

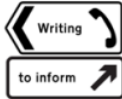


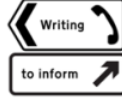







Subject/Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Reading</b>	Core Book: Extracts for Reading  1001 Inventions and Awesome Facts from Muslim Civilization – National Geographic	Core Book: Floodland – Marcus Sedgwick	Core Book: There's No Such Things as Dragons-Philip Reeve	Core Book: Holes-Lois Sachar  Cruel Crime-Terry Deary	Core Book: Pig Heart Boy-Malorie Blackman	Core Book: Skellig – David Almond
	<p> <b>I can read with sustained interest, an increasingly challenging range of books for my own enjoyment and to support my learning.</b>  <b>I am a reflective reader who can use inference and deduction skills to gain and demonstrate a deeper understanding of the texts I read. (2d)</b>  <b>I can show awareness and comment on the writer's craft (including language, grammatical features and structure) and give examples and explanation. (2g)</b>            I can give the meaning of words in context. <b>(2a)</b>            I can retrieve information and key details from the text. <b>(2b)</b>            I can refer to the text to make predictions from details that have been stated or implied. <b>(2e)</b>            I can identify implicit meanings in texts, explain the writer's intentions and justify my view with evidence from the text. <b>(2d)</b>            I can identify grammatical features used by the writer (e.g. rhetorical questions, varied sentence lengths, varied sentence starters, empty words) and discuss the impact on the reader. <b>(2g)</b>            I can identify the conventions of non-fiction texts (layout and language features) used for different text types (e.g. news report, encyclopedia page, balanced argument). <b>(2f)</b>            I can explain how a narrative text is structured and how this helps the reader. (E.g. setting, shifts in time, speech to convey character and advance the action.) <b>(2f)</b>            I can summarise main ideas, identify key details and use quotations for illustration from more than one paragraph of a text <b>(2c)</b>:                a) in fiction texts                b) in non-fiction texts            I can make comparisons within and across books. <b>(2h)</b>            I can recommend books I have read to my peers, referring to the text to give reasons for my choice.            I can recite, with appropriate intonation, a range of poems by heart, e.g. narrative verse, sonnet.            I can find information using skimming to establish the main idea. <b>(2c)</b>            I can use scanning to find specific information. <b>(2b)</b>            I can text mark to make research efficient and fast. <b>(2b)</b> </p>					
<b>English (Writing)</b>	 Motivational Poetry Narrative: Defeating the monster	 Narrative: Quest Story  	 <i>Tell me a dragon-</i> Descriptive poetry Narrative: Flashback	 Poetry  Narrative: Settings focus	 Newspaper reports  	 Poetry Fiction: Short narratives  Transfer project to key stage 3

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	<div></div> <p>Balanced arguments- Should Year 6 be able to use their mobile phones in school?</p>	<p>Writing to explain: How are Oxbow Lakes formed?</p>	<div></div> <p>Non-Chronological Report - Dragons</p>	<div></div> <p>Recount Writing</p>	Persuasive letter writing	
Maths	<p><b>Numbers and the Number System</b></p> <ul style="list-style-type: none"><li>• identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</li><li>• read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</li><li>• use negative numbers in context, and calculate intervals across zero</li><li>• identify common factors, common multiples and prime numbers</li></ul> <p><b>Checking, Approximating and Estimating</b></p> <ul style="list-style-type: none"><li>• solve problems which require answers to be rounded to specified degrees of accuracy</li><li>• use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</li><li>• round any whole number to a required degree of accuracy</li></ul> <p><b>Calculating</b></p> <ul style="list-style-type: none"><li>• perform mental calculations, including with mixed operations and large numbers</li><li>• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li><li>• multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</li><li>• solve problems involving addition, subtraction and multiplication</li><li>• use their knowledge of the order of operations to carry out calculations</li></ul> <p><b>Calculating: Division</b></p>	<p><b>Revision of Essential Knowledge</b> <b>Calculating Fractions, Decimals and Percentages</b></p> <ul style="list-style-type: none"><li>• add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</li><li>• multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, <math>\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}</math>]</li><li>• divide proper fractions by whole numbers [for example, <math>\frac{1}{3} \div 2 = \frac{1}{6}</math>]</li><li>• multiply one-digit numbers with up to two decimal places by whole numbers</li><li>• solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison</li></ul> <p><b>Algebraic proficiency</b></p> <ul style="list-style-type: none"><li>• use simple formulae</li><li>• convert between miles and kilometres</li></ul> <p><b>Solving Equations and Inequalities</b></p> <ul style="list-style-type: none"><li>• enumerate possibilities of combinations of two variables</li><li>• express missing number problems algebraically</li><li>• find pairs of numbers that satisfy an equation with two unknowns</li></ul> <p><b>Measuring Space</b></p> <ul style="list-style-type: none"><li>• use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</li></ul> <p><b>Calculating Space</b></p> <ul style="list-style-type: none"><li>• recognise that shapes with the same areas can have different perimeters and vice versa</li><li>• calculate the area of parallelograms and triangles</li><li>• calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units [for example, mm<sup>3</sup> and km<sup>3</sup>]</li><li>• recognise when it is possible to use formulae for area and volume of shape</li><li>• solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</li></ul> <p><b>Proportional Reasoning</b></p>	<p><b>Revision of Essential