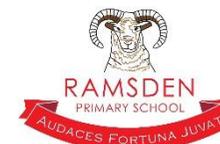


Long Term Plan



Year 6 Cycle 2 - 2020 – 2021

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------------|---|----------|---|----------|---|----------|
| The Ramsden Ruminator | Why did William Brewster sail to the New World? | | When was Gainsborough the capital of England? | | Why didn't the world end in 2012? | |
| Class Text | The Boy who Fell from the Mayflower – PJ Lynch The Mayflower; A Trip that took entirely too long – Peter Cook Call of the Wild – Jack London | | Viking Boy – Tony Bradman Odd and the Frost Giants – Neil Gaiman The Dragon's Hoard – Lari Don and Cate James Beowulf – Philip Pulman Vikings in 30 seconds – Philip Steele | | Middle world – Jon Voelkel The Chocolate Tree – Linda Lowery The Hero Twins; Against the Lords of Death – Dan Jolley The Explorer by Katherine Rundell | |
| English – Reading Foci | <p><u>Year 6</u> - To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres.</p> <p>To recognise more complex themes in what they read.</p> <p>To analyse and evaluate the use of language and its effect.</p> <p>To listen to feedback on the quality of their explanations and to make improvements when participating in discussions.</p> <p>To draw out key information and summarise</p> <p>To distinguish independently between fact and opinion, providing reasoned justifications for their views.</p> | | <p><u>Year 6</u> - To compare characters, settings and themes.</p> <p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres.</p> <p>To recognise more complex themes in what they read.</p> <p>To analyse and evaluate the use of language and its effect.</p> <p>To listen to feedback on the quality of their explanations and to make improvements when participating in discussions.</p> <p>To draw out key information and summarise</p> | | <p><u>Year 6</u> - To compare characters, settings and themes.</p> <p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres.</p> <p>To recognise more complex themes in what they read.</p> <p>To analyse and evaluate the use of language and its effect.</p> <p>To listen to feedback on the quality of their explanations and to make improvements when participating in discussions.</p> <p>To draw out key information and summarise</p> | |

| | | | | | | |
|-------------------------------|--|--|---|---|--|--|
| | <p>To consider different accounts of the same event and to discuss viewpoints.</p> <p>To discuss how characters change and develop through texts.</p> <p>To confidently perform texts.</p> | | <p>To distinguish independently between fact and opinion, providing reasoned justifications for their views.</p> <p>To consider different accounts of the same event and to discuss viewpoints.</p> <p>To discuss how characters change and develop through texts.</p> <p>To confidently perform texts.</p> | | <p>To distinguish independently between fact and opinion, providing reasoned justifications for their views.</p> <p>To consider different accounts of the same event and to discuss viewpoints.</p> <p>To discuss how characters change and develop through texts.</p> <p>To confidently perform texts.</p> <p>To 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.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> | |
| English – Writing Foci | <p>Mayflower Diary Writing</p> <p>Founding Fathers Newspaper Report</p> | <p>Call of the Wild - Narrative</p> <p>Thanksgiving feast – instruction writng</p> | <p>Norse Myth Poetry</p> <p>Biographies - Sweyn Forkbeard</p> | <p>Diary Entries (Residential)</p> <p>Myths and Legends - narrative</p> | <p>Balanced Argument</p> <p>Persuasive Letter</p> | <p>Scientific Writing</p> <p>Narrative/poetry - Wonder</p> |
| English Writing | <p><u>Year 6</u> - To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader.</p> | | <p><u>Year 6</u> - To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader.</p> | | <p><u>Year 6</u> - To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader.</p> | |

