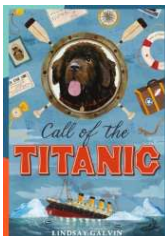


Long Term Plan Year A – 2026/27					
Year 5/6					
Autumn Term		Spring Term		Summer Term	
 <u>Community Cam</u> Support others Appreciate each other	 <u>Mindful Mo</u> Believe in yourselves Be Kind	 <u>Engagement Eric</u> Think for yourselves Ask questions	 <u>Independent India</u> Be brave Trust yourself	 <u>Possibilities Parker</u> Try something new Keep going	Celebration of all Super Friends
Core texts being studied in guided reading sessions: Boy in the Tower – Polly Ho-Yen 		Core texts being studied in guided reading sessions: The Call of the Titanic – Lindsay Galvin 		Core texts being studied in guided reading sessions: The Rabbits - John Marsden and Shaun Tan Coming to England – Floella Benjamin Firebird – Saviour Pirotta The Wind in the Wall – Sally Gardner	
As readers we will practise reading skills across the year to include: Word Reading: Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet. Maintain positive attitudes to reading and understanding of what they read by: Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Recommending books that they have read to their peers, giving reasons for their choices Identifying and discussing themes and conventions in and across a wide range of writing Making comparisons within and across books Learning a wider range of poetry by heart Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Understand what they read by: Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously 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 Provide reasoned justifications for their views					
As writers we will study these units this term: The Place Value of Punctuation and Grammar Free Write sessions Recount – Letter – Terry Orange meets Opal Fruit		As writers we will study these units this term: Narrative – Characterising speech – Surviving the air raid Danger at the Lighthouse – A WW2 evacuee story Recount – Diary – Day 16 on Polar Island		As writers we will study these units this term: Non-chronological report – The Galapogas flying lizard Characterising speech – Rock, Paper, Scissors Recount – Diary – Charles Darwin	

Setting description – Oddly on Sea.	Explanation text – Curiosity – A Mars Rover	Persuasive advert - Puffins
As writers we will practise these skills over the year:		
Year 5 - I can write for a range of purposes - I can organise my writing into paragraphs - I can describe settings, characters and atmosphere - I can use a dictionary to check the spelling of uncommon or ambitious words - I can use a range of clause structures and vary their position - I can use modal verbs to indicate possibility - Build cohesion using: coordinating conjunctions, subordinating conjunctions, adverbials, pronouns to avoid repetition. - I can use tenses correctly and consistently - I can use a range of punctuation mostly correctly: full stops, capital letters, question marks, exclamation marks, commas in a list, apostrophes for contractions, inverted commas, apostrophes for possession, commas for clauses, commas for fronted adverbials, parenthesis using brackets, dashes and commas, commas for clarity. - I can spell most of the words from the Y3/4 spelling list - I can write neatly and legibly with joined letters - I can spell some words from the Y5/6 spelling list	Year 6 - I can write for a range of purposes, making sure that the language I am choosing shows and understanding of the person reading it. - I can describe settings, characters and atmosphere. - I can include dialogue to convey character and advance the action - I can use the appropriate vocabulary and grammatical structures for my writing. - I can build cohesion within and across paragraphs using the following; coordinating conjunctions, subordinating conjunctions, adverbials, pronouns to avoid repetition. - I can use tenses correctly and consistently. - I can use a range of punctuation mostly correctly: invented commas, apostrophes for possession, commas for fronted adverbials, commas for clauses, commas for a list, parenthesis using brackets, dashes and commas, commas for clarity, hyphens, semi-colons, colons. - I can spell some words from the y5/6 spelling list - I can use a dictionary to check the spelling of uncommon or more ambitious words. - I can write neatly and legibly with joined letters. GDS – - I can write effectively for different purposes and audiences, selecting the appropriate form - I can use different grammar structures and vocabulary to control the levels of formality in my writing - I can use a full range of punctuation correctly: inverted commas, apostrophes for possession, commas for fronted adverbials, brackets, dashes and commas (parenthesis), commas for clarity, hyphens, semi-colons, colons	
As mathematicians in Autumn term we will study: Number and Place Value, Addition and Subtraction, Multiplication and Division A, Fractions, Multiplication B, Ratio, Position and Direction	As mathematicians in Spring term we will study: Fractions B, Decimals A, Decimals B, Statistics, Fractions, Decimals and %, Perimeter, Area and Volume, Geometry – Shape, Algebra	As mathematicians in Summer term we will study: Converting Units, SATS Revision, Consolidation of units from the year, Shape, Position and Direction, Statistics
