Long Term Plan

Year 5 and 6 Cycle 2 - 2020 – 2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Ramsden Ruminator	Why did William Brewster sail to the New World?		When was Gainsborough the capital of England?		Why didn't the world end in 2012?	
Class Text	The Boy who Fell from the Mayflower – PJ Lynch The Mayflower; A Trip that took entirely too long – Peter Cook 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 Pulman Vikings in 30 seconds – Philip Steele		The Chocolate Tree – Linda Lowery The Hero Twins;Against the Lords of Death – Dan Jolley The Rain Player- David Wisniewski	
English – Reading Foci	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.		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 distinguish independently between fact and opinion, providing reasoned justifications for their views.		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 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 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 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	Brightstorm - Narrative Pilgrim Fathers Newspaper Report	Mayflower Diary Writing Thanksgiving feast – instruction writing	Norse Myth Poetry Biographies - Sweyn Forkbeard	Diary Entries (Residential) Myths and Legends - narrative	Balanced Argument Persuasive Letter	Scientific Writing Narrative/poetry - Wonder
English Writing	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 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 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 a full range of punctuation taught at KS2 correctly.	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 question tags in informal writing. To use a full range of punctuation taught at KS2 correctly.	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 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 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		Adding suffixes beginning with vowel letters to words ending in –fer Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) Word families based on common words, showing how words are related in form Words with endings which sound like 'shuhl/ after a vowel letter Words with a 'soft c' spelt /ce/ Word families based on common words, showing how words are related in form Statutory spellings		Words that can be nouns and verbs Words with a long /o/ sound spelt 'ou' or 'ow' Words ending in ible/ibly Synonyms/Antonyms Statutory Spellings	
Maths Year 6	Numbers to ten million Compare and order any number Round any number Negative numbers Add and subtract Integers Multiply 4 digit numbers by a 2 digit number Short Division	Simplify fractions Fractions on a number line Compare and order (numerators/denominators) Add and subtract fractions Mixed addition and subtraction Multiply fractions by integers	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	Metric measures Convert metric measures Calculate with metric measures Miles and Kilometres Imperial Shapes same area Area and perimeter Area of triangle Area of parallelogram	Measure with a protractor Introduce angles Calculate angles Vertically opposite angles Angles in a triangle including special cases and missing angles Angles in quadrilaterals	Problem Solving Investigation

	Division using factors Long division Common Factors Common Multiples Primes to 100 Square and Cube numbers Order of operations Mental calculations and estimations Reason from known facts	Multiply fractions by fractions Divide fractions by integers Four rules with fraction Fractions of an amount The first quadrant Four quadrants Translations Reflections	Fractions as decimals Fractions to percentages Equivalent FDP Order FDP Percentage of an amount Percentages – missing values Find a rule – one step Find a rule – two step Forming expressions Substitution Formulae Forming equations Solve simple one-step equation Solve two-step equations Find pairs of values Enumerate possibilities	Volume – counting cubes Volume of a cuboid Using ratio language Ratio and fractions Introducing the ratio symbols Calculate ratio Using scale factors Calculating scale factors Ratio and proportion problems	Angles in regular polygons Draw shapes accurately Draw nets of 3D shapes Read and interpret line graphs draw line graphs Use line graphs to solve problems Circles Read and interpret pie charts Pie charts with percentages Draw pie charts The mean	
Maths Year 5	<u>Place Value</u> Numbers to 10,000 Roman Numerals Round numbers to nearest 10, 100 and 1,000 Numbers to 100,000 Compare and order numbers to 100,000 Round numbers within 100,000 Numbers to a million	<u>Multiplication and Division</u> Multiples Factors Common factors Prime numbers Square numbers Cube numbers Multiply and divide by 10, 100 and 1,000 Multiples of 10,100 and 1,000 <u>Measurement</u> Measure perimeter	<u>Multiplication and Division</u> Multiply 4 digits by 1 digit Multiply 2 digits by 2 digits Multiply 3 digits by 2 digits Multiply 4 digits by 2 digits Divide 4 digits by 1 digit Divide with remainders	<u>Fractions</u> Multiply unit fractions by an integer Multiply non-unit fractions by an integer Multiply mixed numbers by integers Fraction of an amount Using fractions as operator <u>Decimals and Percentages</u> Decimals up to 2 d.p. Decimals as fractions	<u>Decimals and Percentages</u> Adding decimals within 1 Subtracting decimals within1 Complements to 1 Adding decimals – crossing the whole Adding decimals with the same number of decimal places Subtracting decimals with the same	<u>Position and direction</u> Position in the first quadrant Reflection Reflection with coordinates Translation Translation with coordinates <u>Measurement</u> Kilograms and kilometres Milligrams and millilitres

