

Cycle 1:

	Autumn Term Discover	Spring Term Explore	Summer Term Create
Project Title	What if you had to choose~ Athenian or Spartan?	Do we always appreciate what we have?	What if we could step into a painting?
Concepts	community, loyalty, identity, democracy, cohesion, discrimination	sustainability, responsibility, aspiration, community	identity, resilience, aspiration, integration, happiness
P4C	The Ship of Theseus p102~ identity, personal identity, change	The Frog and the Scorpion p131~ nature/nurture, free will/choice, moral responsibility, self-interest, control, weakness of will	You on Another Planet p173~ personal identity, humanity
Lead subject/s	History: Ancient Greece	Geography~ rainforests; recycling; equatorial regions; Geographical region within South America	Art~ Just One Picture~ Norwich Castle; drawing and painting
Quality Outcome	Debate~ The Role of Government~ Council Chambers	Make and sell recycled products to raise money to sponsor endangered animal or plant trees	Art exhibition~ need to find a venue
Cross curricular links	<p>English: myths and legends; perform a short Greek play; recount of hoplite in battle against the Persians</p> <p>Maths: facts and figures about Ancient Greece eg length of rivers, height of mountains, population, land area, length of coastline</p> <p>Science: habitats; rocks and soils; climate/weather; inventions from Ancient Greece</p> <p>Life skills/ British values~ democracy; Understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules.</p> <p>History – Ancient Greeks – The Olympics</p> <p>Black History – sports people of colour</p> <p>French – hobbies</p> <p>Geography – climate and terrain; how they affected lifestyle</p> <p>RE ~ investigate Greek gods/ goddesses & Mount Olympus</p> <p>Computing: ppt on an aspect of Greek legacy</p>	<p>English: using Mia’s Story (Michael Foreman) ~ devise own account of contrasting environments in S. America; Inca myths and legends; oracy~ discussion ‘The world has enough for everyone’s need, but not enough for everyone’s greed’~ Mahatma Gandhi</p> <p>RE~ Humanism: our responsibility for looking after the Earth for the people who will inherit it from us</p> <p>Life Skills/ British values~ tolerance; different communities living in harmony; sustainability~ sharing the world’s riches ‘If the World Were A Village’; responsibility for their own behaviour, contributions to wider community; Talk about a range of jobs, explain how they will develop skills to work in the future.</p> <p>DT – Changes of state when cooking – which are reversible/irreversible.</p> <p>History~ Lake Titicaca has been cradle of many Ancient civilisations including the Incas</p> <p>Music~ tango, salsa, samba, pipe music; pulse</p> <p>PE~ dance</p>	<p>History~ suffragette movement & Norwich refugees~ Romans (recall from LKS2)~ cities founded by the Romans, show on map and key roads Watling Street, Ermine Street, Fosse Way; counties established by Anglo Saxons & Normans</p> <p>Music~ Mary Poppins~ summer production; inspirational women in contemporary music</p> <p>Maths: measure~ calculating distances between places using the scale bar; the differences between Mass and Weight.</p> <p>Life Skills/ British Values~ democracy; administrative boundaries mean that counties need to collaborate to control environmental damage such as river pollution; Make choices about how to develop healthy lifestyles.</p> <p>Art – pavement art</p> <p>Geography – using international sporting events to locate cities and countries around the world</p> <p>Science - forces</p>

		Maths: statistics~ climate graph; convert data from 'I the World were a Village' into percentages ad show in bar/pie chart	
Visits/ visitors	MP to visit House of Commons Stories of Lynn	Recycling Centre	Norwich Castle~ art gallery Norwich Walk
Resource links	https://www.worldhistory.org/ https://greece.mrdonn.org/myths.html www.theguardian.com/education/teacher-blog/2013/sep/24/how-to-teach-ancient-greece www.besthistorysites.net/index.php/ancient-biblical-history/greece www.historyforkids.net/ancient-greece.html www.ducksters.com/history/ancient_greece.php	https://www.geography.org.uk/Teaching-Resources https://www.worldhistory.org/	https://www.worldhistory.org/
Art	<p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Annotate work in sketchbook.</p> <p>Work from a variety of sources including observation, photographs and digital images.</p> <p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Use a sketchbook to collect and develop ideas.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Use dry media to make different marks, lines, patterns and shapes within a drawing.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Begin to use simple perspective in their work using a single focal point and horizon.</p>	<p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Annotate work in sketchbook.</p> <p>Work from a variety of sources including observation, photographs and digital images.</p> <p>Use a sketchbook to collect and develop ideas.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Experiment with wet media to make different marks, lines, patterns, textures and shapes.</p> <p>Explore colour mixing and blending techniques with coloured pencils.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p> <p>Mix and match colours to create atmosphere and</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p> <p>Work from a variety of sources including observation, photographs and digital images.</p> <p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop close observation skills using a variety of view finders.</p>

	<p>Develop a painting from a drawing. Create printing blocks by simplifying an initial sketch book idea; Use relief or impressed method; Create prints with three overlays; Work into prints with a range of media e.g. pens, colour pens and paints Shape, form, model and construct from observation or imagination; Plan a sculpture through drawing and other preparatory work; Develop skills in using clay including slabs, coils, slips, etc; Produce intricate patterns and textures in a malleable media Add collage to a painted, printed or drawn background</p>	<p>light effects. Be able to identify primary secondary, complementary and contrasting colours. Work with complementary colours Use fabrics to create 3D structures; Use different grades of threads and needles; Experiment with batik techniques; Experiment with a range of media to overlap and layer creating interesting colours and textures and effects Add collage to a painted, printed or drawn background; Use a range of media to create collages; Use different techniques, colours and textures when designing and making pieces of work; Use collage as a means of extending work from initial ideas Record, collect and store visual information using digital cameras, video recorders; Present recorded visual images using software e.g. Photostory, PowerPoint; Use a graphics package to create and manipulate new images; Be able to Import an image into a graphics package; Understand that a digital image is created by layering; Create layered images from original ideas (sketch books etc.)</p>	<p>Use a sketchbook to collect and develop ideas. Identify artists who have worked in a similar way to their own work. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created i.e. composition Develop a painting from a drawing. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. Mix and match colours to create atmosphere and light effects. Be able to identify primary secondary, complementary and contrasting colours. Work with complementary colours</p>
<p>Computing</p>	<p>Understand the opportunities computer networks offer for collaboration Is discerning in evaluating digital content I can use different search technologies. I can evaluate digital content and can explain how I make choices from search results. I can explain key concepts including: data, information, fact, opinion, belief, true, false, valid,</p>	<p>Use repetition in programs Can simulate physical systems Use logical reasoning to explain how algorithms work and detect and correct errors in them Simulation, nested, rotate, forever, loop, LED, wait Design and create systems to accomplish a given goal</p>	<p>Understand the importance of using technology respectfully and responsibly I can explain how identity online can be copied, modified or altered. I can demonstrate responsible choices about my online identity, depending on context. I can explain that there are some people I</p>

	<p>reliable and evidence. I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead). I can explain what is meant by a 'hoax'. I can explain why I need to think carefully before I forward anything online. I can describe ways technology can affect healthy sleep and can describe some of the issues. I can describe some strategies, tips or advice to promote healthy sleep with regards to technology. I can create and use strong and secure passwords. I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing. I can assess and justify when it is acceptable to use the work of others. I can give examples of content that is permitted to be reused</p>	<p>Can evaluate information and data</p>	<p>communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault I can describe some of the communities in which I am involved and describe how I collaborate with others positively. I can search for information about an individual online and create a summary report of the information I find. I can describe ways that information about people online can be used by others to make judgments about an individual. I can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone. I can explain how I would report online bullying on the apps and platforms that I use.</p>
<p>Essential Prior Learning</p>	<p>Some understanding of how to design, write and debug programs that accomplish specific goals. Be able to strategize how to solve problems. Use sequence, selection, and repetition in programs. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. To use search technologies effectively. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals. To be able to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>		
<p>Common misconceptions</p>	<p>Online uploads can be retrieved/deleted.</p>		
<p>SEND Support</p>	<p>Keyboard keys display/sheets. Computer icons display/sheet. Off screen provision.</p>		

DT	<p>Generate ideas through brainstorming and identify a purpose for their product; Draw up a specification for their design; Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail; Use results of investigations, information sources, including ICT when developing design ideas Select appropriate materials, tools and techniques; Measure and mark out accurately; Use skills in using different tools and equipment safely and accurately; Weigh and measure accurately (time, dry ingredients, liquids); Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens; Cut and join with accuracy to ensure a good-quality finish to the product Evaluate a product against the original design specification; Evaluate it personally and seek evaluation from others</p>	<p>Generate ideas through brainstorming and identify a purpose for their product; Draw up a specification for their design; Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail; Use results of investigations, information sources, including ICT when developing design ideas Select appropriate materials, tools and techniques; Measure and mark out accurately; Use skills in using different tools and equipment safely and accurately; Cut and join with accuracy to ensure a good-quality finish to the product Evaluate a product against the original design specification; Evaluate it personally and seek evaluation from others</p>	<p>Generate ideas through brainstorming and identify a purpose for their product; Draw up a specification for their design; Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail; Use results of investigations, information sources, including ICT when developing design ideas Select appropriate materials, tools and techniques; Measure and mark out accurately; Use skills in using different tools and equipment safely and accurately; Cut and join with accuracy to ensure a good-quality finish to the product Evaluate a product against the original design specification; Evaluate it personally and seek evaluation from others</p>
Essential Prior Knowledge	<p>To be able to use hand tools with some safety (scissors, knives, saws etc). To be able to choose ways to join materials and recognise the best 'tools' for a given purpose. To be able to create a product to meet set criteria. To be able to measure and cut materials with some accuracy To have experiences of designing what they are to create/evaluating creations.</p>		
Common misconceptions	<p>Only straight lines can be cut when using wood. Adapting designs during the making process is a failure and should not be done. Products cannot be disassembled. Only positive feedback is useful information to inform future designs. Constructive criticism means they have 'got it all wrong'</p>		
SEND support	<p>Use of templates to draw/cut around. Peer support to use tools – such as another child holding a ruler in place whilst they draw the line for children with poor motor skills. Use of pictorial cues to show them the steps they need to take to be successful in the task.</p>		

	Use of clicker to evaluate where appropriate or the opportunity to evaluate orally and record. Where possible children to be allowed to work on a larger scale for those with poor motor skills.		
English			
Reading			
Reading Texts~ novels & picture books	The Whisperer – gang culture Clockwork / The Arrival The Island - race The Explorer Boy – tales of Childhood Library loan texts linked to topic.	Love You Forever –growing up The Hobbit Library texts Dreams of Freedom – Equality	The Only Way is Badger – race FArTHER Kensuke’s Kingdom Library loan texts linked to topic. Introducing Teddy – transgender awareness
Poetry & Plays	Y5: The Works KS2 – Pie Corbett Ted Hughes – Collected Poems for children Carol Anne Duffy – New and collected poems for children Charles Causley – Collected Poems for children	Y6: The Works 4 – Pie Corbett Lost Magic – The very Best of Brian Moses Juggling with Gerbils – Brian Patten The Magic Box – Kit Wright	
Reading Words	Apply growing knowledge of root words, including Greek & Latin root words, prefixes, suffixes to read aloud and to understand new words Read further exception words Test different pronunciations to read new words Identify effective tier 2 & 3 words and investigate their meaning		
Developing reading attitudes	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books Read books that are structured in different ways for different purposes Read a wide range of books including myths/legends, traditional stories, modern fiction, classics and stories from other cultures Recommend books they have read to their peers, giving reasons for their choices Make comparisons within and across books Discuss the themes (loss, heroism etc) and conventions across a range of writing (e.g. first person in diaries) Learn a variety of different poems by heart Prepare poems and play-scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience		
Reading as Readers	Explore the meaning of words in context Ask questions to improve understanding Draw inferences such as inferring characters’ feeling, thoughts and motives from their actions, and justifying inferences with evidence Make predictions based on details stated and implied Summarise the main ideas from one or more paragraphs by identifying key details that support the main ideas Distinguish between fact and opinion Retrieve, record and present information from non-fiction Provide reasoned justifications for their views Explain and discuss their understanding of what has been read, including through formal presentations and debated, maintain focus on topic, using notes where necessary		

	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and other's ideas, challenging views courteously		
Reading as Writers	Identify how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language to impact the reader		
Writing			
Genre & Focus	Tale of fear: Creating plots and paragraph types Journalistic Journey: Characterisation and dialogue Auto/biography	Quest: Settings Persuasion Warning tale: suspense and action Instruction	Wishing tale: Hooking your reader Information/explanation Defeating the monster: cliff hangers Discussion
Handwriting (See appendix A)	Pupils will focus on maintaining a consistent and fluent style. Pupils will practice maintaining legibility when writing at speed. Pupils will continue to improve handwriting through writing more sustained passages of writing, both copied and from their imagination.		
Year 5			
Text Structure	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Secure independent use of planning tools Story mountain /grids/flow diagrams (Refer to Story Types grids)</p> <p>Plan opening using: Description /action/dialogue</p> <p>Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph</p> <p>Use change of place, time and action to link ideas across paragraphs.</p> <p>Use 5 part story structure: Writing could start at any of the 5 points. This may include flashbacks</p> <p>Introduction –should include action/ description -character or setting /dialogue</p> <p>Build-up –develop suspense techniques</p> <p>Problem / Dilemma –may be more than one problem to be resolved</p> <p>Resolution –clear links with dilemma</p> <p>Ending –character could reflect on events, any changes or lessons, look forward to the future ask a question.</p> <p>Non-Fiction</p> <p>Introduce:</p> <p>Independent planning across all genres and application</p> <p>Secure use of range of layouts suitable to text.</p> <p>Structure: Introduction / Middle / Ending</p> <p>Secure use of paragraphs:</p> <p>Use a variety of ways to open texts and draw reader in and make the purpose clear</p> <p>Link ideas within and across paragraphs using a full range of connectives and signposts</p> <p>Use rhetorical questions to draw reader in</p> <p>Express own opinions clearly</p> <p>Consistently maintain viewpoint</p> <p>Summary clear at the end to appeal directly to the reader</p>		

