**English**

**FICTION:**
- **Modern**
  - **Key texts:** 'Journey to the River Sea' by Eva Ibbotson
  - **Skills focus:** Using a range of conjunctions to create compound and complex sentences. Relative clauses. Using commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis. Using correct punctuation to indicate speech.

**FICTION:**
- **Classic fiction**
  - **Key texts:** 'Alice in Wonderland' by Lewis Carroll
  - **Skills focus:** Distinguish between formal and informal vocabulary and sentence structures (including subjunctive).

**FICTION:**
- **Allegory and Drama (Shakespeare)**
  - **Key texts:** 'The Lion, the Witch and the Wardrobe' by C.S. Lewis, 'Bravo, Mr William Shakespeare!' by Marcia Williams

**FICTION:**
- **Comparison film and book**
  - **Key texts:** 'Journey to Jo'burg' by Beverley Naidoo
  - **Skills focus:** Using dialogue. Differences between spoken and written speech. Punctuating to indicate direct speech. Formal and informal speech and writing, using subjunctive forms. Using commas to clarify meaning.

**FICTION:**
- **War time novels**
  - **Key texts:** Carrie's War by Nina Bawden, Goodnight Mr Tom by Michelle Magorian
  - **Skills focus:** Writing complex and compound sentences; Using accurate sentence and speech punctuation.

**FICTION AND NON FICTION:**
- **Autobiographies**
  - **Key texts:** Goodnight Mr Tom by Michelle Magorian, Tales of Childhood by Roald Dahl
  - **Skills focus:** Using speech punctuation to indicate direct speech. Understanding and using modal verbs.

**NON FICTION:**
- **Non-chronological reports**
  - **Key texts:** Examples of information books on Brazil
  - **Skills focus:** Use of active and passive verbs. Using semi-colons, colons and speech marks appropriately in reports. Expanded noun phrases to convey complicated information concisely. Bullet points in reports.

**NON FICTION:**
- **Biographies and persuasive writing**
  - **Key texts:** Biographies on Lewis Carroll Various persuasive texts/theatre posters
  - **Skills focus:** Understanding and using modal verbs in persuasive writing. Using apostrophes correctly. Using correct sentence punctuation.

**NON FICTION:**
- **Journalistic Writing**
  - **Key texts:** Various examples of journalistic writing
  - **Skills focus:** Adverbials of time, space and number. Using commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis.

**NON FICTION:**
- **Instructions and explanations and Biography**
  - **Key texts:** Biography of Nelson Mandela 'Long Walk to Freedom' by Nelson Mandela
  - **Skills focus:** Dialogue, direct/indirect speech punctuation. Using of passive form to present information. Using semi-colons and dashes to mark boundaries between independent clauses. Using commas to clarify meaning.

**NON FICTION:**
- **Balanced argument and debate**
  - **Key texts:** Arguments for and against

**NON FICTION:**
- **Recounts**
  - **Key texts:** Various examples of recounts
  - **Skills focus:** Use of full stops, commas, exclamation marks, speech marks and question marks to punctuate sentences correctly.
### Maths

#### POETRY: Journey poetry
- **Key texts:**
  - The Road less travelled by Robert Frost
  - Stopping by woods on a snowy evening by Robert Frost
  - Geography Lesson by Brian Patten

- **Skills focus:**
  - Recognising vocabulary and structures appropriate for formal and written speech

- **Differences between this and spoken speech**
  - Use of contractions
  - Using correct punctuation to indicate speech

#### POETRY: Classic poems
- **Key texts:**
  - 'The Walrus and the Carpenter,'
  - 'The Jabberwocky' by Lewis Carroll

- **Skills focus:**
  - Descriptive language; adjectives, adverbs and powerful nouns and verbs

- **Expanded noun phrases to convey complicated information concisely hyphens to avoid ambiguity.**

