






Long Term Plan Year B – 2023/24										
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
<b>Core texts being studied in guided reading sessions:</b>  Matchbox Diary by Paul Fleischmans  The man who walked between the towers by Mordicai Gerstein  Seven Ghosts by Chris Priestley				<b>Core texts being studied in guided reading sessions:</b>  The Hatmakers – Tamzin Merchant		<b>Core texts being studied in guided reading sessions:</b>  Holes by Louis Sachar				
As <b>readers</b> we will practise reading skills across the year to include:										
<b>Word Reading:</b> 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. <b>Maintain positive attitudes to reading and understanding of what they read by:</b> 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 <b>Understand what they read by:</b> 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 <b>writers</b> we will study these units this term: <ul style="list-style-type: none"><li>• Narrative poetry</li><li>• Biographies</li><li>• Non-chronological reports</li><li>• Extended blog entries</li></ul> <b>Sticky knowledge texts:</b> Wikipedia pages, letters of advice, interviews, news report persuasive speeches, Poetry, informal messages, formal letters, short info texts, diary entries, narrative / action scenes, tweets		As <b>writers</b> we will study these units this term: <ul style="list-style-type: none"><li>• First person narratives</li><li>• Explanation texts</li><li>• News Reports</li><li>• Discussion texts</li></ul> <b>Sticky knowledge texts:</b> Character profile, dialogue, monologue, logbook entry, scientific report, Letters, explanations, persuasive posters, & speeches, simple poems		As <b>writers</b> we will study these units this term: <ul style="list-style-type: none"><li>• Persuasive adverts</li><li>• 3<sup>rd</sup> person narratives</li><li>• Narrative sequels</li><li>• Poetry – Sonnets</li></ul> <b>Sticky knowledge texts:</b> Welcome guide, description, letter of advice, diary entry in role, imagined conversation						

As <b>writers</b> we will practise these skills over the year:	
<b>Year 5</b> <ul style="list-style-type: none"> <li>- I can write for a range of purposes</li> <li>- I can organise my writing into paragraphs</li> <li>- I can describe settings, characters and atmosphere</li> <li>- I can use a dictionary to check the spelling of uncommon or ambitious words</li> <li>- I can use a range of clause structures and vary their position</li> <li>- I can use modal verbs to indicate possibility</li> <li>- Build cohesion using: coordinating conjunctions, subordinating conjunctions, adverbials, pronouns to avoid repetition.</li> <li>- I can use tenses correctly and consistently</li> <li>- 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.</li> <li>- I can spell most of the words from the Y3/4 spelling list</li> <li>- I can write neatly and legibly with joined letters</li> <li>- I can spell some words from the Y5/6 spelling list</li> </ul>	<b>Year 6</b> <ul style="list-style-type: none"> <li>- I can write for a range of purposes, making sure that the language I am choosing shows and understanding of the person reading it.</li> <li>- I can describe settings, characters and atmosphere.</li> <li>- I can include dialogue to convey character and advance the action</li> <li>- I can use the appropriate vocabulary and grammatical structures for my writing.</li> <li>- I can build cohesion within and across paragraphs using the following; coordinating conjunctions, subordinating conjunctions, adverbials, pronouns to avoid repetition.</li> <li>- I can use tenses correctly and consistently.</li> <li>- 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.</li> <li>- I can spell some words from the y5/6 spelling list</li> <li>- I can use a dictionary to check the spelling of uncommon or more ambitious words.</li> <li>- I can write neatly and legibly with joined letters.</li> </ul> <b>GDS –</b> <ul style="list-style-type: none"> <li>- I can write effectively for different purposes and audiences, selecting the appropriate form</li> <li>- I can use different grammar structures and vocabulary to control the levels of formality in my writing</li> <li>- 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</li> </ul>
<p>As <b>Mathematicians</b> we will:</p> <p>Conjecture: Yr 5 - Begin to work out the nth in a sequence. Explain why with clear examples. Identify rules when calculating using their own examples. Yr 6 - Work out the nth in a sequence. Begin to write their own formula. Explain calculation rules and use examples independently.</p> <p>Convince: Yr 5 - Use some diagrams, example and correct/accurate mathematical terminology to begin to persuade different audiences that their conjectures are correct. Yr 6 - Use a range of diagrams, examples and correct/accurate mathematical terminology to persuade a range of audiences that their conjectures are correct. Connect knowledge of a range of Mathematical concepts to support explanation e.g. use understanding of area to explain the formula for volume.</p> <p>Organising: Yr 5 - Use more complex mathematical criteria when sorting shapes, objects, numbers or calculations. Select their own criteria and explain their choices. Use tables and grids independently to record information. Begin to use sub-groups to classify further. Yr 6 - Record work systematically to identify all possible answers and allow for identification of patterns and formulas.</p> <p>Classifying: Yr 5 - Explain their choices for their criteria using mathematical vocabulary. Use more complex groupings for numbers e.g. prime numbers, square numbers, factors. Yr 6 - Use formula and rules to explain the criteria for groups and sub-groups.</p> <p>Imagine: Yr 5 - Use grids and tables to record information more clearly. Begin to select a range of representations to explain rules and patterns. Yr 6 - Use grids and tables to identify patterns. Use a range of representations to explain rules and patterns. Use algebra to solve problems.</p> <p>Express: Yr 5 - Begin to discuss common misconceptions and explain why they are incorrect. Use representations and/or resources to support their explanations. Yr 6 - Discuss misconceptions and explain why they arise. Describe patterns and why they occur. Explain formula they have written. Use a range of representations and resources to support their explanations.</p> <p>Specialise: Yr 5 - Test examples to answer their own questions. Begin to collect and record in an appropriate, systematic way and select appropriate start and end points. Yr 6 - Collect and record in an appropriate, systematic way and select appropriate start and end points.</p> <p>Generalise: Yr 5 - Identify rules and patterns and explain how they know they are a rule. Use different representations to prove their rules. Begin to write formula. Yr 6 - Write formula for their rules and use a range of representations to prove their rules are correct.</p>	

As <b>mathematicians</b> in Autumn term we will study: <b>Y5 – Number and Place Value, Addition and Subtraction, Multiplication and Division</b> <b>Y6 - Number and Place Value, Four Operations, Fractions and Shape</b>		As <b>mathematicians</b> in Spring term we will study: <b>Y5 – Multiplication and Division, Fractions and Decimals, Measures,</b> <b>Y6 – Ratio and Proportion, Algebra, Measures, Decimals and %, Statistics, Shape, Number and place value review</b>		As <b>mathematicians</b> in Summer term we will study: <b>Y5 – Measures, Shape, Fractions, Statistics, My Money,</b> <b>Y6 – Ratio and proportion, Algebra, Four operations, Fractions, Statistics, My Money</b>	