| | | | |
|--|--|---|---|
| | <p>To build a wide range of cohesion across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To change vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models.</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select appropriate vocabulary and grammatical functions for the genre of writing. To ensure the consistent and correct use of tense throughout all pieces of writing including the correct subject and verb agreement when using singular and plural</p> <p>To use question tags in informal writing.</p> <p>To use a full range of punctuation taught at KS2 correctly.</p> | <p>To build a wide range of cohesion across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To change vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models.</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select appropriate vocabulary and grammatical functions for the genre of writing. To ensure the consistent and correct use of tense throughout all pieces of writing including the correct subject and verb agreement when using singular and plural</p> <p>To use subjunctive form in formal writing.</p> <p>To use perfect form of verbs to mark relationship between time and cause.</p> <p>To use passive voice.</p> <p>To use question tags in informal writing.</p> | <p>To build a wide range of cohesion across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To change vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models.</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select appropriate vocabulary and grammatical functions for the genre of writing. To ensure the consistent and correct use of tense throughout all pieces of writing including the correct subject and verb agreement when using singular and plural</p> <p>To use subjunctive form in formal writing.</p> <p>To use perfect form of verbs to mark relationship between time and cause.</p> <p>To use passive voice.</p> <p>To use question tags in informal writing.</p> |
|--|--|---|---|

| | | | | | | |
|-----------------|--|---|---|---|---|-------------------------------|
| | | | To use a full range of punctuation taught at KS2 correctly. To recognise and use the terms; subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon and bullet points. | | To use a full range of punctuation taught at KS2 correctly. To recognise and use the terms; subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon and bullet points. | |
| Spelling | Ambitious synonyms Homophones and near homophones – nouns that end in ce/cy and verbs that end in –se Adjectives ending in =ant into nouns ending in –ance/-ancy Adjectives ending in –ent into nouns ending in –ence/-ency Hyphens – to join a prefix ending in a vowel to a root word beginning with a vowel Hyphens – to join compound adjectives to avoid ambiguity Words ending in able/ably/ Word families based on common words, showing how words are related in form Creating diminutives using prefixes micro- or mini- Statutory Spellings | | Adding suffixes beginning with vowel letters to words ending in –fer Words with a long /e/ sound spelt ‘ie’ or ‘ei’ after c (and exceptions) Word families based on common words, showing how words are related in form Words with endings which sound like ‘shuhl/’ after a vowel letter Words with a ‘soft c’ spelt /ce/ Word families based on common words, showing how words are related in form Statutory spellings | | Words that can be nouns and verbs Words with a long /o/ sound spelt ‘ou’ or ‘ow’ Words ending in ible/ibly Synonyms/Antonyms Statutory Spellings | |
| Maths | Numbers to ten million Compare and order any number Round any number Negative numbers Add and subtract Integers Multiply 4 digit numbers by a 2 digit number | Simplify fractions Fractions on a number line Compare and order (numerators/denominators) Add and subtract fractions Mixed addition and subtraction | Three decimal place Multiply by 10, 100 and 1000 Divide by 10, 100 and 1000 Multiply decimals by integers Divide decimals by integers Division to solve problems | Metric measures Convert metric measures Calculate with metric measures Miles and Kilometres Imperial Shapes same area Area and perimeter Area of triangle Area of parallelogram | Measure with a protractor Introduce angles Calculate angles Vertically opposite angles Angles in a triangle including special cases and missing angles Angles in quadrilaterals | Problem Solving Investigation |

| | | | | | | |
|----------------|--|---|---|--|---|--|
| | <p>Short Division Division using factors Long division Common Factors Common Multiples Primes to 100 Square and Cube numbers Order of operations Mental calculations and estimations Reason from known facts</p> | <p>Multiply fractions by integers Multiply fractions by fractions Divide fractions by integers Four rules with fraction Fractions of an amount The first quadrant Four quadrants Translations Reflections</p> | <p>Decimals as fractions Fractions as decimals Fractions to percentages Equivalent FDP Order FDP Percentage of an amount Percentages – missing values Find a rule – one step Find a rule – two step Forming expressions Substitution Formulae Forming equations Solve simple one-step equation Solve two-step equations Find pairs of values Enumerate possibilities</p> | <p>Volume – counting cubes Volume of a cuboid Using ratio language Ratio and fractions Introducing the ratio symbols Calculate ratio Using scale factors Calculating scale factors Ratio and proportion problems</p> | <p>Angles in regular polygons Draw shapes accurately Draw nets of 3D shapes Read and interpret line graphs draw line graphs Use line graphs to solve problems Circles Read and interpret pie charts Pie charts with percentages Draw pie charts The mean</p> | |
| Science | <p><u>Electricity</u></p> <p>(K) Use recognised symbols when representing a simple circuit in a diagram.</p> <p>(K) Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>(K) Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>(WS) Recording data and results of increasing complexity using scientific diagrams and labels,</p> | | <p><u>Evolution and Inheritance</u></p> <p>(K) Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>(K) Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>(K) Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> | | <p><u>Animals including Humans</u></p> <p>(K) Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>(K) Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>(K) Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>(WS) Planning different types of scientific enquiries to answer questions, including</p> | |

