

Class 4: Year 5 and 6

YR 5/6	AUTUMN TERM		SPRING TERM		SUMMER TERM	
SUBJECT	WWII		Space		Chocolate/Maya	
English	WRITING TO ENTERTAIN	WRITING TO INFORM	WRITING TO ENTERTAIN	WRITING TO DISCUSS	WRITING TO INFORM	WRITING TO PERSUADE
	Letters from the Lighthouse	<ul> <li>Research and present</li> </ul>	Cosmic: It's one giant leap for	<ul> <li>Newspaper report about</li> </ul>	<ul> <li>Magazine review (DT</li> </ul>	
	<ul> <li>Chapter 2 – Write a missing</li> </ul>	information about the local	all boy-kind	the first lunar landing	product) – taste tests etc.	<ul> <li>Script for an advert for a</li> </ul>
	person's report for Sukie	area: evacuees/	Character description – role	(film/drama green	<ul> <li>Instructions on how</li> </ul>	chocolate bar they have
	• Write the story of Olive but	schools/home life etc.	on the wall: write a	screening)	chocolate is made	designed
	from the perspective of	(Local history link)	character profile for Liam	<ul> <li>Write a balanced argument</li> </ul>	<ul> <li>Research and write a report</li> </ul>	<ul> <li>Billboard posters with</li> </ul>
	another patient	Newspaper article – Local	• Writing in role (chapter 6):	on the first lunar landing	about a chocolate	slogans and logos to
	<ul> <li>Chapter 6 – rewrite the</li> </ul>	bombing raid	diary entries from Liam's	and conspiracy theories	company e.g. Cadbury's:	advertise their product
	postcard but write it	• A radio report about the	parents about their	Write a set of emails	<ul> <li>When it was founded</li> </ul>	• A letter to local
	honestly	outbreak of war and the	concerns.	between an astronaut up in	<ul> <li>Changes in production</li> </ul>	supermarkets to persuade
	• Rewrite this part of the	winning of the war	Playscripts (chapter 30):	space on a mission and ISS –	<ul> <li>Changes in products</li> </ul>	them to stock their
	story from Queenie's	Non-chronological report	explore the events that	alscuss the problems that	<ul> <li>The nation's favourite</li> </ul>	
	perspective	about the Biltz/battles/	away and write a playscript	they were solved	chocolate bars	<ul> <li>A product review</li> <li>persuading Pragon's Don</li> </ul>
	<ul> <li>Diary entries from evacuee</li> </ul>	(DT/Science Link - Romb	of the action	Write a balanced argument	<ul> <li>Rival companies</li> </ul>	to invest in their product
	children	shelters and materials)	Setting description of each	about the possibility of	<u>Maya</u>	• A lottor/omail to a
	Letters/postcard nome     The Bigne (Literacy Shed)	<ul> <li>Instructions: How to make</li> </ul>	planet as you land on them	different life forms in space	<ul> <li>Non-chronological report</li> </ul>	• A letter/email to a
	• Writing home from the	a bomb shelter, what	on your space adventure	(research different opinions	about the Aztecs	detailing designs and
	<ul> <li>Writing nome from the battlefield to a loved one -</li> </ul>	materials to use and why	• A narrative based on one of	and findings etc.)	<ul> <li>Biography on the life of</li> </ul>	persuading them to be a
	poetry	<ul> <li>Instructions: How to keep</li> </ul>	the planets – how does the	• Write a review of:	Montezuma II	part of their business
	Write a story using	safe during the war (bomb	astronaut survive his crash	• A new astronaut space	<ul> <li>Report about the Spanish</li> </ul>	
	flashbacks and flash-	shelters, air raid sirens,	landing? What's it like	suit	conquest on the Aztecs	
	forwards. Describe the	black outs etc.)	there? How does he	<ul> <li>A new rocket design</li> </ul>	• Diary entry – A day in the life	
	settings and action and	<ul> <li>Plane and tank recognition</li> </ul>	escape? Who plans the	_	of	
	change the place and time	posters (research) –	rescue mission?			
	using text signposts.	<ul> <li>Biography – Significant</li> </ul>				
	War & Peace (Literacy shed)	figures during the war, Alan				
		Turing		1		
SPaG		Year 5/6 *Key tern	ninology use throughout so child	ren are secure in understanding	of word classes etc.	