<b>Year 5 Place Value:</b> <ul style="list-style-type: none"> <li>•I can read, write, order and compare numbers to at least 1 000 000 using &gt;,&lt; and = <b>5NPV1</b></li> <li>•I can recognise and describe number sequences. <b>5NPV2 and 5NPV3</b></li> <li>•I can recognise and describe number sequences including fractions and decimals <b>5NPV2</b></li> <li>•Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts. <b>5NPV4</b></li> <li>•I can count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.</li> <li>•I can count forwards and backwards with positive and negative whole numbers, including through zero</li> <li>•I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.</li> <li>•I can read Roman numerals to 1000 (M)</li> </ul> <b>Addition and Subtraction:</b> <ul style="list-style-type: none"> <li>•I can add and subtract whole numbers with more than 4 digits, including using formal written methods.</li> <li>•I can solve addition and subtraction multi-step problems deciding which operations and methods to use and why.</li> <li>•I can use calculators to explore more complex number problems</li> <li>•I can use letters to represent missing numbers.</li> </ul>	<b>Year 6 Place Value:</b> <ul style="list-style-type: none"> <li>•Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size (multiply and divide by 10, 100 and 1,000). <b>6NPV1</b></li> <li>•I can read and write numbers up to 10 000 000 and beyond in numerals and words and determine the value of each digit. <b>6NPV2</b></li> <li>•I can order numbers up to 10 000 000 and beyond. <b>6NPV3</b></li> <li>•I can round any whole number. <b>6NPV3</b></li> <li>•Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts. <b>6NPV4</b></li> <li>•I can use negative numbers and calculate intervals across zero</li> <li>•I can begin to understand the use of brackets.</li> <li>•I can use calculators to develop and investigate patterns and sequences.</li> </ul> <b>Addition and Subtraction:</b> <ul style="list-style-type: none"> <li>•I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</li> <li>•I can explore the order of operations using brackets.</li> </ul>	<b>Year 5 Multiplication:</b> <ul style="list-style-type: none"> <li>•I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers <b>5MD2</b></li> <li>•I can multiply and divide numbers mentally drawing upon known facts. <b>5NF2</b></li> <li>•I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 <b>5NF2 and 5MD1</b></li> <li>•I can multiply numbers up to 4 digits by a one- or two-digit number. <b>5MD3</b></li> <li>•I can divide numbers up to 4 digits by a one-digit number using short division. <b>5MD4</b></li> <li>•I can divide numbers up to 4 digits by a one-digit number and express remainders as a fraction or decimal. <b>5MD4</b></li> <li>•I know prime numbers, prime factors and composite numbers</li> <li>•I can establish whether a number up to 100 is prime and recall prime numbers up to 19</li> <li>•I can recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)</li> </ul> <b>Measures</b> <ul style="list-style-type: none"> <li>•I can convert between different units of metric measure. <b>5NPV5</b></li> <li>•I can understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</li> <li>•I can read labelled and unlabelled divisions</li> <li>•I can use all four operations to solve problems involving measure using decimal notation, including scaling with appropriate numbers.</li> </ul>	<b>Year 6 Multiplication:</b> <ul style="list-style-type: none"> <li>•I can multiply multi-digit numbers up to 4 digits by a two-digit whole number.</li> <li>•I can divide numbers up to 4 digits by a two-digit whole number and interpret remainders as whole number remainders, fractions, decimals or by rounding.</li> <li>•I can understand the relationship between unit fractions and division to work backwards e.g. <math>\frac{1}{4}</math> of a length is 36cm, then whole length is 36x4</li> <li>•I can identify common factors, common multiples and prime numbers</li> <li>•I can multiply one-digit numbers with up to two decimal places by whole numbers.</li> <li>•I can multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.</li> </ul> <b>Measures</b> <ul style="list-style-type: none"> <li>•I can solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts <b>6MD1 and 6MD2</b></li> <li>•I can use simple ratio <b>6MD3</b></li> <li>•I can find pairs of numbers that satisfy an equation with two unknowns <b>6MD3</b></li> <li>•I can solve problems involving the calculation of percentages.</li> <li>•I can convert between miles and kilometres.</li> <li>•I can use simple formulae.</li> <li>•I can generate and describe linear number sequences.</li> <li>•I can express missing number problems algebraically.</li> <li>•I can enumerate possibilities of combinations of two variables.</li> </ul>	<b>Year 5 Fractions</b> <ul style="list-style-type: none"> <li>• Find non-unit fractions of quantities. <b>5F1</b></li> <li>• I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. <b>5F2</b></li> <li>• I can read and write decimal numbers as fractions. <b>5F3</b></li> <li>• I can round decimals with two decimal places to the nearest whole number and to 1dp <b>5NPV3</b></li> <li>• I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. <b>5NPV2 and 5NPV3</b></li> <li>• I can read, write, order and compare numbers with up to three decimal places <b>5NPV3</b></li> </ul> <ul style="list-style-type: none"> <li>• I can compare and order fractions whose denominators are all multiples of the same number.</li> <li>• I can recognise mixed numbers and improper fractions and convert from one form to the other.</li> <li>• I can add and subtract fractions with the same denominator and denominators that are multiples of the same number</li> <li>• I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</li> <li>• I can calculate simple fractions and percentages of whole numbers and quantities</li> <li>• I can add and subtract decimal numbers (to at least 3dp) and round as required</li> <li>• I can use all four operations to solve problems involving measure using decimal notation.</li> <li>• I can solve problems which require knowing percentage and decimal equivalents.</li> <li>• I can recognise the percent symbol (%) and write percentages as a</li> </ul>	<b>Year 6 Fractions</b> <ul style="list-style-type: none"> <li>•I can compare and order fractions, including fractions &gt; 1. <b>6F3</b></li> <li>•I can use common factors to simplify fractions and use common multiples to express fractions in the same denomination <b>6F1 and 6F2</b></li> <li>•I can multiply simple pairs of proper fractions, writing the answer in its simplest form [e.g. <math>\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}</math>]</li> <li>•I can divide proper fractions by whole numbers.</li> <li>•I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</li> <li>•I can identify the value of each digit in numbers given to three decimal places.</li> <li>•I can use, read, write and convert between standard units using decimal notation to up to three decimal places.</li> <li>•I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate</li> <li>•I can solve problems which require answers to be rounded to specified degrees of accuracy</li> </ul> <b>Shape and Statistics</b> <ul style="list-style-type: none"> <li>•I can draw 2-D shapes using given dimensions and angles. <b>6G1</b></li> <li>•I can recognise that shapes with the same areas can have different perimeters and vice versa.</li> <li>•I can recognise when it is possible to use formulae for area and volume of shapes</li> <li>•I can calculate the area of parallelograms and triangles</li> <li>•I can calculate, estimate and compare volume of cubes and cuboids using standard units.</li> <li>•I can recognise, describe and build simple 3-D shapes, including making nets.</li> <li>•I can compare and classify geometric shapes based on their properties and</li> </ul>