<p>Sentence Construction</p>	<p>Consolidate Year 4 list Introduce: Relative clauses beginning with <i>who, which, that, where, when, whose</i> or an omitted relative pronoun. Secure use of simple /embellished simple sentences Secure use of compound sentences Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: Expanded –ed clauses as starters e.g. <i>Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees.</i> Elaboration of starters using adverbial phrases e.g. <i>Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.</i> Drop in –‘ed’ clause e.g. <i>Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i> Sentence reshaping techniques e.g. <i>lengthening or shortening sentence for meaning and /or effect</i> Moving sentence chunks (<i>how, when, where</i>) around for different effects e.g. <i>The siren echoed loudlythrough the lonely streetsat midnight</i> Use of rhetorical questions Stage directions in speech (<i>speech + verb + action</i>) e.g. <i>“Stop!” he shouted, picking up the stick and running after the thief.</i> Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (<i>perhaps, surely</i>)</p>		
<p>Word structure/ language</p>	<p>Consolidate Year 4 list Introduce: Metaphor Personification Onomatopoeia Empty words e.g. <i>someone, somewhere was out to get him</i> Developed use of technical language Converting nouns or adjectives into verbs using suffixes (e.g. <i>–ate; –ise; –ify</i>) Verb prefixes (e.g. <i>dis–, de–, mis–, over– and re–</i>)</p>		
<p>Punctuation</p>	<p>Consolidate Year 4 list Introduce: Rhetorical question; Dashes; Brackets/dashes/commas for parenthesis; Colons; Use of commas to clarify meaning or avoid ambiguity</p>		
<p>Terminology</p>	<table border="0"> <tr> <td data-bbox="320 1106 1232 1449"> <p>Consolidate: Punctuation • Letter/ Word • Sentence; Statement; question; exclamation; Command • Full stops/ Capitals • Question mark • Exclamation mark • ‘Speech marks’ • Direct speech • Inverted commas</p> </td> <td data-bbox="1243 1106 2136 1449"> <p>Singular/ plural; Suffix/ Prefix; Word family; Consonant/Vowel; Adjective / noun / noun phrase; Verb / Adverb; Bossy verbs – imperative; Tense (past, present, future); Conjunction / Connective; Preposition; Determiner/ generaliser; Pronoun – relative/ possessive; Clause; Subordinate/ relative clause; Adverbial; Fronted adverbial; Alliteration; Simile – ‘as’/ ‘like’; Synonyms Introduce: • Relative clause/ pronoun • Modal verb</p> </td> </tr> </table>	<p>Consolidate: Punctuation • Letter/ Word • Sentence; Statement; question; exclamation; Command • Full stops/ Capitals • Question mark • Exclamation mark • ‘Speech marks’ • Direct speech • Inverted commas</p>	<p>Singular/ plural; Suffix/ Prefix; Word family; Consonant/Vowel; Adjective / noun / noun phrase; Verb / Adverb; Bossy verbs – imperative; Tense (past, present, future); Conjunction / Connective; Preposition; Determiner/ generaliser; Pronoun – relative/ possessive; Clause; Subordinate/ relative clause; Adverbial; Fronted adverbial; Alliteration; Simile – ‘as’/ ‘like’; Synonyms Introduce: • Relative clause/ pronoun • Modal verb</p>
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	<ul style="list-style-type: none"> • Bullet points • Apostrophe contractions/possession • Commas for sentence of 3 – description, action • Colon – instructions • Parenthesis / bracket /Dash • Metaphor • Personification 	<ul style="list-style-type: none"> • Parenthesis • Bracket- dash • Determiner • Cohesion • Ambiguity • Onomatopoeia • Rhetorical question
Year 6		
Text Structure	<p>Consolidate Year 5 list</p> <p>Secure independent planning across story types using 5 part story structure.</p> <p>Include suspense, cliff hangers, flashbacks/forwards, time slips</p> <p>Start story at any point of the 5 part structure</p> <p>Maintain plot consistently working from plan</p> <p>Paragraphs -Secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p> <p>Non-fiction:</p> <p>Secure planning across nonfiction genres and application</p> <p>Use a variety of text layouts appropriate to purpose</p> <p>Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions</p> <p>Express balanced coverage of a topic</p> <p>Use different techniques to conclude texts</p> <p>Use appropriate formal and informal styles of writing</p> <p>Choose or create publishing format to enhance text type and engage the reader</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	
Sentence Construction	<p>Consolidate Year 5 list</p> <p>Secure use of simple /embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions:</p> <p>Active and passive verbs to create effect and to affect presentation of information e.g. Active: <i>Tom accidentally dropped the glass.</i> Passive: <i>The glass was accidentally dropped by Tom.</i> Active: <i>The class heated the water.</i> Passive: <i>The water was heated.</i></p> <p>Developed use of rhetorical questions for persuasion</p> <p>Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</i>)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech) as in <i>If I were you.</i></p>	

<p>Word structure/ language</p>	<p>Consolidate Year 5 list Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said versus reported, alleged, or claimed in formal speech or writing</i>) How words are related as synonyms and antonyms e.g. <i>big/ large / little</i></p>		
<p>Punctuation</p>	<p>Consolidate Year 5 list Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Use of colon to introduce a list and semi-colons within lists. Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i>)</p>		
<p>Terminology</p>	<p>Consolidate: Punctuation</p> <ul style="list-style-type: none"> • Letter/ Word; Sentence; Statement; question; exclamation; Command • Full stops/ Capitals • Question mark • Exclamation mark • ‘Speech marks’ • Direct speech • Inverted commas • Bullet points • Apostrophe contractions/ possession • Colon – instructions • Parenthesis • Ellipsis • Bracket- dash 		<p>Singular/ plural; Suffix/ Prefix; Word family; Consonant/Vowel; Adjective / noun / noun phrase; Verb / Adverb Bossy verbs - imperative Tense (past, present, future) modal verb; Conjunction / Connective; Preposition; Determiner/ generaliser; Pronoun – relative/ possessive; Clause; Subordinate / relative clause; Adverbial; Fronted adverbial; Rhetorical question; Cohesion; Ambiguity; Alliteration; Simile – ‘as’/ ‘like’; Synonyms; Metaphor; Personification; Onomatopoeia Introduce:</p> <ul style="list-style-type: none"> • Active and passive voice • Subject and object • Hyphen • Synonym, antonym • Colon/ semi-colon • Bullet points • Subjunctive • Tense: present and past progressive; present perfect; past perfect • Commas for sentence of 3 – description, action, views/opinions, facts
<p>French</p>	<p>Understand the main points from a spoken passage made up of familiar language – e.g. short rhyme or song, basic telephone message, weather forecast Ask and answer simple questions varying vocabulary– e.g. taking part in an interview/survey about pets/favourite food, talking to a friend about hobbies. Know how to pronounce a range of letter strings. Be clearly understood and use increasingly accurate pronunciation Match sound to print by reading aloud familiar words</p>	<p>Talk about personal interests, and express an opinion. Know how to pronounce a range of letter strings. Be clearly understood and use increasingly accurate pronunciation Understands the main point(s) from a short written text – e.g. simple messages on a postcard/in an email. Write short sentences using vocabulary already learnt – e.g. presentation on self; discuss</p>	<p>Take part in a simple conversation selecting appropriate phrases. Know how to pronounce a range of letter strings. Be clearly understood and use increasingly accurate pronunciation Understands the main point(s) from a short written text – e.g. simple messages on a postcard/in an email. Write short sentences using vocabulary</p>

	<p>and phrases. Use a book or glossary to find out the meanings of new words. Write short sentences using vocabulary already learnt – e.g. presentation on self; discuss location. Spell commonly used words correctly. Respect and understand cultural diversity.</p>	<p>location. Spell commonly used words correctly. Respect and understand cultural diversity. Understand how symbols, objects and pictures can represent a country.</p>	<p>already learnt – e.g. presentation on self; discuss location. Spell commonly used words correctly. Spell words that are readily understandable. Respect and understand cultural diversity. Understand how symbols, objects and pictures can represent a country. Talk about, discuss and present information about a particular country’s culture.</p>
Geography	<p>Locate the main countries in Europe Locate and name principal cities. Identify the position and significance of latitude/longitude and the Greenwich Meridian. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p>	<p>Locate the main countries in Europe and South America. Locate and name principal cities. Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day Compare a region in UK with a region in S. America with significant differences and similarities. Describe and understand key aspects of: Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. Human geography including trade between UK and Europe. Fair/unfair distribution of resources (Fairtrade). Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p>	<p>Compare 2 different regions in UK rural/urban. Locate and name the main counties and cities in England. Compare land use maps of UK from past with the present, focusing on land use. Identify the position and significance of latitude/longitude and the Greenwich Meridian. Types of settlements Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
Essential Prior Learning	<p>Countries in Europe; vocabulary~ country, continent, and related vocabulary to physical and human geography</p>	<p>Continents and oceans; how to compare regions in different parts of the world; using maps, globes and the internet to locate places; vocabulary~ continent, country, region, equator, rainforest, biome;</p>	<p>Countries in the UK; village, town, cities in UK</p>
Misconceptions	<p>Geography is just about where places are; country Greece no longer exists or that it is still as it was as</p>	<p>Geography is just about where places are; South America is part of N. America; S. America is a</p>	<p>Geography is just about where places are; counties and countries;</p>

	<p>Ancient Greece; stereotypical and preconceived ideas about different countries</p>	<p>country not a collection of countries & cultures; all of the continent is like the Amazon rainforest rather than diverse climate, flora and fauna; not realise that the Amazon rainforest has large cities where people live and work;</p>	
<p>SEND Support</p>	<p>Consider individual needs when planning fieldwork~ include in risk assessment</p> <ul style="list-style-type: none"> • Map enlargements/ using magnifiers • Adaptation of resources for individual needs • Simpler versions of maps showing only key features • Using globes and Google Earth/ Mapillary to develop sense of distance • Sentence scaffolds • Pre teaching of subject specific vocabulary 		
<p>History</p>	<p>Uses timelines to place and sequence local, national and international events. Sequences historical periods. Describes events using words and phrases such as: century, decade, BCE, ACE, after, before, during, era, period. Identifies changes within and across historical periods. Gives some causes and consequences of the main events, situations and changes in the periods studied. Identifies changes and links within and across the time periods studied. Looks at different versions of the same event and identifies differences in the accounts. Gives clear reasons why there may be different accounts of history. Knows that people (now and in past) can represent events or ideas in ways that persuade others Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks a range of questions about the past.</p>	<p>Uses timelines to place and sequence local, national and international events. Sequences historical periods. Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, era, period. Identifies some social, cultural, religious and ethnic diversities of societies studied in the wider world. Uses dates and terms accurately. Chooses most appropriate way to present information to an audience</p>	<p>Uses timelines to place and sequence local, national and international events. Sequences historical periods. Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Romans, Anglo Saxons, Vikings Victorians, era, period. Identifies changes within and across historical periods. Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain Gives some causes and consequences of the main events, situations and changes in the periods studied. Knows that people (now and in past) can represent events or ideas in ways that persuade others Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks a range of questions about the past. Chooses reliable sources of evidence to answer questions. Realises that there is often not a single answer</p>

	<p>Chooses reliable sources of evidence to answer questions. Realises that there is often not a single answer to historical questions. Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Uses dates and terms accurately. Chooses most appropriate way to present information to an audience</p>		<p>to historical questions. Uses dates and terms accurately. Chooses most appropriate way to present information to an audience</p>
Essential Prior Learning	<p>Timeline Ancient Egypt~ BCE/CE chronology</p>		
Misconceptions	<p>Confused chronology, anachronism and no sense of duration; confusion and simplicity with why things happened and what were the results & why people in the past acted as they did; misunderstanding sources; finding differences with historical investigations</p>		
SEND support	<ul style="list-style-type: none"> • Place sources and information on audio/MP3 • Pairing of less confidence/ more able readers • Visual representations of big ideas • Handling artefacts • Using word banks • Active involvement <p>Structured writing frames</p>		
Maths	Year 5		
Specific Content	<p>Place Value: Represent roman numerals to 1000 Represent numbers to 10 000 Represent numbers to 100 000 Represent numbers to 1 000 000 Compare and order numbers to 100 000 Compare and order numbers to 1 000 000 Round numbers to the nearest 10, 100 and 1000 Round numbers to 100 000 Round numbers to 1 000 000 Count in 10s, 100s, 1000s, 10,000s and 100,000s Negative numbers</p>	<p>Fractions: Consolidation and further work from previous term based on QLA at end of term assessments.</p>	<p>Properties of shape: Measuring angles in degrees Measuring with a protractor Angles on a straight line Angles around a point Lengths and angles in shapes Regular and irregular polygons Draw lines and angles accurately Reasoning about 3-D shapes</p>

<p>Essential Prior Knowledge</p>	<p>Secure and deep understanding of place value to 1000, including recognising, writing, ordering and comparing numbers in numerals and words. To be secure in partitioning numbers in a range of ways, understanding it can be more than two parts. Experiences and exposure to working with negative numbers.</p>	<p>To securely understand and use the terms denominator and numerator. To know the relationship between halves and quarters, quarters and eighths etc. To understand the relationship between fractions and division Secure in adding fractions Secure in subtracting fractions</p>	<p>To understand what an angle is and that they are measured in degrees. To know that 90 degrees = right angle. To be able to name common polygons, pentagon, hexagon, heptagon, octagon, nonagon, decagon, dodecagon. Experiences of using rulers to draw lines.</p>
<p>Common Misconceptions</p>	<p>Writing numbers incorrectly, for example writing 10,524 as 1050024 etc. Number lines always have to be horizontal. Only looking at the ten thousand or ones digit to order.</p>	<p>When ordering fractions with different denominators we can just look at the denominator – the larger the denominator the larger the fraction. When finding common fractions we can just change the denominators to be common fractions – we don't have to do anything to the numerator.</p>	<p>Straight lines can't have angles Confusing degrees with temperature Angles are only inside a shape Right angles can only be found in squares and oblongs.</p>
<p>SEND Support</p>	<p>Use of concrete resources available at all times Use of worked models to support independent working Use of relevant displays to refer to Use of peer support and discussion to support working out Break tasks into manageable chunks Use of Maths meetings to revisit and review/pre-teach concepts regularly Use of technology where appropriate Pre-teaching of new concepts</p>		
<p>Specific content</p>	<p>Four Operations: Add whole numbers with more than 4 digits Subtract whole numbers with more than 4 digits Inverse operations Multistep addition and subtraction problems Find multiples Multiply by multiples of 10, 100 and 1000 Divide by multiples 10, 100 and 1000 Multiples of 10, 100 and 1000 Multiply 4 digits by 1 digit Multiply 2 digits (area model) Multiply 2 digits by 2 digits</p>	<p>Decimals and percentages: Decimals to 2 decimal places Decimals as fractions Understand thousandths Thousandths as decimals Round decimals Order and compare decimals Multiplying decimals by 10, 100 and 1,000 Dividing decimals by 10, 100 and 1,000 Understand percentages Percentages as fractions and decimals Equivalent Fractions, decimals and percentages</p>	<p>Position and Direction: Describe position in the first quadrant of a grid. Reflection of shapes Reflection with co-ordinates Translation of shapes Translation with co-ordinates</p>