<u>Place Value</u> Step 1 Roman numerals to 1,000 Step 2 Numbers to 100,000 Step 3 Numbers to 1,000,000 Step 4 Read and write numbers to 1,000,000 Step 5 Numbers to 10,000,000 Step 6 Read and write numbers to 10,000,000 Step 7 Powers of 10 Step 8 Partition numbers to 10,000,000 Step 9 Number line to 10,000,000 Step 10 Compare and order any integers Step 11 Round within 100,000 Step 12 Round any integer Step 13 Count through zero Step 14 Compare and order negative numbers Step 15 Negative number <u>Addition and Subtraction</u> Step 1 Mental strategies Step 2 Add integers Step 3 Subtract integers Step 4 Inverse operations and missing numbers Step 5 Reason from known facts	<u>Fractions B</u> Step 1 Multiply a unit fraction by an integer Step 2 Multiply a non-unit fraction by an integer Step 3 Multiply a mixed number by an integer Step 4 Multiply fractions by fractions Step 5 Divide a fraction by an integer Step 6 Divide any fraction by an integer Step 7 Fraction of an amount Step 8 Fraction of an amount - find the whole <u>Decimals A</u> Step 1 Decimals up to 2 decimal places Step 2 Decimals up to 3 decimal places Step 3 Place value - integers and decimals Step 4 Order and compare decimals (same number of d.p.) Step 5 Order and compare decimals with up to 3 decimal places Step 6 Round to the nearest whole number Step 7 Round to 1 decimal place Step 8 Round to 2 decimal places <u>Decimals B</u> Step 1 Use known facts to add and subtract decimals within 1 Step 2 Complements to 1	<u>Converting Units</u> Step 1 Kilograms and kilometres Step 2 Millimetres and millilitres Step 3 Convert units of length Step 4 Miles and kilometres Step 5 Imperial measures Step 6 Convert units of time Step 7 Calculate with timetables

<u>Multiplication and Division A</u> Step 1 Multiples Step 2 Common multiples Step 3 Factors Step 4 Common factors Step 5 Rules of divisibility Step 6 Prime numbers Step 7 Square and cube numbers Step 8 Multiply by 10, 100 and 1,000 Step 9 Divide by 10,100 and 1,000 <u>Fractions A</u> Step 1 Recognise equivalent fractions Step 2 Equivalent fractions and simplifying Step 3 Equivalent fractions on a number line Step 4 Convert improper fractions to mixed numbers Step 5 Convert mixed numbers to improper fractions Step 6 Compare fractions (denominator) Step 7 Compare fractions (numerator) Step 8 Order fractions Step 9 Add and subtract fractions with the same denominator Step 10 Add fractions where one denominator is a multiple of the other Step 11 Add any two fractions Step 12 Add mixed numbers Step 13 Subtract fractions where one denominator is a multiple of the other Step 14 Subtract any two fractions Step 15 Subtract from a mixed number Step 16 Subtract from a mixed number – breaking the whole Step 17 Subtract two mixed numbers Step 18 Multi-step problems <u>Multiplication B</u> Step 1 Multiply a 2-digit number by a 2-digit number Step 2 Multiply up to a 4-digit number by a 2-digit number Step 3 Solve problems with multiplication Step 4 Short division Step 5 Divide a 4-digit number by a 1-digit number Step 6 Division using factors Step 7 Introduction to long division Step 8 Long division with remainders Step 9 Solve problems with division Step 10 Efficient division Step 11 Solve multi-step problems Step 12 Order of operations Step 13 Mental calculations and estimation Step 14 Reason from known facts <u>Ratio</u> Step 1 Add or multiply? Step 2 Use ratio language Step 3 Ratio and fractions Step 4 Use scale factors Step 5 Similar shapes Step 6 Ratio problems Step 7 Proportion problems	Step 3 Add and subtract decimals across 1 Step 4 Add decimals with the same number of d.p. Step 5 Subtract decimals with the same number of d.p. Step 6 Add decimals with different numbers of d.p. Step 7 Subtract decimals with different numbers of d.p. Step 8 Efficient strategies Step 9 Decimal sequences Step 10 Multiply by 10, 100 and 1,000 Step 11 Divide by 10, 100 and 1,000 Step 12 Multiply decimals by integers Step 13 Divide decimals by integers Step 14 Multiply and divide decimals in contexts <u>Fractions, Decimals and Percentages</u> Step 1 Equivalent fractions and decimals - tenths Step 2 Equivalent fractions and decimals - hundredths Step 3 Equivalent fractions and decimals - thousandths Step 4 Fractions as division Step 5 Understand percentages Step 6 Percentages as fractions Step 7 Percentages as decimals Step 8 Equivalent F, D, P Step 9 Order F, D, P Step 10 Percentages of an amount <u>Perimeter, Area and Volume</u> Step 1 Perimeter of rectangles and rectilinear shapes Step 2 Area of rectangles Step 3 Area of compound shapes Step 4 Estimate area Step 5 Area of triangles Step 6 Area of parallelograms Step 7 Volume - cubic centimetres Step 8 Volume of a cuboid Step 9 Compare volume Step 10 Estimate volume and capacity <u>Shape</u> Step 1 Understand and use degrees Step 2 Classify angles (include estimate) Step 3 Measure angles (include estimate) Step 4 Calculate angles around a point Step 5 Calculate angles on a straight line Step 6 Vertically opposite angles Step 7 Angles in a triangle (include missing angles) Step 8 Angles in a triangle – special cases (include missing angles) Step 9 Angles in quadrilaterals Step 10 Regular polygons Step 11 Irregular polygons Step 12 Circles Step 13 Draw shapes Step 14 3-D shapes <u>Algebra</u>	
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<u>Position and Direction</u> Step 1 The first quadrant Step 2 Four quadrants Step 3 Solve problems with coordinates Step 4 Translations Step 5 Lines of symmetry Step 6 Reflections	Step 1 Function machines Step 2 Form expressions Step 3 Substitution Step 4 Formulae Step 5 Form equations Step 6 Solve equations Step 7 Find pairs of values Step 8 Solve problems with two unknowns	
As scientists - working scientifically we will: - Plan different types of scientific enquiries to answer questions, including recognising and controlling variables - Take measurements with accuracy and precision, taking repeat readings when appropriate - Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - Use test results to make predictions to set up further comparative and fair tests - Report and present enquiry findings, including conclusions, casual relationships and explanations of a degree of trust in results in oral and written form - Identify scientific evidence that has been used to support or refute ideas or arguments.		