Knowledge</b> <b>Visualising and Constructing</b></p> <ul style="list-style-type: none"><li>• draw 2-D shapes using given dimensions and angles</li><li>• recognise, describe and build simple 3-D shapes, including making nets</li></ul> <p><b>Investigating Properties of Shape</b></p> <ul style="list-style-type: none"><li>• compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</li><li>• illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</li></ul> <p><b>Investigating Angles</b></p> <ul style="list-style-type: none"><li>• recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles</li></ul> <p><b>Presentation of Data</b></p> <ul style="list-style-type: none"><li>• interpret and construct pie charts and line graphs and use these to solve problems</li></ul> <p><b>Measuring Data</b></p> <ul style="list-style-type: none"><li>• calculate and interpret the mean as an average</li></ul> <p><b>Secondary Transition Units to be agreed with KS3</b></p> <p><b>Mathematical Investigations</b></p> <p><b>Problem Solving Tasks</b></p> <p><b>Maths Within the Curriculum</b></p> <p><b>Any Units of work that need to be covered</b></p>			



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<ul style="list-style-type: none"><li>divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division; interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</li><li>divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context</li><li>use written division methods in cases where the answer has up to two decimal places</li><li>solve problems involving division</li></ul> <b>Exploring Fractions, Decimals and Percentages</b> <ul style="list-style-type: none"><li>use common factors to simplify fractions; use common multiples to express fractions in the same denomination</li><li>compare and order fractions, including fractions <math>&gt; 1</math></li><li>associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, <math>\frac{3}{8}</math>]</li><li>recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</li></ul> <b>Mathematical Movement</b> <ul style="list-style-type: none"><li>describe positions on the full coordinate grid (all four quadrants)</li></ul> draw and translate simple shapes on the coordinate plane, and reflect them in the axes					
<ul style="list-style-type: none"><li>solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</li><li>solve problems involving similar shapes where the scale factor is known or can be found</li><li>solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</li></ul> <b>Patterns</b> <ul style="list-style-type: none"><li>generate and describe linear number sequences</li></ul>					
Science	How are living things classified?	What effects the brightness of a bulb?	How does light travel?	Why is it important to look after our heart?	Why do things adapt?
	<b>National Curriculum:</b>  Describe how living things are classified into broad groups according to common Observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.	<b>National Curriculum:</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	<b>National Curriculum:</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	<b>National Curriculum:</b> 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.  <b>Knowledge &amp; Skills:</b>	<b>National Curriculum:</b>  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
Revisiting Science Child Led VAT Transition project					

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	<p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p><b>Knowledge &amp; Skills:</b></p> <p><b>Biology-Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>➤ classify living things into broad groups according to observable characteristics and based on similarities and differences.</li> <li>➤ describe how living things have been classified</li> <li>➤ give reasons for classifying plants and animals in a specific way</li> </ul>	<p>brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p> <p><b>Knowledge &amp; Skills:</b></p> <p><b>Physics- Electricity</b></p> <ul style="list-style-type: none"> <li>➤ explain how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer</li> <li>➤ compare and give reasons for why components work and do not work in a circuit.</li> <li>➤ draw circuit diagrams using the correct symbols.</li> </ul>	<p>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.</p> <p>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>Knowledge &amp; Skills:</b></p> <p><b>Physics -Light</b></p> <ul style="list-style-type: none"> <li>➤ explain how light travels</li> <li>➤ explain and demonstrate how we see objects</li> <li>➤ explain why shadows have the same shape as the object that casts them</li> <li>➤ explain how simple optical instruments work e.g periscope, telescope, binoculars, mirror, magnifying glass etc</li> </ul>	<p><b>Biology- Animals, including humans</b></p> <ul style="list-style-type: none"> <li>➤ identify and name the main parts of the human circulatory system</li> <li>➤ describe the function of the heart, bloody vessels and blood</li> <li>➤ discuss the impact of diet, exercise, drugs and life-style on health</li> <li>➤ describe the ways in which nutrients and water are transported in animals, including humans</li> </ul>	<p>and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p><b>Knowledge &amp; Skills:</b></p> <p><b>Biology- Evolution and inheritance</b></p> <ul style="list-style-type: none"> <li>➤ describe how the earth and living things have changed over time</li> <li>➤ explain how fossils can be used to find out about the past</li> <li>➤ explain about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents)</li> <li>➤ explain how animals and plants are adapted to suit their environment</li> <li>➤ link adaptation over time to evolution.</li> <li>➤ explain evolution</li> </ul>	
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				Link: Darwin history topic