	<p>Multiply 3 digits by 2 digits Multiply 4 digits by 2 digits Find factors of a number Find common factors of a number Divide 4 digits by 1 digit Divide with remainders Prime numbers Square numbers Cubed numbers Estimate Round to estimate and approximate</p>		
Essential Prior Knowledge	<p>Secure and deep understanding of adding numbers to 10,000, including crossing ten, 100 and 1000 Secure and deep understanding of adding multiples of ten, hundred and thousands Secure in understanding the relationships between 1s, 10s, 100s, 1000s and 10000s for exchanging Secure number bonds for subtraction To securely know all times tables and division facts up to and including 12x12. Understanding of adding of tables to find answers, for example finding 14 x 8 can be worked by adding 12x8 and 2x 8. To be secure in the terms multiplication, division, multiples, factors.</p>	<p>To know the decimals for quarter, half, three quarters, a whole etc. To know decimals are part of a number. To understand the relationship between tenths and hundredths. To securely understand and use the terms denominator and numerator. To know the relationship between halves and quarters, quarters and eighths etc. To know percentages work on a scale of 100. To understand fractions, decimals and percentages are linked and can show the same thing in different ways. To understand tenths and hundredths as decimals.</p>	<p>Understanding of the term reflection To be able to use positional and direction language To be able to find a point/co-ordinates on a grid. To understand the order of co-ordinates on a grid.</p>
Common Misconceptions	<p>6 squared written as 6^2 is the same as 6×2 etc. 6^3 is the same as 6×3 etc. Division will always leave a remainder. To multiply by 10/100/1000 etc we just add the same number of zeros to the end of the number we are multiplying without understanding the change of place value.</p>	<p>Thousandths are larger than hundredths etc because thousands are larger than hundreds. When adding and subtracting fractions we add/subtract both the denominator and numerator. The decimal point moves when multiplying and dividing.</p>	<p>The shape changes shape when translated Confusion with angle and direction of lines when reflected. Reading co-ordinates incorrectly.</p>
SEND support	<p>Use of concrete resources available at all times Use of worked models to support independent working Use of relevant displays to refer to</p>		

	Use of peer support and discussion to support working out Break tasks into manageable chunks Use of Maths meetings to revisit and review/pre-teach concepts regularly Use of technology where appropriate Pre-teaching of new concepts		
Specific Content	Fractions: Equivalent fractions Convert improper fractions to mixed numbers Convert mixed numbers to improper fractions Counting number sequences using fractions Compare and order fractions less than 1 Compare and order fractions greater than 1 Add and subtract fractions Add fractions within 1 Add 3 or more fractions Add any fraction Add mixed numbers Subtract fractions Subtract mixed numbers Subtract – breaking the whole Subtract 2 mixed numbers Multiply unit fractions by an integer Multiply non-unit fractions by an integer Multiply mixed numbers by an integer Find a fraction of an amount Using fractions as operators.	Decimals: Adding decimals within 1 Subtracting decimals within 1 Complements to 1 Adding decimals- crossing the whole Adding decimals (same d.p.) Subtracting decimals (same d.p.) Adding decimals (different d.p.) Subtracting decimals (different d.p.) Adding and subtracting wholes and decimals Decimal sequences	Consolidation based on QLA and AfL.
Essential Prior Knowledge	To securely understand and use the terms denominator and numerator. To know the relationship between halves and quarters, quarters and eighths etc. To understand the relationship between fractions and division Secure in adding fractions Secure in subtracting fractions	To know the decimals for quarter, half, three quarters, a whole etc. To know decimals are part of a number. To understand the relationship between tenths and hundredths. To securely understand and use the terms denominator and numerator. To know the relationship between halves and quarters, quarters and eighths etc. To understand tenths and hundredths as decimals.	See essential prior knowledge from previous units related to gaps in understanding. Ask for further support from LT Maths lead

		Be able to order numbers	
Common Misconceptions	<p>When ordering fractions with different denominators we can just look at the denominator – the larger the denominator the larger the fraction.</p> <p>When finding common fractions we can just change the denominators to be common fractions – we don't have to do anything to the numerator.</p>	<p>Different decimal places cannot be added and subtracted.</p> <p>Different decimal places cannot be ordered</p> <p>A number to 2 decimal places will be greater than a number to 3 decimal places.</p>	<p>See common misconceptions from relevant units.</p> <p>Ask for further support from LT Maths lead.</p>
SEND Support	<p>Use of concrete resources available at all times</p> <p>Use of worked models to support independent working</p> <p>Use of relevant displays to refer to</p> <p>Use of peer support and discussion to support working out</p> <p>Break tasks into manageable chunks</p> <p>Use of Maths meetings to revisit and review/pre-teach concepts regularly</p> <p>Use of technology where appropriate</p> <p>Pre-teaching of new concepts</p>		
Specific Content		<p>Measurement: Converting units</p> <p>Convert Kilograms and Kilometres</p> <p>Convert Milligrams and millilitres</p> <p>Convert Metric Units</p> <p>Imperial units</p> <p>Converting units of time</p>	
Essential Prior Knowledge		<p>Understanding and experiences of weighing items using grams.</p> <p>Understanding of multiplying and dividing by 1000.</p> <p>To be able to tell the time/find duration of time using analogue, 24 hour digital and 12 hour digital.</p>	
Common Misconceptions		<p>Not understanding the meaning of the term 'kilo'.</p> <p>Lack of experience of imperial units and not understanding their relevance.</p>	
SEND Support	<p>Use of concrete resources available at all times</p> <p>Use of worked models to support independent working</p> <p>Use of relevant displays to refer to</p>		

	Use of peer support and discussion to support working out Break tasks into manageable chunks Use of Maths meetings to revisit and review/pre-teach concepts regularly Use of technology where appropriate Pre-teaching of new concepts		
Specific Content		Measurement: perimeter, area and volume Measure perimeter Calculate perimeter Area of rectangles Area of compound shapes Area of irregular shapes What is volume? Compare volume Estimate volume Estimate capacity	
Essential prior knowledge		To be able to estimate To know how to find perimeter/know the definition of the word perimeter. To know the definition of the word area To be able to find area To know the definition of capacity Be able to find the capacity of a container.	
Common misconceptions		Capacity and volume are the same thing. Not using the correct units with an answer. Area can be calculated by dividing the shape into squares and then counting them.	
SEND Support	Use of concrete resources available at all times Use of worked models to support independent working Use of relevant displays to refer to Use of peer support and discussion to support working out Break tasks into manageable chunks Use of Maths meetings to revisit and review/pre-teach concepts regularly Use of technology where appropriate Pre-teaching of new concepts		
Specific Content		Statistics Read and interpret line graphs Draw line graphs	

		Use line graphs to solve problems Read and interpret tables Two-way tables Timetables	
Essential Prior Knowledge		Be able to collect, create and interpret tally charts, pictograms, bar charts.	
Common Misconceptions		Not reading timetables correctly when interpreting them. Not checking the scale of charts and graphs when interpreting them.	
SEND Support	Use of concrete resources available at all times Use of worked models to support independent working Use of relevant displays to refer to Use of peer support and discussion to support working out Break tasks into manageable chunks Use of Maths meetings to revisit and review/pre-teach concepts regularly Use of technology where appropriate Pre-teaching of new concepts		
	Year 6		
Specific Content	Place Value: Represent numbers to ten million Compare and order any number Round to the nearest million Round any number Negative numbers	Ratio: Using the language of ratio. Ratios and fractions (links) Introduce the ratio symbol Calculate ratio Using scale factors Calculate scale factors Ratio and proportion problems	Properties of shape: Measure with a protractor Introduce angles Calculate angles Vertically opposite angles Angles in a triangle Angles in quadrilaterals Angles in polygons Drawing shapes accurately Nets of 3-D shapes
Essential prior knowledge	Secure knowledge and deep understanding of numbers to 1,000,000 including reading, writing, ordering and comparing in numerals and words. To understanding rounding to the nearest ten, hundred, thousand or ten thousand. Experiences and exposure to negative numbers, including reading on a scale, ordering.	To have experiences of reading different scales on pictograms/bar charts/line graphs etc. Be able to add, subtract, multiply and divide any number.	To have experiences of finding and measuring angles using a protractor. Finding angles on a straight line. Know the terms acute, obtuse and right angle and which angles will fit into these groups. To name common polygons. Be able to use a ruler to draw lines
Common	Negative numbers get larger as you count. For	Not understanding the links between	Angles are only inside a shape.

misconceptions	<p>example -21 would be greater than -6. When rounding only the last digit in a number will change. Commas/spaces between numbers in the incorrect place for example 1 000 000 being written as 10 000 00</p>	<p>multiplication and calculating ratio. Confusion when using whole numbers to find the ratio.</p>	<p>Angles around a point will add to 100 not 360. Angles in a triangle have to be the same.</p>
SEND support	<p>Use of concrete resources available at all times Use of worked models to support independent working Use of relevant displays to refer to Use of peer support and discussion to support working out Break tasks into manageable chunks Use of Maths meetings to revisit and review/pre-teach concepts regularly Use of technology where appropriate Pre-teaching of new concepts</p>		
Specific content	<p>Four Operations: Add and subtract any whole number Find common multiples Multiply 4 digits by 2 digits Find common factors Short division Division using factors Long division Prime numbers Square numbers Cubed numbers Order of operations Mental calculations and estimates Reason about problems using known facts</p>	<p>Decimals and percentages: Three decimal places Decimals as fractions Multiply by 10, 100 and 1,000 Divide by 10, 100 and 1,000 Multiply decimals by integers Divide decimals by integers Division to solve problems Fractions to decimals Fractions to percentages Equivalent Fractions, decimals and percentages Order Fractions, decimals and percentages Percentages of an amount Percentages – find missing amounts</p>	<p>Position and Direction: Describe position in the first quadrant. The four quadrants. Describe position in any quadrant Reflection of shapes in any quadrant Translation of shape in any quadrant</p>
Essential Prior Knowledge	<p>Secure understanding in how to approach addition and subtraction problems. Secure understanding in how to approach multiplication and division problems. Understanding of the terms prime, square, factor and multiples</p>	<p>Understand the relationship between fractions, percentages and decimals. Know quarter, half, three quarters, fifths as fraction, percentage and decimal. Secure understanding in multiplying, dividing, adding and subtracting whole numbers.</p>	<p>To use positional and directional language confidently. To be able to read co-ordinates/to find a point of a grid using co-ordinates. To be able to reflect and translate shapes in the first quadrant.</p>
Common Misconceptions	<p>Long and short division will give different answers. Division always needs to end with a remainder.</p>	<p>When multiplying or dividing by 10, 100, 1000 we can just add or remove the same amount of zeros or end digits from a number.</p>	<p>Reading co-ordinates incorrectly/mixing the order of the x and y axis.</p>

	<p>Operations can be completed in any order and the answer will be the same.</p> <p>When squared and cubed numbers are written as $^2/3$ we multiply the number by 2 or 3 to find the square.</p> <p>Not understanding the relationship between finding the square root and division.</p>	<p>Numbers to 2 decimal places are always greater than numbers to 3 decimal places</p> <p>Decimals cannot be divided by a number other than 10, 100, 1000.</p>	
SEND Support	<p>Use of concrete resources available at all times</p> <p>Use of worked models to support independent working</p> <p>Use of relevant displays to refer to</p> <p>Use of peer support and discussion to support working out</p> <p>Break tasks into manageable chunks</p> <p>Use of Maths meetings to revisit and review/pre-teach concepts regularly</p> <p>Use of technology where appropriate</p> <p>Pre-teaching of new concepts</p>		
Specific content	<p>Fractions:</p> <p>Simplify fractions</p> <p>Fractions on a number line</p> <p>Compare and order by denominator</p> <p>Compare and order by numerator</p> <p>Add and subtract fractions</p> <p>Mixed addition and subtraction with fractions</p> <p>Multiply fractions by integers</p> <p>Multiply fractions by fractions</p> <p>Divide fractions by integers</p> <p>Four operations and rules with fractions</p> <p>Find a fraction of an amount</p> <p>Using fractions of an amount to find the whole.</p>	<p>Algebra:</p> <p>Find a rule- one step</p> <p>Find a rule- two steps</p> <p>Forming expressions</p> <p>Substitution</p> <p>Formulae</p> <p>Forming equations</p> <p>Simple one-step equations</p> <p>Solve two-step equations</p> <p>Find pairs of values</p> <p>Enumerate possibilities</p>	<p>Mathematical investigations and consolidation based on QLA and AfL</p>
Essential Prior Knowledge	<p>Understand how to find equivalent fractions.</p> <p>Secure understanding of multiplication and division</p> <p>Secure understanding of addition and subtraction.</p> <p>Can only compare by denominator.</p>	<p>Experiences of solving a range of missing number problems.</p> <p>Understand how to find a missing number in a problem.</p>	<p>See relevant areas of curriculum or ask LT for support</p>
Common misconceptions	<p>Not understanding relationship between division and finding fractions of a number.</p> <p>Not understanding the relationship between</p>	<p>Algebra is 'hard'/'impossible.</p> <p>Not being able to work backwards</p> <p>Expressions can only be written with letters and</p>	<p>See relevant areas of curriculum or ask LT for support.</p>

	<p>multiplication and using fractions to find a whole amount. Not multiplying all of the fraction When adding/subtracting fractions we have to add and subtract both the denominator and numerator.</p>	not numbers.	
SEND support	<p>Use of concrete resources available at all times Use of worked models to support independent working Use of relevant displays to refer to Use of peer support and discussion to support working out Break tasks into manageable chunks Use of Maths meetings to revisit and review/pre-teach concepts regularly Use of technology where appropriate Pre-teaching of new concepts</p>		
Specific content		<p>Measures: Converting units Metric measures Convert metric measures Calculate with metric measures Convert meters and kilometers Imperial units</p>	
Essential Prior Knowledge		<p>Understand relationships between different metric units for example mm, cm, m, km and g, kg. Secure understanding of addition, subtraction, multiplication and division.</p>	
Common misconceptions		<p>Metric and imperial units cannot be converted. Forgetting to add the correct unit of measure with answers. Using the wrong unit of measure, for example adding 627m and 800m and not understanding they have crossed the km boundary</p>	
SEND support	<p>Use of concrete resources available at all times Use of worked models to support independent working Use of relevant displays to refer to Use of peer support and discussion to support working out Break tasks into manageable chunks Use of Maths meetings to revisit and review/pre-teach concepts regularly</p>		