As scientists we will study ... Living Things and their Habitats – Classification 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 Electricity Associate the brightness of a lamp or the volume of a buzzer with the number and 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	As scientists we will study ... Animals including humans – Circulatory System Identify and name the main parts of the human circulatory system . Identify and name the main parts of the heart. Describe how water and nutrients are transported in humans. Identify how humans can live a healthy lifestyle.	As scientists we will study... Evolution Recognise that living things have changed 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 Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution Light Recognise that light appears to travel in straight lines 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
As historians we will : •Compare different time periods. •Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. •Know significant dates. •Use dates and terms accurately in describing events. •Connect past societies and periods. •Identify trends. •Describe past societies and times (using terms such as: social, religious, political, technological and cultural). •Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. •Give reasons for main events and changes.	As geographers we will... •Describe geographical features of the UK (including hills, mountains, coasts and rivers). •Name and locate counties and cities in the UK •Describe how locations around the world are changing and explain some reasons for change. •Understand some of the reasons for geographical similarities and differences between countries. •Describe a variety of physical features of a place: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. •Describe a variety of human features of a place: types of settlement and land use, economic activity including trade links and the distribution of natural resources. •Describe changing geographical features (e.g. land pattern use). •Use maps, atlases, globes and digital/computer mapping to locate countries and describe physical features.	

•Compare periods of rapid change and relatively little change. •Reflect on how Britain has been influenced by the wider world. •Reflect on how Britain has influenced the wider world. •Explain how events from the past have been retold and interpreted in different ways. •Understand how evidence is used to make historical claims. •Use sources of evidence to deduce information about the past. •Use sources of information to form testable hypotheses about the past. •Evaluate which sources of evidence are reliable and most useful for particular tasks. •Evaluate, pick out and put together information from a range of sources for the period that I am studying. •beginning to produce structured narrative and analyses using important dates and historical terms. •Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. •Understand that no single source of evidence gives the full answer to questions about the past. •Refine lines of enquiry as appropriate. •Use appropriate historical vocabulary to communicate.		•Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. •Describe geographical features of the UK (including hills, mountains, coasts and rivers). •Name and locate counties and cities in the UK •Use 8 points of a compass independently. •Use four and six-figure grid references. •Use keys and symbols including Ordnance Survey maps. •Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Use maps to name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. •Describe a variety of physical features of a place: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. •Describe a variety of human features of a place: types of settlement and land use, economic activity including trade links and the distribution of natural resources. •Describe changing geographical features (e.g. land pattern use). •Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. •Use maps, atlases, globes and digital/computer mapping to locate countries and describe physical features.	
Autumn term History - Crime and Punishment - How has crime and punishment changed over time in Britain? In this unit, children will build on their knowledge of periods in history that they have studied punishment has changed over time in Britain. They will understand what was seen as a crime, and how the crimes were impacted by social status. Children will learn about what happened when someone was accused of a crime and explore the different ways people were tried and given punishments. They will learn how trials and harsher, more gruesome, punishments developed. The children will find out about the development of the police force from the Victorian period right through to the new millennium.		Spring term History – What role did Britain play in World War II, and how did this impact outcome of the war? This unit will fully explain how World War Two began and give the children a more comprehensive understanding of how empire and rebellion influenced Hitler and his plan to dominate Europe. The children will explore the significance of the Battle of Britain and, in lesson 7, complete a local study, looking at various sources from different areas in the West Midlands region, such as Dudley, Wolverhampton, Stoke, etc. They will then compare the inner cities with Shropshire and explore how Britain gained victory in World War Two.	Summer term Consolidation of sticky knowledge from across learning this year.