| | | | |
|--|--|---|---|
| | <p>classification keys, tables, scatter graphs, bar and line graphs</p> <p>(WS) Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>(WS) Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>(WS) Using test results to make predictions to set up further comparative and fair tests</p> <p>(WS) Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>(WS) Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p><u>Light</u></p> <p>(K) Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>(K) Recognise that light appears to travel in straight lines</p> <p>(K) Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>(K) Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> | <p>(WS) Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>(WS) Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>(WS) Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>(WS) Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> | <p>recognising and controlling variables where necessary</p> <p>(WS) Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>(WS) Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p><u>Living things and their habitats</u></p> <p>(K) Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>(K) Give reasons for classifying plants and animals based on specific characteristics.</p> <p>(WS) Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>(WS) Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>(WS) Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>(WS) Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of</p> |
|--|--|---|---|

| | | | |
|------------------------------|--|---|---|
| | <p>(WS) Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>(WS) Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>(WS) Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> | | <p>trust in results, in oral and written forms such as displays and other presentations</p> <p>(WS) Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>(WS) Using test results to make predictions to set up further comparative and fair tests</p> |
| <p>Art and Design</p> | <p>Native American Art Wampanoag Tribe Weaving Bags Explore the roles and purposes of artists working in different times and cultures</p> <p>Use different techniques and textures when making different pieces of work</p> <p>Identify artists who have worked in a similar way to their own work</p> <p>Show awareness of the potential of materials</p> | <p>Dragon eye Amulet and bag Join fabrics in different ways Develop skills using clay</p> <p>Sketch-up architectural 3D computer modelling Compare ideas, methods and approaches in their own and others' work and say how they feel about them.</p> <p>Adapt their work according to their views</p> <p>Use ICT</p> <p>Bayeaux Tapestry drawings Select and record from first hand observations</p> <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work</p> <p>Develop ideas using different or mixed media using a sketchbook</p> <p>Create shades and tints using black and white.</p> | <p>Clay pyramids Develop skills in clay Create sculpture and construction with increasing independence</p> <p>Bonampak Murals Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape</p> <p>Mayan Worry Dolls Use different techniques, colours and textures when designing and creating work</p> |

| | | | |
|----|--|---|---|
| | | <p>Describe varied techniques</p> <p>Carry out preliminary studies, test media and materials</p> <p>Work from a variety of different sources</p> <p>To be expressive and analytical to adapt, extend and justify their work</p> | |
| DT | <p>Primary Engineering Identify the needs, wants, preferences and values of particular individuals and groups Produce appropriate list of tools, equipment and materials that they need How to reinforce and strengthen a 3d framework</p> <p>Thanksgiving feast That seasons may affect the food available. How food is processed into ingredients that can be eaten or used in cooking That different food and drink contain different substances – nutrients, water, fibre – that are needed for health</p> | <p>Primary Engineering Develop a simple design specification to guide their thinking Accurately measure, mark out, cut and shape components Accurately assemble, join and combine materials and components Accurately apply a range of finishing techniques Evaluate the quality of design, manufacture and fitness for purpose of their products as they design and make How mechanical systems create movement How more complex electrical circuits and components can be used to create functional products Know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products</p> | <p>Squash Tomato Challenge Generate innovative ideas drawing on research Demonstrate resourcefulness when tackling practical problems Evaluate their ideas and products against their original design specification how sustainable the materials in products are What impact products have beyond their intended purpose</p> <p>Microbits Use computer programming to control their products</p> |