#### POETRY: The Power of Imagery
- **Key texts:** Poems on Imaginary creatures

- **Skills focus:**
  - Using commas to clarify meaning

- **Using elaborated language of description, including expanded noun phrases, adjectives, adverbial and a variety of subordinate clauses, including relative clauses.**

#### POETRY: Poetic Style
- **Key texts:** Various poetry books

- **Skills focus:**
  - Dialogue, direct speech

- **Using commas to clarify meaning**

- **Using and understanding grammatical terminology.**

#### POETRY: Debate poetry and poetry that tells a story
- **Key texts:**

- **Skills focus:**
  - Using commas to clarify meaning

- **Using elaborated descriptive language**

- **Expanded noun descriptive phrases Using and understanding grammatical terminology.**

<table>
<thead>
<tr>
<th>Content</th>
<th>POETRY: Power of Imagery</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be able to multiply by 10, 100 and 1000.</td>
<td><strong>Key texts:</strong> Collection of poetry books</td>
</tr>
<tr>
<td>To understand the value of digits in numbers with 3 decimal places. Name parts of a circle. Find unknown angles, including problem solving e.g. remaining angles. Classify and sort quadrilaterals. Find common multiples and factors; Identify prime numbers, recognising their properties. Compare and order fractions with unrelated denominators. Find common multiples and factors. Find equivalent fractions; Simplify fractions.</td>
<td><strong>Skills focus:</strong> Using fronted adverbials and non-finite verbs to start a sentence Using commas after fronted adverbials Using elaborated description, including adjectives and adverbs, and subordinate clauses.</td>
</tr>
</tbody>
</table>