	Letter, capital letter, word, sing	gular, plural, sentence, punctuation	on, full stop, question mark, excla	mation mark, noun, noun phrase	, adjective, verb, adverb, modal ver	b, adverbial, statement,
	question, exclamation, commai	na, compouna, word family, prefi	x, sumix, apostropne, comma, ter	lettor determiner present perfec	tt), preposition, conjunction, clause,	supordinate clause, relative
	clause, direct speech, inverted	commas (speech marks) consona	ni, consonant letter vowel, vowe	netter, determiner, pronoun, pos	ssessive pronoun, relative pronoun,	parentnesis, prackets, dash,

hyphen, cohesion, ambiguity, subject, object, active, passive, synonym, antonym, ellipsis, colon, semi-colon, bullet points							
Punctuation	Punctuation	Punctuation	Punctuation	Punctuation	Text Structure		
-Inverted commas	<ul> <li>Possessive apostrophes –</li> </ul>	-Commas to avoid ambiguity	-Hyphens (ambiguity)	-Bullet points	-Linking paragraphs with		
	singular and plural	-Colons in lists	-Hyphenated compound	-Parenthesis (repeat)	adverbials		
Sentence Structure	-Apostrophes - contractions	-Parenthesis	words		-Writing cohesive		
-Coordinating conjunctions			-Semi-colons, colons and	Word Work	paragraphs		
-Subordinating conjunctions	Sentence Structure	Sentence Structure	dashes to mark clauses	-Suffixes (nouns and adjectives			
-Expanded noun phrases	-Main clauses	-Using standard English		to verbs)	Punctuation (recap)		
-Fronted adverbials	-Subordinate clauses	-Prepositional phrases	Sentence Structure	-Prefixes	-Inverted commas		

		-Relative clauses		-Active and passive voice		-Apostrophes	
	Word Work		Word Work	-Formal and informal vocab	Sentence Structure	-Commas to avoid	
	Adverbs of	Word Work	-Prepositions		-Subject and object	ambiguity	
	possibility/frequency	-Converting nouns to	-Determiners	Text Structure	-Verb tenses – repeat/recap		
		adjectives	-Modal verb, subjunctive	-Using paragraphs	-Standard English – verb		
		-Pronouns and possessive	mood	-Layout devices	inflection		
		pronouns	-Synonyms and antonyms				
		-Relative pronouns		Word Work			
			Text Structure	-Plural or possessive '-s'			
		Text Structure	-Present tense	-Homophones			
		-Past and present progressive	-Perfect from of verbs	-Word families			
		tense		-Root words			
	Y5 Spellings:	Y5 Spellings:	Y5 Spellings:	Y5 Spellings:	Y5 Spellings:	Y5 Spellings:	
	<ul> <li>Words ending in 'ious' and</li> </ul>	<ul> <li>Words ending in 'ant'</li> </ul>	<ul> <li>Words ending in 'able'</li> </ul>	<ul> <li>Words spelled with 'ie'</li> </ul>	<ul> <li>Homophones and near</li> </ul>	<ul> <li>Words containing</li> </ul>	
	'tious'	<ul> <li>Words ending in 'ance'</li> </ul>	when the 'e' from the root	after 'c'	homophones	hyphens	
	<ul> <li>Words ending in 'cious'</li> </ul>	and 'ancy'	word remains	<ul> <li>Words spelled with 'ei'</li> </ul>	<ul> <li>Homophones x 4</li> </ul>	<ul> <li>Challenge words</li> </ul>	
	<ul> <li>Words ending in 'cial' and</li> </ul>	<ul> <li>Words ending in 'ent'</li> </ul>	<ul> <li>Adverbs of time</li> </ul>	after 'c'	<ul> <li>Challenge words</li> </ul>	Revision	
	'tial'	'ence'	<ul> <li>Adding suffixes to -fer</li> </ul>	<ul> <li>Words where 'ough'</li> </ul>			
	<ul> <li>Challenge words</li> </ul>	<ul> <li>Words ending in 'able' and</li> </ul>	words	makes an /or/ sound	Y6 Spellings:	Y6 Spellings:	
		'ible'	<ul> <li>Silent first letters</li> </ul>	<ul> <li>Words containing 'ough'</li> </ul>	<ul> <li>Words ending in -ible</li> </ul>	<ul> <li>Adverbs used to describe</li> </ul>	
	Y6 Spellings:	<ul> <li>Words ending in 'ably' and</li> </ul>	<ul> <li>Silent letters</li> </ul>	<ul> <li>Adverbs of possibility</li> </ul>	<ul> <li>Adding the suffix -ibly to</li> </ul>	feelings	
	<ul> <li>Challenge words x 6</li> </ul>	'ibly'	<ul> <li>Challenge words</li> </ul>	<ul> <li>Challenge words</li> </ul>	create an adverb	<ul> <li>Adverbs used to describe</li> </ul>	
				_	<ul> <li>Words ening with 'ent' and</li> </ul>	characters	
		Y6 Spellings:	Y6 Spellings:	Y6 Spellings:	'ence'	<ul> <li>Grammar vocabulary</li> </ul>	
		<ul> <li>Challenge words x 2</li> </ul>	<ul> <li>The suffix -ful</li> </ul>	<ul> <li>Words with origins in</li> </ul>	<ul> <li>Suffixes -er, -or, -ar</li> </ul>	<ul> <li>Mathematical vocabulary</li> </ul>	
		<ul> <li>Words with the short</li> </ul>	<ul> <li>Words that can be nouns</li> </ul>	other countries	<ul> <li>Adverbs synonymous with</li> </ul>		
		vowel sound /i/ spelled 'y'	and verbs	<ul> <li>Words with unstressed</li> </ul>	determinations		