| | | | | | | |
|------------------|--|---|--|--|--|---|
| Computing | <u>We are advertisers</u> Pupils will think critically about how a video is used to promote a cause, storyboard an effective advert, work collaboratively to shoot suitable original footage and source additional content, acknowledging intellectual property rights and to work collaboratively to edit the assembled content to make an effective advert. | <u>We are network technicians</u> Pupils will learn to appreciate that computer networks transmit and receive information digitally, understand the basic hardware needed for computer networks to work, understand key features of internet communication protocols and develop a basic understanding of how domain names are converted to numerical IP addresses | <u>We are computational thinkers</u> Pupils will learn how to use algorithms and how key algorithms can be expressed as programmes. They will learn to use algorithms to sort, search and reason logically to debug programmes. | <u>We are adventure gamers</u> Pupils will learn to design, write and debug the syntax of a text based programming language. Use sequence, selection and repetition to add variables of input and output. | <u>We are travel writers</u> Pupils will learn to use search technologies safely and have a wider understanding of the use of computer networks, such as the world wide web and how the www can provide multiple services such as the internet. | <u>We are publishers</u> Pupils will learn to use the internet for communication and collaboration and show more discernment about the reputation of online sources. Pupils will use a variety of software in combination to create a range of programs that accomplish given goals. |
| History | The Mayflower Use the library and internet for research – to research the religious divisions in Europe that led to the Separatists seeking settlement in The New World To sequence events in the 16 TH and 17 th Century on a timeline, from The Reformation to the first Thanksgiving. Place events on timeline in relation to other studies – compare the events of the Stuart Era to other periods in history. Know and use relevant dates and terms – eg Stuarts, Protestant, Catholic, Separatist, Puritan, New World, Frontier, Settlement, Indigenous, Wampanoag. | | Vikings and Anglo-Saxons To sequence events on a timeline -to know about Viking raids and Invasions (where and how they took place) Compare beliefs, behaviour and character of people, recognising that not everybody shares the same views/be aware that different evidence will lead to different conclusions - to know and understand about the resistance from Alfred the Great Use the library and internet for research/Link sources and work out how conclusions were arrived at -to learn about Viking life including houses, clothes and food Select and organise information to produce structured work making appropriate use of dates and terms - to understand what | | Mayan Civilisation Suggest omissions and the means of finding out - to discover facts about how the Mayan civilization lived Compare beliefs, behaviour and character of people, recognising that not everybody shares the same views/be aware that different evidence will lead to different conclusions - to consider similarities and differences between ancient religions and religions today. To look at the Mayan number system. Use the library and internet for research - to look at the characteristics of Maya Gods Link sources and work out how conclusions were arrived at - to find out what Maya people grew and ate/To locate the ancient Maya cities | |

| | | | |
|------------------|---|--|--|
| | <p>Sequence 10 events on a time line – The Mayflower voyage https://worldhistoryproject.org/topics/pilgrims Recognise primary and secondary sources – to compare the first Thanksgiving ceremonies with modern Thanksgiving ceremonies Use a range of sources to find out about an aspect of time passed – use a range of historical sources and contemporary research materials to research the Mayflower voyage and its settlement. Bring knowledge gathered from several sources together in a fluent account – create diary accounts of Pilgrim passengers and their families.</p> | <p>happened during Viking invasions and what the warriors were like Consider ways of checking the accuracy of interpretations - to know some Viking gods and what they represent</p> | <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation -to use Frederick Catherwood drawings to find out how the Mayan civilization lived and to research Chichen Itza and create a tourist brochure</p> |
| Geography | <p>The Journey of the Mayflower Draw thematic maps with keys – compare early settlements in the New World with modern Massachusetts Increase the complexity of own drawn maps – begin to draw maps to scale Use maps to locate countries and features – Use atlases to chart the voyage of the Mayflower using known countries Recognise world map as a flattened globes – compare atlases with Google Earth Investigate places with more emphasis on the larger scale; contrasting and different places – compare 16th century Europe with early settlements in the New World Use 8 compass points – chart the Mayflower voyage using compass directions Confidently identify significant places and environments – Identify Americas, Europe, Holland, Tropic of Cancer and Atlantic Ocean.</p> | <p>Gainsborough Draw a sketch map using symbols and a key – draw the Viking journey from the Humber to the Trent Select a map for a specific purpose – choose and use appropriate scaled maps for comparison Analyse evidence and draw conclusions from it e.g. from field work, land use patterns, temperature and climate and its influence on everyday life . Compare the land use patterns of 16th Century Europe to Massachusetts. Use a scale to measure distance – Use a range of OS Explorer and OS Landranger maps Draw/use maps and plans of a range of scales Use and recognise OS map symbols – Compare modern Gainsborough with Viking Gainsborough Follow a short route on an OS map – Field Trip</p> | <p>Ancient Maya Geography Use longitude and latitude on atlas maps/ use primary and secondary sources of evidence - to compare ancient Maya geography with modern day South America Suggest questions for investigation - to compare Ancient Maya civilisations with modern day settlements Draw a plan view map/ Use 4 figure coordinates confidently to locate features on a map - to look at landmarks of Chichen Itza Collect and record evidence unaided Use atlas symbols</p> |