	Counting in 10s, 100s, 100s, 10,000s and 100,000s Compare and order numbers to one million Round numbers to one million Negative Numbers **Addition and Subtraction** Add and subtract whole numbers with more than 4 digits using column method Round to estimate and approximate Inverse Operations Multi-step problems **Statistics** Read and interpret line graphs Draw line graphs Use line graphs to solve problems Read and interpret tables Two-way tables Timetables	Calculate perimeter Area of rectangles Area of compound shapes Area of irregular shapes	**Fractions** Equivalent fractions Improper fractions to mixed numbers Mixed numbers to improper fractions Number sequences Compare and order fractions less than 1 Compare and order fractions greater than 1 Add and subtract fractions Add fractions within 1 Add 3 or more fractions Add fractions Add mixed numbers Subtract fractions Subtract mixed numbers Subtract –breaking the whole Subtract 2mixed numbers	Understand thousandths Thousandths as decimals Rounding decimals Order and compare decimals Understand percentages Percentages as fractions and decimals Equivalent F.D.P	number of decimal places Adding decimals with a different number of decimal places Subtracting decimals with a different number of decimal places Adding and subtracting wholes and decimals Decimal sequences Multiplying decimals by 10, 100 and 1,000 Dividing decimals by 10, 100 and 1,000 **Geometry** Measuring angles in degrees Measuring with a protractor Drawing lines and angles accurately Calculating angles on a straight line Calculating angles around a point Calculating lengths and angles in shapes Regular and irregular polygons Reasoning about 3-D shapes	Metric units Imperial units Converting units of time Timetables Introducing volume Compare volume Estimate volume Estimate capacity
Science Year 6	**Electricity**		**Evolution and Inheritance**		**Animals including Humans**	

	(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. (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) 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 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.	(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) 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.

	(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 (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) 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 (WS) Using test results to make predictions to set up further comparative and fair tests	
Science Year 5	<u>Earth and Space</u> (K) Describe the Sun, Earth and Moon as approximately spherical bodies (K) Describe the movement of the Earth, and other planets, relative to the	<u>Forces</u> (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,	<u>Properties and changes of materials</u> (K) Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	<u>Living things and their habitats</u> (K) Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird (K) Describe the life process of	<u>Animals including Humans</u> (K) Describe the changes as humans develop to old age. (WS) Reporting and presenting findings from enquiries, including conclusions, causal relationships	<u>Materials</u> (K) Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical

	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	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 and degree of trust in results, in oral and written forms such as displays and other presentations	(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,	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	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 (WS) Identifying scientific evidence that has been used to support or refute ideas or arguments.	and thermal), and response to magnets (K) Give reasons, based on evidence from comparative and fair tests, for the 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.

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			(WS) Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary			
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 .		**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>E Safety</u> Self image and identity	<u>Systems And Searching</u>	<u>Video Production</u> This unit gives learners the	<u>Programming (A)</u> In this unit, learners will use physical	<u>Programming (B)</u> In this unit, pupils develop their	<u>Creating Media</u> In this unit, learners start to create vector

	Managing online information Online relationships and reputations Reporting inappropriate behaviour and use Copyright and Ownership	Learners will develop their understanding of computer systems and how information is transferred between systems and devices. Learners will consider small-scale systems as well as large-scale systems. They will explain the input, output, and process aspects of a variety of different real-world systems. Learners will also take part in a collaborative online project with other class members and develop their skills in working together online.	opportunity to learn how to create short videos in groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Active learning is encouraged through guided questions and by working in small groups to investigate the use of devices and software. Learners are guided with step-by-step support to take their idea from conception to completion. At the teacher's discretion, the use of green screen can be incorporated into this unit. At the conclusion of the unit, learners have the opportunity to reflect on and assess their progress in creating a video.	computing to explore the concept of selection in programming through the use of the Microbit programming environment. Learners will be introduced to a microcontroller (Microbit controller) and learn how to connect and program components (including output devices- LEDs and motors) through the application of their existing programming knowledge. Learners are introduced to conditions as a means of controlling the flow of actions and make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the if, then structure).	knowledge of selection by revisiting how conditions can be used in programs and then learning how the If… Then… Else structure can be used to select different outcomes depending on whether a condition is true or false. They represent this understanding in algorithms and then by constructing programs using the Scratch programming environment. They use their knowledge of writing programs and using selection to control outcomes to design a quiz in response to a given task and implement it as a program.	drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work. This unit is planned using the Google Drawings app, other alternative pieces of software are available.
History	The Mayflower Use the library and internet for research – to research the religious divisions in Europe that		Vikings and Anglo-Saxons To sequence events on a timeline -to know about Viking raids and Invasions (where and how they took place)		Mayan Civilisation Suggest omissions and the means of finding out - to discover facts about how the Mayan civilization lived	