		<ul> <li>Words with the long vowel</li> </ul>	<ul> <li>Words with an /oa/ sound</li> </ul>	vowel sounds	<ul> <li>Adverbs used to describe</li> </ul>		
		sound /i/ spelled 'y'	spelled 'ou' or 'ow'	<ul> <li>Words ending in 'cial' after</li> </ul>	settings		
		<ul> <li>The prefix over-</li> </ul>	• Words with a soft c spelled	a vowel	-		
			'ce'	<ul> <li>Words starting with acc-</li> </ul>			
			<ul> <li>Prefixes dis-, in-, -un</li> </ul>	<ul> <li>Words ending in -ably</li> </ul>			
			• Words with th e/f/ sound	с, ,			
			spelled 'ph'				
Reading			Word F	Reading			
-	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology)						
			Compre	hension			
		Mainta	in positive attitudes to reading a	ind understanding of what they	read by:		
		Continue to read and discuss	an increasingly wide range of ficti	on, poetry, plays, non-fiction and	l reference books or textbooks		
		Read boo	ks that are structured in differen	t ways and reading for a range of	purposes		
	Increase familiarity with a wi	de range of books, including myth	ns, legends and traditional stories	, modern fiction, fiction from ou	literary heritage and books from o	ther cultures and traditions	
		Recomme	end books that they have read to	their peers, giving reasons for the	eir choices		
		Identify	and discuss themes and convent	ions in and across a wide range o	f writing		
			Make comparisons wi	ithin and across books			
			Learn a wider range	e of poetry by heart			
	Prepare poem	s and plays to read aloud and to p	perform, showing understanding	through intonation, tone and vol	ume so that the meaning is clear to	an audience	

## Understand what they read by:

Asking questions to improve understanding

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

	Letters from the Lighthouse – Emma Carroll		Skellig – Da	vid Almond	Rooftoppers – Katherine Rundell Vocabulary:	
	Vocabulary:	Vocabulary:				
	Check that the book makes sen	se to them, discussing their	Check that the book makes sen	se to them, discussing their	Check that the book makes sense	e to them, discussing their
	understanding and exploring th	e meaning of words in context	understanding and exploring th	e meaning of words in context	understanding and exploring the	meaning of words in context
	Distinguish between statements of fact or opinion		Distinguish between statement	s of fact or opinion	Distinguish between statements	of fact or opinion
	Inference:	·	Inference:	·	Inference:	
	Draw inferences such as inferri	ng characters' feelings,	Draw inferences such as inferri	ng characters' feelings,	Draw inferences such as inferring	characters' feelings, thoughts
	thoughts and motives from the	ir actions, and justifying	thoughts and motives from the	ir actions, and justifying	and motives from their actions, a	nd justifying inferences with
	inferences with evidence		inferences with evidence		evidence	, , ,
	Prediction:		Prediction:		Prediction:	
	Predict what might happen from	n details stated and implied	Predict what might happen from	n details stated and implied	Predict what might happen from	details stated and implied
	Explanation:	·····	Explanation:	·····	Explanation:	
	Identify and explain how langua	age, structure and presentation	Identify and explain how langua	age, structure and presentation	Identify and explain how language	e, structure and presentation
	contribute to meaning		contribute to meaning		contribute to meaning	
	Discuss and evaluate authors us	se of language, including	Discuss and evaluate authors us	se of language, including	Discuss and evaluate authors use	of language, including
	figurative language, considering	g the impact on the reader	figurative language, considering	g the impact on the reader	figurative language, considering t	he impact on the reader
	Explain and discuss understand	ing of what they have read,	Explain and discuss understand	ing of what they have read,	Explain and discuss understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where	
	including through formal prese	ntations and debates,	including through formal prese	ntations and debates,		
	maintaining a focus on the topi	c and using notes where	maintaining a focus on the topi	c and using notes where		
	necessary Provide reasoned justifications for their views		necessary		necessary	
			Provide reasoned justifications	for their views	Provide reasoned justifications fo	or their views
	Retrieval:		Retrieval:		Retrieval:	
	Retrieve, record and present information from non-fiction		Retrieve, record and present information from non-fiction Retrieve, record and present info		rmation from non-fiction	