		<ul style="list-style-type: none"> <li>•I can solve problems involving converting between units of time</li> <li>•I can complete, read and interpret information in tables, including timetables.</li> </ul>		<p>fraction with denominator 100, and as a decimal.</p> <p><b>Shape and Statistics:</b></p> <ul style="list-style-type: none"> <li>•I can estimate and compare acute, obtuse and reflex angles. <b>5G1</b></li> <li>•I can sort regular and irregular polygons based on equal sides and angles. <b>5G2</b></li> <li>•I can identify 3-D shapes, including cubes and other cuboids, from 2-D images.</li> <li>•I can draw given angles, and measure them to the nearest o.</li> <li>•I can identify angles at a point and one whole turn (total 360o) and at a point on a straight line and ½ a turn (total 180o)</li> <li>•I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</li> <li>•I can calculate and compare the area of rectangles and estimate the area of irregular shapes</li> <li>•I can use the properties of rectangles to deduce related facts and find missing lengths and angles.</li> <li>•I can estimate volume.</li> <li>•I can describe positions on a 2-D grid as coordinates in the first quadrant</li> <li>•I can identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</li> <li>• I can solve comparison, sum and difference problems using information presented in a line graph.</li> </ul>	<p>sizes and find unknown angles in any triangles, quadrilaterals.</p> <ul style="list-style-type: none"> <li>•I can recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</li> <li>•I can draw and translate simple shapes on the coordinate plane, and reflect them in the axes</li> <li>•I can describe positions on the full coordinate grid.</li> <li>•I can illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</li> <li>•I can interpret pie charts and line graphs and use these to solve problems.</li> <li>•I can construct pie charts and line graphs and use these to solve problems.</li> <li>•I can calculate and interpret the mean as an average.</li> <li>•I can solve problems involving similar shapes where the scale factor is known or can be found.</li> </ul>
<p><b>As scientists - working scientifically we will:</b></p> <ul style="list-style-type: none"> <li>- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables</li> <li>- Take measurements with accuracy and precision, taking repeat readings when appropriate</li> <li>- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>- Use test results to make predictions to set up further comparative and fair tests</li> <li>- Report and present enquiry findings, including conclusions, casual relationships and explanations of a degree of trust in results in oral and written form</li> <li>- Identify scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>					
<p>As <b>scientists</b> we will study ...</p> <p><b>Electricity</b> 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</p>		<p>As <b>scientists</b> we will study ...</p> <p><b>Living Things and their Habitats – Classification</b> 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</p>		<p>As <b>scientists</b> we will study...</p> <p><b>Medical Manoeuvres – Revision Unit</b> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p>	

<p><b>Forces and Magnets</b>          Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object          Identify the effects of air resistance, water resistance and friction, that act between moving surfaces          Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p>	<p><b>Light</b>          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</p>	<p>Describe the changes as humans develop to old age          Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood          Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function          Describe the ways in which nutrients and water are transported within animals, including humans          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          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</p> <p><b>Sensational Science – Revision Unit</b>          Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution          Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating          Demonstrate that dissolving, mixing and changes of state are reversible changes          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          Describe the movement of the Earth, and other planets, relative to the Sun in the solar system          Describe the movement of the Moon relative to the Earth          Describe the Sun, Earth and Moon as approximately spherical bodies          Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky          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          Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object          Identify the effects of air resistance, water resistance and friction, that act between moving surfaces          Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect          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</p>
<p>As <b>historians</b> we will :</p> <ul style="list-style-type: none"> <li>•Compare different time periods.</li> <li>•Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>•Know significant dates.</li> </ul>	<p>As <b>geographers</b> we will...</p> <ul style="list-style-type: none"> <li>•Describe geographical features of the UK (including hills, mountains, coasts and rivers).</li> <li>•Name and locate counties and cities in the UK</li> <li>•Describe how locations around the world are changing and explain some reasons for change.</li> </ul>	



<ul style="list-style-type: none"> <li>•Use dates and terms accurately in describing events.</li> <li>•Connect past societies and periods.</li> <li>•Identify trends.</li> <li>•Describe past societies and times (using terms such as: social, religious, political, technological and cultural).</li> <li>•Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>•Give reasons for main events and changes.</li> <li>•Compare periods of rapid change and relatively little change.</li> <li>•Reflect on how Britain has been influenced by the wider world.</li> <li>•Reflect on how Britain has influenced the wider world.</li> <li>•Explain how events from the past have been retold and interpreted in different ways.</li> <li>•Understand how evidence is used to make historical claims.</li> <li>•Use sources of evidence to deduce information about the past.</li> <li>•Use sources of information to form testable hypotheses about the past.</li> <li>•Evaluate which sources of evidence are reliable and most useful for particular tasks.</li> <li>•Evaluate, pick out and put together information from a range of sources for the period that I am studying.</li> <li>•beginning to produce structured narrative and analyses using important dates and historical terms.</li> <li>•Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>•Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>•Refine lines of enquiry as appropriate.</li> <li>•Use appropriate historical vocabulary to communicate.</li> </ul>	<ul style="list-style-type: none"> <li>•Understand some of the reasons for geographical similarities and differences between countries.</li> <li>•Describe a variety of physical features of a place: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>•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.</li> <li>•Describe changing geographical features (e.g. land pattern use).</li> <li>•Use maps, atlases, globes and digital/computer mapping to locate countries and describe physical features.</li> <li>•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.</li> <li>•Describe geographical features of the UK (including hills, mountains, coasts and rivers).</li> <li>•Name and locate counties and cities in the UK</li> <li>•Use 8 points of a compass independently.</li> <li>•Use four and six-figure grid references.</li> <li>•Use keys and symbols including Ordnance Survey maps.</li> <li>•Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>• 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.</li> <li>•Describe a variety of physical features of a place: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>•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.</li> <li>•Describe changing geographical features (e.g. land pattern use).</li> <li>•Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>•Use maps, atlases, globes and digital/computer mapping to locate countries and describe physical features.</li> </ul>	