Geography	<p><i>Where do all the rivers flow?</i></p> <p><b>Knowledge &amp; Skills:</b></p> <ul style="list-style-type: none"><li>➤ use OS maps to answer questions</li><li>➤ explain why many cities of the world are situated by rivers</li><li>➤ explain how the water cycle works</li><li>➤ explain why water is such a valuable commodity</li><li>➤ explain why people are attracted to live by rivers?</li><li>➤ name and locate many of the world’s major rivers on maps</li><li>➤ name and locate many of the world’s most famous mountain regions on maps</li><li>➤ recognise key symbols used on ordnance survey maps</li></ul>	<p><i>Where’s my place in the world?</i></p> <p><b>Knowledge &amp; Skills:</b></p> <ul style="list-style-type: none"><li>➤ confidently explain scale and use maps with a range of scales</li><li>➤ make careful measurements and use the data</li><li>➤ create sketch maps when carrying out a field study</li><li>➤ recognise key symbols used on ordnance survey maps</li></ul>	<p><i>Can humans exist in extremes?</i></p> <p><b>Knowledge &amp; Skills:</b></p> <ul style="list-style-type: none"><li>➤ use maps, aerial photos, plans and web resources to describe what a locality might be like</li><li>➤ give extended description of the physical features of different places around the world</li><li>➤ describe how some places are similar and others are different in relation to their human features</li><li>➤ give an extended description of the human features of different places around the world</li><li>➤ map land use with their own criteria</li><li>➤ describe how some places are similar and others are different in relation to their physical features</li><li>➤ name the largest desert in the world</li><li>➤ identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles</li><li>➤ Can they explain how the time zones work</li></ul>	
History	<p><i>Where the dark ages really dark?</i></p> <p><b>Knowledge &amp; Skills:</b></p> <ul style="list-style-type: none"><li>➤ say where a period of history fits on a timeline</li><li>➤ summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently</li><li>➤ describe features of historical events and people from past societies and periods they have studied</li><li>➤ summarise the main events from a period of history, explaining the order of events and what happened</li><li>➤ place features of historical events and people from the past societies and periods in a chronological framework.</li></ul>	<p><i>Does the punishment always fit the crime?</i></p> <p><b>Knowledge &amp; Skills:</b></p> <ul style="list-style-type: none"><li>➤ look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint</li><li>➤ identify and explain differences, similarities and changes between different periods of history</li><li>➤ summarise how Britain has had a major influence on the world</li><li>➤ recognise and describe differences and similarities/ changes and continuity between different periods of history</li></ul>	<p><i>Where did we all come from?</i></p> <p><b>Knowledge &amp; Skills:</b></p> <ul style="list-style-type: none"><li>➤ say where a period of history fits on a timeline</li><li>➤ place a specific event on a timeline by decade</li><li>➤ summarise how Britain has had a major influence on world history</li><li>➤ look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint</li><li>➤ identify and explain their understanding of propaganda</li><li>➤ describe a key event from Britain's past using a range of evidence from different sources</li><li>➤ describe the features of historical events and way of life from periods I have studied: presenting to an audience</li><li>➤ summarise how Britain has had a major influence on the world.</li></ul>	



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<p style="text-align: center;"><b>Art</b></p>	<p style="text-align: center;"><i>Why is the sea blue?</i> <b>Painting – Watercolour Rivers</b></p> <ul style="list-style-type: none"> <li>• Explain what their own style is</li> <li>• Use a wide range of techniques in their work</li> <li>• Explain why they have chosen specific painting techniques</li> </ul> <p style="text-align: center;">Artist study: Claude Monet</p>	<p style="text-align: center;"><i>What does my dragon see?</i> <b>3D - clay modelling of dragon eyes</b></p> <ul style="list-style-type: none"> <li>• Create clay model</li> <li>• Create work which is open to interpretation</li> <li>• Include both visual and tactile elements to pieces</li> </ul>	<p style="text-align: center;"><i>Do I need to repeat myself?</i> <b>Printing – Lino Printing of Geometric Patterns</b></p> <ul style="list-style-type: none"> <li>• Overprinting using different colours</li> <li>• Look very carefully at the methods they use and make decisions about the effectiveness of their printing methods</li> </ul>
<p style="text-align: center;"><b>Design &amp; Technology</b></p>	<p><b>Vehicles (Electrical Component)</b></p> <p><b>Unit:</b> children to plan, design and make a working electrical circuit lighthouse or vehicle</p> <p><b>National Curriculum:</b> Understand and use mechanical systems in their products (e.g. gears, pulleys, cams, levers and linkages) Understand and use electrical systems in their products</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ Mechanical systems and pulleys have an input, process and output and that gears and pulleys can be used to speed up, slow down or change the direction of movement.</li> <li>➤ Develop their use of technical vocabulary, for example, knowing how to check that a motor shaft rotates when powered.</li> <li>➤ To know that a frame structure can be reinforced and strengthened with triangular shapes at the corners.</li> <li>➤ Build on existing knowledge of axles and wheels, with a focus on ensuring that fixed axles allow the wheels to rotate freely and continuously when a pulley is attached.</li> <li>➤ Know how to measure and cut different materials, including dowel, accurately and safely.</li> <li>➤ Know the importance of a process of review of each construction phase to ensure that each part works and is secure to achieve a fully effective end product.</li> </ul>	<p><b>Link:</b> Science unit on electricity <b>Textiles – Combining Fabric Shapes - Human rights activists (sashes and rosettes)</b></p> <p><b>Unit:</b> Children to create a sash to wear on sports day that incorporates a 3D element and identifies them as team leaders.</p> <p><b>National Curriculum:</b></p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ Fabrics can be strengthened, stiffened and reinforced where appropriate.