Long Term Plan (Updated April 23)

Year 6 Cycle 2

	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 Brightstorm – Vashti Hardy		Viking Boy – Tony Bradman Odd and the Frost Giants – Neil Gaiman The Dragon's Hoard – Lari Don and Cate James Beowulf – Philip Pullman 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	Year 6 - To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres. To recognise more complex themes in what they read. To analyse and evaluate the use of language and its effect. To listen to feedback on the quality of their explanations and to make improvements when participating in discussions. To draw out key information and summarise To distinguish independently between fact and opinion, providing reasoned justifications for their views.		Year 6 - To compare characters, settings and themes. To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres. To recognise more complex themes in what they read. To analyse and evaluate the use of language and its effect. To listen to feedback on the quality of their explanations and to make improvements when participating in discussions. To draw out key information and summarise		Year 6 - To compare characters, settings and themes. To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres. To recognise more complex themes in what they read. To analyse and evaluate the use of language and its effect. To listen to feedback on the quality of their explanations and to make improvements when participating in discussions. To draw out key information and summarise	

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

	To use further organisational and presentational devices to structure text and to guide the reader. To build a wide range of cohesion across paragraphs. To habitually proofread for spelling and punctuation errors. To change vocabulary, grammar and punctuation to enhance effects and clarify meaning. To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models. To distinguish between the language of speech and writing and to choose the appropriate level of formality. 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 To use question tags in informal writing. To use the full range of punctuation taught at KS2 correctly.	To use further organisational and presentational devices to structure text and to guide the reader. To build a wide range of cohesion across paragraphs. To habitually proofread for spelling and punctuation errors. To change vocabulary, grammar and punctuation to enhance effects and clarify meaning. To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models. To distinguish between the language of speech and writing and to choose the appropriate level of formality. 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 To use subjunctive form in formal writing. To use perfect form of verbs to mark relationship between time and cause. To use passive voice.	To use further organisational and presentational devices to structure text and to guide the reader. To build a wide range of cohesion across paragraphs. To habitually proofread for spelling and punctuation errors. To change vocabulary, grammar and punctuation to enhance effects and clarify meaning. To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models. To distinguish between the language of speech and writing and to choose the appropriate level of formality. 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 To use subjunctive form in formal writing. To use perfect form of verbs to mark relationship between time and cause. To use passive voice.

	To recognise and use the terms: subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon and bullet points.	To use question tags in informal writing. 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 question tags in informal writing. 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 is –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 **Temperature, suggest, lightning, aggressive, awkward, desperate, disastrous, marvellous, relevant, excellent, existence,**	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 – **Achieve, convenience, mischievous, committee, interrupt, interfere, attached, available, average, competition, conscience, controversy, correspond, embarrass, especially, exaggerate, cemetery, necessary, sacrifice, hindrance, nuisance, prejudice, accommodate, accompany, signature, foreign, apparent, appreciate, persuade, individual, language, sufficient, determined, explanation, pronunciation**	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 – **programme, shoulder,**

<table>
<tr><td>English – Spoken Language</td><td colspan="3">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, 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 Alouds; Think Alouds; 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; precis work in reading; justify answers in lessons.</td></tr>
<tr><td>Maths</td><td><u>Place Value</u>
Numbers to 1,000,000
Numbers to 10,000,000
Read and write numbers to 10,000,000
Powers of 10
Number line to 10,000,000
Compare and order any integers
Round any integer
Negative numbers
<u>The Four Operations</u></td><td><u>Ratio</u>
Add or multiply?
Use ratio language
Introduction to the ratio symbol
Ratio and fractions
Scale drawing
Use scale factors
Similar shapes
Ratio problems
Proportion problems</td><td><u>Shape</u>
Measure and classify angles
Calculate angles
Vertically opposite angles
Angles in a triangle
Angles in a triangle – special cases
Angles in a triangle – missing angles
Angles in a quadrilateral
Angles in polygons
Circles</td></tr>
</table>