<p><b>Where did the first civilisations appear?</b></p> <ul style="list-style-type: none"> <li>• Ancient Sumer, Indus Valley, Ancient Egypt and the Shang dynasty</li> </ul> <p>How were these civilisations the same and different?</p> <p>Who were the Shang Dynasty?</p> <ul style="list-style-type: none"> <li>• The Shang Dynasty started in c. 1600 BC after King Tang of Shang conquered the legendary Jie of Xin.</li> <li>• The change from hunter-gatherers to settled farmers happened c. 10,000BC. Instead of just being in one place it happened in two areas of China, both near to rivers</li> <li>• The rise of the Shang Dynasty in c.1600 BC saw roles in society change as the aristocracy cemented their power over the lower classes.</li> </ul> <p>What was Ancient Egypt like?</p> <ul style="list-style-type: none"> <li>• Nile is the longest river in Africa - settlement began around 7000BC</li> <li>• The most important thing the Nile provided to Egyptians was fertile land.</li> <li>• Around 3000BC hieroglyphics are estimated to have been used.</li> <li>• The pyramids were built around 2500BC for religious purposes.</li> </ul> <p>What did the Mayan’s achieve?</p> <ul style="list-style-type: none"> <li>• The Mayans lived in the rainforest areas of Mexico, Guatemala, Honduras, El Salvador and Belize – area was known as Mesoamerica</li> </ul>	<p>As <b>geographers</b> we will discuss the <b>where the best place to live is.....</b></p> <p>What is the UK like?</p> <ul style="list-style-type: none"> <li>• Locate cities and counties</li> <li>• Explore human and physical features.</li> </ul> <p>Where would you like to live?</p> <ul style="list-style-type: none"> <li>• Map other countries and cities</li> <li>• Compare to the UK.</li> </ul> <p>What does a settlement need?</p> <ul style="list-style-type: none"> <li>• Human and physical features</li> <li>• Make maps</li> </ul>	<p>As <b>geographers</b> we will discuss the <b>impact of tourism....</b></p> <ul style="list-style-type: none"> <li>• The Peak district and the Lake district are UK national parks.</li> <li>• The UK has a large number of beaches.</li> <li>• Tourism is the act of travelling for pleasure.</li> <li>• Different types of tourism – domestic tourism, adventure tourism, international tourism, business tourism, pilgrimage tourism, eco-tourism and cultural tourism.</li> <li>• Tourism can have positive and negative impact on a place.</li> <li>• Map symbols for elevation of land.</li> <li>• 6 figure grid references.</li> </ul> <p><u>Revisited Knowledge</u></p> <p><i>The main climate zones are: tropical, temperate, dry, cold and polar.</i></p> <p><i>The main biomes are grassland, savannahs, taiga, tundra, desert, tropical rainforest, temperate forest.</i></p> <p><i>The Great Barrier Reef is an eco-system near Australia.</i></p> <p><i>There are 8 compass points: north, north east, east, south east, south, south west, west, north west.</i></p> <p><i>The globe markers: equator, tropic of cancer, tropic of Capricorn, lines of longitude, lines of latitude</i></p>

<ul style="list-style-type: none"> <li>• Maya believed in hundreds of Gods to rule lives and decisions.</li> <li>• Blood sacrifices to Gods were common to encourage the Sun to rise and the world not to end.</li> <li>• Had a writing system made of Glyphs and had more than 800 of these in their writing system.</li> </ul> <p>What was life like in Britain at the same time?</p> <p>Why did these civilisations end?</p> <ul style="list-style-type: none"> <li>• 31BC Roman’s conquered Egypt.</li> <li>• Around 900 AD the Mayan cities are cited as disappearing from history. They were abandoned and not discovered again until the Spanish conquistadors arrived in the sixteenth century</li> </ul> <p><i>National Curriculum – changes in Britain in prehistory, achievements of the earliest civilisations, depth study of Ancient Egypt, Study of non-European society.</i></p>		<p><i>Physical features can include climate zones, biomes, vegetation belts, volcanoes, fault lines.</i></p> <p><i>Human features can include types of settlement, land use, economic activity and natural resources.</i></p> <p><i>Land use can be residential, industrial, agricultural, recreational, commercial, greenbelt. Economic activity is what we make, sell, buy and services we provide, the jobs that we have and the money that we make.</i></p> <p><i>Natural resources can be crops, animals, fossil fuels (coal and oil), minerals and metals.</i></p>
<p>As <b>artists</b> we will....</p> <ul style="list-style-type: none"> <li>- Develop techniques with a range of media and materials, showing creativity, experimentation and an awareness of different kinds of art, craft and design.</li> <li>- Improve their mastery of drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>- Embed a wide range of art and design techniques in using colour, pattern, texture, line, form and space.</li> <li>- Learn about the work of great artists and designers in history, describing differences and similarities between them and making links to their own work.</li> <li>- Develop specific and relevant vocabulary linked to art techniques.</li> </ul>		
<p>As <b>artists</b> we will ...</p> <p>Outline a portrait drawing with words, varying the size, shape and placement of words to create interest.</p> <p>Try a variety of materials and compositions for the backgrounds of their drawings. Communicate to their partner what kind of photo portrait they want.</p> <p>Show that they are making decisions about the position of a drawing on their background, trying multiple ideas.</p> <p>Create a successful print.</p> <p>Use some Art vocabulary to talk about and compare portraits.</p> <p>Identify key facts using a website as a reference.</p> <p>Explain their opinion of an artwork.</p> <p>Experiment with materials and techniques when adapting their photo portraits. Create a self-portrait that aims to represent something about them.</p> <p>Show they have considered the effect created by their choice of materials and composition in their final piece</p> <p><b>Artist: Chila Kumari Singh Burman, Njideka Akunyili Crosby, Vincent Van Gogh, Frida Kahlo, Maggie Scott</b></p> <p>Group images together, explaining their choices.</p> <p>Answer questions about a chosen installation thoughtfully and generate their own questions.</p> <p>Show that they understand what installation art means.</p> <p>Justify their opinions of installation artworks.</p> <p>Evaluate their box designs, considering how they might appear as full-sized spaces.</p> <p>Suggest changes they could make if they repeated the activity to create a different atmosphere in the space.</p> <p>Create an installation plan, model or space.</p> <p>Describe their creations and the changes they made as they worked.</p> <p>Describe how their space conveys a particular message or theme.</p>	<p>As <b>artists</b> we will ...</p> <p>Understand a narrative and use descriptive language to tell a story.</p> <p>Suggest ideas for the meaning behind a picture.