| | | | | | | |
|--------------------------|---|---|---|--|---|---|
| Languages - Welsh | Greetings, Hobbies, Birthdays Understand the main points from a spoken language | Family, Animals, Shapes, Clothes Ask and answer simple questions in conversation | Food, Sports Understand the main points from a short written text | Classroom objects, in my town Write a few sentences on a familiar topic | Weather Write a short text using commonly used words | Time Understand cultural differences including religion, war, famine, poverty etc. |
| Music | <p>Appreciate and understand a wide range of music drawn from different traditions and from great composers and musicians, thinking about how time and place can influence the way music is created, performed and heard; Describe, analyse and compare different kinds of music using a musical vocabulary; Understand how (and learn the vocabulary of) the combined musical elements of pitch, duration, dynamics, tempo, timbre and texture can be organised within musical structures and used to communicate different moods and effects; Listen with sustained concentration and engagement to longer pieces of music, identifying features in</p> <p>'The Journey of the Mayflower' (Stile Antico Early Music Vocal Ensemble) featuring music from the time of the Pilgrims, a time of great musical flowering, e.g. Gibbons, Tomkins and Weelkes; John Dowland's 'Shout To Jehova', included in a metrical psalter that was carried on the ship by William Brewster; Identify different moods and textures, exploring how the pieces deal with themes of pilgrimage and longing for peace e.g. John Amner: 'A Stranger Here', in which he speaks of his desire to find a new, peaceful land.</p> | <p>Sing a broad range of songs from an extended repertoire, observing rhythm, phrasing, accurate pitching and appropriate style; Sing songs using staff notation (Charanga); Sing rounds/partner songs in 3 or 4 parts, with awareness of other parts, identifying the melodic phrases and how they fit together;</p> <p>Explore the atmosphere and excitement of Viking Mythology through BBC Schools Radio Viking Saga Songs: Sing songs with increasing control of breathing, posture, sound projection and clear diction; Sing with a sense of phrase and musical expression, breathing in appropriate places; Sing songs in tune and with control of pitch; Loki the Joker: 2 note patterns, syncopation; Odin, Mighty World Creator: varied voice qualities; chanting word-echoes; arpeggios; repeating patterns; Sing us a Saga: singing in 2 parts; building phrases; pentatonic wave-melodies; Thor on a Journey: fanfares & horn-calls; dynamic contrast; changing tempo; simple conducting; Apples of Iduna: clear diction; voice registers (high/low); sing with 'mystery & magic'; Birds of the North: rising & falling pentatonic tunes; flight patterns (up/down); melodic shape patterns.</p> | <p>Mayan Mystic Music and Dance (TES): Explore sounds and resources (range of tuned and un-tuned percussion instruments) to achieve different intended effects - flutes, pan-pipes, whistles, drums; Sing and accompany the song: 'The Maya – A Stone Cold Classic' (Sing Up);</p> <p>Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations; Improvise rhythm patterns, incorporating rhythmic variety and interest; Create different effects using combinations of pitched sounds, playing with control and accuracy; Internalise short melodies and improvise simple tunes, using the pentatonic scale, on pitched percussion instruments (glocks); Improvise over drones and grooves, developing sense of shape and character; Play a melody following staff notation (using Charanga) written on one staff and using notes within an octave range, making decisions about dynamic change: pp, p, f, ff; Engage with others through ensemble playing; Leavers' Play: Practise their own parts and rehearse with others, showing that they know how to contribute to the overall effect;</p> | | | |