<p>| Content | Place value in 7-digit numbers. Add and subtract near multiples of powers of 10 including decimals. Place value addition and subtraction of numbers with 3 decimal places. Round decimals to the nearest whole, tenth and hundredth. Use written addition to add numbers with 3 decimals in context of measures (litres, km, kg); including problem solving. Use rounding to estimate totals. Plot points and draw polygons in all 4 quadrants. | POETRY: The Power of Imagery |
|---------|--------------------------|
| Content | Place value up to 10,000,000 and rounding. Place value in numbers with 3 decimal places, +/− 10, 100, 1000. Mental multiplication and division. Negative numbers, find intervals across 0. Multi-step problems in context. Long and short multiplication Short division, including by 11 and 12. Use four operations to reason and solve puzzles. Multiply and divide decimals by whole numbers. Solve ratio problems. Find fractions and percentages of numbers and measures including money. Find areas and perimeters Find missing angles round a point, line, vertically opposite and in triangles. | POETRY: The Power of Imagery |
| Content | Use a calculator to convert fractions to decimals; read recurring displays. Realise when a calculator has produced a rounding error. Begin to use the memory (M+, M- and MR) keys. Make, explain and justify estimates of large numbers. Use a calculator to make estimates. Estimate the position of a point between two numbers on an empty number line. Estimate answers to calculations by making approximations. Use world Time Charts to solve problems. Use timetables and the relationship between Units of time to solve problems. Investigate measurement and ratio through model making. Investigate logic puzzles using reasoning skills. | POETRY: The Power of Imagery |</p>
<table>
<thead>
<tr>
<th>Science</th>
<th>LIGHT</th>
<th>HUMAN BODY</th>
<th>ELECTRICITY</th>
<th>EVOLUTION</th>
<th>CLASSIFICATION</th>
<th>DINOSAURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Crime Scene for light</td>
<td>Organs in body</td>
<td>Simple circuits</td>
<td>Similarities and differences</td>
<td>Biodiversity</td>
<td>Design a dinosaur using plasticine.</td>
</tr>
<tr>
<td></td>
<td>How light travels</td>
<td>Circulatory system</td>
<td>Faults in circuits</td>
<td>between people.</td>
<td>Collecting creatures</td>
<td>Adaptations of dinosaurs</td>
</tr>
<tr>
<td></td>
<td>How shadows are formed</td>
<td>Lung capacity</td>
<td>Fuses</td>
<td>Plant adaptations</td>
<td>Classifying objects</td>
<td>Absorption of colours</td>
</tr>
<tr>
<td></td>
<td>Reflections</td>
<td>Heart rate with exercise</td>
<td>Switches</td>
<td>Animal adaptations</td>
<td>Dichotomous keys</td>
<td>experiment</td>
</tr>
<tr>
<td></td>
<td>Mirror images</td>
<td>Drugs</td>
<td>Parallel and series circuits</td>
<td>Charles Darwin</td>
<td>Natural Selection</td>
<td>Dinosaur habitats</td>
</tr>
<tr>
<td></td>
<td>Spectrum</td>
<td>Smoking</td>
<td>Saving electricity</td>
<td>Natural Selection</td>
<td>Design a new predator</td>
<td>Theories for extinction</td>
</tr>
<tr>
<td></td>
<td>Parts of the eye</td>
<td>Healthy Diet</td>
<td>Cost of electricity</td>
<td>Building an electronic game</td>
<td>Fossil hunters</td>
<td>Report back on findings</td>
</tr>
<tr>
<td></td>
<td>Mind mapping</td>
<td>Mind mapping</td>
<td>Alternative sources of power</td>
<td>Mind mapping</td>
<td>Mary Anning</td>
<td>Cold and Warm blooded</td>
</tr>
<tr>
<td></td>
<td>End of Unit Test</td>
<td>End of Unit Test</td>
<td>Building an electronic game</td>
<td>End of Unit Test</td>
<td>Mind mapping</td>
<td>(investigation)</td>
</tr>
<tr>
<td>Skills focus</td>
<td>Investigative skills</td>
<td>Research skills</td>
<td>Drawing circuit diagrams</td>
<td>Recording variation</td>
<td>Recording variation</td>
<td>Making designs</td>
</tr>
<tr>
<td></td>
<td>Observation skills</td>
<td>Observation skills</td>
<td>Building circuits</td>
<td>Sorting information</td>
<td>Sorting information</td>
<td>Research work</td>
</tr>
<tr>
<td></td>
<td>Ray diagrams</td>
<td>Recording data</td>
<td>Observing and comparing circuits</td>
<td>Interpreting data</td>
<td>Interpreting data</td>
<td>Observation skills</td>
</tr>
<tr>
<td></td>
<td>Graph work</td>
<td>Measuring data</td>
<td>Planning investigations</td>
<td>Research skills</td>
<td>Research skills</td>
<td>Investigative work</td>
</tr>
<tr>
<td></td>
<td>Analysing information</td>
<td>Analysing data</td>
<td>Fair testing</td>
<td>Investigative work</td>
<td>Investigative work</td>
<td>Predictions</td>
</tr>
<tr>
<td></td>
<td>Research skills</td>
<td>Reading data from graphs</td>
<td>Prediction</td>
<td>Recalling facts</td>
<td>Recalling facts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recalling information</td>
<td>and tables</td>
<td>Making comparisons</td>
<td>Applying knowledge</td>
<td>Applying knowledge</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Applying knowledge</td>
<td>Recalling information</td>
<td>Writing valid conclusion</td>
<td>cooperating in a team</td>
<td>Cooperating in a team</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cooperating in a team</td>
<td>Applying knowledge</td>
<td>Research skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Life for Children in Victorian Times

**Content:**
- Who was Queen Victoria?
- When was the Victorian era?
- Comparison of young Victoria and Old Victoria
- Life in Victorian times
- Life of a poor child in the 1840s
- Life of a rich child in the 1840s
- Important figures in Victorian times
- Schooling
- Compare and contrast living conditions of rich and poor
- The Railways
- Employment

**Skills focus:**
- Infer information from an artefact
- Research

### The Depression Pre War Years and World War Two

**Content:**
- Key events of the 1930s
- Pre-war social conditions
- The outbreak of WWII
- The Blitz
- The Phoney War
- Evacuation
- Rationing
- The Homefront