</p> <p>Identify different features within a painting and use the formal elements to describe it.</p> <p>Be creative and imaginative in finding their own meaning in a painting.</p> <p>Use their own art or personal experiences to justify their ideas.</p> <p>Read a picture well and see beyond the first glance, analysing and evaluating it successfully.</p> <p>Reflect on personal experiences to convey through their own piece of abstract art.</p> <p>Contribute to discussions to either the class, group or talk partner.</p> <p>Understand and choose a meaningful message to convey through imagery, creating some different composition ideas.</p> <p>Select an appropriate artist.</p> <p>Collect a range of information that is presented in an interesting and pleasing way in sketchbooks.</p> <p>Generate an idea for a final piece, demonstrating some inspiration from their chosen artist.</p> <p>Produce a final piece of work, selecting appropriate tools and materials to create an intended effect.</p> <p>Experiment and revisit ideas, drawing on creative experiences.</p> <p>Work in a sustained way to complete a piece, making evaluations at each stage</p> <p><b>Artist: Frank Bowling, Richard Brackenbug, David Hockney, Fiona Rae, Paula Rego, John Singer Sargent, Lubaina Himid</b></p>	<p>As <b>artists</b> we will ...</p> <p>Discuss the work of artists that appreciate different artistic styles.</p> <p>Create a sculpture to express themselves in a literal or symbolic way.</p> <p>Reflect verbally or in writing about creative decisions.</p> <p>Suggest ways to represent memories through imagery, shapes and colours.</p> <p>Draw a composition of shapes developed from initial ideas to form a plan for a sculpture.</p> <p>Competently use scissors to cut shapes accurately.</p> <p>Talk about artists’ work and explain what they might use in their own work.</p> <p>Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed.</p> <p>Successfully translate plans to a 3D sculpture.</p> <p>Work mostly independently, experimenting and trying new things.</p> <p>Identify and make improvements to their work.</p> <p>Produce a completed sculpture demonstrating experimentation, originality and technical competence.</p> <p>Competently reflect on successes and personal development.</p> <p><b>Artist: Louise Nevelson, Joseph Cornell, Judith Scott, Yinka Shinobare, Nicola Anthony</b></p>

Make and explain their choices about materials used, arrangement of items in the space and the overall display of the installation. Show they have considered options for how to display their installation best e.g. lighting effects. Present information about their installation clearly in the chosen format. Justify choices made, explaining how they improve the viewer experience or make it interactive.			
<b>Artist: Cai Guo-Qiang</b>			
As <b>designers</b> we will.... <ul style="list-style-type: none"><li>- Develop planning and communication ideas</li><li>- Working with tools, equipment, materials and components to make quality products (inc-food)</li><li>- Evaluate processes and products</li><li>-</li></ul>			
As <b>designers</b> we will <b>design a steady hand game</b> ..... <ul style="list-style-type: none"><li>- Explain simply what is meant by ‘form’ (the shape of a product) and ‘function’ (how a product works).</li><li>- State what they like or dislike about an existing children’s toy and why.</li><li>- Learn about skills developed through play and apply this knowledge in a survey of one or more children’s toys.</li><li>- Identify the components of a steady hand game.</li><li>- Design a steady hand game of their own according to their design criteria, using four different perspective drawings.</li><li>- Create a secure base for their game, with neat edges, that relates to their design.</li><li>- Make and test a functioning circuit and assemble it within a case.</li></ul>		As <b>designers</b> we will <b>make a pop up book</b> ....  Produce a suitable plan for each page of their book. Produce the structure of the book. Assemble the components necessary for all their structures/mechanisms. Hide the mechanical elements with more layers using spacers where needed. Use a range of mechanisms and structures to illustrate their story and make it interactive for the users. Use appropriate materials and captions to illustrate the story.	
As <b>designers</b> we will investigate <b>come dine with me</b> .....  Find a suitable recipe for their course. Record the relevant ingredients and equipment needed. Follow a recipe, including using the correct quantities of each ingredient. Write a recipe, explaining the process taken. Explain where certain key foods come from before they appear on the supermarket shelf.			
As <b>musicians</b> we will learn....			
<b>Electricity Unit</b>  <b>Listening:</b> identify instruments, identify time signatures, identify features <b>Composing:</b> use inter-related dimensions <b>Performing:</b> ostinato, polyrhythm, group ensemble, sing in different time signature, play & sing in different time signatures <b>Social:</b> inclusion, respect, support <b>Emotional:</b> persevere, confidence <b>Thinking:</b> provide feedback, use feedback to improve work, select & apply, creativity, comprehension	<b>Arctic Unit</b>  <b>Listening:</b> identify characteristics, identify instruments <b>Composing:</b> use graphic score & staff notation, programmatic music <b>Performing:</b> follow staff notation & graphic score, group ensemble Social: collaborate, sharing, respect, inclusion <b>Emotional:</b> confidence, empathy, integrity <b>Thinking:</b> creativity, select & apply, provide feedback, reflection	<b>Garageband</b>  <b>Listening:</b> identify chords, identify instruments Composing: use binary/ternary form, construct chords, create melody & accompaniment <b>Performing:</b> improvisation, chords, structure, match pitch Social: respect, kindness, leadership, collaboration, communication <b>Emotional:</b> confidence, determination, perseverance, independence, empathy <b>Thinking:</b> reflection, provide feedback, select & apply, problem solving, creativity, comprehension	<b>Africa</b>  <b>Listening:</b> identify features, identify instruments <b>Composing:</b> create polyrhythms, create ostinato, use mnemonics, improvise rhythms, structure a piece, use inter-related dimensions <b>Performing:</b> class ensemble, group ensemble, solo, overall appearance of performance, call and response, chant rhythms, sing in two parts <b>Social:</b> sharing, communication, inclusion, respect, leadership, collaboration <b>Emotional:</b> empathy, confidence Thinking: provide feedback, reflection, creativity, select & apply
<b>Celebrations</b>  <b>Listening:</b> identify features, identify instruments <b>Composing:</b> pentatonic scale, time signatures, syncopated rhythms, ostinato, melody, drone <b>Performing:</b> follow staff notation, use drone, melody & rhythmic ostinato, group ensemble <b>Social:</b> respect, communication, kindness, leadership, support Emotional: confidence, perseverance, independence, determination <b>Thinking:</b> reflection, provide feedback, select & apply	<b>Reggae</b>  <b>Listening:</b> identify features <b>Create:</b> bass line from triads Performing: combine, rehearse and refine an ensemble performance, maintain a challenging independent part, follow notation <b>Social:</b> respect, kindness, leadership, support <b>Emotional:</b> confidence, determination, perseverance, independence <b>Thinking:</b> reflection, provide feedback, select & apply		