As artists we will.... - Develop techniques with a range of media and materials, showing creativity, experimentation and an awareness of different kinds of art, craft and design. - Improve their mastery of drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - Embed a wide range of art and design techniques in using colour, pattern, texture, line, form and space. - Learn about the work of great artists and designers in history, describing differences and similarities between them and making links to their own work. - Develop specific and relevant vocabulary linked to art techniques.			
Art - Monochromatic -Year 6- What mistakes can artists make when drawing faces? Practical Knowledge - use close observation when drawing, use values to create form, select different pencils for different effects, use proportion when drawing, use shapes to guide our observations and drawing Theoretical Knowledge - Learning about artists from around the world		Chromatic unit – Year 6 – Can art help to save the planet? Practical Knowledge – Pupils will use precision while creating collages, pencil rubbings to transfer a design sketch, the grid method to transfer an image, and watercolour paints with proficiency.	... Sculpture unit – Year 6 – How can food inspire artists? Practical Knowledge – Pupils will learn how brush choices influence outcomes, demonstrate proficiency with clay, design a sculpture, consider the emotional response created, consider the the viability of

Disciplinary Knowledge - developing vocabulary to describe common errors made in realism portraits, understanding that art can be practised and improved upon, learning how artists can use reference material, and evaluating your own work and the work of others.		Theoretical Knowledge – Pupils will learn how art can be mass-produced and sold, know that art can be created to create change, consider the sustainability of art and design, and understand how political or charitable causes can inspire that art. Disciplinary Knowledge – Pupils will use the seven elements of art to discuss artwork, know that art doesn't have to be realistic, consider what qualifies as art, evaluate peers' work, learn how art can impact society, and evaluate their own work.		design, knowing that you can sculpt clay around something, like foil, to build larger structures, and using colour to create a life-like sculpture. Theoretical Knowledge – Pupils will know that artists have been inspired by food for thousands of years worldwide and that it can depict different meanings. Disciplinary Knowledge – Pupils will understand what can influence artists (food), consider who decides the value of art, evaluate their own work, and understand that artists can develop recognisable styles.	
As designers we will.... - Develop planning and communication ideas - Working with tools, equipment, materials and components to make quality products (inc-food) - Evaluate processes and products -					
DT - Construction - Electrifying Creations - How can we combine electricity and design to create a spooky, Gothic-themed model? Children will develop construction, mechanical and electrical skills to create Gothic-inspired models. They will research Gothic architecture, study inspirational architects and engineers, and design their models using detailed drawings and computer-aided design (CAD). Through construction techniques, they will build strong structures and integrate simple mechanisms and electrical circuits with lights, motors or sound to achieve dramatic eects. The focus will be on combining stability, function and aesthetics to produce high-quality outcomes. Finally, children will test and evaluate their models, considering both performance and appearance, and suggest improvements. By the end of the unit, they will be more confident in creating intricate, imaginative models that showcase creativity and technical skill, while consolidating their knowledge of mechanisms, joining methods and electrical systems.		DT – Textiles – Trash to treasure – How can you transform old materials into something new and interesting? In this textiles unit, children will explore upcycled textile products, investigating how designers reuse materials to reduce waste and make more sustainable choices while creating functional and appealing items. They will analyse existing products, considering how they are made, who they are for and how effectively they meet their purpose. Children will design and make a cushion cover using appliqué and recycled fabrics to improve comfort in a reading space, such as a classroom, school library or home environment. They will develop design criteria based on user needs, focusing on comfort, durability, appearance and sustainability. They will practise and apply technical skills, including stitching, appliqué and reinforcing, to construct their product accurately and ensure it is strong and long-lasting. Children will select and use materials carefully, aiming to reduce waste and make environmentally responsible choices.		DT - Food & Nutrition - Mix it up - How can we mix recipes to invent an exciting new food? Children will explore how food trends develop and why hybrid dishes become popular by analysing existing products and discussing how flavour, texture and presentation influence success. They will test flavour pairings and refresh key preparation skills, such as peeling, slicing and grating, to strengthen their technical knowledge. Using a clear design brief, pupils will design their own sushi burrito for a food festival, selecting and justifying flavour pairings and ingredients to create either a savoury or sweet variation. They will then prepare and assemble their individual products safely and accurately. Finally, children will evaluate their sushi burrito against their design criteria, reflecting on flavour balance, texture variety and its potential appeal as a trend-inspired street food product.	
As musicians we will learn....					