**Skills focus:**
- Artefact analysis

### The Aztec Way of Life

**Content:**
- Life in Tenochtitlan
- Buildings
- Customs
- Gods
- Calendar
- Glyphs
- Sacrifices
- The Spanish/Aztec encounter

**Skills focus:**
- Chronology (BC and AD)
- Artefact analysis

### Mountains

#### Physical Geography

**Content:**
- Types of environment
- What is a mountain?
- What is a mountain range?
- The 8 highest mountains in the world
- Features of a mountain
- Structure of the Earth
- Formation of mountains
- How are mountains shown on maps?
- Mountain climate

**Skills focus:**
- Using an atlas
- Interpreting height on a map
- Map skills
- Drawing and interpreting climate graphs

#### Human Geography

**Content:**
- Mountain tourism and its impact on the local area
- Conflict over land use
- The interaction between human processes and the environment
- Tourism
- Andes case study

**Skills focus:**
- Interpreting a map
- Interpreting geographical sources
- Role play
- Presenting information

### Global Trade

**Content:**
- What is trade? – Examples at different scales
- How trade became global
- Food trade
- Trade links – case study of a hoodie
- UK exports

**Skills focus:**
- Interpreting graphs and tables
- Present information as graphs
- Understanding scale

### Rivers

**Content:**
- UK rivers
- World rivers
- Rivers of Africa
- The journey of a river
- Waterfalls
- Meanders
- V shaped valleys
- Erosion
- Transportation
- Habitats and species

**Skills focus:**
- Landform drawings
- Using an atlas to locate physical features

### Coasts

#### Physical Geography

**Content:**
- What is a coast and where are they found?
- Recognise coasts on a map
- Waves and tides
- Processes of erosion
- Deposition
- Longshore drift
- Formation of caves, arches, stacks and stumps
- Bays and headlands

**Skills focus:**
- Interpreting maps
- Map symbols
- 4 and 6 figure grid references
- Drawing and labelling diagrams

#### Human Geography

**Content:**
- Coastal defence
- Harbours/ports
- Human interference; Piers, beach replenishment etc...
- Impact of holiday resorts

**Skills focus:**
- Debate
### Religious Studies

**Creation Stories**
- Compare and contrast creation stories
- Identify types of creation stories
- Why do Jews and Christians have the same creation story?

**The Christmas Story**
- The Christmas story
- Compare the two Gospel accounts of the Christmas Story
- Christmas traditions in Britain and around the world.

**Crucifixion**
- Key aspects of the Easter story
- Was Jesus' death part of God's plan?
- Free will
- Determinism
- Biblical evidence
- How choices are influenced by external factors

**Justice and Freedom**
- Different religious concepts of freedom and justice
- How religious beliefs have influenced human rights and non-violent protest movements
- How can concepts of freedom and justice conflict?

**Eternity**
- What is eternity?
- Popular
- Concepts of eternity from religious and non-religious world views

**Humanism**
- World views
- Influential thinkers
- Humanist thinkers
- Main beliefs
- Symbols and meanings
- Living a good life

### Computing

**E-Safety and Application Design**

**Application Design, Scratch and Publisher**

**Spreadsheets, Data Entry, Formatting, Formulae and Graphs**

**Code Combat and Hour of Code**

**Parts of a Computer, Networking and Emailing**

**Wordprocessing**

### Modern Foreign Language (French)

**General greetings.**
- Alphabet and spelling one's name. Introducing oneself and giving our age.
- Colours.
- European Day of Languages.
- Birthdays
- Months and days of week.
- Family and pets vocabulary.
- Saying where we live.
- Numbers 0-100.
- Role-plays in pairs. Presentations as famous people.
- Start weather vocabulary.

**Complete weather.**
- Numbers 200.
- L’Euro - Paying and buying with Euros.
- Hobbies and opinions on hobbies.
- School subjects. My timetable in French.
- Clothes and fashion show.
- End of term self-assessment and role-plays.
- Easter vocabulary and traditions.