As <b>advocates for our faith and other faiths communities</b> .... <ul style="list-style-type: none"><li>- <i>Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions</i></li><li>- <i>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</i></li><li>- <i>Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority</i></li><li>- <i>Make clear connections between what people believe and how they live, individually and in communities</i></li><li>- <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></li></ul>			



<ul style="list-style-type: none"><li>- <i>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</i></li><li>- <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></li><li>- <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></li></ul>		
<p>In <b>RE</b> we will be studying...</p> <p><b>Incarnation</b> <b>U2.4 – Was Jesus the Messiah?</b> Explain the place of Incarnation and Messiah within the ‘big story’ of the Bible. Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms Show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible Weigh up how far the idea of Jesus as the ‘Messiah’ — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people’s lives, giving good reasons for their answers</p> <p><b>Salvation</b> <b>U2b.6 – What did Jesus do to save human beings?</b> Outline the timeline of the ‘big story’ of the Bible, explaining how Incarnation and Salvation fit within it. Explain what Christians mean when they say that Jesus’ death was a sacrifice, using theological terms. Suggest meanings for narratives of Jesus’ death/resurrection, comparing their ideas with ways in which Christians interpret these texts Make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion/Lord’s Supper. Show how Christians put their beliefs into practice in different ways Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. Articulate their own responses to the idea of sacrifice, recognising different points of view</p> <p><b>Kingdom of God</b> <b>U2.8 – What kind of King is Jesus?</b> Explain connections between biblical texts and the concept of the Kingdom of God. Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice. Show how Christians put their beliefs into practice in different ways Relate the Christian ‘Kingdom of God’ model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today. Articulate their own responses to the idea of the importance of love and service in the world today</p>	<p>In <b>RE</b> we will ...</p> <p><b>Islamic Faith in Britain</b> <b>U2.9 – What does it mean for a Muslim to follow God?</b> Making sense of belief: Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur’an (e.g. tawhid; Muhammad as the Messenger, Qur’an as the message) Describe and explain ways in which Muslim sources of authority guide Muslim living (e.g. Qur’an guidance on Five Pillars; hajj practices follow example of the Prophet). Understanding the impact: • Make clear connections between Muslim beliefs and worship (e.g.Five Pillars, mosques, art) • Give evidence and examples to show how Muslims put their beliefsinto practice in different ways.</p> <p>Making connections: • Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Peterborough today • Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims</p> <p><b>Salvation:</b> <b>2.b7 – What difference does the resurrection make for Christians?</b> Outline the timeline of the ‘big story’ of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. Show how Christians put their beliefs into practice in different ways. Explain why some people find belief in the Resurrection makes sense and inspires them. Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.</p>	<p>In <b>RE</b> we will ...</p> <p><b>God</b> <b>U2.1 – What does it mean if God is Holy and Loving?</b> Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed. Show how Christians put their beliefs into practice in worship Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own</p> <p><b>U2.11 – Why do some people believe in God and some people not?</b> Define the terms ‘theist’, ‘atheist’ and ‘agnostic’ and give examples of statements that reflect these beliefs Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from Give examples of reasons why people do or do not believe in God. Make clear connections between what people believe about God and the impact of this belief on how they live Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis). Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not Make connections between belief and behaviour in their own lives, talking about what they have learned and how and why their thinking may or may not have changed in the light of their learning.</p>
<p>In <b>computing</b> we will study....</p> <p>- <b>Virtual Reality</b> Understand what virtual reality is and how it can be used to help people. Add, move and resize objects in a virtual reality environment Animate objects for realism.</p>	<p>In <b>computing</b> we will ...</p> <p>- <b>Graphic Design</b> - Add, adjust and fill shapes - Group shapes to improve accuracy and speed - Add and customise gradient effects - Adjust transparency/opacity for a purpose</p>	<p>In <b>computing</b> we will ...</p> <p>- <b>Programming in Python</b> 1. Write basic python syntax 2. Print text 3. Use Python as a calculator 4. Program loops to repeat text</p>

<p>Use code blocks to add movement (with grouping) and interactions (conditions). Create multiple scenes of VR environments</p> <p>- <b>Web Design</b></p> <ol style="list-style-type: none"> <li>1. Create a static homepage.</li> <li>2. Choose a suitable theme for your website.</li> <li>3. Change the site identity to a suitable title, tagline and website icon.</li> <li>4. Upload a suitable header and/or background image.</li> <li>5. Adjust the website sidebar and add suitable widgets.</li> <li>6. Add text and images to a page and edit them.</li> <li>7. Add multiple pages and edit the navigation, including sub-menus.</li> <li>8. Provide constructive feedback for your classmates' websites.</li> </ol>	<ul style="list-style-type: none"> <li>- Use a colour picker correctly (Keynote and PowerPoint only)</li> <li>- Accurately rotate shapes</li> </ul> <p><b>Computers: Past, Present and Future</b></p> <ol style="list-style-type: none"> <li>1. Show awareness of how computers and digital technology helps us today.</li> <li>2. Understand how technology has changed over time and represent it as an interactive timeline.</li> <li>3. Understand the impact (positive/negative) technological changes have on society.</li> <li>4. Predict how technology will change in the future.</li> </ol> <p>- <b>HTML</b></p> <ol style="list-style-type: none"> <li>1. Add and align text and change colour.</li> <li>2. Program background colour.</li> <li>3. Add and align images.</li> <li>4. Add hyperlinks to other websites.</li> <li>5. Add an iframe (such as a Google Map) and adjust the height and width.</li> </ol> <p><b>Image Editing</b></p> <ol style="list-style-type: none"> <li>1. Adjust the colours, brightness and contrast to improve a photo.</li> <li>2. Create a before and after slide in presentation software.</li> <li>3. Take and crop a screenshot.</li> <li>4. Add drawing and text layers.</li> <li>5. Import new images as layers and resize them to fit.</li> <li>6. Add colour elements to a black and white photo using layers and eraser tools.</li> </ol>	<ol style="list-style-type: none"> <li>5. Program interactive inputs</li> <li>6. Find errors in a program (debugging) (unplugged activity)</li> <li>7. Program a trivia chatbot using 'send message' functions (challenge)</li> </ol> <p><b>Ebook Creation</b></p> <p>Add page colour and style Add, position and format text on different pages Add and position images Add audio, including hiding it behind an object. Add hyperlinks to text and images Search for shapes Lock and arrange shapes (extension task)</p>