Planets • Listening: identifying structure, inter-related dimensions, identifying instruments, identifying pitch • Composing: Western notation, melody, ternary form, accompaniment • Performing: Western notation, graphic score, ensemble • Social: sharing, collaboration, inclusion, respect, leadership, co-operation	Vikings Unit • Listening: identify structure, identify inter-related dimensions, identify instruments • Composing: use rhythm grids & Western notation, create melody, improvise • Performing: follow Western notation & rhythm grids, group ensemble, sing in 2, 3 & 4 part rounds, pitch over octave • Social: support, co-operation, respect, communication • Emotional: confidence, perseverance, resilience, independence	Melodies of Divinity • Listening: identify instruments, identify features of the style • Composing: use staff notation, create melodies & rhythms • Performing: follow staff notation, soloist & ensemble, match pitch.	WW2 Unit • Listening: identify characteristics, dynamics, instruments • Composing: write lyrics, melody & accompaniment • Performing: follow staff notation, group ensemble, sing in 2 parts • Social: respect, communication • Emotional: confidence, perseverance • Thinking: reflection, select & apply, provide feedback •	Rock and Roll • Listening: identify structure, identify instruments, identify features • Composing: use Western notation, create melody and bass line • Performing: follow Western notation, improvise, play chords & bass line, sing melody & harmony	Animal Kingdom • Listening: identify inter-related dimensions, effect & character, identify intervals & harmonies • Composing: use intervals, improvise melodies, use harmonies & chords, use inter-related dimensions • Performing: follow notation, group ensemble, harmonise in 2, 3 & 4 parts

• Emotional: confidence, perseverance, resilience, independence • Thinking: concentration, creativity, reflection, comprehension	• Thinking: creativity, reflection, comprehension	sing over an octave • Social: respect, collaboration, leadership, co-operation • Emotional: confidence, independence, perseverance, determination • Thinking: provide feedback, reflection, select & apply, comprehension		• Social: collaboration, co-operation, respect, communication • Emotional: confidence, perseverance, independence • Thinking: creativity, reflection, comprehension, provide feedback •	• Social: co-operate, support, respect, leadership, kindness • Emotional: independence, confidence, perseverance, determination, integrity • Thinking: provide feedback, reflection, creativity, select & apply
As advocates for our faith and other faiths communities.... - <i>Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions</i> - <i>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</i> - <i>Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority</i> - <i>Make clear connections between what people believe and how they live, individually and in communities</i> - <i>Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</i> - <i>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</i> - <i>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.</i> - <i>Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.</i>					
In RE we will be studying... People of God - U2.10 What does it mean for a Jewish person to follow God? - Identify and explain Jewish beliefs about God - Give examples of some texts that say what God is like and explain how Jewish people interpret them - Make clear connections between Jewish beliefs about the Torah and how they use and treat it - Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) - Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between orthodox and progressive Jewish practice) - Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today - Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today and articulate responses on how far they are valuable to people who are not Jewish - U2.3 How can following God bring freedom and justice? - Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms - Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.		In RE we will ... Christianity - U2.14 How do religions help people live through good times and bad? - Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life - Identify beliefs about life after death in at least two religious traditions, comparing and explaining for similarities and differences. - Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) - Use evidence and examples to show how beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives. - Reflect on a range of artistic expressions of afterlife, articulating and explaining different ways of understanding these - Consider and weigh up how religion might help people in good and bad times, giving good reasons for their ideas and insights - Talk about what they have learned, how their thinking may have changed and why. -		In RE we will ... Creation/Fall - U2.12 What will make our city/town/village a better place? - Identify the religions and beliefs represented locally and regionally, and explain some of their key beliefs - Describe examples of how different communities deal with diversity and interfaith issues. - Make clear connections between what different people believe and the way they live (e.g. involvement in community, in interfaith projects etc.) - Explain how and why people respond differently to diversity and interfaith issues (e.g. inclusivism, exclusivism etc). - Make connections between religious and non-religious beliefs and practices related to living with difference in community - Reflect on and articulate lessons people might gain from the experience of living in communities of diverse beliefs and practices, including their own responses - Talk about how and why people think differently about diversity and interfaith, giving good reasons for their own views - Consider and weigh up the ways in which the ideas studied relate to their own experiences and views of the world today - U2.2 Creation and Science – conflict or complementary?	

- Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. - Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.	- U2.13 Why is pilgrimage important to some religious believers? - Identify some of the beliefs that lie behind places and times of pilgrimage in at least two religions (e.g. ummah in Islam; Mary in Roman Catholic Christianity) - Explain ways in which stories that lie behind sites of pilgrimage connect with beliefs (e.g. Shiva and the Ganges in Hinduism; Israel as G-d's Chosen or Favoured people in Judaism). - Explain the spiritual significance and impact of pilgrimage on pilgrims in at least two religions - Compare the similarities and differences between ways in which people undertake pilgrimage and how they affect the way they live. - Evaluate and explain the importance of pilgrimage in the world today, giving good reasons for their views - Reflect on and articulate lessons that people might gain from the idea and practice of pilgrimage, including their own responses - Consider and weigh up the value of e.g. reflection, repentance and remembrance, in the world today, including in their lives	- Identify what type of text some Christians say Genesis 1 is, and its purpose. - Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations - Make clear connections between Genesis 1 and Christian belief about God as Creator. - Show understanding of why many Christians find science and faith go together - Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. - Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views
In computing we will study.... - APP Design - Use the tools in PowerPoint to design an app about your school with: – Slide size and background colour – Text and Images (including transparent images) on different pages – Icons – Interactions using hyperlinks - Data Handling - Select and use non-adjacent cells plus resize multiple cell widths and copy/paste cells - Find data and create a spreadsheet to suit it. – - Use formulae to find totals, averages and maximum/minimum numbers Search a database for specific information. - Understanding computer networks and the Internet - Understand Computer Networks, Internet, Cloud Computing and Bluetooth and how they help us. - What is email and how can we use it safely? Understand how and why we collaborate online (including blogging). Online Safety Units – My media choices Private and personal information	In computing we will ... - Text Base Programming - Change the variables of text-based commands. - Write text-based commands accurately and use fill effects, stamps and functions. - Write text-based commands to program digital art. - Write text commands/functions to program keyboard inputs in a game. - Programming a Logo turtle to move and use pen - Use co-ordinates in with a Logo turtle - Print labels in Logo. - Program a loop (repetition) and shapes in Logo Turtle. - Program colours in Logo turtle. - Program variables in Logo turtle. - Physical devices - Understand that computers use physical inputs and outputs and give examples. - Program physical inputs, outputs (e.g program LED lights), loops and random variables (Microbit activities). - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. - Music Creation - Layer tracks using sounds and effects. (BeepBox activity) - Create effective instrument tracks. (Sampulator activity)	In computing we will ... - Programming in Scratch - Program inputs for control, selection (conditions) and sensing for interaction and data variables for scoring and a game timer. - Program distance sensing and movement. - Program Inputs, outputs, loops, selection, sensing and variables. - Program list variables that chooses randomly. - Binary Code - Understand why computers/electronics use binary. - Match a sequence of binary code to create digital art.- - To convert binary code to denary numbers (decimal numbers) and visa versa - Machine Learning and Artificial Intelligence - Understand how computers use information to learn by solving new problems and following new instructions. - Understand and use examples of machine learning. - Understand how artificial intelligence is used to perform tasks often only performed by humans. - Discuss and show awareness of potential dangers of AI. Online Safety Units – Be a super digital citizen A creator's rights and responsibilities

	Online Safety Units – Our online tracks Keeping games fun and friendly	
In PE we will enjoy: - Rounders - Key Skills: Physical - Throwing - Catching - Bowling - Tracking, fielding & retrieving a ball - Batting - Key Skills: SET - Social: Organising & self-managing a game, Respect, Supporting & encouraging others, Communicating ideas & reflecting with others - Emotional: Honesty & fair play, Confident to take risks, Managing emotion - Thinking: Decision making, Using tactics, Identifying how to improve - Hockey - Key Skills: Physical - Dribbling - Passing - Receiving - Tackling - Creating and using space - Shooting - Key Skills: SET - Social: Communication, Collaboration - Emotional: Perseverance, Honesty and fair play - Thinking: Planning strategies and using tactics, observing and providing feedback, selecting and applying skills - OAA - Key skills: Physical - Stamina - Running - Key Skills: SET - Social: Communication, teamwork, trust, inclusion, listening - Emotional: Confidence - Thinking: Planning, map reading, decision making, problem solving - Volleyball - Key Skills: Physical - Ready position - Serve - Volley - Set - Dig - Key Skills: SET - Social: Communication, respect, supporting and encouraging others - Emotional: Confidence, perseverance, honesty - Thinking: Using tactics, selecting and applying skills, identifying strengths and areas for development Units covered by Get Set 4 PE	In PE we will enjoy: - Dance - Key Skills: Physical - Performing a variety of dance actions - Using canon, unison, formation, dynamics, character structure, space, emotion, matching, mirroring, transitions - Key Skills: SET - Social: - Collaboration Social: Consideration and awareness of others Social: Social, respect, leadership - Emotional: Empathy, confidence - Thinking: Creating, observing and providing feedback, using feedback to improve, selecting and applying skills - Gymnastics - Key Skills: Physical - Straddle roll - Forward roll - Backward roll - Counter balance - Counter tension - Bridge - Shoulder stand - Handstand - Cartwheel - Vault - Key Skills: SET - Social: Responsibility, collaboration, communication, respect - Emotional: Confidence - Thinking: Observing and providing feedback, selecting and