	Use of technology where appropriate Pre-teaching of new concepts		
Specific content		<p>Measurement: perimeter, area and volume Area and perimeter (focus on perimeter questions) Shapes- same area Area and perimeter (focus on area questions) Area of a triangle Area of a parallelogram Volume- counting cubes Volume of a cuboid</p>	
Essential Prior Knowledge		<p>Know how to find the area and perimeter of a shape. To be able to draw a shape with a given area. To know the term volume and what it means.</p>	
Common Misconceptions		To have the same area you have to have the same shape.	
SEND support	Use of concrete resources available at all times Use of worked models to support independent working Use of relevant displays to refer to Use of peer support and discussion to support working out Break tasks into manageable chunks Use of Maths meetings to revisit and review/pre-teach concepts regularly Use of technology where appropriate Pre-teaching of new concepts		
Specific content		<p>Statistics: Read and interpret line graphs Draw line graphs Use line graphs to solve problems Understand circles Read and interpret pie charts Pie charts with percentages Draw pie charts Find the mean average</p>	
Essential Prior Knowledge		Be able to collect, create and interpret tally charts, pictograms, bar charts.	
Common		Not reading timetables correctly when	

misconceptions		interpreting them. Not checking the scale of charts and graphs when interpreting them.	
SEND support	<p>Use of concrete resources available at all times Use of worked models to support independent working Use of relevant displays to refer to Use of peer support and discussion to support working out Break tasks into manageable chunks Use of Maths meetings to revisit and review/pre-teach concepts regularly Use of technology where appropriate Pre-teaching of new concepts</p>		
Music	<p>To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record</p>	<p>Charanga Units: Spring 1 – Make You Feel My Love (Y5 unit Spr1) Spring 2 – Fresh Prince of Bel Air (Y5 unit Spr2) To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel. Show control, phrasing and expression in singing. To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. Play a musical instrument with the correct</p>	<p>Charanga Units: Summer 1 – Music & Me (Y6 unit Sum) Summer 2 – Mary Poppins To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. Talk about the music and how it makes you feel. To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or</p>

	<p>the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation) To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” Describe different purposes of music in history/ other cultures.</p>	<p>technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation) To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>	<p>medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation) To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” Describe different purposes of music in history/ other cultures.</p>
<p>Essential prior knowledge</p>	<p>Music is presented on a staff where each line and space denotes a particular pitched note. How a note is written determines the duration of the note</p>		

Misconceptions	Jazz is boring/can't play it	Rap is a genre of music	
<p>SEND Support</p>	<p>Ask closed questions and offer clear options. Allow 'thinking time'. Don't demand eye contact. Let pupils volunteer, don't choose. Use visual communication tools eg Makaton and flash cards. This could be an alternative to singing. Pick up behavioural signals early. If appropriate, agree a signal a pupil can give if they are beginning to be over stimulated or distressed. Ear defenders if sounds/noise are issues 1:1 or peer support Alternative recording methods – pictorial/enlarged versions of staves/manuscript</p>		
<p>PE</p>	<p>Interaction with objects: Consolidate different ways of throwing and catching, and know when each is appropriate in a game. Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together. Pass a ball with speed and accuracy using appropriate techniques in a game situation. Keep and win back possession of the ball effectively in a team game. Shoot in a game. Use equipment to vault and to swing.</p>	<p>Interaction with objects: Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve. Understand how to serve in order to start a game. Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g., passing and receiving the ball on the move. Keep and win back possession of the ball effectively and in a variety of ways in a team game. Use equipment to vault and to swing, remaining upright.</p>	<p>Interaction with objects: Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Throw and catch accurately and successfully under pressure in a game. Show confidence in using ball skills in various ways in a game situation, and link these together effectively. Use fielding skills as a team to prevent the opposition from scoring.</p>
	<p>Movement: Use running, jumping, throwing and catching in isolation and in combination. Demonstrate an increasing awareness of space. Choose the best tactics for attacking and defending. Create sequences that include a range of movements: springing, flight, vaults, inversions,</p>	<p>Movement: Use running, jumping, throwing and catching in isolation and in combination. Demonstrate a good awareness of space. Demonstrate good kinaesthetic awareness. Create complex and well executed sequences that include a range of movements: springing, flight, vaults, inversions, rotations, hold shapes</p>	<p>Movement: Use running, jumping, throwing and catching in isolation and in combination. Swim at least 25m in a range of strokes Combine sprinting with low hurdles over 60m. Running over a variety of distances.</p>

	rotations, hold shapes. Vary speed, direction, level and body rotation during floor performances.	that are strong, fluent and expressive. Vary speed, direction, level and body rotation during floor performances with precision and fluidity.	
	Competitive, Co-operative and Teamwork: Take part in outdoor and adventurous activity challenges both individually and within a team Uphold the spirit of fair play and respect in all competitive situations. Take part in competitive games with a strong understanding of tactics and composition.	Competitive, Co-operative and Teamwork: Take part in outdoor and adventurous activity challenges both individually and within a team Uphold the spirit of fair play and respect in all competitive situations Work as a team to develop fielding strategies to prevent the opposition from scoring.	Competitive, Co-operative and Teamwork: Take part in outdoor and adventurous activity challenges both individually and within a team Compete with others and keep track of personal best performances, setting targets for improvement Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Take part in competitive games with a strong understanding of tactics and composition.
	Dance, Balance and Agility: Compose creative and imaginative dance sequences. Express an idea in original and imaginative ways. Consistently perform and apply skills and techniques with accuracy and control. Perform expressively and hold a precise and strong body posture. Perform with high energy, slow grace or other themes and maintain this throughout a performance. Perform complex moves that combine strength and stamina gained through gymnastics, (eg: cartwheels and handstands)	Dance, Balance and Agility: Create complex and well executed sequences that include a range of movements: travelling; balances; swinging; bending; stretching; twisting; gestures; linking shapes. Link sequences of movements effectively. Practice and refine gymnastic techniques. Show control in take-off and landing when jumping.	Dance, Balance and Agility: Develop flexibility, strength, technique, control and balance. Perform and apply a variety of skills and techniques confidently, consistently and with precision.
	Knowledge, Theory and Tactics: Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game.	Knowledge, Theory and Tactics: Understand the importance of warming up and cooling down. Understand why exercise is good for health, fitness and wellbeing. Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and	Knowledge, Theory and Tactics: Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier. Follow and create complicated rules to play a game successfully.

	Choose and use criteria to evaluate own and others' performance. Select appropriate equipment for OAA. Identify possible risks and think of ways to manage them. Ask for and listen to expert advice.	defending. Explain why they have used particular skills or techniques, and the effect they have had on their performance. Select appropriate equipment for OAA. Identify possible risks and think of ways to manage them. Ask for and listen to expert advice.	Communicate plans to others during a game. Lead others during a game. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. Select appropriate equipment for OAA. Identify possible risks and think of ways to manage them. Ask for and listen to expert advice.
Essential Prior Learning	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Perform dances using a range of movement patterns.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>		
Misconceptions	The skills taught in a specific sport cannot be applied in another sport or game. There are 'boys' and 'girls' sports and games. Dance and gymnastics are girls' sports.	The skills taught in a specific sport cannot be applied in another sport or game. There are 'boys' and 'girls' sports and games. Dance and gymnastics are girls' sports.	The skills taught in a specific sport cannot be applied in another sport or game. There are 'boys' and 'girls' sports and games.
SEND Support	<ul style="list-style-type: none"> -Available and accessible kit -Visual representations for some theory -Different zones to create areas where pupils are matched by ability -Plan pre-teaching of PE vocabulary, concepts, processes or skills -Some tasks need to be broken down into smaller sets of instructions. -Consideration and support may be required if tasks or rules have to be modified or adapted. -Revisiting learning. -Using cameras to support pupils' recall. 		
RE	<p>Generic skills:</p> <p>Explain connections between questions, beliefs, values and practices in different belief systems.</p> <p>Recognise and explain the impact of beliefs and ultimate questions on individuals and communities.</p> <p>Explain how and why differences in belief are expressed.</p> <p>Suggest lines of enquiry to address questions raised by the study of religions and beliefs.</p> <p>Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence.</p> <p>Recognise and explain diversity within religious expression, using appropriate concepts.</p>		
Specific content	Norfolk Agreed Syllabus: What does it mean to be human? Is being happy	Norfolk Agreed Syllabus: What differences does the resurrection make for	Norfolk Agreed Syllabus: How and why does religion bring peace and

	<p>the greatest purpose in life? (Humanist/ Christian) Discovery RE: How far would a Sikh go for his/her religion? Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life?</p>	<p>Christians? How do Hindus make sense of the world? Understanding Christianity unit Discovery RE: Did God intend Jesus to be crucified and if so was Jesus aware of this? Do sacred texts have to be 'true' to help people understand their religion?</p>	<p>conflict? (Multi) Discovery RE: What is the best way for a Christian to show commitment to God? Do religious people lead better lives? Does participating in worship help people to feel closer to God or their faith community?</p>
<p>Essential Prior Learning</p>	<p>Discovery RE: Is the Christmas story true? Do sacred texts have to be 'true' to help people understand their religion?</p>	<p>Norfolk Agreed Syllabus: What can we learn about the world/ knowledge/ meaning of life from the great philosophers? (Buddhist/ Christian) Discovery RE: Is anything ever eternal? Should religious people be sad when someone dies? How well do funeral and mourning rituals tell you about what a religion believes and about what happens after death? Is anything ever eternal?</p>	<p>Norfolk Agreed Syllabus: Is it possible for something to always be right (or wrong)? What does it mean to be 'human'? One narrative, many beliefs: Why do people interpret things differently? Can people come back to life?</p>
<p>Life Skills (RSHE)</p>	<p>Understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules. Demonstrate that they recognise their own worth and that of others, and identify positive ways to face new challenges. Express their views confidently, and listen to and show respect for the views of others Understand what democracy is, and about the basic institutions that support it locally and nationally. Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and describe some of the different beliefs and values in society. Understand that resources can be allocated in</p>	<p>Relationships: Y5 and Y6 specific content~ see RHE skills progression~ each year taught separately</p> <p>Talk about a range of jobs, explain how they will develop skills to work in the future, and demonstrate how to look after and save money Make judgements and decisions and list and describe some ways, for themselves and for others, of resisting negative peer pressure around issues affecting their health and well-being. To be aware of the responsibilities and hazards of social media. Explore how the media present information</p>	<p>First Aid: https://www.sja.org.uk/get-advice/resource-archive/</p> <p>Make choices about how to develop healthy lifestyles List the commonly available substances and drugs that are legal and illegal, describe some of their effects and risks, and explain how to manage the risks in different familiar situations Research, discuss and debate topical issues, problems and events. Demonstrate respect and tolerance towards others, and resolve differences by looking at alternatives, making decisions and explaining choices</p>

	<p>different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p> <p>Demonstrate respect and tolerance towards others, resolve differences, and begin to recognise how to support others to resolve differences, by looking at alternatives, making decisions and explaining choices</p> <p>Describe the nature and consequences of bullying, and express ways of responding to it</p> <p>Develop appropriate responses to negative behaviours such as stereotyping and aggression, and realise the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities</p>		
Essential Prior Learning		Previous year's RSE curriculum content; terminology	
Science~ generic skills	<p>Explore and talk about ideas, ask their own questions about scientific phenomena, analyse functions, relationships and interactions more systematically.</p> <p>Begin to recognise more abstract ideas & begin to recognise how these ideas help them to understand how the world operates.</p> <p>Select the most appropriate ways to answer science questions using different types of scientific enquiry</p> <p>Can use simple models. Know which evidence proves a scientific point.</p> <p>Use test results to make predictions to set up further comparative and fair tests.</p> <p>Read, spell and pronounce scientific vocabulary correctly.</p> <p>Use relevant scientific language and illustrations to discuss, communicate and justify scientific ideas.</p> <p>Confidently use a range of scientific vocabulary.</p> <p>Use conventions such as trend, rogue result, support prediction and -er word generalisation.</p> <p>Use scientific ideas when describing simple processes.</p> <p>Can use the correct science vocabulary</p> <p>Talk about how scientific ideas have changed over time.</p> <p>Explain the positive and negative effects of scientific development.</p> <p>See how science is useful in everyday life.</p> <p>Say which parts of our lives rely on science.</p>		
Science~ content specific	<p>Living Things and their habitats</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals.</p>	<p>Properties and Changes of Materials</p> <p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to</p>	<p>Earth and Space</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Describe the movement of the Moon relative to the Earth</p>

		<p>magnets</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>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.</p>	<p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.</p>
Essential Prior Knowledge	<p>To know that all living things are born, grow and then die.</p> <p>To be able to identify and classify mammals, birds, fish, amphibians and reptiles stating confidently how they know they belong to each group.</p> <p>To know that all living things reproduce.</p>	<p>To be able to name everyday materials and their properties.</p> <p>To identify magnetic and non-magnetic materials.</p> <p>To know the boiling and freezing points of water.</p> <p>To know the process of changing states of water.</p>	<p>We live on planet Earth,</p> <p>The Sun is a source of life.</p>
Common Misconceptions	<p>All living things will stay with parents until they are older.</p> <p>Plants do not reproduce because they do not give birth to live young or lay eggs.</p>	<p>Mixing can always be reversed.</p> <p>Once a material has dissolved it cannot come back.</p> <p>Thermal conductivity is heat 'jumping' through a material.</p>	<p>The Sun moves around the Earth.</p> <p>The solar system only contains the Sun, Moon and Planets.</p> <p>The moon can only be seen at night.</p>
SEND Support	<p>Pictorial task cards – these allow children to sequence their learning</p> <p>Writing frames – for example the investigation planning sheets provided to all teachers to provide a starting point to build on</p> <p>Word mats to keep relevant vocabulary close at hand – the vocabulary should be well modelled by all adults and where suitable be accompanied by a visual cue to support understanding</p> <p>Task plans - provide instructions for a task visually using the headings, What do I need? What do I need to do? What happens after that? As the children become more confident they can take more ownership over creating the plan.</p>		

	<p>A visual framework can be used as a consistent guide for planning an investigation in science. Headings of what am I finding out? What I need? What will I do? What to look for? What happened? Why did it happen? Each with picture support will simplify the method, results and conclusion format for the children</p> <p>Use of clicker where applicable/allowing children to orally record their ideas and findings.</p>		
Content specific knowledge	<p>Animals, including humans Describe the changes as humans develop to old age</p>		<p>Forces 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>
Essential Prior Knowledge	<p>Animals including humans, have offspring that grow. Be able to</p>		<p>Forces are acting on objects at all times. To know what a force is. To understand and explain the differences between Mass and Weight</p>
Common Misconceptions	<p>Male animals are always bigger/stronger than females.</p>		<p>Heavier items fall faster than lighter items. If something is not moving it has no force acting upon it. There is no friction when things move easily. There is no gravity on the moon or in space.</p>
SEND support	<p>Pictorial task cards – these allow children to sequence their learning Writing frames – for example the investigation planning sheets provided to all teachers to provide a starting point to build on Word mats to keep relevant vocabulary close at hand – the vocabulary should be well modelled by all adults and where suitable be accompanied by a visual cue to support understanding Task plans - provide instructions for a task visually using the headings, What do I need? What do I need to do? What happens after that? As the children become more confident they can take more ownership over creating the plan. A visual framework can be used as a consistent guide for planning an investigation in science. Headings of what am I finding out? What I need? What will I do? What to look for? What happened? Why did it happen? Each with picture support will simplify the method, results and conclusion format for the children Use of clicker where applicable/allowing children to orally record their ideas and findings.</p>		