	Summarise:		Summarise:     Summarise:       Summarise the main ideas drawn from more than one     Summarise the main ideas drawn ideas drawn from more than one		Summarise:	
	Summarise the main ideas drav	vn from more than one			Summarise the main ideas drawn from more than one	
	paragraph, identifying key deta	ils that support the main ideas	paragraph, identifying key deta	ils that support the main ideas	paragraph, identifying key details that support the ma	
Maths	Number & Place Value	Multiplication and Division	Fractions, Decimals &	Geometry	Measure	Geometry: Position,
Year 5	<ul> <li>Read, write, order and</li> </ul>	<ul> <li>Identify multiples and</li> </ul>	Percentages			Direction, Motion
	compare numbers to at	factors, including finding	<ul> <li>Read and write decimal</li> </ul>	<ul> <li>Identify 3 -D shapes,</li> </ul>	<ul> <li>Convert between different</li> </ul>	
	least 1 000 000 and	all factor pairs	numbers as fractions (e.g.	including cubes and	units of measure (g/kg,	<ul> <li>Identify, describe and</li> </ul>
	determine the value of	• Know and use the	0.71 = 71/100)	cuboids, from 2 - D	mm/cm/m/km, ml/l)	represent the position of
	each digit	vocabulary of prime	Recognise and use	representations	Understand and use basic	a shape following a
	• Count forwards or	numbers, prime factors	thousandths and relate	• Know angles are measured	equivalences between	reflection or translation,
	backwards in steps of	and composite (non-	them to tenths	in degrees	metric and common	using the appropriate
	nowers of 10 for any given	prime) numbers	hundredths and decimal	Estimate and measure	imperial units	language, and know that
	number up to 1 000 000	Multiply pumbers up to 4	equivalents	• Estimate and measure	Calculate the perimeter of	the shape has not
	Interpret pagative	digits by a one or two	Round docimals with two	angle, writing its size in	• Calculate the perimeter of	changed.
	• Interpret negative	digit number using an	Koulid decimals with two     decimal places to the	dogroos ( $_{0}$ )	in contimetros and	
	forwards and backwards	officient written method	nearest whole number		motros and do so by finding	Consolidation of previous
	ioi warus anu backwarus	including long		• Identify: - multiples of 90 °	metres and do so by midning	learning
	with positive and negative	including long	and to one decimal place	- angles at a point on a	missing values	<u></u>
	whole numbers through	digit numbers	Read, write, order and	straight line and 1/2 a turn	• Calculate and compare the	
	zero	algit numbers	compare numbers with up	(total 180 °) - angles at a	area of squares and	Project-based learning
	• Round any number up to 1	<ul> <li>Multiply and divide whole</li> </ul>	to three decimal places	point and one whole turn	rectangles	
	000 000 to the nearest 10,	numbers and those	<ul> <li>Solve problems involving</li> </ul>	(total 360 ° )	<ul> <li>Recognise and estimate</li> </ul>	
	100, 1000, 10 000 and 100	involving decimals by 10,	number up to three	<ul> <li>Compare angles and draw</li> </ul>	volume	
	000	100 and 1000	decimal places.	shapes using given	1	

• Solve number problems	Recognise and use square	• Recognise the per cent	dimensions and angles	<ul> <li>Solve problems involving</li> </ul>	
and practical problems	numbers and cube	symbol (%) and	• Use the properties of	converting between units of	
that involve all elements	numbers, and the notation	understand that per cent	rectangles to find missing	time	
of the place value domain	for squared (2) and cubed	relates to "number of	lengths and angles	<ul> <li>Solve problems involving</li> </ul>	
<ul> <li>Read Roman numerals to</li> </ul>	(3)	parts per hundred", and	<ul> <li>Distinguish between</li> </ul>	addition and subtraction of	
1000 (M) and recognise	<ul> <li>Solve problems involving</li> </ul>	write percentages as a	regular and irregular	units of measure.	
years written in Roman	addition, subtraction,	fraction with denominator	polygons based on		
numerals.	multiplication and	hundred, and as a decimal	reasoning about equal		
Addition and subtraction	division	<ul> <li>Solve problems which</li> </ul>	sides and angles.		
<ul> <li>Add and subtract whole</li> </ul>	<ul> <li>Solve problems involving</li> </ul>	require knowing			
numbers with more than 4	multiplication and	percentage and decimal			
digits, including using	division, including scaling	equivalents of 1/2, 1/4,			
efficient written methods	by simple fractions and	1/5, 2/5, 4/5 and those			
(columnar addition and	problems involving simple	with a denominator of a			
subtraction)	rates.	multiple of 10 or 25.			