applying actions, evaluating and improving sequences - Tennis - Key Skills: Physical - Forehand groundstroke - Backhand groundstroke - Forehand volley - Backhand volley - Underarm serve - Key Skills: SET - Social: Collaboration, communication, respect - Emotional: Honesty - Thinking: Decision making, selecting and applying tactics - Fitness - Key Skills: Physical - Strength	In PE we will enjoy: - Netball: - Key Skills: Physical - Passing - Catching - Footwork - Intercepting - Shooting - Dodging - Key Skills: SET - Social: Communication, collaboration - Emotional: Perseverance, honesty and fair play - Thinking: Planning strategies and using tactics, selecting and applying skills, decision making - Athletics - Key Skills: Physical - Pacing - Sprinting technique - Relay changeovers - Jumping for height - Jumping for distance - long jump, triple jump - Push throw for distance - shot put, javelin - Pull throw for distance - Key Skills: SET - Social: Collaborating with others, supporting others - Emotional: Perseverance, determination - Thinking: Observing and providing feedback - Swimming - Key Skills: Physical - Rotation - Sculling - Treading water - Gliding - Front crawl - Backstroke - Breaststroke - Surface dives - Floating - Huddle and H.E.L.P. position - Key skills: SET - Social: Communication, supporting and encouraging others - Emotional: Determination - Thinking: Creating, decision making, using tactics Units covered by Get Set 4 PE Term 5 - Netball, May Day

Term1 – Rounders, Hockey Term 2 – OAA, Volleyball	- Speed - Power - Agility - Coordination - Balance - Stamina - Key skills: SET - Social: Supporting and encouraging others, working collaboratively - Emotional: Perseverance, determination - Thinking: Analysing data Units covered by Get Set 4 PE Term 3 – Dance, Gymnastics Term 4 – Tennis, Fitness	Term 6 – Swimming, Athletics
In PSHE we will ... - Me and my relationships - Demonstrate a collaborative approach to a task; - Describe and implement the skills needed to do this. - Explain what is meant by the terms 'negotiation' and 'compromise'; - Suggest positive strategies for negotiating and compromising within a collaborative task; - Demonstrate positive strategies for negotiating and compromising within a collaborative task. - Recognise some of the challenges that arise from friendships; - Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. - List some assertive behaviours; - Recognise peer influence and pressure; - Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. - Recognise and empathise with patterns of behaviour in peer-group dynamics; - Recognise basic emotional needs and understand that they change according to circumstance; - Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. - Describe the consequences of reacting to others in a positive or negative way; - Suggest ways that people can respond more positively to others. - Describe ways in which people show their commitment to each other; - Know the ages at which a person can marry, depending on whether their parents agree. - Recognise that some types of physical contact can produce strong negative feelings; - Know that some inappropriate touch is also illegal. - Identify strategies for keeping personal information safe online; - Describe safe and respectful behaviours when using communication technology. - Valuing Difference: - Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; - Suggest strategies for dealing with bullying, as a bystander; - Describe positive attributes of their peers. - Know that all people are unique but that we have far more in common with each other than what is different about us; - Consider how a bystander can respond to someone being rude, offensive or bullying someone else;	In PSHE we will ... - Keeping myself safe - Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; - Understand and describe the ease with which something posted online can spread. - •Identify strategies for keeping personal information safe online; - •Describe safe behaviours when using communication technology. - •Know that it is illegal to create and share sexual images of children under 18 years old; - •Explore the risks of sharing photos and films of themselves with other people directly or online; - •Know how to keep their information private online. - •Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; - •Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. - •Explain how drugs can be categorised into different groups depending on their medical and legal context; - •Demonstrate an understanding that drugs can have both medical and non-medical uses; - •Explain in simple terms some of the laws that control drugs in this country. - •Understand some of the basic laws in relation to drugs; - •Explain why there are laws relating to drugs in this country. - •Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; - •Describe some of the effects and risks of drinking alcohol. - Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; - Explain how these emotional needs impact on people's behaviour; - Suggest positive ways that people can get their emotional need met.	In PSHE we will ... - Being my best - Explain what the five ways to wellbeing are; - Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. - Identify aspirational goals; - Describe the actions needed to set and achieve these. - Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. - Identify risk factors in a given situation (involving alcohol); - Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; - Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. - Identify risk factors in a given situation; - Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; - Recognise that some situations can be made less risky e.g. only sharing information with someone you trust. - See link to external resources for further information - - Growing and Changing (Y6) - Recognise some of the changes they have experienced and their emotional responses to those changes; - Suggest positive strategies for dealing with change; - Identify people who can support someone who is dealing with a challenging time of change. - Understand that fame can be short-lived; - Recognise that photos can be changed to match society's view of perfect; - Identify qualities that people have, as well as their looks. - Define what is meant by the term stereotype; - Recognise how the media can sometimes reinforce gender stereotypes; - Recognise that people fall into a wide range of what is seen as normal; - Challenge stereotypical gender portrayals of people.

