAA** • Further develop the effectiveness of teamwork in a range of roles • Further develop their confidence in activities involving trust • Further develop confidence at completing activities at height • Further develop confidence at completing activities involving water • Further develop basic climbing skills – e.g. foot and hand placements, forward planning, timing • Further develop orienteering skills – e.g. reading more complex maps, using compasses, distance judgement	***In the context of all of the sport-specific activities above….*** • Recall and follow the rules of a range of recognised sports • Use an increasingly wide range of tactics to attack and defend across a range of sports • Switch tactics when not working • Communicate tactics clearly with the rest of your team • Begin to implement set moves or ideas in sports • Recognise that more complicated tactics are only more effective if implemented correctly • Recognise that, in certain situations, manipulative tactics (i.e. making the opposition act or play in a particular way) can be effective • Recognise the strengths and weaknesses required for certain roles • Take on leadership roles in some sporting situations	***In the context of all of the sport-specific activities above….*** • Identify and explain how a wide range of skills have been executed • Recall variation in techniques and begin to adopt a personal preference when executing a skill • Identify and explain moments in performances of sports which were effective or not • Analyse the finer details in the execution of a range of skills (including the use of video analysis)	• Recognise when others are showing good sporting values • Recall that sporting values are fundamental when competing in any competitive game • When participating in competitive games, consistently… ○ demonstrate **passion** and **determination** (but control) ○ demonstrate **self-belief** (and team), particularly when things are going wrong ○ demonstrate **respect** for teammates, opposition, and officials ○ demonstrate **honesty** ○ demonstrate **teamwork**