</li> <li>➤ Know that a 3D textile product can be made from a combination of accurately made pieces</li> <li>➤ Know when to combine multiple different fabrics to create a 3D product</li> <li>➤ Know how embroidery can embellish a product</li> <li>➤ Know when to use particular stitch types (including finishing stitches)</li> <li>➤ Know how to follow relevant health and safety protocols</li> <li>➤ Know how to analyse existing products and report what joining/fastening methods and multiple pieces have been used</li> <li>➤ Know some key dates in the development of fabric and textiles (i.e. 6000BC woven textiles used to wrap the dead, 500-1000AD spinning wheel invented in India, 1562 first use of purl stitch in Spanish tomb, 1890 first pair of jeans by Levi Strauss)</li> </ul> <p><b>Key Skills</b></p> <ul style="list-style-type: none"> <li>➤ Generate innovative ideas by carrying out research including surveys, interviews and questionnaires.</li> <li>➤ Investigate and analyse textile products linked to their final product. Produce detailed lists of equipment and fabrics relevant to their tasks.</li> <li>➤ Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer-aided design.</li> </ul>	<p><b>Healthy Eating Meal</b></p> <p><b>Unit:</b> Children to create a healthy 3 course meal</p> <p><b>National Curriculum:</b></p> <ul style="list-style-type: none"> <li>➤ Know where ingredients grow and climate they need to grow</li> <li>➤ Know that some ingredients are seasonal and why</li> <li>➤ Know that ingredients are grown under different farming processes (e.g. organic) and can be more expensive. Know about organic foods and the impact of these</li> <li>➤ Understand that some ingredients complement each other and some ingredients go well together.</li> <li>➤ Know that a healthy dishes involve more than one food group to be part of a healthy, balanced diet</li> <li>➤ Know that local restaurants are meant to appeal to local community</li> <li>➤ Food being served in public is regulated in accordance with good food hygiene practices</li> <li>➤ Washing hands and food, where appropriate, helps reduce microorganisms and food instructions are important for this purpose too.</li> <li>➤ Ingredients, textures and flavours can be changed through cooking processes (e.g. frying, baking, boiling, grilling) and now some more advance methods for mixing</li> </ul>



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	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>➤ Accurately measure the lengths of square-section wood, sawing and smoothing ends with sandpaper.</li> <li>➤ Build and reinforce a rectangular frame with triangles.</li> <li>➤ Reinforce axles with bearings securing axle holders and checking that wheels move freely.</li> <li>➤ Building a wooden pulley system with a secure fit.</li> <li>➤ Create a chassis in order to hold a motor which will enable the vehicle to be powered.</li> <li>➤ Assess to identify and address potential weaknesses and apply knowledge of strengthening, reinforcing and stiffening.</li> <li>➤ Attach a battery with wires to a motor.</li> <li>➤ Critically evaluate the quality of the design, manufacture, functionality, innovation and fitness for purpose, throughout the process and when the final product is in use, referring back to the design criteria.</li> <li>➤ Follow step-by step plans with referral to lists of tools, equipment and materials needed.</li> <li>➤</li> </ul>		<ul style="list-style-type: none"> <li>➤ Formulate step-by-step plans and, if appropriate, allocate tasks within a team with referral to lists of tools, equipment and materials needed.</li> <li>➤ Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.</li> <li>➤ Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.</li> <li>➤ Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose</li> <li>➤ Compare the final product to the original design specification.</li> <li>➤ Use a questionnaire is and how it can help with product design (children could create a simple questionnaire which could then be used to form a design brief)</li> <li>➤ Test fabrics in order to select them for use</li> </ul> <p>Consider the views of others to improve their work.</p>		ingredients i.e. rubbing in and kneading doughs <ul style="list-style-type: none"> <li>➤ To know how to measure ingredients accurately using different units and how to follow a recipe</li> <li>➤ To know about a range of chefs and their individual styles of cooking</li> </ul> <b>Key Skills:</b> <ul style="list-style-type: none"> <li>➤ Generate ideas through research and discussion to develop a design brief and criteria for a design specification</li> <li>➤ Explore a range of ideas, and make design decisions to develop a final product linked to user and purpose and costing</li> <li>➤ Use words, annotated sketches and information technology to develop and communicate ideas</li> <li>➤ Make, decorate and present the food product appropriately for the intended user and purpose</li> <li>➤ Carry out sensory evaluations of a range of products and ingredients and record the results appropriately</li> <li>➤ Evaluate final product with the design criteria and using the views of others</li> <li>➤ Select and use a range of utensils, chopping boards, scales, measuring jugs, etc.</li> <li>➤ Select and use a range of healthy ingredients for a balanced diet</li> <li>➤ Review work against own design criteria, including aspects such as presentation, food combinations, popularity and healthiness</li> </ul>	
	<b>Music</b> <ul style="list-style-type: none"> <li>➤ Develop understanding of pitch</li> <li>➤ Explore pitch shape through movement and tuned percussion</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sing in 2,3 part harmony</li> <li>➤ Sing a song in parts with echoes</li> <li>➤ Develop expressive singing in a</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sing in 2,3 part harmony</li> <li>➤ Sing a backing harmony</li> <li>➤ Performing and improvising rhythmic and</li> </ul>	<ul style="list-style-type: none"> <li>➤ Improvise descriptive music</li> <li>➤ Play and combine rhythm cycles in a percussion piece</li> <li>➤ Perform showing awareness of audience</li> <li>➤ Revise, rehearse and develop music for a performance</li> <li>➤ Devise rhythmic actions to music</li> <li>➤ Combine songs with rhythmic cycles</li> </ul>	<ul style="list-style-type: none"> <li>➤ Perform showing awareness of audience</li> <li>➤ Develop a song performance</li> <li>➤ Write new verses for a rap</li> </ul>	<ul style="list-style-type: none"> <li>➤ . Sing in 2,3 part harmony</li> <li>➤ Develop expressive singing in a variety of song styles (parts / pop / African)</li> </ul>