- Demonstrate ways of offering support to someone who has been bullied. - Demonstrate ways of showing respect to others, using verbal and non-verbal communication. - Understand and explain the term prejudice; - Identify and describe the different groups that make up their school/wider community/other parts of the UK; - Describe the benefits of living in a diverse society; - Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. - Explain the difference between a friend and an acquaintance; - Describe qualities of a strong, positive friendship; - Describe the benefits of other types of relationship (e.g. neighbour, parent/carers, relative). - Define what is meant by the term stereotype; - Recognise how the media can sometimes reinforce gender stereotypes; - Recognise that people fall into a wide range of what is seen as normal; - Challenge stereotypical gender portrayals of people.	- •Understand that with independence comes responsibility - •Explain how these emotional needs impact on people's behaviour; - •Suggest positive ways that people can get their emotional needs met. - - Rights and Responsibilities - Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; - Describe the language and techniques that make up a biased report; - Analyse a report also extract the facts from it. - Know the legal age (and reason behind these) for having a social media account; - Understand why people don't tell the truth and often post only the good bits about themselves, online; - Recognise that people's lives are much more balanced in real life, with positives and negatives. - Explain some benefits of saving money; - Describe the different ways money can be saved, outlining the pros and cons of each method; - Describe the costs that go into producing an item; - Suggest sale prices for a variety of items, taking into account a range of factors; - Explain what is meant by the term interest. - Recognise and explain that different jobs have different levels of pay and the factors that influence this; - Explain the different types of tax (income tax and VAT) which help to fund public services; - Evaluate the different public services and compare their value. - Explain what we mean by the terms voluntary, community and pressure (action) group; - Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. - That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment - Continue to develop the skills to exercise these responsibilities. - Explain what is meant by living in an environmentally sustainable way; - Suggest actions that could be taken to live in a more environmentally sustainable way. - Why and how rules and laws that protect them and others are made and enforced, - Why different rules are needed in different situations and how to take part in making and changing rules. - Begin to understand the way in which democracy in Britain works. - Why and how rules and laws that protect them and others are made and enforced	- Understand the risks of sharing images online and how these are hard to control, once shared; - Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; - Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. - Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; - Suggest strategies that would help someone who felt challenged by the changes in puberty; - Understand what FGM is and that it is an illegal practice in this country; - Know where someone could get support if they were concerned about their own or another person's safety. - Explain the difference between a safe and an unsafe secret; - Identify situations where someone might need to break a confidence in order to keep someone safe. - Identify the changes that happen through puberty to allow sexual reproduction to occur; - Know a variety of ways in which the sperm can fertilise the egg to create a baby; - Know the legal age of consent and what it means. - Explain how HIV affects the body's immune system; - Understand that HIV is difficult to transmit; - Know how a person can protect themselves from HIV - Growing and Changing (Y5) - Use a range of words and phrases to describe the intensity of different feelings - Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; - Explain strategies they can use to build resilience. - Identify people who can be trusted; - Describe strategies for dealing with situations in which they would feel uncomfortable. - Explain how someone might feel when they are separated from someone or something they like; - Suggest ways to help someone who is separated from someone or something they like. - Know the correct words for the external sexual organs; - Discuss some of the myths associated with puberty. - Identify some products that they may need during puberty and why; - Know what menstruation is and why it happens. - Recognise how our body feels when we're relaxed; - List some of the ways our body feels when it is nervous or sad; - Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. - Explain the difference between a safe and an unsafe secret; - Identify situations where someone might need to break a confidence in order to keep someone safe. - Recognise that some people can get bullied because of the way they express their gender; - Give examples of how bullying behaviours can be stopped.
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	- Why different rules are needed in different situations and how to take part in making and changing rules.	
As Spanish speakers we will learn about: - Core vocabulary and ‘Do you have a pet?’ - Presenting Myself - Listen attentively to spoken language and show understanding by joining in and responding. - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. - Speak in sentences, using familiar vocabulary, phrases and basic language structures. - Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. - Present ideas and information orally to a range of audiences. - Read carefully and show understanding of words, phrases and simple writing. - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. - Describe people, places, things and actions orally and in writing.	As Spanish speakers we will learn about: - The Weather - The Planets - Listen attentively to spoken language and show understanding by joining in and responding. - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. - Speak in sentences, using familiar vocabulary, phrases and basic language structures. - Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. - Present ideas and information orally to a range of audiences. - Read carefully and show understanding of words, phrases and simple writing. - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. - Describe people, places, things and actions orally and in writing.	As Spanish speakers we will learn about: - The Weekend - Healthier Lifestyles - Listen attentively to spoken language and show understanding by joining in and responding. - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. - Speak in sentences, using familiar vocabulary, phrases and basic language structures. - Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. - Present ideas and information orally to a range of audiences. - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. - Describe people, places, things and actions orally and in writing.