| | | | |
|---|--|---|---|
| | Sing confidently in small groups, as a class and in whole school assemblies, with musical expression and a sense of ensemble and performance, presenting performances effectively with awareness of audience, venue and occasion in the Harvest and Christmas (Christingle) Church Services. | | Improve their performance through listening, internalising and analysing changes needed; Contribute to a high quality class performance that creates the intended effect, presenting effectively with awareness of audience, venue and occasion. |
| PE | <p>Cross Country - Pupils will learn the correct ways to run for a long distance event such as cross country. I.E focusing on their breathing and maintaining a level of pace for a lengthy run.</p> <p>Football – Pupils will all be able to explain the rules of the game. Children will be drilled in their dribbling passing and shooting before being put into small sided games following FA guidelines to put the skills into practice. Gifted and talented pupils will develop tactics on attacking and defending.</p> | <p>Tag rugby – Pupils will learn to develop their handling, tackling, attacking and defending skills through drills. Pupils will then extend this into small sided games. Higher level pupils will demonstrate appropriate positioning and tactics to cause a problem for the opposition.</p> <p>Netball – Pupils will be drilled in different pass and shooting techniques. They will then look to bring these into free role game scenarios. Pupils will be coached in moving the ball swiftly as this will cause the opposition a problem in games. Pupils will be able to choose the most effective tactics in games and plan their approach to attacking and defending</p> | <p>Kwik Cricket – Pupils will be drilled in batting, bowling and fielding through various drills following ECB guidelines as well as looking into their pace of scoring. They will then look at implementing this into six a side cricket games. Gifted and Talented pupils will look at game management i.e. scoring quickly, saving runs and bowling strategies.</p> <p>Rounders – Pupils will be learn the basic rules of the game and will be drilled in their batting fielding and backstop. Pupils will playing games of Rounders. Gifted and Talented pupils will learn advanced fielding skills to prevent the other team from scoring high volume of runs.</p> |
| <p>Pupils by the end of KS2 will be able to: Use a different range of shots and strokes to strike a ball Use a variety of techniques to pass. Follow and understand rules of each sport covered Throw and catch a ball with control and accuracy Gifted and talented pupils will be able to successful demonstrate and lead a warm up as well as team teach other peers by evaluating and demonstration as well as developing tactics and strategies what can be used in game scenarios.</p> <p><u>Extended Activities:</u> <u>Fun fit</u> Children with poor fine motor skills/ balance and co-ordination skills will be taken in small groups in assembly time to work on developing these. Activities will include yoga, mini gym sessions and games e.g. Walk the Plank and Monkey, Monkey. <u>Physio</u></p> | | | |