	Add and subtract integers Common factors Common multiples Rules of divisibility Primes to 100 Square and cube numbers Multiply up to a 4-digit number by a 2-digit number Solve problems with multiplication Short division Division using factors Introduction to long division Long division with remainders Solve problems with division Solve multi-step problems Order of operations Mental calculations and estimation Reason from known facts **Fractions** Equivalent fractions and simplifying Equivalent fractions on a number line Compare and order (denominator) Compare and order (numerator) Add and subtract simple fractions Add and subtract any two fractions Add mixed numbers Subtract mixed numbers Multi-step problems Multiply fractions by integers Multiply fractions by fractions Divide a fraction by an integer Divide any fraction by an integer Mixed questions with fractions Fraction of an amount Fraction of an amount – find the whole **Converting Units**	Recipes **Algebra** 1-step function machines 2-step function machines Form expressions Substitution Formulae Form equations Solve 1-step equations Solve 2-step equations Find pairs of values Solve problems with two unknowns **Decimals** Place value within 1 Place value – integers and decimals Round decimals Add and subtract decimals Multiply by 10, 100 and 1,000 Divide by 10, 100 and 1,000 Multiply decimals by integers Divide decimals by integers Multiply and divide decimals in context **Fractions, Decimals and Percentages** Decimal and fraction equivalents Fractions as division Understand percentages Fractions to percentages Equivalent fractions, decimals and percentages Order fractions, decimals and percentages Percentage of an amount – one step Percentage of an amount – multi-step Percentages – missing values **Area, Perimeter and Volume** Shapes – same area Area and perimeter Area of a triangle – counting squares	Draw shapes accurately Nets of 3-D shapes **Position and direction** The first quadrant Read and plot points in four quadrants Solve problems with coordinates Translations Reflections

	Metric measures Convert metric measures Calculate with metric measures Miles and kilometres Imperial measures	Area of a right-angled triangle Area of any triangle Area of a parallelogram Volume – counting cubes Volume of a cuboid **Statistics** Line graphs Dual bar charts Read and interpret pie charts Pie charts with percentages Draw pie charts The mean	
Maths New Vocabulary	millions, ten millions, multi-digit numbers, long division, relative size, missing values, integer multiplication, percentages, scale factor, unequal, sharing & grouping, formulae, linear number sequences, algebraically, equation, unknowns, combinations, variables, conversion, miles, formulae, parallelograms, triangles, feet, cubic metre, cubic millimetre, cubic kilometre, gallons, stones, ounces, radius, diameter, circumference, dimensions, four quadrants, co-ordinate plane, pie chart, mean		
Science	Electricity (K) Use recognised symbols when representing a simple circuit in a diagram. (K) Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit (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 (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.	Evolution and Inheritance (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 (K) Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (K) Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. (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	Animals including Humans (K) Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (K) Describe the ways in which nutrients and water are transported within animals, including humans. (K) Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (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) 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) 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) Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate <u>Light</u> (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 (K) Recognise that light appears to travel in straight lines (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 (K) Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. (WS) Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	recognising and controlling variables where necessary (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) 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 <u>Living things and their habitats</u> (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 (K) Give reasons for classifying plants and animals based on specific characteristics. (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) Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

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Art and Design	Native American Art Wampanoag Tribe Weaving Bags Explore the roles and purposes of artists working in different times and cultures Use different techniques and textures when making different pieces of work Identify artists who have worked in a similar way to their own work Show awareness of the potential of materials Thunderbird – colour theory Sketching for tone and value	Dragon eye Amulet and bag Join fabrics in different ways Develop skills using clay Sketch-up architectural 3D computer modelling 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 Bayeaux Tapestry drawings Select and record from first hand observations Question and make thoughtful observations about starting points and select ideas and processes to use in their work Develop ideas using different or mixed media using a sketchbook Create shades and tints using black and white. Describe varied techniques	Clay pyramids Develop skills in clay Create sculpture and construction with increasing independence Bonampak Murals Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape Mayan Worry Dolls Use different techniques, colours and textures when designing and creating work

			Carry out preliminary studies, test media and materials Work from a variety of different sources To be expressive and analytical to adapt, extend and justify their work			
DT	**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 **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		**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		**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 **Microbits** Use computer programming to control their products	
Computing	<u>Computing systems and networks - Communication and collaboration</u> In this unit learners explore how data is transferred over the internet. Learners	<u>Creating media – Web page creation</u> This unit introduces learners to the creation of websites for a chosen purpose. Learners identify what makes a good web page and use this	<u>Programming A – Variables in games</u> This unit explores the concept of variables in programming through games in Scratch. First, learners find out what variables are and relate them to real-	<u>Data and information - Introduction to Spreadsheets</u> This unit introduces the learners to spreadsheets. They will be supported in organising data into	<u>Creating media – 3D Modelling</u> Learners will develop their knowledge and understanding of using a computer to produce 3D models. Learners will initially familiarise themselves	<u>Programming B - Sensing movement</u> This unit is the final KS2 programming unit and brings together elements of all the four programming constructs: sequence from Year 3,

