Long Term Plan

Year 5/6 Cycle 1 – 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Ramsden Ruminator	**Why should we never forget?**		**Where did the dodo go?**		**Will rainforests survive the 21st century?**	
Class Text	Armistice Runner by Tom Palmer 1944 Tom Palmer War Game Michael Foreman Bombs and Blackberries Julia Donaldson Churchill's VE Day Speech Newspapers and local accounts from WW2 Armistice Day poetry		Biographies of Darwin, Anning and Russell-Wallace Moth – Isabel Thomas Darwin's Dragons by Lindsey Galvin		The Explorer by Katherine Rundell The Vanishing Rainforest by Richard Platt Where the Forest Meets the Sea by Jeannie Baker Holes by Louis Sacher The Nowhere Emporium by Ross McKenzie	
English – Reading Foci	Read fluently from a wide range of genres. Participate in discussions about books that are read to them. Identify main ideas drawn from more than one paragraphs and summarising these. Discuss vocabulary used by author to create effects.		Recommend texts to peers. Read fluently from a wide range of genres Participate in discussions about books that are read to them. Identify main ideas drawn from more than one paragraphs and summarising these.		Recommend texts to peers. Read fluently from a wide range of genres Participate in discussions about books that are read to them. Identify main ideas drawn from more than one paragraphs and summarising these.	

	Evaluate use of authors' language and explain its impact. Draw inferences from characters' feelings, thoughts and motives. To make predictions from details stated and implied, justifying them in detail with evidence from the text. To continually show an awareness of audience when reading aloud using intonation, action, tone and volume. To use knowledge of text and organisational devices to retrieve, record and discuss information from fiction and non-fiction texts.	Discuss vocabulary used by author to create effects. Evaluate use of authors' language and explain its impact. Draw inferences from characters' feelings, thoughts and motives. To make predictions from details stated and implied, justifying them in detail with evidence from the text. To continually show an awareness of audience when reading aloud using intonation, action, tone and volume. To use knowledge of text and organisational devices to retrieve, record and discuss information from fiction and non-fiction texts.	Discuss vocabulary used by author to create effects. Evaluate use of authors' language and explain its impact. Draw inferences from characters' feelings, thoughts and motives. To make predictions from details stated and implied, justifying them in detail with evidence from the text. To continually show an awareness of audience when reading aloud using intonation, action, tone and volume. To use knowledge of text and organisational devices to retrieve, record and discuss information from fiction and non-fiction texts.
English Spoken Language	Listens appropriately to adults and their peers, identifying what the speaker is saying and how the speaker is saying it, and responds accordingly with specific comments, ideas and challenges. Uses a range of question types for different situations and purposes, e.g. leading, rhetorical, and hypothetical. Demonstrates how and why vocabulary choices vary in different contexts and evaluates the effect of their own choices and that of other speakers. Articulates, sustains and justifies their answers, arguments and opinions logically with more detailed evidence or reasoning, making connections between their opinions and that of others. Sequences and develops descriptions, explanations, and narratives coherently, choosing details, vocabulary and grammatical structures for specific effect.		

	Sustains their own listening and can debate an issue logically using discursive language and responding effectively in increasingly extended turns, to the opposing view. Uses a wide range of speculative, hypothetical and explorative language to help process and clarify their ideas. Speaks audibly and fluently using a wide range of sentence structures and confidently communicating in a range of different situations. Makes considered choices about how they present information to a specific audience, ensuring intonation, tone, volume and expression suit the context and that literal and implied meaning is clear; uses a range of simple dramatic effects to enhance or adapt a character and sustain the role. Uses a range of verbal and non-verbal techniques to capture, regain or sustain a listener's attention, demonstrating that they recognise the needs of the listener. Considers and evaluates different viewpoints, attending to and building on the contributions of others constructively. Selects and uses the appropriate registers in a range of situations and contexts, using formal and Standard English when required. ***These skills will be applied through:*** ***Whole class reading; comprehension; Read Aloud; Think Aloud; teacher modelling intonation and expression; rehearsing and reciting; public speaking; play scripts and productions; church recitals; Read Write Perform; Pupil Prime Minister; levelled questioning in lessons; rehearsing and composing sentences; weekly spelling dictation; conferencing; Branching Out; teacher-peer-class questioning; formal speaking for debates; filming scripts; daily conversation in ELSA time; responding to class instruction; speculating, hypothesising and imagining ideas; planners to develop ideas; participate in games led communication; effective registers for different scenarios; talk at home prompted by newsletters, knowledge mats and Seesaw; precise work in reading; justify answers in lessons.***