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	<ul style="list-style-type: none"> <li>➤ Arrange different musical sections for a larger performance</li> <li>➤ Relate pitch movement to notation</li> <li>➤ Create rhythm patterns</li> <li>➤ Perform a rhythmic sequence to a piece of music</li> <li>➤ Combine different rhythms</li> <li>➤ Combine and structure rhythm through dance</li> <li>➤ Explore beat and syncopation</li> <li>➤ Develop rhythmic skills</li> </ul>	<ul style="list-style-type: none"> <li>variety of song styles (parts / pop / African)</li> <li>➤ Develop song cycles</li> <li>➤ Sing a backing harmony</li> <li>➤ Sing major and minor note patterns effectively</li> <li>➤ Perform showing awareness of audience</li> <li>➤ Incorporate mixed media into a performance</li> </ul>	<ul style="list-style-type: none"> <li>melodic ostinato</li> <li>➤ Move to a 3 beat pulse</li> <li>➤ Revise, rehearse and develop music for a performance</li> <li>➤ Develop understanding of different song structures</li> <li>➤ Develop knowledge of chords</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop a descriptive composition</li> <li>Planning and structuring pieces to make a finale</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learn music for a special occasion</li> <li>➤ Compose from a visual stimulus</li> <li>Develop a song arrangement</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sing with sustained notes</li> <li>➤ Play instrumental parts to accompany a song</li> <li>➤ Perform complex song rhythms accurately</li> <li>➤ Perform a song with a complex structure</li> <li>➤ Identify structure of a piece of music</li> <li>➤ Describe the effect of harmony changing</li> <li>➤ Identify and demonstrate understanding of modulation in a musical bridge</li> <li>➤ Play a melody with a chordal accompaniment</li> <li>➤ Perform complex song rhythms with confidence</li> </ul>
Religious Education	<p><i>What is the best way for a Muslim to show commitment to God?</i></p> <p>Working towards:</p>	<p><i>How significant is it that Mary was Jesus' mother?</i></p> <p>AT1 A</p>	<p><i>Is anything ever eternal?</i></p> <p>AT1 A</p> <p>Beliefs, teachings and sources</p>	<p><i>Is Christianity still a strong religion 2000 years after Jesus was on Earth?</i></p> <p>AT1 B</p> <p>Practices and ways of life</p> <p>AT2 D</p>	<p><i>Does belief in Akhirah (life after death) help Muslims lead good lives?</i></p> <p>AT1 A</p>	<p><i>Does belief in Akhirah (life after death) help Muslims lead good lives?</i></p> <p>AT1 A</p>



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	<p>I can express why showing commitment to something may be a good thing.</p> <p>I can describe some of the ways that Muslims choose to show commitment to God.</p> <p>I can explain why there might be different ways of showing commitment.</p> <p><b>Working at:</b></p> <p>I can show an understanding of why people show commitment in different ways.</p> <p>I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.</p> <p>I can think of some ways of showing commitment to God that would be better than others for Muslims.</p> <p><b>Working beyond:</b></p> <p>I can explain why one way of showing commitment may not be better than another.</p>	<p>Beliefs, teachings and sources</p> <p>AT2 E</p> <p>Meaning, purpose and truth</p> <p><b>Learning Objective</b></p> <p>We are learning to analyse the Christian belief in the Virgin Birth and to assess the significance of this to Christians.</p> <p><b>Working towards:</b></p> <p>I can identify some qualities that someone chosen for an important job would need.</p> <p>I can start to explain the significance of why Mary was chosen as Jesus' mother.</p> <p>I can start to think through why Mary being Jesus' mother is important to Christians and what I think about this.</p> <p><b>Working at:</b></p> <p>I can explain the qualities needed in different people because of the important jobs they are chosen to do.</p> <p>I can make links between the Virgin</p>	<p>AT2 E</p> <p>Meaning, purpose and truth</p> <p><b>Learning Objective</b></p> <p>We are learning to evaluate different beliefs about eternity and to understand the Christian perspective on this.</p> <p><b>Working towards:</b></p> <p>I can start to show an understanding of the concept of eternity.</p> <p>I can describe what a Christian might learn about life after death from a Bible story.</p> <p>I can ask important questions about eternity.</p> <p><b>Working at:</b></p> <p>I can express the feelings I have when I think about situations or things I would like to last forever.</p> <p>I can make links between different Christian beliefs and their views on whether anything is ever eternal.</p> <p>I can reflect on my own beliefs about whether anything is eternal.</p>	<p>Identity, diversity and belonging</p> <p>AT2 F</p> <p>Values and commitments</p> <p><b>Learning Objective</b></p> <p>We are learning to examine the influences Christianity still has in the world and evaluate whether it is still a strong religion.</p> <p><b>Working towards:</b></p> <p>I can describe how people have influenced me in different ways and say why I think this happened.</p> <p>I can describe one way that Christianity seems to be a strong religion today.</p> <p>I can start to consider whether I think Christianity is a strong religion now.</p> <p><b>Working at:</b></p> <p>I can explain how the influence people have had on me has affected what I see as important.</p> <p>I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.</p> <p>I can give my opinion as to whether Christianity is a strong religion now and say why I think this.</p> <p><b>Working beyond:</b></p> <p>I can explain how I would like to be a positive influence on others.</p> <p>I can explain a range of arguments to suggest Christianity is a strong religion today and also give you the opposing arguments.</p> <p>I can express my opinion as to whether Christianity is a strong religion now giving reasoned arguments.