	initially focus on addressing, before they move on to the makeup and structure of data packets. Learners then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. Finally, they learn how to communicate responsibly by considering what should and should not be shared on the internet.	information to design and evaluate their own website using Google Sites. Throughout the process learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths	world examples of values that can be set and changed. Then they use variables to create a simulation of a scoreboard. In Lessons 2, 3, and 5, which follow the Use-Modify-Create model, learners experiment with variables in an existing project, then modify them, before they create their own project. In Lesson 4, learners focus on design. Finally, in Lesson 6, learners apply their knowledge of variables and design to improve their games in Scratch.	columns and rows to create their own data set. Learners will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Learners will be taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them. Learners will use spreadsheets to plan an event and answer questions. Finally, learners will create charts, and evaluate their results in comparison to questions asked	with working in a 3D space, moving, resizing, and duplicating objects. They will then create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy. Finally, learners will examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building.	repetition from Year 4, selection from Year 5, and variables (introduced in Year 6 – 'Programming A'). It offers pupils the opportunity to use all of these constructs in a different, but still familiar environment, while also utilising a physical device — the micro:bit. The unit begins with a simple program for pupils to build in and test within the new programming environment, before transferring it to their micro:bit. Pupils then take on three new projects in Lessons 2, 3, and 4, with each lesson adding more depth.
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 16TH and 17th Century on a timeline, from The Reformation to the first Thanksgiving.		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		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	

	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. 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.	- 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 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	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 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
Geography	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 –	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	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

	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.		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			
Languages – sign Language / French	BSL Understand the main points from an unspoken method of communication	Numbers Alphabet All about Me Christmas in France My Home Colours	Animals Food Calendar Clothing	Shopping Holidays	Celebrations My Town	The Weather Sports School
Music	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 **'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;		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; 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;		**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);** 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;	

	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. 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.**	**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.	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 how to contribute to the overall effect; 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	**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.	**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. **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	**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. **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.
	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>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> 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. <u>Gifted and Talented</u> 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	**What can we learn by reflecting on words of wisdom from religions and worldviews?** To understand carefully selected text from three religions (Christianity, Buddhism and Judaism) To learn about two contemporary examples of faith communities and how they seek to live their values Pupils will develop the ability to respond thoughtfully to a range of sources of wisdom		**What contributions do religions make to local life in Nottingham City and Nottinghamshire?** To know about world religions in the local area and county To learn about examples of inter faith co-operation They will think reasonably about questions of community harmony and inter faith work		**How do religions and beliefs respond to global issues?** To learn about spiritual concepts of justice, fairness, compassion and responsibility To look at global aid and development charities (Christian Aid, Islamic Relief, Save the Children) Pupils will learn to faith, weigh up and use information through simple research They will practice the skill of discussion, reasoning and argument in relation to questions about global issues.	
PSHCE	**Safety First** To know how to take responsibility for their own safety To assess and manage risks in different situations To confidently identify and manage pressure to get involved in risky situations	**TEAM** To confidently talk about the attributes of a good team. To accept that people have different opinions and know that I can politely disagree with others and offer my own opinion.	**Diverse Britain** Be able to talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people. To explain what a community is and what it means to belong to one.	**VIPs** To explain how VIPs who love and care for each other should treat each other. To be able to identify different ways to calm down when I am feeling angry or upset. To understand that people have different	**Aiming High** To understand how people learn new things and achieve certain goals. To understand that a helpful attitude towards learning can help us succeed in life. To identify opportunities that may become available	**Growing Up** To describe the changes that people's bodies go through during puberty and how we can look after our changing bodies. Able to describe how thoughts and feelings may change during puberty and suggest

	To know to act sensibly and responsibly in an emergency Be able to identify hazards and reduce risks to keep myself and others safe at home. To know how to stay safe in different outdoor environments.	To compromise and collaborate to ensure a task is completed. To reflect on the need to care for individuals within a team. To be able to identify hurtful behaviour and suggest ways I can help. To understand the importance of shared responsibilities in helping a team to function successfully.	To explain why and how laws are made and identify what might happen if laws are broken. Be able to discuss the terms democracy and human rights in relation to local government. To investigate what charities and voluntary groups do and how they support the community. DARE	opinions that should be respected. To be able to identify negative influences on my behaviour and suggest ways that I can resist these influences. To explain when it is right to keep a secret, when it is not and who to talk to about this. To recognise healthy and unhealthy relationships.	to me in the future and I am aware of how to make the most of them. To understand that gender, race and social class do not determine what jobs people can do. To understand there are a variety of routes into different jobs which may match my skills and interests. To discuss my goals for the future and the steps I need to take to achieve them.	how to deal with those feelings. Be able to recognise that many things affect the way we feel about ourselves and To understand that there is no such thing as an ideal kind of body. To understand what a loving relationship is and that there are many types of relationships. To understand what a sexual relationship is and who can have a sexual relationship. To describe the process of human reproduction, from conception to birth.
Learning outside the Classroom / Branching Out	Boat building Preparing vegetables/Themed Day Trip to Bassetlaw Museum	Thanksgiving feast Mayflower Lantern parade	Viking Raid Play in a day Field Trip (OS MAPS) DARE	Residential Orienteering/ Geocaching Cricket School	Squashed Tomato Challenge	Science topic Leavers Play Sleepover