English – Writing Foci	Newspapers – the outbreak of WW1 Narrative (flashback) - The Piano	Play scripts - Bombs and Blackberries Non Chronological reports - Evacuees	Moth (poetry) Biography – Charles Darwin Letter – Voyage of the Beagle	Character Study – Traditional Tales Procedural – Galapagos Voyage	Narrative - The Nowhere Emporium by Ross McKenzie Persuasive Letter – Saving the Rainforest	Scientific Writing Discussion – Balance Argument
English - Spelling	Words that end with /shuhs/ spelled –cious Words that end with /shuhs/ spelled – tious Words with short vowel sounds /i/ spelled with y Homophones	Convert nouns into adjectives using –ity Convert nounds into adjectives using –ness Convert nounds into adjectives using – ship Homophones	Words with silent letters Modal verbs Words ending with 'ment' Adverbs of possibility and frequency	Words with an /or/ spelled 'or' Words with an /or/ spelled 'au' Convert nouns into adjectives using – ate Convert nouns into adjectives using –ise Convert nouns into adjectives using –ify Convert nounds into adjectives using - en	Words that end with /shuhs/ spelled –cious -ough- Adverbs of time Adverbs of place Word swith /ear/ spelled 'ere'	Unstressed vowels in polysyllabic words Adding verb prefixes Convert nouns or verbs into adjectives using – ful Convert nouns into adjectives using -al Convert nouns into adjectives using- ive

English Statutory Spelling words	Conscious, symbol, physical, system, rhythm, occupy, rhyme	Community, curiosity	Yacht, guarantee, equipment, environment, government, parliament, frequently, vegetable, vehicle, bruise, soldier, stomach, recommend, leisure, privilege, occur, neighbour	Forty, category, according, opportunity, communicate,	Thorough, immediately, sincere, interfere, amateur, ancient, bargain, muscle, queue, recognise, twelfth, identity, develop, harass	Definite, secretary, dictionary, familiar, professional
Writing	Plan writing by identifying the audience for a purpose for writing. To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to, seen or performed. To proof read work to précis longer passages by removing unnecessary passages or irrelevant details. To consistently link ideas across paragraphs. To proofread work to assess effectiveness of their own and others' writing.		Plan writing by identifying the audience for a purpose for writing. To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to, seen or performed. To proof read work to précis longer passages by removing unnecessary passages or irrelevant details. To consistently link ideas across paragraphs. To proofread work to assess effectiveness of their own and others' writing. To consistently produce sustained and accurate writing from different narrative and non-fiction genres.		Plan writing by identifying the audience for a purpose for writing. To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to, seen or performed. To proof read work to précis longer passages by removing unnecessary passages or irrelevant details. To consistently link ideas across paragraphs. To proofread work to assess effectiveness of their own and others' writing.	

	To consistently produce sustained and accurate writing from different narrative and non-fiction genres. To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace. To regularly use dialogue to convey a character and advance the action. To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear. To use a range of adverbs and modal verbs to indicate degrees of possibility. To ensure correct use of tense including when using singular and plural. To use a wide range of linking words and phrases to build cohesion across paragraphs, including time adverbials, place adverbials and number. To use relative clauses beginning with a relative pronoun with confidence To use commas consistently to clarify meaning or avoid ambiguity	To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace. To regularly use dialogue to convey a character and advance the action. To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear. To use a range of adverbs and modal verbs to indicate degrees of possibility. To ensure correct use of tense including when using singular and plural. To use a wide range of linking words and phrases to build cohesion across paragraphs, including time adverbials, place adverbials and number. To use relative clauses beginning with a relative pronoun with confidence To use commas consistently to clarify meaning or avoid ambiguity	To consistently produce sustained and accurate writing from different narrative and non-fiction genres. To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace. To regularly use dialogue to convey a character and advance the action. To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear. To use a range of adverbs and modal verbs to indicate degrees of possibility. To ensure correct use of tense including when using singular and plural. To use a wide range of linking words and phrases to build cohesion across paragraphs, including time adverbials, place adverbials and number. To use relative clauses beginning with a relative pronoun with confidence To use commas consistently to clarify meaning or avoid ambiguity