</p>	<p>Beliefs, teachings and sources</p> <p>AT2 D</p> <p>Identity, diversity and belonging.</p> <p><b>Learning Objective</b></p> <p>We are learning to identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this.</p> <p><b>Working towards:</b></p> <p>I can explain how knowing that my actions have consequences makes a difference to the choices I make.</p> <p>I can describe some of the ways that Muslims try to lead lives respectful to God and start to say why this is important to them.</p> <p>I can identify why leading a good life might be a good idea and why people think this.</p> <p><b>Working at:</b></p> <p>I can give examples of times my choices have been influenced and may have changed when I considered the</p>	<p>Beliefs, teachings and sources</p> <p>AT2 E</p> <p>Meaning, purpose and truth</p> <p><b>Learning Objective</b></p> <p>We are learning to challenge stereotyping through understanding different Muslim interpretations of Jihad and how this links to getting to Heaven.</p> <p><b>Working towards:</b></p> <p>I can explain how sometimes people see/interpret things in different ways.</p> <p>I can explain how Muslims try to make an effort to lead good lives, and how sometimes this leads to fighting/Holy War.</p> <p>I can start to express my opinion on how Jihad is interpreted by some Muslims.</p> <p><b>Working at:</b></p> <p>I can give examples of times when I misinterpreted something.</p> <p>I can explain two different Muslim interpretations of Jihad.</p>
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	<p>I can explore why Muslims choose to show commitment to God in the ways that they do and how this might impact on their lives.</p> <p>I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life, (partly assessed in Lessons 1&amp;6).</p>	<p>Birth and Christian beliefs about Jesus (Incarnation).</p> <p>I can start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views.</p> <p><b>Working beyond:</b></p> <p>I can suggest who I would choose for important roles in my school and in the country and identify the qualities these people would need.</p> <p>I can explain why it is significant to Christians that Mary was Jesus' mother.</p> <p>I can explain my own response to the Christian belief in the Virgin birth.</p> <p>OR</p> <p><i>Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</i></p> <p>Christianity Christmas Incarnation</p>	<p><b>Working beyond:</b></p> <p>I can explain the difference it would make to me to know that something was eternal.</p> <p>I can explain why Christians believe some things are eternal and the difference this makes to them.</p> <p>I can give my own answer to whether anything is eternal and give my reasons.</p>		<p>consequences that might follow.</p> <p>I can explain how believing in Akhirah influences Muslims to do their best to lead good lives.</p> <p>I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.</p> <p><b>Working beyond:</b></p> <p>I can start to explain how my beliefs about right and wrong, actions and consequences make a difference to the choices I make.</p> <p>I can explain how the belief in Akhirah influences Muslim decisions and choices as to how to behave towards God and other people.</p> <p>I can ask questions about life after death and explore how what I believe about this might influence my life.</p>	<p>I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.</p> <p><b>Working beyond:</b></p> <p>I can start to explain how my beliefs about right and wrong make a difference to how I see things.</p> <p>I can explain two different Muslim interpretations of Jihad and explore their justifications for these.</p> <p>I can explore my own and other people's attitudes towards interpretations of Jihad and recognise and challenge stereotyping.</p>
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		<p>AT1 A Beliefs, teachings and sources</p> <p>AT2 E Meaning, purpose and truth</p> <p><b>Learning Objective</b> We are learning to evaluate different Christmas traditions and celebrations in the light of their reference and relevance to Christian beliefs in Jesus.</p> <p><b>Working towards:</b> I can talk about the variety of ways I celebrate different events or occasions and explain why I celebrate these in different ways. I can explain why Christmas is important to Christians. I can explain why Christians would find some celebrations remind them of Jesus' birth and life.</p> <p><b>Working at:</b> I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am</p>				
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<b>PSHE</b>	<b>Being Me In My World</b> Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	<b>Celebrating Difference</b> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	<b>Dreams and Goals</b> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	<b>Healthy Me</b> Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	<b>Relationships</b> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	<b>Changing Me</b> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
<b>Physical Education</b>	<b>Gym</b> - combine my own work with that of others. Link sequences to specific things.  <b>Football</b> - play to agreed rules. Explain rules. I can umpire. Make a team and communicate plan. Lead others in a game situation.  <b>Swimming</b>	<b>Dance</b> - develop sequences in a specific style. Choose my own music and style.  <b>Volleyball</b> - play to agreed rules. Explain rules. I can umpire. Make a team and communicate plan. Lead others in a game situation.	<b>Netball</b> - play to agreed rules. Explain rules. I can umpire. Make a team and communicate plan. Lead others in a game situation.	<b>Cricket</b> - play to agreed rules. Explain rules. I can umpire. Make a team and communicate plan. Lead others in a game situation.	<b>Athletics</b> - demonstrate stamina.  <b>Tennis</b> - play to agreed rules. Explain rules. I can umpire. Make a team and communicate plan. Lead others in a game situation.	<b>OAA</b> - plan a route and a series of clues for someone else. Plan with others taking account of safety and danger.  <b>Ultimate Frisbee/ Flag Football</b> - play to agreed rules. Explain rules. I can umpire. Make a team and communicate plan. Lead others in a game situation.