Cycle 2:

	Autumn Term Discover	Spring Term Explore	Summer Term Create
Project Title	What if World War 2 had never happened?	What if the River Nar had a different course?	How does Islamic Art influence the world?
Concepts	judgement, consequences, freedom, power, democracy	community, spirituality, judgement	faith, belonging, belief, influence, prejudice, judgement
P4C	The Happy Prisoner p114~ freedom, freedom of will, moral responsibility	Can you step into the same river twice? P73~ change, identity , necessary & sufficient conditions	The Book of Life p137~ the future, self, choice, free-will
Lead subject/s	History	Geography: river study; human and physical geography of this region; sketch maps; biomes, rivers, ponds, water cycle	DT: Textiles~ silk printing, weaving Art:
Quality Outcome			
Cross curricular links	<p>Concepts – judgement, consequences</p> <p>Geography – map of local WW2 airfields; aerial photos</p> <p>Music – pulse; WW2 big bands; changes in musical influences before and after the war</p> <p>RSHE - Understand why and how rules are made and enforced (in different contexts), why different rules are needed in different situations, and take a lead role in making and changing rules. Respond to, or challenge negative behaviours such as stereotyping and aggression respect and tolerance for people of different faiths, cultures; LGBT</p> <p>Maths: code breaking</p> <p>RE: Judaism</p> <p>Art: painting of Battle of Britain dogfight</p> <p>English: diary entry as RAF pilot; playscript re Life on the Home Front in local areas</p> <p>Science: What happens in a dogfight? Fuel, guns etc</p> <p>Black History Month – sports people of colour; contributions to WW2</p> <p>Anti bullying week</p> <p>PE – Dance routines</p>	<p>Concepts – judgement</p> <p>Geography – using international sporting events to locate cities and countries around the world.</p> <p>Music - pulse</p> <p>RSHE - Talk about a wider range of jobs, explain their interests and how they will develop skills to work in the future.; importance of water as a resource~ making positive contributions to the wider community; learning about UN’s sustainable development goals including improving water supplies globally</p> <p>Maths: measuring~ distances, length of rivers, essential fieldwork studies</p> <p>Local history~ Castle Acre Priory</p> <p>Art~ drawing, water colour painting</p> <p>Science~ living things and their habitats & animals including humans (food chains); water & water cycle</p> <p>LGBT month</p> <p>Safer Internet Day</p>	<p>Concepts – belonging, judgement</p> <p>Geography – research area around Baghdad~ why is it in such a good position to flourish?</p> <p>Music - pulse</p> <p>History~ overview of Islamic civilisation including Baghdad</p> <p>RE: Islam</p> <p>Science: Inventions</p> <p>English: Arabian Nights, The Thief of Baghdad, Ali Baba, Sinbad the Sailor, Aladdin; recount of being a traveller on the Silk Road~ diary entries from around AD900</p> <p>Drama: news reports that focus on the Golden Age of Islam</p>

Visits/ visitors	Bletchley Park~ outreach Local airfields Bomber Command~ Lincoln	Castle Acre Priory River Nar	Norwich Cathedral/ Norwich Mosque~ dual visit
Resource links	https://www.worldhistory.org/ www.winstonchurchill.org www.historylearningsite.co.uk www.eyewitnesshistory.com www.britishpathe.com Local History Drop Box	https://www.geography.org.uk/Teaching-Resources https://www.worldhistory.org/	https://www.worldhistory.org/ www.islamichistory.org/the-golden-age
Art	<p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p> <p>Experiment with wet media to make different marks, lines, patterns, textures and shapes.</p> <p>Explore colour mixing and blending techniques with coloured pencils.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Develop a painting from a drawing.</p> <p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours</p> <p>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music</p> <p>Mix and match colours to create atmosphere and light effects</p> <p>Use recycled and man-made materials to create sculptures.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Annotate work in sketchbook.</p> <p>Experiment with wet media to make different marks, lines, patterns, textures and shapes.</p> <p>Explore colour mixing and blending techniques with coloured pencils.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Begin to use simple perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created i.e. Composition</p> <p>Develop a painting from a drawing.</p> <p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music</p> <p>Be able to identify primary secondary, complementary and contrasting colours.</p> <p>Work with complementary colours</p> <p>Create printing blocks by simplifying an initial sketch book idea.</p> <p>Use relief or impressed method.</p> <p>Create prints with three overlays.</p>

	<p>Plan a sculpture through drawing and other preparatory work. Add collage to a painted, printed or drawn background. Use a range of media to create collages. Use different techniques, colours and textures etc. when designing and making pieces of work. Use collage as a means of extending work from initial ideas</p>	<p>Mix and match colours to create atmosphere and light effects Be able to identify primary secondary, complementary and contrasting colours. Work with complementary colours Use fabrics to create 3D structures. Use different grades of threads and needles. Experiment with batik techniques. Experiment with a range of media to overlap and layer creating interesting colours and textures and effects Shape, form, model and construct from observation or imagination. Record, collect and store visual information using digital cameras, video recorders. Present recorded visual images using software e.g. Photo story, PowerPoint. Use a graphics package to create and manipulate new images. Be able to Import an image (scanned, retrieved, taken) into a graphics package. Understand that a digital image is created by layering. Create layered images from original ideas (sketch books etc.)</p>	<p>Work into prints with a range of media e.g. pens, colour pens and paints Use fabrics to create 3D structures. Use different grades of threads and needles. Experiment with batik techniques. Experiment with a range of media to overlap and layer creating interesting colours and textures and effects Shape, form, model and construct from observation or imagination. Use recycled, natural and man-made materials to create sculptures. Plan a sculpture through drawing and other preparatory work. Develop skills in using clay including slabs, coils, slips, etc. Produce intricate patterns and textures in a malleable media</p>
<p>Computing</p>	<p>Identify a range of ways to report concerns about content and contact Describe ways in which media can shape ideas about gender. Challenge and explain why it is important to reject inappropriate messages about gender online. Explain how impulsive and rash communications online may cause problems (e.g. flaming, live streaming). Demonstrate ways of reporting problems online for both myself and my friends. Explain how I am developing an online reputation</p>	<p>Work with variables Solve problems in writing programs by decomposing them into smaller parts Variables, random, generate, animate Use search technologies effectively. Explain how search engines work and how results are selected and ranked. Explain how and why some people may present 'opinions' as 'facts' Define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might</p>	<p>Work with variables Solve problems in writing programs by decomposing them into smaller parts Variables, random, generate, animate Use different passwords for a range of online services. Describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories). Know what to do if my password is lost or stolen. Explain what app permissions are and can give</p>

	<p>which will allow other people to form an opinion of me. Describe some simple ways that help build a positive online reputation. Describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me. Identify a range of ways to report concerns both in school and at home about online bullying Combine a variety of software to accomplish given goals on a range of digital devices Analyse information and data Understands the basic workings of computer networks including internet Appreciates how search results are ranked</p>	<p>encounter these online (e.g. advertising and 'ad targeting') Demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and Explain why using these strategies are important. Describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. Assess and action different strategies to limit the impact of technology on my health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise). Explain the importance of self-regulating my use of technology; demonstrate the strategies used to do this (e.g. monitoring my time online, avoiding accidents).</p>	<p>some examples from the technology or services I use. Describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing). Demonstrate the use of search tools to find and access online content which can be reused by others. Demonstrate the use of search tools to find and access online content which can be reused by others.</p>
Essential Prior Learning	<p>Some understanding of how to design, write and debug programs that accomplish specific goals. Be able to strategize how to solve problems. Use sequence, selection, and repetition in programs. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. To use search technologies effectively. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals. To be able to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>		
Misconceptions	<p>Online uploads can be retrieved/deleted.</p>		
SEND Support	<p>Keyboard keys display/sheets. Computer icons display/sheet. Off screen provision.</p>		
DT	<p>Communicate their ideas through detailed labelled drawings; Develop a design specification; Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways; Plan the order of their work, choosing appropriate materials, tools and techniques Select appropriate tools, materials, components and techniques; Assemble components make working models;</p>	<p>Communicate their ideas through detailed labelled drawings; Develop a design specification; Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways; Plan the order of their work, choosing appropriate materials, tools and techniques Select appropriate tools, materials, components and techniques; Assemble components make working models;</p>	<p>Communicate their ideas through detailed labelled drawings; Develop a design specification; Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways; Select appropriate tools, materials, components and techniques; Use tools safely and accurately; Make modifications as they go along; Pin, sew and stitch materials together create a</p>

	<p>Use tools safely and accurately; Construct products using permanent joining techniques; Make modifications as they go along; Achieve a quality product Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests; Record their evaluations using drawings with labels; Evaluate against their original criteria and suggest ways that their product could be improved</p>	<p>Use tools safely and accurately; Construct products using permanent joining techniques; Make modifications as they go along; Achieve a quality product Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests; Record their evaluations using drawings with labels; Evaluate against their original criteria and suggest ways that their product could be improved</p>	<p>product; Achieve a quality product Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests; Record their evaluations using drawings with labels; Evaluate against their original criteria and suggest ways that their product could be improved</p>
Essential Prior Knowledge	<p>To be able to use hand tools with some safety (scissors, knives, saws etc). To be able to choose ways to join materials and recognise the best 'tools' for a given purpose. To be able to create a product to meet set criteria. To be able to measure and cut materials with some accuracy To have experiences of designing what they are to create/evaluating creations.</p>		
Common misconceptions	<p>Only straight lines can be cut when using wood. Adapting designs during the making process is a failure and should not be done. Products cannot be disassembled. Only positive feedback is useful information to inform future designs. Constructive criticism means they have 'got it all wrong'</p>		
SEND support	<p>Use of templates to draw/cut around. Peer support to use tools – such as another child holding a ruler in place whilst they draw the line for children with poor motor skills. Use of pictorial cues to show them the steps they need to take to be successful in the task. Use of clicker to evaluate where appropriate or the opportunity to evaluate orally and record. Where possible children to be allowed to work on a larger scale for those with poor motor skills.</p>		
English			
Reading			
	<p>The Tide – ageing The Midnight Fox Library loan texts linked to topic Rose Blanch - religion / discrimination River Boy</p>	<p>And Tango Makes Three –prejudice / different ideas Wolf Brother Library loan texts How To Heal a Broken Wing – choosing to help</p>	<p>Julia is a Mermaid – LGBT+ Street Child Library loan texts linked to topic. Kind -prejudice Holes</p>

	<p>Y5: The Works KS2 – Pie Corbett Ted Hughes – Collected Poems for children Carol Anne Duffy – New and collected poems for children Charles Causley – Collected Poems for children</p>	<p>Y6: The Works 4 – Pie Corbett Lost Magic – The very Best of Brian Moses Juggling with Gerbils – Brian Patten The Magic Box – Kit Wright</p>
Reading Words	<p>Apply growing knowledge of root words, including Greek & Latin root words, prefixes, suffixes to read aloud and to understand new words Read further exception words Test different pronunciations to read new words Identify effective tier 2 & 3 words and investigate their meaning</p>	
Developing reading attitudes	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books Read books that are structured in different ways for different purposes Read a wide range of books including myths/legends, traditional stories, modern fiction, classics and stories from other cultures Recommend books they have read to their peers, giving reasons for their choices Make comparisons within and across books Discuss the themes (loss, heroism etc) and conventions across a range of writing (e.g. first person in diaries) Learn a variety of different poems by heart Prepare poems and play-scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience</p>	
Reading as Readers	<p>Explore the meaning of words in context Ask questions to improve understanding Draw inferences such as inferring characters’ feeling, thoughts and motives from their actions, and justifying inferences with evidence Make predictions based on details stated and implied Summarise the main ideas from one or more paragraphs by identifying key details that support the main ideas Distinguish between fact and opinion Retrieve, record and present information from non-fiction Provide reasoned justifications for their views Explain and discuss their understanding of what has been read, including through formal presentations and debated, maintain focus on topic, using notes where necessary Participate in discussions about books that are read to them and those they can read for themselves, building on their own and other’s ideas, challenging views courteously</p>	
Reading as Writers	<p>Identify how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language to impact the reader</p>	
Handwriting See appendix A	<p>Pupils will focus on maintaining a consistent and fluent style. Pupils will practice maintaining legibility when writing at speed. Pupils will continue to improve handwriting through writing more sustained passages of writing, both copied and from their imagination.</p>	
Year 5		
Text Structure	<p>Consolidate Year 4 list</p>	

	<p>Introduce: Secure independent use of planning tools Story mountain /grids/flow diagrams (Refer to Story Types grids) Plan opening using: Description /action/dialogue Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs. Use 5 part story structure: Writing could start at any of the 5 points. This may include flashbacks Introduction –should include action/ description -character or setting /dialogue Build-up –develop suspense techniques Problem / Dilemma –may be more than one problem to be resolved Resolution –clear links with dilemma Ending –character could reflect on events, any changes or lessons, look forward to the future ask a question. Non-Fiction Introduce: Independent planning across all genres and application Secure use of range of layouts suitable to text. Structure: Introduction / Middle / Ending Secure use of paragraphs: Use a variety of ways to open texts and draw reader in and make the purpose clear Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in Express own opinions clearly Consistently maintain viewpoint Summary clear at the end to appeal directly to the reader</p>
<p>Sentence Construction</p>	<p>Consolidate Year 4 list Introduce: Relative clauses beginning with <i>who, which, that, where, when, whose</i> or an omitted relative pronoun. Secure use of simple /embellished simple sentences Secure use of compound sentences Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: Expanded –ed clauses as starters e.g. <i>Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees.</i> Elaboration of starters using adverbial phrases e.g. <i>Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.</i> <i>Drop in –‘ed’ clause e.g. Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i> <i>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect</i> <i>Moving sentence chunks (how, when, where) around for different effects e.g. The siren echoed loudlythrough the lonely streetsat midnight</i> <i>Use of rhetorical questions</i></p>