					To use brackets, dashes or commas to indicate parenthesis To recognise and use the terms; modal verbs, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	
Maths Year Five	**Place Value** Roman numerals to 1,000 Numbers to 10,000 Numbers to 100,000 Numbers to 1,000,000 Read and write numbers to 1,000,000 Powers of 10 10/100/1,000/10,000/100,000 more or less Partition numbers to 1,000,000 Number line to 1,000,000 Compare and order numbers to 100,000 Compare and order numbers to 1,000,000 Round to the nearest 10, 100 or 1,000 Round within 100,000	**Multiplication And Division A** Multiples Common multiples Factors Common factors Prime numbers Square numbers Cube numbers Multiply by 10, 100 and 1,000 Divide by 10, 100 and 1,000 Multiples of 10, 100 and 1,000 **Vocabulary** ten thousands one hundred thousands powers of integer	**Multiplication and Division B** Multiply 4 digits by 1 digit Multiply 2 digits by 2 digits Multiply 3 digits by 2 digits Multiply 4 digits by 2 digits Solve problems with multiplication Short Division Divide 4 digits by 1 digit Divide with remainders Efficient Division Solve Problems with multiplication and division **Vocabulary** ten thousands	**Decimals and Percentages** Decimals up to 2 d.p. Equivalent fractions and decimals (tenths) Equivalent fractions and decimals (tenths) Equivalent fractions and decimals Thousandths as fractions Thousandths as decimals Thousandths on a place value chart Order and compare decimals Order and compare decimals with up to 3.d.p Round to the nearest whole number Round to 1.d.p. Percentages as fractions Percentages as decimals	**Shape** Understand and use degrees Classify angles Estimate angles Measure angles up to 180° Draw lines and angles accurately Calculate angles around a point Calculate angles on a straight line Lengths and angles in shape Regular and irregular polygons 3-D shapes **Vocabulary** Regular polygon Irregular polygon Reflex angles	**Negative Numbers** Understand negative numbers Count through zero in 1s Count through zero in multiples Compare and order negative numbers Find the difference **Converting Units** Kilograms and kilometres Millimetres and millilitres Convert units of length Convert between metric and imperial units Convert units of time

	Round within 1,000,000 **Vocabulary** ten thousands one hundred thousands powers of integers **Addition And Subtraction** Mental strategies Add whole numbers with more than four digits Subtract whole numbers with more than four digits Round to check answers Inverse operations (addition and subtraction) Multi-step addition and subtraction problem Compare calculations Find missing numbers	multiples factors prime numbers square numbers cube numbers short division product dividend divisor quotient operations **Fractions A** Find fractions equivalent to a unit fraction Find fractions equivalent to a non-unit fraction Recognise equivalent fractions Convert improper fractions to mixed numbers Convert mixed numbers to improper fractions	one hundred thousands powers of integer multiples factors prime numbers square numbers cube numbers short division product dividend divisor quotient operations **Fractions** Multiply a unit fraction by an integer Multiply and non-unit fraction by an integer Multiply a mixed number by an integer Calculate a fraction of a quantity Fraction of an amount	Equivalent F.D.P **Vocabulary** fifth thousandths mixed numbers per cent % factors integer complements **Perimeter And Area** Perimeter of rectangles Perimeter of rectilinear shapes Perimeter of polygons Area of rectangles Area of compound shapes Estimate area **Statistics** Subtract two mixed numbers Read and interpret line graphs	Degrees One whole turn Angles on a straight line Angles around a point Vertically opposite Missing angles **Position And Direction** Read and plot coordinates Problem solving with coordinates Translation Translation with coordinates Lines of symmetry Reflection in horizontal and vertical lines **Vocabulary** Reflection **Decimals**	Calculate with timetables **Vocabulary** Pounds Pints **Volume** Cubic centimetres Compare volume Estimate volume Estimate capacity **Vocabulary** Cubic centimetre Pounds Pints

		Compare fractions less than 1 Order fractions less than 1 Compare and order fractions greater than 1 Add and subtract fractions with the same denominator Add fractions within 1 Add fractions with total greater than 1 Add to a mixed number Add two mixed numbers Subtract fractions Subtract from a mixed number Subtract from a mixed number – breaking the whole Subtract two mixed numbers	Find the whole Use fractions as operators	Read and interpret tables Two way tables Read and interpret timetables **Vocabulary** timetable two-way tables	Use known facts to add and subtract decimals within 1 Complements to 1 Add and subtract decimals across 1 Add decimals with the same number of decimal places Subtract decimals with the same number of decimal places Add decimals with different numbers of decimal places Subtract decimals with different numbers of decimal places Efficient strategies for adding and subtracting decimals Decimal sequences Multiply by 10, 100 and 1,000 Divide by 10, 100 and 1,000 Multiply and divide decimals – missing values **Vocabulary**	

					fifth thousandths mixed numbers per cent % factors integer complements	
Maths Year Six	**Place value** Numbers to ten million Compare and order any number Round any number Negative numbers **Four operations** Add and subtract integers Multiply 4 digit numbers by a 2 digit number Short division Division using factors Long division Common factors Common multiples Primes to 100	**Fractions** Simplify fractions Fractions on a number line Compare and order (numerators/denominators) Add and subtract fractions Mixed addition and subtraction 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	**Decimals** 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 Decimals as fractions Fractions as decimals Fractions to percentages Equivalent fdp Order fdp Percentage of an amount	**Shape and measure** 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 Volume – counting cubes Volume of a cuboid Using ratio language Ratio and fractions Introducing the ratio symbols Calculate ratio	**Angles** Measure with a protractor Introduce angles Calculate angles Vertically opposite angles Angles in a triangle including special cases and missing angles Angles in quadrilaterals Angles in regular polygons Draw shapes accurately Draw nets of 3d shapes **Statistics**	**Problem solving and reasoning** Problem solving Investigation