<b>Computing</b>	<u>Computing systems and networks - Communication</u>  Knowledge & Skills:	<u>. Creating Media – 3D Modelling</u>  Knowledge & Skills:	<u>Creating Media – Web page creation</u>  Knowledge & Skills:	<u>Data and information – Spreadsheets</u>  Knowledge & Skills:  To identify questions which can be answered using data I can explain the relevance of data headings	<u>Programming A – Variables in games</u>  Knowledge & Skills:	<u>Programming B - Sensing</u>  Knowledge & Skills:



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	<p>To identify how to use a search engine I can complete a web search to find specific information I can refine my search I can compare results from different search engines To describe how search engines select results I can explain why we need tools to find things online I can recognise the role of web crawlers in creating an index I can relate a search term to the search engine's index To explain how search results are ranked I can explain that search results are ordered I can explain that a search engine follows rules to rank relevant pages I can suggest some of the criteria that a search engine checks to decide on the order of results To recognise why the order of results is important, and to whom I can describe some of the ways that search results can be influenced I can recognise some of the limitations of search engines I can explain how search engines make money To recognise how we communicate using technology</p>	<p>To use a computer to create and manipulate three-dimensional (3D) digital objects I can discuss the similarities and differences between 2D and 3D shapes I can explain why we might represent 3D objects on a computer I can select, move, and delete a digital 3D shape To compare working digitally with 2D and 3D graphics I can identify how graphical objects can be modified I can resize a 3D object I can change the colour of a 3D object To construct a digital 3D model of a physical object I can rotate a 3D object I can position 3D objects in relation to each other I can select and duplicate multiple 3D objects To identify that physical objects can be broken down into a collection of 3D shapes I can identify the 3D shapes needed to create a model of a real-world object I can create digital 3D objects of an appropriate size I can group a digital 3D shape and a placeholder</p>	<p>To review an existing website and consider its structure I can explore a website I can discuss the different types of media used on websites I know that websites are written in HTML To plan the features of a web page I can recognise the common features of a web page I can suggest media to include on my page I can draw a web page layout that suits my purpose To consider the ownership and use of images (copyright) I can say why I should use copyright-free images I can find copyright-free images I can describe what is meant by the term 'fair use' To recognise the need to preview pages I can add content to my own web page I can preview what my web page looks like I can evaluate what my web page looks like on different devices and suggest/make edits. To outline the need for a navigation path I can explain what navigation path is</p>	<p>I can answer questions from an existing data set I can ask simple relevant questions which can be answered using data To explain that objects can be described using data I can explain what an item of data is I can apply an appropriate number format to a cell I can build a data set in a spreadsheet application To explain that formulas can be used to produce calculated data I can explain the relevance of a cell's data type I can construct a formula in a spreadsheet I can identify that changing inputs changes outputs To apply formulas to data, including duplicating I can recognise that data can be calculated using different operations I can create a formula which includes a range of cells I can apply a formula to multiple cells by duplicating it To create a spreadsheet to plan an event I can use a spreadsheet to answer questions I can explain why data should be organised I can apply a formula to calculate the data I need to answer questions To choose suitable ways to present data I can produce a graph I can use a graph to show the answer to questions I can suggest when to use a table or graph</p>	<p>To define a 'variable' as something that is changeable I can identify examples of information that is variable I can explain that the way that a variable changes can be defined I can identify that variables can hold numbers or letters To explain why a variable is used in a program I can identify a program variable as a placeholder in memory for a single value I can explain that a variable has a name and a value I can recognise that the value of a variable can be changed To choose how to improve a game by using variables I can decide where in a program to change a variable I can make use of an event in a program to set a variable I can recognise that the value of a variable can be used by a program To design a project that builds on a given example I can choose the artwork for my project I can explain my design choices I can create algorithms for my project</p>	<p>To create a program to run on a controllable device I can apply my knowledge of programming to a new environment I can test my program on an emulator I can transfer my program to a controllable device To explain that selection can control the flow of a program I can identify examples of conditions in the real world I can use a variable in an if, then, else statement to select the flow of a program I can determine the flow of a program using selection To update a variable with a user input I can use a condition to change a variable I can experiment with different physical inputs I can explain that if you read a variable, the value remains To use an conditional statement to compare a variable to a value I can explain the importance of the order of conditions in else, if statements I can use an operand (e.g. &lt;=&gt;) in an if, then statement I can modify a program to achieve a different outcome</p>