	<p><i>Stage directions in speech (speech + verb + action) e.g. "Stop!" he shouted, picking up the stick and running after the thief.</i></p> <p><i>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</i></p>	
Word structure/ language	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Empty words e.g. <i>someone, somewhere was out to get him</i></p> <p>Developed use of technical language</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate; -ise; -ify</i>)</p> <p>Verb prefixes (e.g. <i>dis-, de-, mis-, over- and re-</i>)</p>	
Punctuation	<p>Consolidate Year 4 list</p> <p>Introduce: Rhetorical question; Dashes; Brackets/dashes/commas for parenthesis; Colons; Use of commas to clarify meaning or avoid ambiguity</p>	
Terminology	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Letter/ Word • Sentence; Statement; question; exclamation; Command • Full stops/ Capitals • Question mark • Exclamation mark • 'Speech marks' • Direct speech • Inverted commas • Bullet points • Apostrophe contractions/possession • Commas for sentence of 3 – description, action • Colon – instructions • Parenthesis / bracket /Dash 	<p>Singular/ plural; Suffix/ Prefix; Word family; Consonant/Vowel; Adjective / noun / noun phrase; Verb / Adverb; Bossy verbs – imperative; Tense (past, present, future); Conjunction / Connective; Preposition; Determiner/ generaliser; Pronoun – relative/ possessive; Clause; Subordinate/ relative clause; Adverbial; Fronted adverbial; Alliteration; Simile – 'as' / 'like';</p> <p>Synonyms</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Relative clause/ pronoun • Modal verb • Parenthesis • Bracket- dash • Determiner • Cohesion • Ambiguity • Metaphor • Personification • Onomatopoeia • Rhetorical question
Year 6		
Text Structure	<p>Consolidate Year 5 list</p> <p>Secure independent planning across story types using 5 part story structure.</p> <p>Include suspense, cliff hangers, flashbacks/forwards, time slips</p> <p>Start story at any point of the 5 part structure</p>	

	<p>Maintain plot consistently working from plan</p> <p>Paragraphs -Secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p> <p>Non-fiction:</p> <p>Secure planning across nonfiction genres and application</p> <p>Use a variety of text layouts appropriate to purpose</p> <p>Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions</p> <p>Express balanced coverage of a topic</p> <p>Use different techniques to conclude texts</p> <p>Use appropriate formal and informal styles of writing</p> <p>Choose or create publishing format to enhance text type and engage the reader</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>
Sentence Construction	<p>Consolidate Year 5 list</p> <p>Secure use of simple /embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions:</p> <p>Active and passive verbs to create effect and to affect presentation of information e.g. Active: <i>Tom accidentally dropped the glass.</i> Passive: <i>The glass was accidentally dropped by Tom.</i> Active: <i>The class heated the water.</i> Passive: <i>The water was heated.</i></p> <p>Developed use of rhetorical questions for persuasion</p> <p>Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</i>)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech) as in <i>If I were you.</i></p>
Word structure/ language	<p>Consolidate Year 5 list</p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said versus reported, alleged, or claimed in formal speech or writing</i>)</p> <p>How words are related as synonyms and antonyms e.g. <i>big/ large / little</i></p>
Punctuation	<p>Consolidate Year 5 list</p> <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.</p> <p>Use of colon to introduce a list and semi-colons within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i>)</p>
Terminology	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Bracket- dash <p>Singular/ plural; Suffix/ Prefix; Word family; Consonant/Vowel; Adjective /</p>

	<ul style="list-style-type: none"> • Letter/ Word; Sentence; Statement; question; exclamation; Command • Full stops/ Capitals • Question mark • Exclamation mark • ‘Speech marks’ • Direct speech • Inverted commas • Bullet points • Apostrophe contractions/ possession • Commas for sentence of 3 – description, action, views/opinions, facts • Colon – instructions • Parenthesis 	<p>noun / noun phrase; Verb / Adverb Bossy verbs - imperative Tense (past, present, future) modal verb; Conjunction / Connective; Preposition; Determiner/ generaliser; Pronoun – relative/ possessive; Clause; Subordinate / relative clause; Adverbial; Fronted adverbial; Rhetorical question; Cohesion; Ambiguity; Alliteration; Simile – ‘as’/ ‘like’; Synonyms; Metaphor; Personification; Onomatopoeia</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Active and passive voice • Subject and object • Hyphen • Synonym, antonym • Colon/ semi-colon • Bullet points • Ellipsis • Subjunctive • Tense: present and past progressive; present perfect; past perfect 	
French	<p>Express an opinion confidently. Initiate a simple conversation on a given topic. Understands the main points and some of the detail from a short written text. Begin to read independently. Write a short text on a familiar topic, adapting language already learnt. Spell words that are readily understandable and phonetically plausible. Talk about, discuss and present information about a particular country’s culture.</p>	<p>Understand the main points and some of the detail from a short spoken passage – e.g. sentences describing what people are wearing; an announcement Confidently use appropriate vocabulary and phrases in a conversation. Understands the main points and some of the detail from a short written text. Write a short text on a familiar topic, adapting language already learnt. Spell commonly used words correctly. Talk about, discuss and present information about a particular country’s culture.</p>	<p>Begin to understand how accents change letter sounds. Pronunciation is accurate and intonation is being developed. Write a short text on a familiar topic, adapting language already learnt. Spell commonly used words correctly. Talk about, discuss and present information about a particular country’s culture. Begin to understand more complex issues which affect countries in the world today for example poverty, famine, religion and war.</p>
Geography	<p>On a world map locate the main countries in Europe, N/S America, Africa, Asia and Australasia/Oceania Identify their main environmental regions, key physical and human characteristics, and major cities. Distribution of natural resources focussing on</p>	<p>Linking with local History, map how land use has changed in local area over time. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p>	<p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Linking with local History, map how land use has changed in local area over time.</p>

	<p>energy (link with coal mining past History and eco-power in D&T/Science) Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p>	<p>Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&T/Science) Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p>
Essential Prior Learning	Countries in Europe; continent, oceans, seas; countries, counties in UK; names and locations of countries previously studied;	Rivers in previous countries studied; vocabulary~ bank, bed, mouth, source, estuary	Continents, oceans, countries that have been studied in earlier years;
Misconceptions	Geography is just about where places are; that WW2 only happened in Europe	Geography is just about where places are	Geography is just about where places are
SEND support	<p>Consider individual needs when planning fieldwork~ include in risk assessment Map enlargements/ using magnifiers Adaptation of resources for individual needs Simpler versions of maps showing only key features Using globes and Google Earth/ Mapillary to develop sense of distance Sentence scaffolds Pre teaching of subject specific vocabulary</p>		
History	<p>Uses timelines to place events, periods and cultural movements from around the world. Names date of any significant event studied from past and place it correctly on a timeline. Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor. Gives own reasons why changes may have occurred, backed up with evidence.</p>	<p>Uses timelines to place events, periods and cultural movements from around the world. Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. Describes main changes in a period in history using words such as: social, religious, political, technological and cultural. Names date of any significant event studied from past and place it correctly on a timeline. Chooses reliable sources of factual evidence to describe: houses and settlements; way of life and actions of people; buildings and their uses</p>	<p>Uses timelines to demonstrate changes and developments in culture, technology, religion and society. Describes main changes in a period in history using words such as: social, religious, political, technological and cultural. Names date of any significant event studied from past and place it correctly on a timeline. Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; people's beliefs, religion and attitudes; things of importance to people. Identifies how any of above may have changed</p>

	<p>Shows identified changes on a timeline. Describes similarities and differences between some people, events and objects studied. Describes how some changes affect life today. Understands that the past has been represented in different ways. Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. Pose and answer their own historical questions Identifies and uses different sources of information and artefacts. Evaluates the usefulness and accurateness of different sources of evidence. Forms own opinions about historical events from a range of sources. Presents information in an organised and clearly structured way. Makes accurate use of specific dates and terms.</p>	<p>Identifies how any of above may have changed during a time period. Gives own reasons why changes may have occurred, backed up with evidence. Makes links between some features of past societies. Understands that the past has been represented in different ways. Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Identifies and uses different sources of information and artefacts. Forms own opinions about historical events from a range of sources. Makes use of different ways of presenting information. Makes accurate use of specific dates and terms.</p>	<p>during a time period. Gives own reasons why changes may have occurred, backed up with evidence. Shows identified changes on a timeline. Describes similarities and differences between some people, events and objects studied. Describes how some changes affect life today. Appreciate that some ancient civilisations showed greater advancements that people who lived centuries after them Understands that the past has been represented in different ways. Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Pose and answer their own historical questions Selects the most appropriate source of evidence for particular tasks. Forms own opinions about historical events from a range of sources. Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram). Makes accurate use of specific dates and terms.</p>
Essential Prior Learning	Timelines; chronology; handling artefacts; using sources		
Misconceptions	Confused chronology, anachronism and no sense of duration; confusion and simplicity with why things happened and what were the results & why people in the past acted as they did; misunderstanding sources; finding differences with historical investigations		
SEND support	Place sources and information on audio/MP3 Pairing of less confidence/ more able readers Visual representations of big ideas Handling artefacts Using word banks Active involvement Structured writing frames		
Maths	Year 5		
Specific Content	Place Value:	Fractions:	Properties of shape:

	<p>Represent roman numerals to 1000 Represent numbers to 10 000 Represent numbers to 100 000 Represent numbers to 1 000 000 Compare and order numbers to 100 000 Compare and order numbers to 1 000 000 Round numbers to the nearest 10, 100 and 1000 Round numbers to 100 000 Round numbers to 1 000 000 Count in 10s, 100s, 1000s, 10,000s and 100,000s Negative numbers</p>	<p>Consolidation and further work from previous term based on QLA at end of term assessments.</p>	<p>Measuring angles in degrees Measuring with a protractor Angles on a straight line Angles around a point Lengths and angles in shapes Regular and irregular polygons Draw lines and angles accurately Reasoning about 3-D shapes</p>
<p>Essential Prior Knowledge</p>	<p>Secure and deep understanding of place value to 1000, including recognising, writing, ordering and comparing numbers in numerals and words. To be secure in partitioning numbers in a range of ways, understanding it can be more than two parts. Experiences and exposure to working with negative numbers.</p>	<p>To securely understand and use the terms denominator and numerator. To know the relationship between halves and quarters, quarters and eighths etc. To understand the relationship between fractions and division Secure in adding fractions Secure in subtracting fractions</p>	<p>To understand what an angle is and that they are measured in degrees. To know that 90 degrees = right angle. To be able to name common polygons, pentagon, hexagon, heptagon, octagon, nonagon, decagon, dodecagon. Experiences of using rulers to draw lines.</p>
<p>Common Misconceptions</p>	<p>Writing numbers incorrectly, for example writing 10,524 as 1050024 etc. Number lines always have to be horizontal. Only looking at the ten thousand or ones digit to order.</p>	<p>When ordering fractions with different denominators we can just look at the denominator – the larger the denominator the larger the fraction. When finding common fractions we can just change the denominators to be common fractions – we don't have to do anything to the numerator.</p>	<p>Straight lines can't have angles Confusing degrees with temperature Angles are only inside a shape Right angles can only be found in squares and oblongs.</p>
<p>SEND Support</p>	<p>Use of concrete resources available at all times Use of worked models to support independent working Use of relevant displays to refer to Use of peer support and discussion to support working out Break tasks into manageable chunks Use of Maths meetings to revisit and review/pre-teach concepts regularly Use of technology where appropriate Pre-teaching of new concepts</p>		
<p>Specific content</p>	<p>Four Operations:</p>	<p>Decimals and percentages:</p>	<p>Position and Direction:</p>

	<p>Add whole numbers with more than 4 digits Subtract whole numbers with more than 4 digits Inverse operations Multistep addition and subtraction problems Find multiples Multiply by multiples of 10, 100 and 1000 Divide by multiples 10, 100 and 1000 Multiples of 10, 100 and 1000 Multiply 4 digits by 1 digit Multiply 2 digits (area model) Multiply 2 digits by 2 digits Multiply 3 digits by 2 digits Multiply 4 digits by 2 digits Find factors of a number Find common factors of a number Divide 4 digits by 1 digit Divide with remainders Prime numbers Square numbers Cubed numbers Estimate Round to estimate and approximate</p>	<p>Decimals to 2 decimal places Decimals as fractions Understand thousandths Thousandths as decimals Round decimals Order and compare decimals Multiplying decimals by 10, 100 and 1,000 Dividing decimals by 10, 100 and 1,000 Understand percentages Percentages as fractions and decimals Equivalent Fractions, decimals and percentages</p>	<p>Describe position in the first quadrant of a grid. Reflection of shapes Reflection with co-ordinates Translation of shapes Translation with co-ordinates</p>
<p>Essential Prior Knowledge</p>	<p>Secure and deep understanding of adding numbers to 10,000, including crossing ten, 100 and 1000 Secure and deep understanding of adding multiples of ten, hundred and thousands Secure in understanding the relationships between 1s, 10s, 100s, 1000s and 10000s for exchanging Secure number bonds for subtraction To securely know all times tables and division facts up to and including 12x12. Understanding of adding of tables to find answers, for example finding 14 x 8 can be worked by adding 12x8 and 2x 8. To be secure in the terms multiplication,</p>	<p>To know the decimals for quarter, half, three quarters, a whole etc. To know decimals are part of a number. To understand the relationship between tenths and hundredths. To securely understand and use the terms denominator and numerator. To know the relationship between halves and quarters, quarters and eighths etc. To know percentages work on a scale of 100. To understand fractions, decimals and percentages are linked and can show the same thing in different ways. To understand tenths and hundredths as decimals.</p>	<p>Understanding of the term reflection To be able to use positional and direction language To be able to find a point/co-ordinates on a grid. To understand the order of co-ordinates on a grid.</p>

	division, multiples, factors.		
Common Misconceptions	<p>6 squared written as 6^2 is the same as 6×2 etc. 6^3 is the same as 6×3 etc. Division will always leave a remainder. To multiply by 10/100/1000 etc we just add the same number of zeros to the end of the number we are multiplying without understanding the change of place value.</p>	<p>Thousandths are larger than hundredths etc because thousands are larger than hundreds. When adding and subtracting fractions we add/subtract both the denominator and numerator. The decimal point moves when multiplying and dividing.</p>	<p>The shape changes shape when translated Confusion with angle and direction of lines when reflected. Reading co-ordinates incorrectly.</p>
SEND support	<p>Use of concrete resources available at all times Use of worked models to support independent working Use of relevant displays to refer to Use of peer support and discussion to support working out Break tasks into manageable chunks Use of Maths meetings to revisit and review/pre-teach concepts regularly Use of technology where appropriate Pre-teaching of new concepts</p>		
Specific Content	<p>Fractions: Equivalent fractions Convert improper fractions to mixed numbers Convert mixed numbers to improper fractions Counting number sequences using fractions Compare and order fractions less than 1 Compare and order fractions greater than 1 Add and subtract fractions Add fractions within 1 Add 3 or more fractions Add any fraction Add mixed numbers Subtract fractions Subtract mixed numbers Subtract – breaking the whole Subtract 2 mixed numbers Multiply unit fractions by an integer Multiply non-unit fractions by an integer Multiply mixed numbers by an integer Find a fraction of an amount</p>	<p>Decimals: Adding decimals within 1 Subtracting decimals within 1 Complements to 1 Adding decimals- crossing the whole Adding decimals (same d.p.) Subtracting decimals (same d.p.) Adding decimals (different d.p.) Subtracting decimals (different d.p.) Adding and subtracting wholes and decimals Decimal sequences</p>	<p>Consolidation based on QLA and AfL.</p>