	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. 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.	Compare beliefs, behaviour and character of people, recognising that not everybody shares the same views/be aware that different evidence will lead to different conclusions - to know and understand about the resistance from Alfred the Great Use the library and internet for research/Link sources and work out how conclusions were arrived at -to learn about Viking life including houses, clothes and food Select and organise information to produce structured work making appropriate use of dates and terms - to understand what 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	Compare beliefs, behaviour and character of people, recognising that not everybody shares the same views/be aware that different evidence will lead to different conclusions - to consider similarities and differences between ancient religions and religions today. To look at the Mayan number system. Use the library and internet for research - to look at the characteristics of Maya Gods Link sources and work out how conclusions were arrived at - to find out what Maya people grew and ate/To locate the ancient Maya cities 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	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,	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

	Recognise world map as a flattened globes – compare atlases with Google Earth Investigate places with more emphasis on the larger scale; contrasting and different places – compare 16th century Europe with early settlements in the New World Use 8 compass points – chart the Mayflower voyage using compass directions Confidently identify significant places and environments – Identify Americas, Europe, Holland, Tropic of Cancer and Atlantic Ocean.		temperature and climate and its influence on everyday life . Compare the land use patterns of 16th Century Europe to Massachusetts. Use a scale to measure distance – Use a range of OS Explorer and OS Landranger maps Draw/use maps and plans of a range of scales Use and recognise OS map symbols – Compare modern Gainsborough with Viking Gainsborough Follow a short route on an OS map – Field Trip		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	
Languages -	**BSL** Finger spellings Greetings, Hobbies, Birthdays Understand the main points from a spoken language	**French** Greetings, Hobbies, Birthdays Family, Animals, Shapes, Clothes Ask and answer simple questions in conversation	**French** Food, Sports Understand the main points from a short written text	**French** Classroom objects, in my town Write a few sentences on a familiar topic	**French** Weather Write a short text using commonly used words	**French** Time Understand cultural differences including religion, war, famine, poverty etc.
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;		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;		**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;	

	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; 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.**	Sing with a sense of phrase and musical expression, breathing in appropriate places; Sing songs in tune and with control of pitch; **Loki the Joker:** 2 note patterns, syncopation; **Odin, Mighty World Creator:** varied voice qualities; chanting word-echoes; arpeggios; repeating patterns; **Sing us a Saga:** singing in 2 parts; building phrases; pentatonic wave-melodies; **Thor on a Journey:** fanfares & horn-calls; dynamic contrast; changing tempo; simple conducting; **Apples of Iduna:** clear diction; voice registers (high/low); sing with 'mystery & magic'; **Birds of the North:** rising & falling pentatonic tunes; flight patterns (up/down); melodic shape patterns.	Create different effects using combinations of pitched sounds, playing with control and accuracy; Internalise short melodies and improvise simple tunes, using the pentatonic scale, on pitched percussion instruments (glocks); Improvise over drones and grooves, developing sense of shape and character; Play a melody following staff notation **(using Charanga)** written on one 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	**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.	**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

	and talented pupils will develop tactics on attacking and defending.	Pupils will be able to choose the most effective tactics in games and plan their approach to attacking and defending	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. **Extended Activities:** 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. Physio 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. 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**: Religious 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**: Religious 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	**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

					address questions, in discussion and writing, developing and using their ability to make sense of key concepts. They will consider how to express respectful attitudes to people different from themselves	charities which apply the 'golden rule' ('treat others as you would like to be treated', 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.
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	**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.	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.	may become available 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 Planting vegetables	Thanksgiving feast Mayflower Lantern parade	Viking Raid Play in a day	Residential Orienteering	Squashed Tomato activity	Science topic Leavers Play Dare