<ul> <li>Add and subtract numbers</li> </ul>	Fractions	<u>Statistics</u>			
mentally with increasingly	<ul> <li>Compare and order</li> </ul>	<ul> <li>Solve comparison, sum</li> </ul>			
large numbers use	fractions whose	and difference problems			
rounding to check answers	denominators are all	using information			
to calculations and	multiples of the same	presented in line graphs			
determine, in the context	number	<ul> <li>Complete, read and</li> </ul>			
of a problem, levels of	<ul> <li>Recognise mixed numbers</li> </ul>	interpret information in			
accuracy	and improper fractions	tables, including time			
<ul> <li>Solve addition and</li> </ul>	and convert from one				
subtraction multi-step	form to the other				
problems in contexts,	<ul> <li>Add and subtract fractions</li> </ul>				
deciding which operations	with the same				
and methods to use and	denominator and related				
why	fractions; write				
	mathematical statements				
	>1 as a mixed number				

Maths	Number and Place Value	Fractions,	Ratio & Proportion	Geometry	Measurement	Consolidation of previous
Year 6	<ul> <li>Use negative numbers in</li> </ul>	Decimals and Percentages				learning
	context, and calculate		<ul> <li>Solve problems involving</li> </ul>	<ul> <li>Draw 2D shapes using</li> </ul>	• See Y5	
	intervals across zero	<ul> <li>Compare and order</li> </ul>	the relative sizes of two	given dimensions and	• Solve problems involving the	Project-based learning
	<ul> <li>Read, write, order and</li> </ul>	fractions, including	quantities where missing	angles	calculation and conversion	
	compare numbers up to	fractions greater than 1	values can be found by	<ul> <li>Recognise, describe and</li> </ul>	of units of measure, using	
	10 000 000 and determine	<ul> <li>Use common factors to</li> </ul>	using integer	build 3D shapes and make	decimal notation up to three	
	the value if each digit	simplify fractions	multiplication and division	nets	decimal places where	
	<ul> <li>Round any number</li> </ul>	<ul> <li>Add and subtract fractions</li> </ul>	facts	<ul> <li>Compare and classify</li> </ul>	appropriate	
	<ul> <li>Solve number and</li> </ul>	with different	<ul> <li>Solve problems involving</li> </ul>	geometric shapes based	<ul> <li>Use, read, write and convert</li> </ul>	
	practical problems	denominators and mixed	the calculation of	on their properties and	between standard units	
	involving place value	numbers	percentages for	sizes and find unknown	(g/kg, mm/cm/m/km, ml/l)	
	Addition and Subtraction	<ul> <li>Multiply proper fractions,</li> </ul>	comparison	angles in triangles,	<ul> <li>Convert between miles and</li> </ul>	
	• See Y5	leaving the answer in	<ul> <li>Solve problems involving</li> </ul>	quadrilaterals and regular	kilometres	
	<ul> <li>Solve addition and</li> </ul>	simplest form	similar shapes where the	polygons	<ul> <li>Recognise that shapes with</li> </ul>	
	subtraction multi-step	<ul> <li>Divide proper fractions by</li> </ul>	scale factor is known or	<ul> <li>Illustrate and name parts</li> </ul>	the same areas can have	
	problems in context,	whole numbers	can be found	of circles – radius,	different perimeters and	
	deciding which operations	<ul> <li>Associate a fraction with</li> </ul>		diameter, circumference	vice versa	
	to use and why	division and calculate	Statistics	<ul> <li>Know that diameter is</li> </ul>	<ul> <li>Recognise when it is possible</li> </ul>	
	Multiplication & Division	decimal fraction		twice the radius	to use formulae for area and	
	<ul> <li>Perform mental</li> </ul>	equivalents (e.g. 0.375 =		<ul> <li>Recognise angles where</li> </ul>	volume of shapes	
	calculations, including	3/8)	<ul> <li>Interpret and construct pie</li> </ul>	they meet at a point, are	<ul> <li>Calculate the area of</li> </ul>	
	with mixed operations and	<ul> <li>Identify the value of each</li> </ul>	charts and line graphs and	on a straight line or are	parallelograms and triangles	
	large numbers	digit in numbers given to	nrohlems	vertically opposite and	<ul> <li>Calculate, estimate and</li> </ul>	
	<ul> <li>Use estimations to check</li> </ul>	three decimal places and	Coloulate and interpret the	find missing values	compare volume of cubes	
	answers to calculations	multiply and divide	Calculate and Interpret the	Be able to express the	and cuboids using standard	
	and determine, in the	numbers by 10, 100 and	illeall as average	above using algebra,	units, including cubic	
	context of a problem,	three desimal places	Algebra	where appropriate	centimetres (cm3) and	
	levels of accuracy		• Use simple formulae	Geometry: Position and	cubic metres (m3 )	
	<ul> <li>Identify common factors,</li> </ul>	<ul> <li>Multiply one-digit</li> <li>numbers with up to two</li> </ul>	Generate and describe	Direction	CATS DRED	
	common multiples and	decimal places by whole	Generate and describe	• See V5	SATS PREP	
	prime numbers	numbers	Eveness missing number	Describe position on a		
	Perform mental	Use written division	• Express missing number	• Describe position on a		
	calculations with mixed	methods in cases where	Find pairs of numbers that	Draw and translate simple		
	operations and large	the answer has up to two	<ul> <li>Find pairs of numbers that satisfy an equation with</li> </ul>	Draw and translate simple     shapes on the coordinate		
	• Multiply pumbors by 2	decimal places	two unknowns	nlane and reflect them in		
	<ul> <li>Multiply numbers by 2- digit whole numbers using</li> </ul>	Solve problems which	Use the above in context	the axes		
	the formal method of long	require answers to be	and relate to problems			
	multiplication	rounded to specified				
	<ul> <li>Divido numbors un to 4</li> </ul>	degrees of accuracy				
	digits by a two-digit whole	Recall and use				
	number using the formal	equivalences between				
	written method of long	simple fractions, decimals				
	division, and interpret	and percentages, including				
	remainders as whole	in different contexts.				