| | | | | | | | | |
|-------|--|--|---|---|---|--|---|--|
| | <p>A pupil who has cerebral palsy will be taken for 30 minutes each day by staff members who have been given training and supports from the NHS to supports him in his development with exercises advised by the NHS.</p> <p><u>Gifted and Talented</u></p> <p>Pupils who have been identified as being gifted and talented in P.E will be given an extra session on a Wednesday afternoon to develop their skills with more advanced drills. This time will also be used to prepare pupils for sporting tournaments and games against other skills to help us achieve the best results.</p> | | | | | | | |
| RE | <p>What can we learn by reflecting on words of wisdom from religions and worldviews?</p> <p>To understand carefully selected text from three religions (Christianity, Buddhism and Judaism)</p> <p>To learn about two contemporary examples of faith communities and how they seek to live their values</p> <p>Pupils will develop the ability to respond thoughtfully to a range of sources of wisdom</p> | | <p>What was the Kindertransport?</p> <p>To learn about pre-war Jewish life and the impact of persecution and discrimination</p> <p>To know about the Kindertransport and the importance of providing refuge to people who are persecuted for who they are</p> <p>To know about the work of the National Holocaust Centre and Museum</p> <p>Pupils will learn to reflect on big questions about human values and behaviour.</p> | | <p>What contributions do religions make to local life in Nottingham City and Nottinghamshire?</p> <p>To know about world religions in the local area and county</p> <p>To learn about examples of inter faith co-operation</p> <p>They will think reasonably about questions of community harmony and inter faith work</p> | | <p>How do religions and beliefs respond to global issues?</p> <p>To learn about spiritual concepts of justice, fairness, compassion and responsibility</p> <p>To look at global aid and development charities (Christian Aid, Islamic Relief, Save the Children)</p> <p>Pupils will learn to faith, weigh up and use information through simple research</p> <p>They will practice the skill of discussion, reasoning and argument in relation to questions about global issues.</p> | |
| PSHCE | <p>Safety First</p> <p>To know how to take responsibility for their own safety</p> | <p>TEAM</p> <p>To confidently talk about the attributes of a good team.</p> | <p>Diverse Britain</p> <p>Be able to talk about the range of faiths and ethnicities in our nation and identify</p> | <p>VIPs</p> <p>To explain how VIPs who love and care for each other should treat each other.</p> | <p>Aiming High</p> <p>To understand how people learn new things and achieve certain goals.</p> | <p>Growing Up</p> <p>To describe the changes that people's bodies go through during puberty and</p> | | |

| | | | | | | |
|---|--|---|---|---|---|---|
| | <p>To assess and manage risks in different situations</p> <p>To confidently identify and manage pressure to get involved in risky situations</p> <p>To know to act sensibly and responsibly in an emergency</p> <p>Be able to identify hazards and reduce risks to keep myself and others safe at home.</p> <p>To know how to stay safe in different outdoor environments.</p> | <p>To accept that people have different opinions and know that I can politely disagree with others and offer my own opinion.</p> <p>To compromise and collaborate to ensure a task is completed.</p> <p>To reflect on the need to care for individuals within a team.</p> <p>To be able to identify hurtful behaviour and suggest ways I can help.</p> <p>To understand the importance of shared responsibilities in helping a team to function successfully.</p> | <p>ways of showing respect to all people.</p> <p>To explain what a community is and what it means to belong to one.</p> <p>To explain why and how laws are made and identify what might happen if laws are broken.</p> <p>Be able to discuss the terms democracy and human rights in relation to local government.</p> <p>To investigate what charities and voluntary groups do and how they support the community.</p> | <p>To be able to identify different ways to calm down when I am feeling angry or upset.</p> <p>To understand that people have different opinions that should be respected.</p> <p>To be able to identify negative influences on my behaviour and suggest ways that I can resist these influences.</p> <p>To explain when it is right to keep a secret, when it is not and who to talk to about this.</p> <p>To recognise healthy and unhealthy relationships.</p> | <p>To understand that a helpful attitude towards learning can help us succeed in life.</p> <p>To identify opportunities that may become available to me in the future and I am aware of how to make the most of them.</p> <p>To understand that gender, race and social class do not determine what jobs people can do.</p> <p>To understand there are a variety of routes into different jobs which may match my skills and interests.</p> <p>To discuss my goals for the future and the steps I need to take to achieve them.</p> | <p>how we can look after our changing bodies.</p> <p>Able to describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings.</p> <p>Be able to recognise that many things affect the way we feel about ourselves and</p> <p>To understand that there is no such thing as an ideal kind of body.</p> <p>To understand what a loving relationship is and that there are many types of relationships.</p> <p>To understand what a sexual relationship is and who can have a sexual relationship.</p> <p>To describe the process of human reproduction, from conception to birth.</p> |
| Learning outside the Classroom / Branching Out | Boat building Planting vegetables | Thanksgiving feast Mayflower Lantern parade | Viking Raid Play in a day | Residential Orienteering | Squashed Tomato activity | Science topic Leavers Play Dare |