	Square and cube numbers Order of operations Mental calculations and estimations Reason from known facts	Translations Reflections	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	Using scale factors Calculating scale factors Ratio and proportion problems	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	
Science **(working scientifically)**	Planning different types of scientific enquiry 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 degree of trust and results, in oral and writing forms such as displays and other presentations. Identifying scientific evidence that has been used to support or refute ideas or arguments					
Science	**<u>Earth and Space</u>**		**<u>Properties and changes of materials</u>**		**<u>Living things and their habitats</u>**	

Year Five	**(K)** Describe the Sun, Earth and Moon as approximately spherical bodies **(K)** Describe the movement of the Earth, and other planets, relative to the Sun in the solar system **(K)** Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. **(K)** Describe the movement of the Moon relative to the Earth **(WS)** Identifying scientific evidence that has been used to support or refute ideas or arguments. **(WS)** Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary **(WS)** Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs **(WS)** Using test results to make predictions to set up further comparative and fair tests **<u>Vocabulary</u>** terrestrial planet, gas giant planets, Solar System, spherical , orbit,	**(K)** Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating **(K)** Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution **(K)** Demonstrate that dissolving, mixing and changes of state are reversible changes **(K)** Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. **(WS)** Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary **(WS)** Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs **(WS)** Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and	**(K)** Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird **(K)** Describe the life process of reproduction in some plants and animals. **(WS)** Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary **(WS)** Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate **(WS)** Using test results to make predictions to set up further comparative and fair tests **(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 **(WS)** Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

	astronomy, heliocentric, geocentric, dwarf planet, orbit, axis, poles, season, hemisphere, orbit, sundial, time zone, gnomon , dial , shadow, moon, phase, waxing, waning, eclipse, rocky planet, moon, orbit, solar system **Forces** **(K)** Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object **(K)** Identify the effects of air resistance, water resistance and friction, that act between moving surfaces **(K)** Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. **(WS)** Identifying scientific evidence that has been used to support or refute ideas or arguments. **(WS)** Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate **(WS)** Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of	written forms such as displays and other presentations **(WS)** Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate **(WS)** Using test results to make predictions to set up further comparative and fair tests **(WS)** Identifying scientific evidence that has been used to support or refute ideas or arguments. **(WS)** Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate **(WS)** Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs **(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 **(WS)** Identifying scientific evidence that has been used to support or refute ideas or arguments.	**(WS)** Identifying scientific evidence that has been used to support or refute ideas or arguments. **Vocabulary** Reproduction, asexual, fertilization, tuber, genes, pouch, mammary glands, placental, mammal, monotreme mammal, marsupial, metamorphosis, caterpillar, amphibian,, larva Pupa, egg, fledging, egg tooth, hatch, embryo, documentary, naturalist, Sir David Attenborough, Dame Jane Goodall, naturalist, primatologist, endangered, natural sciences, living organism, reproduction, life cycle, vertebrate, warm-blooded **Animals including Humans** **(K)** Describe the changes as humans develop to old age. **(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

	and degree of trust in results, in oral and written forms such as displays and other presentations **(WS)** Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary **(WS)** Using test results to make predictions to set up further comparative and fair tests **(WS)** Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs **Vocabulary** Sir Isaac Newton, gravity, astronomy, weight, mass, Galileo Galilei, air resistance, opposing, streamlined, parachute, water resistance, streamlined, upthrust, buoyant, sink, friction, resistance, lubricant, Newton meter, Newton, lever, load, pivot, fulcrum, pulley, mechanism, gear, mesh, rack and pinion, bevel gear	**(WS)** Using test results to make predictions to set up further comparative and fair tests **(WS)** Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary **Vocabulary** pure substance, solute, solvent, solution, evaporate, reversible, mixture, physical change, melting, evaporate, irreversible, chemical change, compare, effervescence, product, fair test, variable, control variable, corrosion, rusting, combustion, fuel, oxygen, extinguish, smother, reaction, predict, acid, bicarbonate of soda, carbon dioxide **Materials** **(K)** Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets **(K)** Give reasons, based on evidence from comparative and fair tests, for the	**(WS)** Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs **(WS)** Identifying scientific evidence that has been used to support or refute ideas or arguments. **Vocabulary** Foetus, dependent, adolescent, puberty, reproduce, gestation, pregnant, duration, extreme, breeding, womb, umbilical cord, embryo, trimester, midwife, growth spurt, childhood, motor skills, milk teeth (deciduous) , constant, adolescence, puberty, hormones, mood swing , develop, lifestyle, keratin, elasticity, cataracts, neurodegenerative