**Clothes and fashion show.**
- Countries and nationalities.
- Dictionary skills.
- End of term self-assessment and role-plays.
- Languages portfolio to be completed.

### Modern Foreign Language (Spanish)

**General greetings and recap on numbers and alphabets**
- Class room instructions
- All about me – face and body
- International Day of Languages – independent research on a Hispanic country and people.
- What am I like? – personality
- When is your birthday? – months, days and numbers and seasons
- Asking questions: qué, cómo, quien, cuándo, donde
- Pets and colours and their personality
- What is there in my bag?

**Method of delivery: VAK**
- Speaking, listening
- Reading and writing
- Interactive games, songs, listening and speaking in pairs and presentations in classroom.

**Differentiation:** 1) Vocabulary recognition, 2) Retaining of some of the target language. 3) Retaining most of the target language and constructing short sentences with connectives.

**Assessment:** Within lesson oral and aural through games, writing, peer and teacher assessment.
### Food/Dance CAROUSEL

#### FOOD:

**Designing and Making food project: Cake stall baking**

**Areas covered:**
- Food room health and safety
- Understanding a design brief and specification
- Researching existing products
- Basic baking skill development
- Scone and cupcake making
- Evaluation of products

#### DANCE:

**Areas covered:**

Devices and relationships: Students will be developing their performance and choreography skills using a range of choreographic devices (unison and canon) and dance relationships (contact and contrast).

### Music

<table>
<thead>
<tr>
<th><strong>ROMANTIC ERA</strong></th>
<th><strong>YEAR 6 PRODUCTION</strong></th>
<th><strong>JAZZ AND BLUES</strong></th>
<th><strong>EXPLORING PERFORMANCE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning about some of the composers and their best-known works</td>
<td>Auditions for, and allocation of, singing and speaking roles</td>
<td>Exploring beat and rhythm</td>
<td>Exploring performance</td>
</tr>
<tr>
<td><strong>EXPLORING STRUCTURE</strong></td>
<td><strong>CHRISTMAS</strong></td>
<td>Beginnings of Blues</td>
<td>Putting on a show</td>
</tr>
<tr>
<td>Symphony</td>
<td>12 bar blues</td>
<td>12 bar blues</td>
<td>Memorising songs</td>
</tr>
<tr>
<td>Concerto</td>
<td>Composition</td>
<td>Composition</td>
<td>Learning dance routines</td>
</tr>
<tr>
<td>Preparing songs for Harvest</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Games/P.E

<table>
<thead>
<tr>
<th><strong>Girls:</strong> Games – Netball, Football, Cross Country</th>
<th><strong>Girls:</strong> Netball, Football, Cross Country</th>
<th><strong>Girls:</strong> Rounders, Athletics, Cross Country, Cricket</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P.E.</strong> Fitness / Swimming</td>
<td><strong>P.E.</strong> Gymnastics / multi skills</td>
<td><strong>P.E.</strong> Tennis, Swimming</td>
</tr>
<tr>
<td><strong>Boys:</strong> Rugby, Cross Country</td>
<td><strong>Boys:</strong> Football, Cross Country</td>
<td><strong>Boys:</strong> Cricket, Athletics, Cross Country</td>
</tr>
<tr>
<td><strong>P.E.</strong> Fitness / Swimming</td>
<td><strong>P.E.</strong> Gymnastics / multi skills</td>
<td><strong>P.E.</strong> Tennis / Swimming</td>
</tr>
</tbody>
</table>

### Wellbeing

This year all children will learn:
- British Sign Language through the BSL SignSpell scheme
- Keeping Safe and First Aid in line with the teachings of St. John Ambulance and The Red Cross as well as experiencing a half term of Forest School.

Mindfulness and wellbeing will be further developed through enrichment opportunities and all children will continue to explore friendships, rights and responsibilities, British values and a variety of topics linked to Wellbeing, through everyday teaching.