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	<p>I can explain the different ways in which people communicate</p> <p>I can identify that there are a variety of ways of communicating over the internet</p> <p>I can choose methods of communication to suit particular purposes</p> <p>To evaluate different methods of online communication</p> <p>I can compare different methods of communicating on the internet</p> <p>I can decide when I should and should not share</p> <p>I can explain that communication on the internet may not be private</p>	<p>to create a hole in an object</p> <p>To design a digital model by combining 3D objectI can plan my 3D model</p> <p>I can choose which 3D objects I need to construct my model</p> <p>I can modify multiple 3D objects</p> <p>To develop and improve a digital 3D model</p> <p>I can decide how my model can be improved</p> <p>I can modify my model to improve it</p> <p>I can evaluate my model against a given criterion</p>	<p>I can describe why navigation paths are useful</p> <p>I can make multiple web pages and link them using hyperlinks</p> <p>To recognise the implications of linking to content owned by other people</p> <p>I can explain the implication of linking to content owned by others</p> <p>I can create hyperlinks to link to other people's work</p> <p>I can evaluate the user experience of a website</p>		<p>To use my design to create a project</p> <p>I can create the artwork for my project</p> <p>I can choose a name that identifies the role of a variable</p> <p>I can test the code that I have written</p> <p>To evaluate my project</p> <p>I can identify ways that my game could be improved</p> <p>I can extend my game further using more variables</p> <p>I can share my game with others</p>	<p>To design a project that uses inputs and outputs on a controllable device</p> <p>I can decide what variables to include in a project</p> <p>I can design the algorithm for my project</p> <p>I can design the program flow for my project</p> <p>To develop a program to use inputs and outputs on a controllable device</p> <p>I can create a program based on my design</p> <p>I can test my program against my design</p> <p>I can use a range of approaches to find and fix bugs</p>
MFL (Years 3-6)	<p><b>Knowledge &amp; Skills:</b></p> <p><b>Topics covered – Clothing and rooms of the house</b></p> <p><b>Enhancement: Golden age of Islam topic – materials used in clothing.</b></p> <p><b>In this term –</b> choose a previous topic from year 5 to recap. E.g The weather</p> <p>Practice basic conversation:</p> <p><b>oui</b> yes <b>non</b> no</p> <p><b>S’il vous plaît.</b> Please</p> <p><b>Merci.</b> Thank you</p>	<p><b>Knowledge &amp; Skills:</b></p> <p><b>Des vêtements – clothing</b></p> <p><b>un tee-shirt</b> – a t-shirt</p> <p><b>une chemise</b> – a button-down shirt</p> <p><b>un pull</b> – a sweater</p> <p><b>une robe</b> – a dress</p> <p><b>une (mini) jupe</b> – a skirt / a mini-skirt</p> <p><b>un short</b> – a pair of shorts</p> <p><b>un pantalon</b> – pants</p> <p><b>un jean</b> – jeans</p> <p><b>un pyjama</b> – pyjamas</p> <p><b>les chaussures</b> – shoes (f.)</p> <p><b>les chaussettes</b> – socks (f.)</p> <p><b>les baskets</b> – sneakers (f.)</p> <p><b>les sandales</b> – sandals (f.)</p> <p><b>un chapeau</b> – a hat</p> <p><b>un bonnet</b> – a <u>beanie</u> / winter hat</p> <p><b>des gants</b> – gloves (m.)</p> <p><b>une écharpe</b> – a scarf</p> <p><b>une ceinture</b> – a belt</p>	<p><b>Knowledge &amp; Skills:</b> Chez moi – at my house</p> <p><i>une maison</i> House</p> <p><i>un appartement</i></p> <p><i>un ascenseur</i></p> <p><i>un balcon</i></p> <p><i>un couloir</i></p> <p><i>un escalier</i></p> <p><i>une fenêtre</i></p> <p><i>un jardin</i></p> <p><i>un meuble</i></p> <p><i>des meubles</i></p>			



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	<p>Ça va? How are you?</p> <p>Ça va bien. It's going well</p>	<p><b>des bijoux</b> – jewelry (m.) <b>une montre</b> – a watch <b>un bracelet</b> – a bracelet <b>un collier</b> – a necklace <b>des boucles d'oreilles</b> – earrings</p> <p><b>chic</b> – chic <b>confortable</b> – comfortable <b>élégant(e)</b> – elegant <b>moderne</b> – modern <b>sale</b> – dirty <b>neuf / neuve</b> – new <b>Je vais me changer</b> – I'm going to go change <b>Je m'habille(e)</b> – I'll go get dressed <b>enlever</b> – to take off (for example, take off one specific article of clothing) <b>s'habiller</b> – to get dressed <b>se déshabiller</b> – to undress</p>	<p><i>une moquette</i></p> <p><i>un mur</i></p> <p><i>un parquet</i></p> <p><i>un patio</i></p> <p><i>un plafond</i></p> <p><i>un porche</i></p> <p><i>une porte</i></p> <p><i>un rideau</i></p> <p><i>un sol</i></p> <p><i>un tapis</i></p> <p><i>une véranda</i></p> <p><i>une pièce, une salle</i></p> <p><i>un grenier</i></p> <p><i>un sous-sol</i></p> <p><i>la cuisine</i></p> <p><i>une cuisinière</i></p> <p><i>un évier</i></p> <p><i>un four</i></p> <p><i>un four à micro-ondes</i></p> <p><i>un réfrigérateur</i></p> <p><i>la salle à manger</i></p> <p><i>une chaise</i></p> <p><i>une table</i></p> <p><i>une salle de séjour, un salon</i></p>
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Curriculum Enhancements					<i>un canapé</i> <i>une chaîne stéréo</i> <i>une télévision</i> <i>un bureau</i> <i>une affiche</i> <i>une étagère</i> <i>une imprimante</i> <i>une lampe</i> <i>un ordinateur</i> <i>un téléphone</i> <i>une chambre</i> <i>une armoire, un placard</i> <i>une commode</i> <i>un lit</i> <i>un oreiller</i> <i>un réveil</i> <i>une salle de bain</i> <i>les toilettes, le WC</i> <i>un bain, une baignoire</i> <i>une douche</i> <i>un lavabo</i> <i>un miroir, une glace</i>
	Residential –	TBC	TBC	Oxford Castle trip	TBC