			particular uses of everyday materials, including metals, wood and plastic **(WS)** Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs **(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 **(WS)** Identifying scientific evidence that has been used to support or refute ideas or arguments. **Vocabulary** Conductive, magnetic, durable, transparent, versatile, thermal, conduction, molecules, degrees Celsius (°C), insulator, hardness, force, iron, steel, stone, dissolve, solute, insoluble, soluble, solvent, solute, solvent, solution, substance, saturation, pure substance, mixture, filtering, sieving, evaporation			
Science Year Six	**Light** recognise that light appears to travel in straight lines	**Electricity** associate the brightness of a lamp or the volume of a buzzer with the number and	**Evolution** Recognise that living things have changed	**Evolution** Identify how animals and plants are adapted to suit their environment in different ways and that	**Animals including humans**	**Living things and their habitats**

	use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. **Vocabulary** light eye light source symbol scientific diagram reflected prediction fair test variable table periscope	voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram **Vocabulary** symbol circuit circuit diagram battery wires electricity current voltage voltmeter brightness blown resistor variable resistor LED	over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents **Vocabulary** offspring characteristic inherit variation environmental adaptation habitat climate nutrition feature nutrient epiphytes toxic	adaptation may lead to evolution. **Vocabulary** offspring characteristic inherit variation environmental adaptation habitat climate nutrition feature nutrient epiphytes toxic predators pollinate fossil Mary Anning Palaeontologist Ichthyosaurus Jurassic Coast Charles Darwin	identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function □ describe the ways in which nutrients and water are transported within animals, including humans **Vocabulary** circulatory system atrium ventricle vessel valves vessel artery vein capillary	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 Give reasons for classifying plants and animals based on specific characteristics. **Vocabulary** classify microorganism fern living organism conifer kingdom MRSGREN cell multi-cellular unicellular Carl Linnaeus classification

	angle mirror line of sight utilise shadow block opaque transparent translucent plan sunshade real life problem rotate direction optical phenomena disperse spectrum refraction	dimmer switch output variable fair test control test systematically synchronised traffic light signal sensor timer-based closed electric circuit indicating conductor insulator resistor	predators pollinate fossil Mary Anning Palaeontologist Ichthyosaurus Jurassic Coast Charles Darwin evolved extinct natural selection theory ancestor tools primate Homo sapiens Neanderthal	evolved extinct natural selection theory ancestor tools primate Homo sapiens Neanderthal	microscope blood plasma platelet white blood cell red blood cell absorb diffusion osmosis concentration nutrients diet exercise heart rate BPM pulse drug painkiller stimulant depressant hallucinogens	Latin species domain plant microscopic fungi mycelium ecosystem classify microorganism living organism habitat reproduction
Art and Design	**<u>Aviation art, WW1 Propaganda</u>** Select and record from first hand observations		**<u>Art from other cultures</u>**		**<u>Nowhere Emporium Mixed Media</u>** Demonstrate a secure knowledge about primary, secondary, warm,	

	Question and make thoughtful observations about starting points and select ideas and processes to use in their work To use a variety of source material in their work Use a sketch book to develop ideas To work in a sustained and independent way from observations, experience and imagination To work on preliminary studies to test media and materials Work on their own and collaboratively with each other	Compare ideas, methods and approaches in their own and others' work and say how they feel about them. Adapt their work according to their views Use ICT Experiment with using batik safely **Animal Eye Art** Explore the potential properties of the visual elements, line, tone, pattern and shape, line and texture **Joseph Cornell Collage** Use a range of media to create collage	cold, complimentary and contrasting colours Create imaginative work from a variety of sources Explain a few printing techniques Build up layers, colours and textures Organise their work in terms of pattern repetition and symmetry or random printing styles Join fabrics in different ways including stitching **3D Rainforest** Describe the different qualities involved in modelling, sculpture and construction Use recycled natural and man-made materials to create sculpture Plan a sculpture through drawing and preparatory work **Banksy Research Project** Explore the role and purposes of artists
DT	**Primary Engineer**	**Primary Engineer** Develop a simple design specification to guide their thinking	**3D Rainforest**

	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 **<u>WW2 Rationed Recipes</u>** 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		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		Carry out research using surveys, interviews, questionnaires and web based resources Formulate step-by-step plans as a guide to making Use techniques that involve a number of steps	
Computing	<u>Flat-file Databases</u> To use a form to record information To compare paper and computer-based databases To outline how you can answer questions by grouping and then sorting data	<u>Systems And Searching</u> To explain that computers can be connected together to form systems To recognise the role of computer systems in our lives	<u>Video Production</u> To explain what makes a video effective To use a digital device to record video To capture video using a range of techniques	<u>Programming (A)</u> To control a simple circuit connected to a computer To write a program that includes count-controlled loops To explain that a loop can stop when a condition is met	<u>Programming (B)</u> To explain how selection is used in computer programs To relate that a conditional statement connects a condition to an outcome	<u>Creating Media</u> To identify that drawing tools can be used to produce different outcomes To create a vector drawing by combining shapes