	number remainders.					
	fractions					

Colonno			Morking C	ciantifically.				
Science	Working Scientificary Bunils should use the five enquire types: observation over time: nattern socking: identifying, classifying and grouning: comparative and fair testing: research using secondary sources. This should							
	Pupils should use the live enqu	ing types. Observation over time,	he does through investigation	sirying and grouping, comparativ	e and fail testing, research using se	condary sources. This should		
	1 Ack relevant questions and use different types of enquiries to answer them							
	1. As relevant questions and use different types the end fair tests							
		3 Make	careful observations and take acc	urate measurements using a ran	ge of equipment			
		S. Wake	4 Gather record classify and u	present data to beln answer ques	tions			
		5 Record fine	tings using scientific language dr	awings labelled diagrams keys	par charts and tables			
		6 Report on finding	as from enquiries using oral or wr	itten explanations presentations	of results and conclusions			
		7 Use results to	draw conclusions make predict	ions suggest improvements and	raise further questions			
			8. Identify differen	ces, similarities or changes.	raise farmer questions.			
		9	. Use scientific evidence to ans	wer questions or support their fi	ndings.			
		-	Scientific Er	nguiry Types				
			Comparative	and fair testing				
			Making observ	ations over time				
			Pattern	seeking				
			Identifying, classi	fying and grouping				
			Research using s	econdary sources				
	Light (Y6)		Earth and Space (Y5)	,	Properties and changes of mate	rials (Y5)		
	<ul> <li>Recognise that light appears t</li> </ul>	o travel in straight lines	Describe the movement of the	e Earth, and other planets,	Know that some materials will of	dissolve in liquid to form a		
	• Use the idea that light travels	in straight lines to explain that	relative to the Sun in the solar s	system	<ul> <li>solution, and describe how to recover a substance from a solution</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering,</li> </ul>			
	objects are seen because they a	give out or reflect light into the	Describe the movement of the	e Moon relative to the Earth				
	eye		<ul> <li>Describe the Sun, Earth and M</li> </ul>	100n as approximately				
	• Explain that we see things be	cause light travels from light	spherical bodies					
	sources to our eyes or from ligh	t sources to objects and then	• Use the idea of the Earth's rot	tation to explain day and night	sieving and evaporating			
	to our eyes		and the apparent movement of the sun across the sky.		<ul> <li>Demonstrate that dissolving, m</li> </ul>	ixing and changes of state are		
	• Use the idea that light travels	in straight lines to explain why			reversible changes			
	shadows have the same shape a	as the objects that cast them	Forces (Y5)		• Explain that some changes result in the formation of new			
			<ul> <li>Explain that unsupported object</li> </ul>	ects fall towards the Earth	materials, and that this kind of ch	ange is not usually reversible,		
			because of the force of gravity a	acting between the Earth and	including changes associated with	h burning and the action of		
	Properties and changes of mate	erials (Y5)	the falling object		acid on bicarbonate of soda			
	Compare and group together	everyday materials on the	<ul> <li>Identify the effects of air resist</li> </ul>	stance, water resistance and				
	basis of their properties, includi	ing their hardness, solubility,	friction, that act between movin	ng surfaces				
	transparency, conductivity (elec	ctrical and thermal), and	Recognise that some mechanisms, including levers, pulleys					
	response to magnets	and from comparative and fair	and gears, allow a smaller force	to have a greater effect.				