	Using fractions as operators.		
Essential Prior Knowledge	<p>To securely understand and use the terms denominator and numerator.</p> <p>To know the relationship between halves and quarters, quarters and eighths etc.</p> <p>To understand the relationship between fractions and division</p> <p>Secure in adding fractions</p> <p>Secure in subtracting fractions</p>	<p>To know the decimals for quarter, half, three quarters, a whole etc.</p> <p>To know decimals are part of a number.</p> <p>To understand the relationship between tenths and hundredths.</p> <p>To securely understand and use the terms denominator and numerator.</p> <p>To know the relationship between halves and quarters, quarters and eighths etc.</p> <p>To understand tenths and hundredths as decimals.</p> <p>Be able to order numbers</p>	<p>See essential prior knowledge from previous units related to gaps in understanding.</p> <p>Ask for further support from LT Maths lead</p>
Common Misconceptions	<p>When ordering fractions with different denominators we can just look at the denominator – the larger the denominator the larger the fraction.</p> <p>When finding common fractions we can just change the denominators to be common fractions – we don't have to do anything to the numerator.</p>	<p>Different decimal places cannot be added and subtracted.</p> <p>Different decimal places cannot be ordered</p> <p>A number to 2 decimal places will be greater than a number to 3 decimal places.</p>	<p>See common misconceptions from relevant units.</p> <p>Ask for further support from LT Maths lead.</p>
SEND Support	<p>Use of concrete resources available at all times</p> <p>Use of worked models to support independent working</p> <p>Use of relevant displays to refer to</p> <p>Use of peer support and discussion to support working out</p> <p>Break tasks into manageable chunks</p> <p>Use of Maths meetings to revisit and review/pre-teach concepts regularly</p> <p>Use of technology where appropriate</p> <p>Pre-teaching of new concepts</p>		
Specific Content		<p>Measurement: Converting units</p> <p>Convert Kilograms and Kilometres</p> <p>Convert Milligrams and millilitres</p> <p>Convert Metric Units</p> <p>Imperial units</p> <p>Converting units of time</p>	
Essential Prior Knowledge		<p>Understanding and experiences of weighing items using grams.</p>	

		<p>Understanding of multiplying and dividing by 1000.</p> <p>To be able to tell the time/find duration of time using analogue, 24 hour digital and 12 hour digital.</p>	
Common Misconceptions		<p>Not understanding the meaning of the term 'kilo'.</p> <p>Lack of experience of imperial units and not understanding their relevance.</p>	
SEND Support	<p>Use of concrete resources available at all times</p> <p>Use of worked models to support independent working</p> <p>Use of relevant displays to refer to</p> <p>Use of peer support and discussion to support working out</p> <p>Break tasks into manageable chunks</p> <p>Use of Maths meetings to revisit and review/pre-teach concepts regularly</p> <p>Use of technology where appropriate</p> <p>Pre-teaching of new concepts</p>		
Specific Content		<p>Measurement: perimeter, area and volume</p> <p>Measure perimeter</p> <p>Calculate perimeter</p> <p>Area of rectangles</p> <p>Area of compound shapes</p> <p>Area of irregular shapes</p> <p>What is volume?</p> <p>Compare volume</p> <p>Estimate volume</p> <p>Estimate capacity</p>	
Essential prior knowledge		<p>To be able to estimate</p> <p>To know how to find perimeter/know the definition of the word perimeter.</p> <p>To know the definition of the word area</p> <p>To be able to find area</p> <p>To know the definition of capacity</p> <p>Be able to find the capacity of a container.</p>	
Common misconceptions		<p>Capacity and volume are the same thing.</p> <p>Not using the correct units with an answer.</p> <p>Area can be calculated by dividing the shape into</p>	

		squares and then counting them.	
SEND Support	Use of concrete resources available at all times Use of worked models to support independent working Use of relevant displays to refer to Use of peer support and discussion to support working out Break tasks into manageable chunks Use of Maths meetings to revisit and review/pre-teach concepts regularly Use of technology where appropriate Pre-teaching of new concepts		
Specific Content		Statistics Read and interpret line graphs Draw line graphs Use line graphs to solve problems Read and interpret tables Two-way tables Timetables	
Essential Prior Knowledge		Be able to collect, create and interpret tally charts, pictograms, bar charts.	
Common Misconceptions		Not reading timetables correctly when interpreting them. Not checking the scale of charts and graphs when interpreting them.	
SEND Support	Use of concrete resources available at all times Use of worked models to support independent working Use of relevant displays to refer to Use of peer support and discussion to support working out Break tasks into manageable chunks Use of Maths meetings to revisit and review/pre-teach concepts regularly Use of technology where appropriate Pre-teaching of new concepts		
	Year 6		
Specific Content	Place Value: Represent numbers to ten million Compare and order any number Round to the nearest million Round any number Negative numbers	Ratio: Using the language of ratio. Ratios and fractions (links) Introduce the ratio symbol Calculate ratio Using scale factors	Properties of shape: Measure with a protractor Introduce angles Calculate angles Vertically opposite angles Angles in a triangle

		Calculate scale factors Ratio and proportion problems	Angles in quadrilaterals Angles in polygons Drawing shapes accurately Nets of 3-D shapes
Essential prior knowledge	Secure knowledge and deep understanding of numbers to 1,000,000 including reading, writing, ordering and comparing in numerals and words. To understanding rounding to the nearest ten, hundred, thousand or ten thousand. Experiences and exposure to negative numbers, including reading on a scale, ordering.	To have experiences of reading different scales on pictograms/bar charts/line graphs etc. Be able to add, subtract, multiply and divide any number.	To have experiences of finding and measuring angles using a protractor. Finding angles on a straight line. Know the terms acute, obtuse and right angle and which angles will fit into these groups. To name common polygons. Be able to use a ruler to draw lines
Common misconceptions	Negative numbers get larger as you count. For example -21 would be greater than -6. When rounding only the last digit in a number will change. Commas/spaces between numbers in the incorrect place for example 1 000 000 being written as 10 000 00	Not understanding the links between multiplication and calculating ratio. Confusion when using whole numbers to find the ratio.	Angles are only inside a shape. Angles around a point will add to 100 not 360. Angles in a triangle have to be the same.
SEND support	Use of concrete resources available at all times Use of worked models to support independent working Use of relevant displays to refer to Use of peer support and discussion to support working out Break tasks into manageable chunks Use of Maths meetings to revisit and review/pre-teach concepts regularly Use of technology where appropriate Pre-teaching of new concepts		
Specific content	Four Operations: Add and subtract any whole number Find common multiples Multiply 4 digits by 2 digits Find common factors Short division Division using factors Long division Prime numbers Square numbers Cubed numbers	Decimals and percentages: Three decimal places Decimals as fractions Multiply by 10, 100 and 1,000 Divide by 10, 100 and 1,000 Multiply decimals by integers Divide decimals by integers Division to solve problems Fractions to decimals Fractions to percentages Equivalent Fractions, decimals and percentages	Position and Direction: Describe position in the first quadrant. The four quadrants. Describe position in any quadrant Reflection of shapes in any quadrant Translation of shape in any quadrant

	Order of operations Mental calculations and estimates Reason about problems using known facts	Order Fractions, decimals and percentages Percentages of an amount Percentages – find missing amounts	
Essential Prior Knowledge	Secure understanding in how to approach addition and subtraction problems. Secure understanding in how to approach multiplication and division problems. Understanding of the terms prime, square, factor and multiples	Understand the relationship between fractions, percentages and decimals. Know quarter, half, three quarters, fifths as fraction, percentage and decimal. Secure understanding in multiplying, dividing, adding and subtracting whole numbers.	To use positional and directional language confidently. To be able to read co-ordinates/to find a point of a grid using co-ordinates. To be able to reflect and translate shapes in the first quadrant.
Common Misconceptions	Long and short division will give different answers. Division always needs to end with a remainder. Operations can be completed in any order and the answer will be the same. When squared and cubed numbers are written as $^2/3$ we multiply the number by 2 or 3 to find the square. Not understanding the relationship between finding the square root and division.	When multiplying or dividing by 10, 100, 1000 we can just add or remove the same amount of zeros or end digits from a number. Numbers to 2 decimal places are always greater than numbers to 3 decimal places Decimals cannot be divided by a number other than 10, 100, 1000.	Reading co-ordinates incorrectly/mixing the order of the x and y axis.
SEND Support	Use of concrete resources available at all times Use of worked models to support independent working Use of relevant displays to refer to Use of peer support and discussion to support working out Break tasks into manageable chunks Use of Maths meetings to revisit and review/pre-teach concepts regularly Use of technology where appropriate Pre-teaching of new concepts		
Specific content	Fractions: Simplify fractions Fractions on a number line Compare and order by denominator Compare and order by numerator Add and subtract fractions Mixed addition and subtraction with fractions Multiply fractions by integers Multiply fractions by fractions Divide fractions by integers	Algebra: Find a rule- one step Find a rule- two steps Forming expressions Substitution Formulae Forming equations Simple one-step equations Solve two-step equations Find pairs of values	Mathematical investigations and consolidation based on QLA and AfL

	Four operations and rules with fractions Find a fraction of an amount Using fractions of an amount to find the whole.	Enumerate possibilities	
Essential Prior Knowledge	Understand how to find equivalent fractions. Secure understanding of multiplication and division Secure understanding of addition and subtraction. Can only compare by denominator.	Experiences of solving a range of missing number problems. Understand how to find a missing number in a problem.	See relevant areas of curriculum or ask LT for support
Common misconceptions	Not understanding relationship between division and finding fractions of a number. Not understanding the relationship between multiplication and using fractions to find a whole amount. Not multiplying all of the fraction When adding/subtracting fractions we have to add and subtract both the denominator and numerator.	Algebra is 'hard'/'impossible'. Not being able to work backwards Expressions can only be written with letters and not numbers.	See relevant areas of curriculum or ask LT for support.
SEND support	Use of concrete resources available at all times Use of worked models to support independent working Use of relevant displays to refer to Use of peer support and discussion to support working out Break tasks into manageable chunks Use of Maths meetings to revisit and review/pre-teach concepts regularly Use of technology where appropriate Pre-teaching of new concepts		
Specific content		Measures: Converting units Metric measures Convert metric measures Calculate with metric measures Convert meters and kilometers Imperial units	
Essential Prior Knowledge		Understand relationships between different metric units for example mm, cm, m, km and g, kg. Secure understanding of addition, subtraction, multiplication and division.	

Common misconceptions		Metric and imperial units cannot be converted. Forgetting to add the correct unit of measure with answers. Using the wrong unit of measure, for example adding 627m and 800m and not understanding they have crossed the km boundary	
SEND support	Use of concrete resources available at all times Use of worked models to support independent working Use of relevant displays to refer to Use of peer support and discussion to support working out Break tasks into manageable chunks Use of Maths meetings to revisit and review/pre-teach concepts regularly Use of technology where appropriate Pre-teaching of new concepts		
Specific content		Measurement: perimeter, area and volume Area and perimeter (focus on perimeter questions) Shapes- same area Area and perimeter (focus on area questions) Area of a triangle Area of a parallelogram Volume- counting cubes Volume of a cuboid	
Essential Prior Knowledge		Know how to find the area and perimeter of a shape. To be able to draw a shape with a given area. To know the term volume and what it means.	
Common Misconceptions		To have the same area you have to have the same shape.	
SEND support	Use of concrete resources available at all times Use of worked models to support independent working Use of relevant displays to refer to Use of peer support and discussion to support working out Break tasks into manageable chunks Use of Maths meetings to revisit and review/pre-teach concepts regularly Use of technology where appropriate Pre-teaching of new concepts		

Specific content		Statistics: Read and interpret line graphs Draw line graphs Use line graphs to solve problems Understand circles Read and interpret pie charts Pie charts with percentages Draw pie charts Find the mean average	
Essential Prior Knowledge		Be able to collect, create and interpret tally charts, pictograms, bar charts.	
Common misconceptions		Not reading timetables correctly when interpreting them. Not checking the scale of charts and graphs when interpreting them.	
SEND support	Use of concrete resources available at all times Use of worked models to support independent working Use of relevant displays to refer to Use of peer support and discussion to support working out Break tasks into manageable chunks Use of Maths meetings to revisit and review/pre-teach concepts regularly Use of technology where appropriate Pre-teaching of new concepts		
Music	Charanga Units: Autumn 1 – Dancin’ in the Street (Y5 unit Sum1) Autumn 2 – Happy (Y6 unit Aut1) plus songs for Christmas To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people’s thoughts about the music. Use musical words when talking about the songs. To talk about the musical dimensions working	Charanga Units: Spring 1 – A New Year Carol (Y6 unit Spr1) Spring 2 – Classroom Jazz 2 (Y6 unit Aut2) plus blues songwriting To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people’s thoughts about the music.	Charanga Units: Summer 1 – You’ve Got A Friend (Y6 unit Spr2) Summer 2 – Buggy Malone To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people’s thoughts about the music. Use musical words when talking about the songs.