	To explain that tools can be used to select specific data To explain that computer programs can be used to compare data visually To use a real-world database to answer questions	To identify how to use a search engine To describe how search engines select results To explain how search results are ranked To recognise why the order of results is important, and to whom	To create a storyboard To identify that video can be improved through reshooting and editing To consider the impact of the choices made when making and sharing a video	To explain that a loop can be used to repeatedly check whether a condition has been met To design a physical project that includes selection To create a program that controls a physical computing project	To explain how selection directs the flow of a program To design a program that uses selection To create a program that uses selection To evaluate my program	To use tools to achieve a desired effect To recognise that vector drawings consist of layers To group objects to make them easier to work with To apply what I have learned about vector drawings
Computing Year Six	<u>Systems & Networks – Communication and collaboration</u> To explain the importance of internet addresses To recognise how data is transferred across the internet To explain how sharing information online can help	<u>Creating Media - Web page creation</u> To review an existing website and consider its structure To plan the features of a web page To consider the ownership and use of images (copyright)	<u>Programming A – Variables in games</u> To define a 'variable' as something that is changeable To explain why a variable is used in a program To choose how to improve a game by using variables	<u>Data & Information - Introduction to Spreadsheets</u> To create a data set in a spreadsheet To build a data set in a spreadsheet To explain that formulas can be used to produce calculated data	<u>Creating Media – 3D modelling</u> To recognise that you can work in three dimensions on a computer To identify that digital 3D objects can be modified To recognise that objects can be combined in a 3D model	<u>Programming B – Sensing</u> To create a program to run on a controllable device To explain that selection can control the flow of a program To update a variable with a user input To use an conditional

	people to work together To evaluate different ways of working together online To recognise how we communicate using technology To evaluate different methods of online communication Links: **Education for a Connected World links** To describe and assess the benefits and the potential risks of sharing information online. To assess and justify when it is acceptable to use the work of others To give examples of content that is permitted to be reused	To recognise the need to preview pages To outline the need for a navigation path To recognise the implications of linking to content owned by other people **Education for a Connected World links** **Online relationships** To use the internet with adult support to communicate with people I know. (EY-7) **Copyright and ownership** To explain why copying someone else's work from the internet without permission can cause problems.	To design a project that builds on a given example To use my design to create a project To evaluate my project	To apply formulas to data To create a spreadsheet to plan an event To choose suitable ways to present data **Education for a Connected World links** **Managing information online** To describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites) To use different search technologies To evaluate digital content and can explain how I make choices from search results	To create a 3D model for a given purpose To plan my own 3D model To create my own digital 3D model **Education for a Connected World links** **Strand** Lesson 1 and Lesson 3 – Privacy and Security (Y4) – I can describe strategies for keeping my personal information private, depending on context	statement to compare a variable to a value To design a project that uses inputs and outputs on a controllable device To develop a program to use inputs and outputs on a controllable device

		To give examples of what those problems might be. When searching on the internet for content to use, explain why I need to consider who owns it and whether I have the right to reuse it. Give some simple examples. To assess and justify when it is acceptable to use the work of others. Give examples of content that is permitted to be reused. To demonstrate the use of search tools to find and access online content which can be reused by others.				
History	**<u>World War 2</u>** World War 2		**<u>Evolutionary biologists (Darwin, Anning, Russell Wallace)</u>**		**<u>Deforestation</u>**	

	Use the library and internet for research – research the blackout, evacuation, the Holocaust and Rationing To sequence events on a timeline – sequence main events from 1939-1945 Place events on timeline in relation to other studies – timeline of WW2 in context of 20th century events Know and use relevant dates and terms – WW2 specific history Sequence 10 events on a time line – events of Blitz Recognise primary and secondary sources – propaganda posters Use a range of sources to find out about an aspect of time passed – photos, maps and newspapers. Study Churchill's VE day speech. Bring knowledge gathered from several sources together in a fluent account – Blitz diary.	Use the library and internet for research – Voyage of the Beagle. To sequence events on a timeline – The History of Evolutionary Theory. Link sources and work out how conclusions were arrived at – evidence for evolution through the Industrial Revolution To study different aspects of different people and make comparisons (e.g. between men and women) – compare Darwin, Wallace and Anning's contributions. Consider ways of checking the accuracy of interpretations / be aware that different evidence will lead to different conclusions – Wallace and Darwin's theories Select and organise information to produce structured work making appropriate use of dates and terms – Mary Anning	Use the library and internet for research – research rainforest conservation Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation – extinction of Pinta Island Tortoise Suggest omissions and the means of finding out – indigenous settlements
Geography	**<u>World War Two maps – allies/axis</u>** Draw thematic maps with keys Increase the complexity of own drawn maps – WW2 in the local area	**<u>Darwin's Voyage of the Beagle</u>** Draw a sketch map using symbols and a key – Voyage of the Beagle	**<u>Rainforest study</u>** Suggest questions for investigation - Amazon study