	• Give reasons, based on evider	overvday materials including						
	metals wood and plastic	everyddy materials, meldunig						
	incluis, wood and plastic							
Computing	Online Sefety	Coding	Coding (Flowel)	Film Making	Digital Litoragy and ICT	Computer Software		
Computing	Online Safety	Coding		Film-Iviaking	Digital Literacy and ICI	computer software		
	• Use technology safely,	• Design, write and debug	• Design, write and debug	• Select, use and combine a	Use search technologies	• Select, use and combine		
	respectfully and	programs that accomplish	programs that accomplish	variety of software on a	effectively, appreciate now	a variety of software on		
	responsibly; recognise	specific goals, including	specific goals, including	range of digital devices to	results are selected and	a range of digital devices		
	acceptable/unacceptable	controlling or simulating	controlling or simulating	design and create a range	ranked, and be discerning in	to design and create a		
	penaviour; identify a	providence by decomposition	physical systems; solve	or programs, systems and	evaluating digital content	range or programs,		
	range of ways to report	them into creation parts	them into creation parts	content that accomplish	Secret ongines	systems and content that		
	concerns about content	them into smaller parts	them into smaller parts	given goals, including	-search engines	accomplish given goals,		
		<ul> <li>Use sequence, selection,</li> </ul>	<ul> <li>Use sequence, selection,</li> </ul>	evaluating and procenting		analysing evaluating and		
	Snam	and repetition in	and repetition in	data and information	How soarch ongines work	analysing, evaluating and		
	-spalli	programs; work with	programs; work with		-now search engines work	presenting data and		

	-Powerful passwords	variables and various	variables and various	-Scripts	-Page ranking	information	
	-False photography	forms of input and output	forms of input and output	-Besearch and sources	-Search engine ontimisation	-Using spreadsheets	
		Liss legisst reasoning to	Lice legical reasoning to	-Filming	Scalen engine optimisation	-Improving presentations	
		• Ose logical reasoning to	Ose logical reasoning to	-Interviewing		-Word processing	
		algorithms work and to	algorithms work and to	-Editing		there processing	
		detect and correct errors	detect and correct errors				
		in algorithms and	in algorithms and				
		programs	nrograms				
		Scratch gamos	Controlling dovicos				
Geography	Human and Physical			Physical Geography -	Locational Knowledge	Human geography – Trade	
Geography	Geography			Mountains		and Economics	
	• Identify physical and	<ul> <li>Name and locate counties</li> <li>and sitios of the LIK and</li> </ul>	<ul> <li>Identify the position and significance of latitude</li> </ul>	Mountain ranges	Locate the world's	• Types of settlement and	
	Identify physical and     human features of Europa	their identifying human	longitudo, Equator	Mountains of the LIK	focus on Control/South	<ul> <li>Types of settlement and land use, economic</li> </ul>	
	numan reatures of Europe	and physical	Northorn homisphore	Features of mountains	Amorica	and use, economic	
	Understand the difference	and physical	Southern homisphere,	How mountains are made	America		
	between physical and	understand how some of	tropics of cancor and	Mountainous climates	Goographical Skills and	illins.	
	numan features	these aspects have	Capricorn and Arctic and	Mountainous travel	Fieldwork	• what is trade?	
		changed over time	Antarctic circles		• Lice many atlases globes	<ul> <li>Trade and the UK</li> </ul>	
	Compare different	<ul> <li>Locato the World's</li> </ul>	Groopwich/moridian times		• Ose maps, atlases, globes	<ul> <li>Trading with El Salvador</li> </ul>	
	countries/cities in Europe	• Locate the World's			manning to locate countries	<ul> <li>Fair trade</li> </ul>	
	with the UK	focus on Europe	201123		and describe features	<ul> <li>Global economy</li> </ul>	
	Geographical Skills and	Geographical Skills and			studied		
	Fieldwork	Fieldwork			studied		
	<ul> <li>Use maps, atlases, globes</li> </ul>	• Lice many atlases globes					
	and digital/computer	Ose maps, atlases, globes     and digital (computer					
	mapping to locate	manning to locato					
	countries and describe	countries and describe					
	features.	features					
llistowy							
nistory	<ul> <li>Develop a ch</li> </ul>	ironologically secure knowledge a	and understanding of British, loca	and world history, establishing (	clear narratives within and across p	eriods studied	
		Note connection	hs, contrasts and trends over time	e and develop the appropriate us	e of historical terms		
		<ul> <li>Address and sometimes d</li> </ul>	evise historically valid questions a	about change, cause, similarity ar	nd difference, and significance		
		<ul> <li>Construct informed re</li> </ul>	sponses that involve thoughtful s	election and organisation of relev	vant historical information		
		• Under	stand how our knowledge of the	past is constructed from a range	of sources		
	WWII		History of Space Travel	Space Travel The Maya			
	The beginning of WWII		First astronauts		Who were the Maya?		