	<p>together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music</p> <p>To sing in unison and to sing backing vocals.</p> <p>To demonstrate a good singing posture. To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being ‘in tune’.</p> <p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session.</p> <p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>Record the composition in any way appropriate that recognises the connection</p>	<p>Use musical words when talking about the songs.</p> <p>To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music</p> <p>To sing in unison and to sing backing vocals.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being ‘in tune’.</p> <p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session.</p> <p>Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p> <p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p>	<p>To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music</p> <p>To sing in unison and to sing backing vocals.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being ‘in tune’.</p> <p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session.</p> <p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p>
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	<p>between sound and symbol (e.g. graphic/pictorial notation). To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>	<p>Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>	<p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>
Essential prior knowledge	<p>Music is written on a staff and each line and space represent a different note. How notes are written determines the duration of the note</p>		
Misconceptions		Jazz is boring	I can't perform solo
SEND Support	<p>Ask closed questions and offer clear options. Allow 'thinking time'. Don't demand eye contact. Let pupils volunteer, don't choose. Use visual communication tools eg Makaton and flash cards. This could be an alternative to singing. Pick up behavioural signals early. If appropriate, agree a signal a pupil can give if they are beginning to be over stimulated or distressed. Ear defenders if sounds/noise are issues 1:1 or peer support Alternative recording methods – pictorial/enlarged versions of staves/manuscript</p>		
PE	<p>Interaction with objects: Consolidate different ways of throwing and catching, and know when each is appropriate in a game. Use a variety of ways to dribble in a game with</p>	<p>Interaction with objects: Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used.</p>	<p>Interaction with objects: Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Throw and catch accurately and successfully</p>

	<p>success. Use ball skills in various ways, and begin to link together. Pass a ball with speed and accuracy using appropriate techniques in a game situation. Keep and win back possession of the ball effectively in a team game. Shoot in a game.</p>	<p>Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve. Understand how to serve in order to start a game. Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g., passing and receiving the ball on the move. Keep and win back possession of the ball effectively and in a variety of ways in a team game. Use equipment to vault and to swing, remaining upright.</p>	<p>under pressure in a game. Show confidence in using ball skills in various ways in a game situation, and link these together effectively. Use fielding skills as a team to prevent the opposition from scoring. .</p>
	<p>Movement: Use running, jumping, throwing and catching in isolation and in combination. Demonstrate an increasing awareness of space. Choose the best tactics for attacking and defending. Create sequences that include a range of movements: springing, flight, vaults, inversions, rotations, hold shapes. Vary speed, direction, level and body rotation during floor performances.</p>	<p>Movement: Use running, jumping, throwing and catching in isolation and in combination. Demonstrate a good awareness of space. Demonstrate good kinaesthetic awareness. Create complex and well executed sequences that include a range of movements: springing, flight, vaults, inversions, rotations, hold shapes that are strong, fluent and expressive. Vary speed, direction, level and body rotation during floor performances with precision and fluidity.</p>	<p>Movement: Use running, jumping, throwing and catching in isolation and in combination. Swim at least 25m in a range of strokes Combine sprinting with low hurdles over 60m. Running over a variety of distances.</p>
	<p>Competitive, Co-operative and Teamwork: Take part in outdoor and adventurous activity challenges both individually and within a team Uphold the spirit of fair play and respect in all competitive situations. Take part in competitive games with a strong understanding of tactics and composition.</p>	<p>Competitive, Co-operative and Teamwork: Take part in outdoor and adventurous activity challenges both individually and within a team Uphold the spirit of fair play and respect in all competitive situations Work as a team to develop fielding strategies to prevent the opposition from scoring. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Competitive, Co-operative and Teamwork: Take part in outdoor and adventurous activity challenges both individually and within a team Compete with others and keep track of personal best performances, setting targets for improvement Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Take part in competitive games with a strong</p>

			understanding of tactics and composition.
	<p>Dance, Balance and Agility: Compose creative and imaginative dance sequences. Express an idea in original and imaginative ways. Consistently perform and apply skills and techniques with accuracy and control. Perform expressively and hold a precise and strong body posture. Perform with high energy, slow grace or other themes and maintain this throughout a performance. Perform complex moves that combine strength and stamina gained through gymnastics, (eg: cartwheels and handstands).</p>	<p>Dance, Balance and Agility: Create complex and well executed sequences that include a range of movements: travelling; balances; swinging; bending; stretching; twisting; gestures; linking shapes. Link sequences of movements effectively. Practice and refine gymnastic techniques. Show control in take-off and landing when jumping. Develop flexibility, strength, technique, control and balance.</p>	<p>Dance, Balance and Agility: Develop flexibility, strength, technique, control and balance. Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p>
	<p>Knowledge, Theory and Tactics: Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game. Choose and use criteria to evaluate own and others' performance. Identify possible risks and think of ways to manage them. Ask for and listen to expert advice. Select appropriate equipment for OAA.</p>	<p>Knowledge, Theory and Tactics: Understand the importance of warming up and cooling down. Understand why exercise is good for health, fitness and wellbeing. Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Explain why they have used particular skills or techniques, and the effect they have had on their performance. Select appropriate equipment for OAA. Identify possible risks and think of ways to manage them. Ask for and listen to expert advice. Identify possible risks and think of ways to manage them. Ask for and listen to expert advice. Select appropriate equipment for OAA.</p>	<p>Knowledge, Theory and Tactics: Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier. Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. Select appropriate equipment for OAA. Identify possible risks and think of ways to manage them. Ask for and listen to expert advice. Identify possible risks and think of ways to manage them. Ask for and listen to expert advice. Select appropriate equipment for OAA.</p>
Essential Prior	Use running, jumping, throwing and catching in isolation and in combination.		

Learning	<p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Perform dances using a range of movement patterns.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>		
Misconceptions	<p>The skills taught in a specific sport cannot be applied in another sport or game. There are 'boys' and 'girls' sports and games. Dance and gymnastics are girls' sports.</p>	<p>The skills taught in a specific sport cannot be applied in another sport or game. There are 'boys' and 'girls' sports and games. Dance and gymnastics are girls' sports.</p>	<p>The skills taught in a specific sport cannot be applied in another sport or game. There are 'boys' and 'girls' sports and games.</p>
SEND Support	<ul style="list-style-type: none"> -Available and accessible kit -Visual representations for some theory -Different zones to create areas where pupils are matched by ability -Plan pre-teaching of PE vocabulary, concepts, processes or skills -Some tasks need to be broken down into smaller sets of instructions. -Consideration and support may be required if tasks or rules have to be modified or adapted. -Revisiting learning. -Using cameras to support pupils' recall. 		
RE	<p>Generic skills: Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems;</p> <p>Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world;</p> <p>Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.</p> <p>Identify the influences on, and distinguish between, different viewpoints within religions and beliefs;</p> <p>Interpret religions and beliefs from different perspectives;</p> <p>Interpret the significance and impact of different forms of religious and spiritual expression</p>		
	<p>Norfolk Agreed Syllabus:</p> <p>How do beliefs shape identity for Muslims? How do Muslims make sense of the world? What happens in the daily life of a Muslim? What does it mean to belong to the Islamic community?</p> <p>Discovery RE:</p> <p>Does praying at regular intervals everyday help a Muslim in his/her everyday life? Who do I believe I am? Does it feel special to belong? What is the best way for a Muslim to show commitment to God? Do religious people lead better lives? Do all religious beliefs influence</p>	<p>Norfolk Agreed Syllabus:</p> <p>Is believing in God reasonable? (Multi/Humanist)</p> <p>Discovery RE:</p> <p>Does going to the mosque give Muslims a sense of belonging? Does it feel special to belong? Who do I believe I am? Does completing Hajj make a person a better Muslim? Does it feel special to belong? Is God important to everyone?</p>	<p>Discovery RE:</p> <p>Does belief in Akhirah (life after death) help Muslims lead good lives? Should religious people be sad when someone dies? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others?</p>

	people to behave well towards others?		
	<p>Understanding Christianity Was Jesus the Messiah? How significant is it that Mary was Jesus' mother?</p>	<p>Norfolk Agreed Syllabus: How has belief in ----- impacted on music and art through history? (Christian/ Muslim)</p>	<p>Norfolk Agreed Syllabus: How do ---- explain the suffering in the world? (Multi) Discovery RE: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Understanding Christianity unit</p>
Life Skills RSHE	<p>Understand why and how rules are made and enforced (in different contexts), why different rules are needed in different situations, and take a lead role in making and changing rules. Demonstrate more confidently that they recognise their own worth, support others in recognising theirs, and identify an demonstrate ways to face new challenges. Express their views confidently, and show how their views can develop in the light of listening to others Understand and describe what democracy is, institutions that support it locally and nationally and how it happens. Appreciate and explain the range of national, regional, religious and ethnic identities in the United Kingdom and describe some of the different beliefs and values in society. Understand that and describe how resources can be allocated in different ways and how these economic choices affect individuals, communities and the sustainability of the environment Demonstrate respect and tolerance towards others, resolve differences, and support others to resolve differences, by looking at alternatives, making decisions and explaining choices Recognise and describe the nature and consequences of bullying, express ways of</p>	<p>Relationships: Y5 and Y6 specific content~ see RSHE skills progression~ each year taught separately</p> <p>Talk about a wider range of jobs, explain their interests and how they will develop skills to work in the future, and demonstrate how to look after and save money Make judgements and decisions and list and describe some ways, for themselves and for others, of resisting negative peer pressure around issues affecting their health and well-being. To be aware of the responsibilities and hazards and potential consequences of using social media. Explore and comment on how the media present information.</p>	<p>First Aid: https://www.sja.org.uk/get-advice/resource-archive/</p> <p>Make and explain choices, with more confidence and independence, about how to develop healthy lifestyles List a range of substances and drugs that are legal and illegal, including those which are commonly available, describe some of their effects and risks, and explain how to manage the risks in different familiar situations Understand why and how rules are made and enforced (in different contexts), why different rules are needed in different situations, and take a lead role in making and changing rules</p>

	<p>responding to it, and support others to do so Respond to, or challenge negative behaviours such as stereotyping and aggression, and realise and be able to explain the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities</p>		
<p>Science~ generic skills</p>	<p>To use the following practical scientific methods, processes and skills Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Begin to recognise scientific ideas change & develop over time. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings. Identify patterns that might be found in the natural environment. Make their own decisions about what observations to make, what measurements to use and how long to make them for and whether to repeat them. Choose the most appropriate equipment and explain how to use it accurately. Can interpret data and find patterns. Select equipment on my own. Can make a set of observations and say what the interval and range are. Accurate and precise measurements. Graphs – pie, line, bar Use test results to make predictions to set up further comparative and fair tests. Recognise when & how to set up comparative and fair tests and explain which variables need to be controlled and why. Suggest improvements to my method and give reasons. Decide when it is appropriate to do a fair test. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs. Report and present findings from enquiries. Decide how to record data from a choice of familiar approaches. Can choose how best to present data. Reporting and presenting findings from enquiries, including conclusions, causal relationships & explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identify scientific evidence that has been used to support or refute ideas or arguments. Draw conclusions based on their data & observations, use evidence to justify their ideas, use scientific knowledge and understanding to explain their findings. Use test results to make predictions to set up further comparatives and fair tests. Look for different causal relationships in their data and identify evidence that refutes or supports their ideas. Use their results to identify when further tests and observations are needed. Separate opinion from fact. Can draw conclusions and identify scientific evidence.</p>		
<p>Science: content</p>	<p>Light</p>	<p>Complete electricity from autumn if needed</p>	<p>Living Things and their habitats</p>

<p>specific</p>	<p>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>Evolution Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>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 Give reasons for classifying plants and animals based on specific characteristics.</p>
<p>Essential Prior Knowledge</p>	<p>Be able to recognise and name a variety of light sources. To know light is reflected from surfaces. Recognise how shadows are formed.</p>	<p>Animals live in habitats that they are suited too. Animals need water, food and shelter to survive. Living things give birth to offspring.</p>	<p>Animals live in habitats that they are suited too. Animals need water, food and shelter to survive.</p>
<p>Common misconceptions</p>	<p>Shadows are stuck to us. Sight is purely an active human process - 'I'm looking at something, therefore I can see it'. Only shiny surfaces/water reflect light. Opaque objects give out darkness.</p>	<p>Animals can adapt to their environment during their own lifetimes Fossils are pieces of dead animals/plants Survival of the fittest means the biggest/strongest/fastest etc will survive. Variation is between different species not within a species.</p>	<p>Animals can only be classified by one criteria.</p>
<p>SEND support</p>	<p>Pictorial task cards – these allow children to sequence their learning Writing frames – for example the investigation planning sheets provided to all teachers to provide a starting point to build on Word mats to keep relevant vocabulary close at hand – the vocabulary should be well modelled by all adults and where suitable be accompanied by a visual cue to support understanding Task plans - provide instructions for a task visually using the headings, What do I need? What do I need to do? What happens after that? As the children become more confident they can take more ownership over creating the plan. A visual framework can be used as a consistent guide for planning an investigation in science. Headings of what am I finding out? What I need? What will I do? What to look for? What happened? Why did it happen? Each with picture support will simplify the method, results and conclusion format for the children Use of clicker where applicable/allowing children to orally record their ideas and findings.</p>		
<p>Content specific knowledge</p>	<p>Electricity Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells</p>		<p>Animals including humans Identify and name the main parts of the human circulatory system, and describe the functions of</p>

	<p>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>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.</p>
Essential prior knowledge	<p>Thermal and electrical conductors. Be able to create and draw a simple series circuit.</p>		<p>Be able to name and identify the main parts of the digestive system. To be able to name the main organs of the body and their functions. To understand all living things have different diets that give them nutrients.</p>
Common misconceptions	<p>Only metals conduct electricity. Cells go flat because electricity runs out. Components in a circuit get more electricity if they are closer to the cell.</p>		<p>The circulatory system is a single loop around the body. The blood in veins is blue. Blood gets used up as it travels around the body.</p>
SEND support	<p>Pictorial task cards – these allow children to sequence their learning Writing frames – for example the investigation planning sheets provided to all teachers to provide a starting point to build on Word mats to keep relevant vocabulary close at hand – the vocabulary should be well modelled by all adults and where suitable be accompanied by a visual cue to support understanding Task plans - provide instructions for a task visually using the headings, What do I need? What do I need to do? What happens after that? As the children become more confident they can take more ownership over creating the plan. A visual framework can be used as a consistent guide for planning an investigation in science. Headings of what am I finding out? What I need? What will I do? What to look for? What happened? Why did it happen? Each with picture support will simplify the method, results and conclusion format for the children Use of clicker where applicable/allowing children to orally record their ideas and findings</p>		

Hickling class: Year 5 & Year 6

This is the sequence that is followed:

- ☑ Hand and finger strength
- ☑ Seating position
- ☑ Pencil grip
- ☑ Tracing
- ☑ Patterns
- ☑ Over teacher's writing (highlighter)
- ☑ Under teacher's writing (directly under words – write in large letters, leave large spaces between words)
- ☑ Independence

These are the four-letter families and order that they are taught:

1. c, a, o, d, g, q, e, s,
2. l, i, t, u,
3. r, b, n, h, m, k, p
4. v, w, x, z

More complex letters from the 4 families:

f, j, y

Digits 0-9

Capital Letters A-Z Capital letters do not join to lower case letters

These are the four main joins and order that are taught and examples of the joins:

1. Diagonal joins to letters without ascenders e.g. ai, ar, un, am, ear, aw, ir, hu, ti, ki, du, up, ag, fe, fu.
2. Diagonal joins to letters with ascenders e.g. ab, ul, it, ib, if, ub, th, ck, ch, it, ft, fl.
3. Horizontal joins to letters without ascenders e.g. ou, vi, wi, op, ow, ov, ri, ru, ve, we, re.
4. Horizontal joins to letters with ascenders e.g. ob, ol, wh, it, of, rt, rk.