	Use maps to locate countries and features – Normandy landings Recognise world map as a flattened globe		Select a map for a specific purpose – compare world map to small scale maps of the Galapagos		Use primary and secondary sources of evidence – compare maps Analyse evidence and draw conclusions from it e.g. from field work, land use patterns, temperature and climate and its influence on everyday life – average rainfall and temperature Draw a plan view map – Amazon basin Use longitude and latitude on atlas maps – locate rainforest habitats	
Modern Foreign Languages **(everyone will be on Y5 curriculum due to rolling programme)**	**BSL** Alphabet Animals Greetings Colours Work and School Family	**FRENCH** Recap of previous learning Numbers My Family Illness	**FRENCH** My Home Describing Colours French Conversation Farm Animals	**FRENCH** Zoo Animals At the Supermarket Days and Months French Easter	**FRENCH** Clothing Going Shopping Holidays Towns and Directions	**FRENCH** Weather Sports and Hobbies My School
Music Y5/6	Sing a broad range of songs from an extended repertoire, observing rhythm, phrasing, accurate pitching and appropriate style; Sing songs using staff notation **(Charanga)**;		Appreciate and understand a wide range of music drawn from different traditions and from great composers and musicians using **BBC Ten Pieces: Storm (Britten), La Mer (Debussy), Sea Idylls (Walter Carroll),** comparing and contrasting the different 'moods' of the		Create **Sounds of the Rainforest,** exploring sounds and resources to achieve different intended effects, using a range of tuned and un-tuned percussion instruments;	

	Sing rounds/partner songs in 3 or 4 parts, with awareness of other parts, identifying the melodic phrases and how they fit together; 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.** 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; **WW2 Music:** Listen with sustained concentration and engagement to longer pieces of music, identifying features in **Propoganda and Patriotic Music e.g.**	sea, using the music as inspiration for own composition; Compose music individually or in pairs and groups, using a range of stimuli and developing their musical ideas into a completed composition; Explore, select and combine a range of different sounds to compose a **Soundscape of the Galapogos Islands**, using graphic notation and identifying and controlling different ways percussion instruments make sound; 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; Improvise and compose **4 beat word rhythms based on the Topic of Evolution** and select instruments to describe visual images; Play 4 parts together with awareness of what others are playing; Perform an independent part keeping to a steady beat; Explore how rhythms can be described through rhythmic symbols (notation);	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, playing them on pitched percussion instruments (glockenspiels); Improvise over drones and grooves, developing sense of shape and character; Play a melody following staff notation **(using Charanga)** written on one stave 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

	Gustav Holst: 'I Vow To Thee My Country' and Elgar: 'Nimrod' from Enigma Variations; Identify different moods and textures **e.g. Glenn Miller's Swing/Dance Music**; Identify how a mood is created by music and lyrics **e.g. Vera Lynn 'We'll Meet Again'** to lift the spirits of the soldiers and the nation, recognising that lyrics reflect the time and place in which they were composed. **Knowledge Y5** Know how to increase the dynamic range used within a song. Know how to leap notes within an octave. **Knowledge Y6** Know how to sing with a clear tone across the dynamic range, focusing on making the vowel sounds clear and open. Know how to sing beyond an octave.	Read and write conventional notation of rhythm, using crotchets and quavers when composing 4 beat rhythms. **Knowledge Y5** Know how to play rhythms at least two bars (8 beats) Know how to read notation and perform being allowed to have the freedom of movement to develop their own technique. **Knowledge Y6** Know how to read and play crescendo and diminuendo. Know how to change tempo by following a conductor. Know how to play above an octave on tuned percussion.	how to contribute appropriately to the overall effect; Improve their performance through listening, internalising and analysing what changes need to be made; Contribute to a high quality class performance that creates the intended effect, presenting effectively with awareness of audience, venue and occasion. **Knowledge Y5** Know how to read and play to notation. Know how to use the pentatonic scale **Knowledge Y6** Know how to perform using basic harmonies. Know how to contribute appropriately to the overall effect of a performance (sung or played).

<table>
<tr><td>PE</td><td>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.
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</td><td>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. Pupils who excel will demonstrate appropriate positioning and tactics to cause a problem for the opposition.

Netball – Pupils will be drilled in different pass and shooting techniques. They will then look to bring these positioned based game scenarios. Pupils will be able to choose the most effective tactics in games and plan their approach to attacking and defending.