	Battle of Britain		Space race: Soviet Union vs U	SA	• Everyday life in Mayan civilisati	on	
	• Evacuation and rationing		Apollo 11 and the moon land	ing	Social, cultural and religious beliefs – Maya gods, sacrifices,		
	Home front and women during the war		Apollo 13		rituals		
	Churchill and key moments		How has space travel change	d	Identify significant places in Ma	iyan society	
	Was the evacuation of Dunkirk a success?				Reasons for the rise and fall of the Maya		
	<ul> <li>Anne Frank and the Holocaust</li> <li>VE Day – the end of the war</li> <li>Alan Turing – significant parson in history</li> </ul>				• Maya discoveries – calendar, w	riting	
	Aian Turing – significant person in history						
	<ul> <li>Local nistory – Newark bombi</li> </ul>	ings (Kansome & Marles					
A	Idulory)		Smaan Aut (Datura Futurian and		Ancient Mayo Art		
Art	• Tolling storios in nistures (De-		space Art (Ketro-Futurism proj	imagos Dotor Thorno	Ancient iviaya Art	aasko	
	Landscano in piccos	וום הכצטו	Analyse and evaluate existing     Analyse and evaluate existing	, mages – reter morpe	Design using oil pactols	10383	
	Lanuscape in pieces     Momony postcards (Sonia Day	(60)	Paint mixing for tones     Tachniques		Design using oil pastels     Clay masks		
	<ul> <li>IVIemory postcards (Sonia Boyce)</li> </ul>		<ul> <li>rechniques – paint drip</li> </ul>		<ul> <li>Cidy IIIdSKS</li> </ul>	<ul> <li>Clay masks</li> </ul>	

	Portraits in different effects (	Howard Hodgkin)	<ul> <li>Creating foregrounds</li> </ul>	Creating foregrounds		<ul> <li>Ancient Mayan calendar – abstract work</li> </ul>	
	<ul> <li>Making abstract cut ups</li> </ul>		• Develop ideas for final piece		Guatemalan worry dolls – pegs	and wool	
	• Sensory boxes (Anish Kappor)	)	<ul> <li>Create final piece</li> </ul>				
DT	Textiles – Make, Do and Mend	(Stuffed toy)	Controllable Vehicles – Space	Buggy	Chocolate Bar (History/English link)		
	<ul> <li>Investigate existing toys</li> </ul>		<ul> <li>Investigate existing controlla</li> </ul>	ble vehicles	Consumer research – likes/disl	ikes	
	<ul> <li>Market research – what is available</li> </ul>	ailable? What do people	<ul> <li>Research mechanisms and compared to the second secon</li></ul>	ontrollable aspects	<ul> <li>Market research – packaging</li> </ul>		
	like/dislike?		<ul> <li>Create design brief</li> </ul>		Develop ideas, flavours, textur	es	
	<ul> <li>Practise sewing techniques, in</li> </ul>	ncluding applique	<ul> <li>Design space buggy using de</li> </ul>	sign brief	<ul> <li>Complete final design</li> </ul>		
	<ul> <li>Create mood board and designed</li> </ul>	n toy	<ul> <li>Build, choosing suitable ways</li> </ul>	s to join parts together	Create packaging design (grap)	nic design, <b>Art link)</b>	
	<ul> <li>Plan process – cutting, sewing</li> </ul>	g, additions	<ul> <li>Build mechanism and incorp</li> </ul>	orate into buggy	<ul> <li>Make chocolate bar</li> </ul>		
	• Cut fabric, sew designs, sew t	ogether, stuff	Test and evaluate		<ul> <li>Evaluate against design brief</li> </ul>		
	• Evaluate against design brief						
RE	Making a Difference	Exploring the New Testament	Investigating Religions and	Muslim Families and	Beautiful World, Wonderful	Journey Through Life	
		Christmas (6)	Respect, Further	Celebrations	God		
PE	Basketball	Volleyball	Rugby	Tennis	OAA	Cricket	
	Swimming	Swimming	Swimming	Dance	Gymnastics	Athletics	
NAusia	Trombono 2 and Daraussian	Dand Warkshan	Trumpet 2 + Ukulala 1 8 2	Band Markshan	Samba	Whole Class Orchastro	
iviusic	1.0.2		Trumpet 3 + Okulele 1 & 2	Blackbarr and Blacks		whole-class Orchestra	
	1&2	PO	Instrumental techniques	Rnythm and Blues:	world Music:		
	Instrumental techniques			Nowhere to Run	Masquenada		
MFL -	German Culture & Traditions	Going to the Doctor's	Clothes	Travelling by Train & Time	Invitations & Inviting a Friend	Staying in a Hotel	
German	(Oktoberfest)	What's Wrong?	Carnival				
PSHE/ SRE	Me and My Relationships (5)	Valuing Difference (5)	Growing and Changing (5)	Rights and Respect (5)	Keeping Safe (5)	Being my Best (5)	
			Making babies (Y6 only)				