<p>In <b>PE</b> we will enjoy:</p> <p>- <b>Handball</b> <b>Physical:</b> throwing and catching, moving with the ball, dribbling, intercepting, shooting <b>Social:</b> collaboration, communication <b>Emotional:</b> honesty and fair play, perseverance <b>Thinking:</b> planning strategies and using tactics, observing and provide feedback</p> <p>- <b>Football</b> <b>Physical:</b> dribbling, passing, ball control, tracking / jockeying, turning, goalkeeping, receiving <b>Social:</b> communication, collaboration, cooperation, respect <b>Emotional:</b> honesty, perseverance <b>Thinking:</b> selecting and applying tactics, decision making</p> <p>- <b>OAA</b> <b>Physical:</b> stamina, running <b>Social:</b> communication, teamwork, trust, inclusion, listening <b>Emotional:</b> confidence <b>Thinking:</b> planning, map reading, decision making, problem solving</p> <p>- <b>Yoga</b> <b>Physical:</b> balance, strength, flexibility, coordination <b>Social:</b> leadership, sharing ideas, working safely <b>Emotional:</b> confidence, working independently</p>	<p>In <b>PE</b> we will enjoy:</p> <p>- <b>Dance</b> <b>Physical:</b> performing a variety of dance actions, using canon, unison, formation, dynamics, character, emotion, transitions, matching &amp; mirroring <b>Social:</b> sharing ideas, consideration of others, inclusion, respect, leadership, supporting others <b>Emotional:</b> empathy, confidence <b>Thinking:</b> observing &amp; providing feedback, using feedback to improve, selecting &amp; applying skills</p> <p>- <b>Badminton:</b> <b>Physical:</b> ready position, grip, forehand, backhand, serve, footwork <b>Social:</b> communication, respect, supporting and encouraging others <b>Emotional:</b> confidence, perseverance, honesty <b>Thinking:</b> using tactics, selecting and applying skills, identifying strengths and areas for development</p> <p>- <b>Gymnastics</b> <b>Physical:</b> straddle roll, forward roll, backward roll, counter balance, counter tension, bridge, shoulder stand, handstand, cartwheel, headstand, vault <b>Social:</b> responsibility, collaboration, communication, respect <b>Emotional:</b> confidence</p>	<p>In <b>PE</b> we will enjoy:</p> <p>- <b>Swimming</b> - <b>Key Skills: Physical</b> - Rotation - Sculling - Treading water - Gliding - Front crawl - Backstroke - Breaststroke - Surface dives - Floating - Huddle and H.E.L.P.position</p> <p>- <b>Cricket</b> <b>Physical:</b> underarm and overarm throwing, catching, overarm bowling, long and short barrier, batting <b>Social:</b> collaboration, communication, respect <b>Emotional:</b> honesty <b>Thinking:</b> observing and providing feedback, selecting and applying strategies</p> <p>- <b>Athletics</b> <b>Physical:</b> pacing, sprinting, jumping for distance, push throwing for distance, fling throwing for distance <b>Social:</b> negotiating, collaborating with others <b>Emotional:</b> perseverance, determination</p>

<p><b>Thinking:</b> creating, selecting and applying actions, observing and providing feedback</p>	<p><b>Thinking:</b> observing and providing feedback, selecting and applying actions, evaluating and improving sequences</p> <p>- <b>Rugby</b>  <b>Physical:</b> throwing, catching, running, dodging, scoring  <b>Social:</b> communication, collaboration  <b>Emotional:</b> perseverance, confidence, honesty and fair play  <b>Thinking:</b> planning strategies and using tactics, observing and providing feedback, selecting and applying skills</p>	<p><b>Thinking:</b> observing and providing feedback</p>
<p><b>Me and my Relationships:</b></p> <ul style="list-style-type: none"> <li>● Explain what collaboration means;</li> <li>● Give examples of how they have worked collaboratively;</li> <li>● Describe the attributes needed to work collaboratively.</li> <li>● Explain what is meant by the terms negotiation and compromise;</li> <li>● Describe strategies for resolving difficult issues or situations.</li> <li>● Understand that online communication can be misinterpreted;</li> <li>● Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</li> <li>● Demonstrate how to respond to a wide range of feelings in others;</li> <li>● Give examples of some key qualities of friendship;</li> <li>● Reflect on their own friendship qualities.</li> <li>● Identify what things make a relationship unhealthy;</li> <li>● Identify who they could talk to if they needed help.</li> <li>● Recognise basic emotional needs, understand that they change according to circumstance;</li> <li>● Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</li> <li>● Identify characteristics of passive, aggressive and assertive behaviours;</li> <li>● Understand and rehearse assertiveness skills.</li> </ul> <p><b>Valuing Difference</b></p> <ul style="list-style-type: none"> <li>● Define some key qualities of friendship;</li> <li>● Describe ways of making a friendship last;</li> <li>● Explain why friendships sometimes end.</li> <li>● Rehearse active listening skills;</li> <li>● Demonstrate respectfulness in responding to others;</li> <li>● Respond appropriately to others.</li> <li>● Recognise some of the feelings associated with feeling excluded or 'left out';</li> <li>● Give examples of ways in which people behave when they discriminate against others who are different from them;</li> <li>● Understand the importance of respecting others, even when they are different from themselves.</li> <li>● Identify and describe the different groups that make up their school/wider community/other parts of the UK;</li> <li>● Describe the benefits of living in a diverse society;</li> <li>● Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> <li>● Understand that the information we see online either text or images, is not always true or accurate;</li> </ul>	<p>In <b>PSHE</b> we will ...</p> <ul style="list-style-type: none"> <li>● <b>Keeping myself safe</b></li> <li>● Demonstrate strategies to deal with both face-to-face and online bullying;</li> <li>● Demonstrate strategies and skills for supporting others who are bullied;</li> <li>● Recognise and describe the difference between online and face-to-face bullying.</li> <li>● Reflect on what information they share offline and online;</li> <li>● Recognise that people aren't always who they say they are online;</li> <li>● Know how to protect personal information online.</li> <li>● Recognise which situations are risky;</li> <li>● Explore and share their views about decision making when faced with a risky situation;</li> <li>● Suggest what someone should do when faced with a risky situation.</li> <li>● Define what is meant by a dare;</li> <li>● Explain why someone might give a dare;</li> <li>● Suggest ways of standing up to someone who gives a dare.</li> <li>● Recognise that there are positive and negative risks;</li> <li>● Explain how to weigh up risk factors when making a decision;</li> <li>● Describe some of the possible outcomes of taking a risk.</li> <li>● Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;</li> <li>● Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</li> <li>● Explain what a habit is, giving examples;</li> <li>● Describe why and how a habit can be hard to change.</li> <li>● Understand some of the complexities of categorising drugs;</li> <li>● Know that all medicines are drugs but not all drugs are medicines;</li> <li>● Understand ways in which medicines can be helpful or harmful and used safely or unsafely.</li> <li>● Understand the actual norms around smoking and the reasons for common misperceptions of these.</li> </ul> <ul style="list-style-type: none"> <li>● <b>Rights and Respect</b></li> <li>● Identify, write and discuss issues currently in the media</li> </ul>	<p>In <b>PSHE</b> we will ...</p> <ul style="list-style-type: none"> <li>- <b>Being my best</b></li> <li>● Know the basic functions of the four systems covered and know they are inter-related.</li> <li>● Explain the function of at least one internal organ.