Pupils will be coached in moving the ball swiftly as this will cause the opposition a problem in games.</td><td>Kwik Cricket – Pupils will learn how to bat bowl and field through various drills following ECB guidelines as well as the basic rules for scoring. They will then look at implementing this into six a side cricket games.

Rounders – Pupils will be drilled in batting and fielding. Pupils will then implement these into games of Rounder's.</td></tr>
<tr><td colspan="4">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.
<u>Extended Activities:</u>
<u>Swimming</u>
All Students in KS2 will take part in 18 weeks of swimming carried out at Worksop leisure centre delivered by their swimming instructors.
By the end of year 6 children will be able to swim competently, confidently and proficiently over a distance of at least 25 metres
Be able to use a range of strokes effectively (front crawl, backstroke and breast stroke.
They will also work towards being able to perform a self-rescue in different water-based situations (at least 80% will complete this)</td></tr>
</table>

	Fun fit 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. Gifted and Talented 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.			
RE	**Inspirational People in Today's World** **Knowledge**: ƒReligious content including examples such as: Dr Martin Luther King, Saint Teresa of Kolkata, Gandhi, William Booth of Sneinton (founder of the Salvation Army), Dr Hany El Banna (founder of Islamic Relief), Desmond Tutu, John Sentamu, the Archbishop of York to 2020, Pandurang Shastri Athavale or Swami Vivekananda (Hindu leaders), other local or international examples. **Skills**: Applying the idea of inspiration, considering and weighing up factors in thinking about inspiration and leadership	**Religion and the Individual** **Knowledge**: ƒReligious content including: the deeper meanings of the celebrations of Christmas, Easter, Pentecost and Eucharist; The ways Christians use some examples of Bible texts to guide them in facing life's challenges; the role of the Christian community in helping people to live a good life, and the pupils' reflections on Christians' uses of ideas such as Trinity, forgiveness or inspiration. **Skills**: Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts.	**Beliefs and Questions** **Knowledge**: Pupils will learn:about different ideas and forms of expression in relation to belief about God in Muslim and Hindu life. To reflect on their own responses to Hindu and Muslim texts and expression in creative arts and architecture. **Skills**: Pupils will use information to address questions, in discussion and writing,	**Beliefs and Actions in the World** **Knowledge**: Pupils will learn: about some great examples of religious architecture from across the world and some local examples, including for instance Southwell Minster, local churches and chapels, a local Synagogue, Mandir and Mosque; about different charities which apply the 'golden rule' ('treat others as you would like to be treated',

					developing and using their ability to make sense of key concepts. They will consider how to express respectful attitudes to people different from themselves	ƒ 'love your neighbour as you love yourself') from a range of religions and worldviews to some global problems. **Skills**: Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts. They will consider how religious charities and architecture might be connected, thinking about dilemmas for themselves and via discussion.
PSHE	**Digital Wellbeing** Identify the benefits of the Internet and know	**Think Positive** Understand the link between thoughts, feelings and behaviours	**Be Yourself** Explain why everyone is unique and understand why this should be	**It's My Body** Know that my body belongs to me and that I have control	**One World** Understand our role as global citizens	**Money Matters** Explain some financial risks and how to avoid them

	how to look after digital wellbeing How to stay safe, healthy and happy online How to use social media responsibly to protect the health, wellbeing and rights of all Recognise online bullying and what to do if witnessed Know that not all information online s true and know how to assess the reliability of text and images	Understand the concept and impact of positive thinking Recognise and manage uncomfortable feelings Understand the importance of making good choices Use mindfulness techniques in every day life Apply a growth mind set in everyday life	celebrated and respected Explain why thoughts and feelings should be shared and how to do this positively Explore uncomfortable feelings and understand how to manage these Understand feelings of shyness or nervousness and how the manage these Identify when to make different choices than those around me (avoiding peer pressure) Explore how it feels to make mistakes and how to make amends	over what happens to it Understand why getting enough exercise and enough sleep is important Know how to take care of my changing body Understand the harmful effects of using drugs (including alcohol and tobacco) Understand what a positive body image is Make informed choices to look after physical and mental health	Describe what global climate change is and how we can prevent it from getting worse Explain how our own energy use can harm the environment and describe ways to help Understand how to use water responsibly and why this is important Understand biodiversity and the importance of doing all we can to encourage it Make choices which make the world a better place and help others across the world	Understand how retailers try to influence spenders Discuss the choices we have when we spend money Explain why we need to budget and how to make one Discuss the reasons and consequences of borrowing money Explain the impact spending has on the environment (e.g. single use plastic, fair trade, charity shops)

Learning outside the Classroom / Branching Out	Vanished! A Blitz Mystery	VE Day party planning Foraging and cooking	Reebops Darwin's Finches	Residential	Woodland exploration Camp Fire	Church Study Y6 Leaver's Play