</li> <li>● Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.</li> <li>● Identify their own strengths and talents;</li> <li>● Identify areas that need improvement and describe strategies for achieving those improvements.</li> <li>● State what is meant by community;</li> <li>● Explain what being part of a school community means to them;</li> <li>● Suggest ways of improving the school community.</li> <li>● Identify people who are responsible for helping them stay healthy and safe;</li> <li>● Identify ways that they can help these people.</li> <li>● Describe 'star' qualities of celebrities as portrayed by the media;</li> <li>● Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;</li> <li>● Describe 'star' qualities that 'ordinary' people have.</li> <li>● Know two harmful effects each of smoking/drinking alcohol;</li> <li>● Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health;</li> <li>● Understand the actual norms around smoking and the reasons for common misperceptions of these.</li> <li>- <b>Growing and Changing (Y6)</b></li> <li>- Recognise some of the changes they have experienced and their emotional responses to those changes;</li> <li>- Suggest positive strategies for dealing with change;</li> <li>- Identify people who can support someone who is dealing with a challenging time of change.</li> <li>- Understand that fame can be short-lived;</li> <li>- Recognise that photos can be changed to match society's view of perfect;</li> <li>- Identify qualities that people have, as well as their looks.</li> <li>- Define what is meant by the term stereotype;</li> <li>- Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>- Recognise that people fall into a wide range of what is seen as normal;</li> <li>- Challenge stereotypical gender portrayals of people.</li> <li>- Understand the risks of sharing images online and how these are hard to control, once shared;</li> <li>- Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;</li> <li>- Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</li> </ul>

<ul style="list-style-type: none"> <li>• Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;</li> <li>• Understand and explain the difference sex, gender identity, gender expression and sexual orientation.</li> <li>• Recognise that some people can get bullied because of the way they express their gender;</li> <li>• Give examples of how bullying behaviours can be stopped.</li> <li>• Identify the consequences of positive and negative behaviour on themselves and others;</li> <li>• Give examples of how individual/group actions can impact on others in a positive or negative way.</li> </ul>	<p>concerning health and wellbeing;</p> <ul style="list-style-type: none"> <li>• Express their opinions on an issue concerning health and wellbeing;</li> <li>• Make recommendations on an issue concerning health and wellbeing.</li> <li>• Understand the difference between a fact and an opinion;</li> <li>• Understand what biased reporting is and the need to think critically about things we read.</li> <li>• Explain what we mean by the terms voluntary, community and pressure (action) group;</li> <li>• Give examples of voluntary groups, the kind of work they do and its value.</li> <li>• Define the differences between respect, rights and duties;</li> <li>• Discuss what can make them difficult to follow;</li> <li>• Identify the impact on individuals and the wider community if duties are not carried out.</li> <li>• State the costs involved in producing and selling an item;</li> <li>• Suggest questions a consumer should ask before buying a product.</li> <li>• Define the terms loan, credit, debt and interest;</li> <li>• Suggest advice for a range of situations involving personal finance.</li> <li>• Explain some of the areas that local councils have responsibility for;</li> <li>• Understand that local Councillors are elected to represent their local community.</li> </ul>	<ul style="list-style-type: none"> <li>- Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;</li> <li>- Suggest strategies that would help someone who felt challenged by the changes in puberty;</li> <li>- Understand what FGM is and that it is an illegal practice in this country;</li> <li>- Know where someone could get support if they were concerned about their own or another person's safety.</li> <li>- Explain the difference between a safe and an unsafe secret;</li> <li>- Identify situations where someone might need to break a confidence in order to keep someone safe.</li> <li>- Identify the changes that happen through puberty to allow sexual reproduction to occur;</li> <li>- Know a variety of ways in which the sperm can fertilise the egg to create a baby;</li> <li>- Know the legal age of consent and what it means.</li> <li>- Explain how HIV affects the body's immune system;</li> <li>- Understand that HIV is difficult to transmit;</li> <li>- Know how a person can protect themselves from HIV</li> </ul> <p><b>Growing and Changing (Y5)</b></p> <ul style="list-style-type: none"> <li>- Use a range of words and phrases to describe the intensity of different feelings</li> <li>- Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;</li> <li>- Explain strategies they can use to build resilience.</li> <li>- Identify people who can be trusted;</li> <li>- Describe strategies for dealing with situations in which they would feel uncomfortable.</li> <li>- Explain how someone might feel when they are separated from someone or something they like;</li> <li>- Suggest ways to help someone who is separated from someone or something they like.</li> <li>- Know the correct words for the external sexual organs;</li> <li>- Discuss some of the myths associated with puberty.</li> <li>- Identify some products that they may need during puberty and why;</li> <li>- Know what menstruation is and why it happens.</li> <li>- Recognise how our body feels when we're relaxed;</li> <li>- List some of the ways our body feels when it is nervous or sad;</li> <li>- Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</li> <li>- Explain the difference between a safe and an unsafe secret;</li> <li>- Identify situations where someone might need to break a confidence in order to keep someone safe.</li> <li>- Recognise that some people can get bullied because of the way they express their gender;</li> <li>- Give examples of how bullying behaviours can be stopped.</li> </ul>
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<p>As <b>Spanish speakers</b> we will learn about:</p> <p><b>The Classroom</b></p> <p><b>Clothes</b></p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions orally and in writing.</p>	<p>As <b>Spanish speakers</b> we will learn about:</p> <p><b>Olympics</b></p> <p><b>Culture and Grammar</b></p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions orally and in writing.</p>	<p>As <b>Spanish speakers</b> we will learn about:</p> <p><b>Habitats</b></p> <p><b>At School</b></p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions orally and in writing.</p>
<p><b>Grammar:</b></p> <ul style="list-style-type: none"><li>• Nouns</li><li>• Articles/determiners</li><li>• High frequency verbs</li><li>• Possessive adjectives</li><li>• Negative form</li></ul>	<p><b>Grammar:</b></p> <ul style="list-style-type: none"><li>• Nouns</li><li>• Articles/determiners</li><li>• High frequency verbs</li><li>• Adjectives and adjectival agreement</li><li>• Negative form</li><li>• Conjunctions/connective</li><li>• Irregular conjugation</li></ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"><li>• Nouns</li><li>• Articles/determiners</li><li>• High frequency verbs</li><li>• Adjectives and adjectival agreement</li><li>• Negative form</li><li>• Conjunctions/connective</li><li>• regular conjugation</li><li>• Opinions and justifications</li></ul>