

Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading	<p>Reading Logs, Book Reviews (Sample Texts from a variety of genre) Gothic Horror: Clockwork (Whole book unit) Fiction: Adventure Story - The Firework Makers Daughter - Philip Pullman Discussion/ Balanced Argument comparison of books Science Week: Study of Alessandro Volta and Marie Curie Blog posts online 1a, 1b, 1c, 2a, 2b, 3a, 3b, 5a, 6a, 6b, 6c, 6d, 7a, 7b, 7c</p>	<p>Holes: Louis Sachar Use of VIPERS to answers questions (vocabulary, infer, predict, explain, retrieve, sequence or summarise) Recall and use skimming/scanning skills to retrieve details Retrieval and inference to understand characters and their actions First News newspaper Online biographies of western outlaws Persuasive leaflets Choral Poetry: For the Fallen by Laurance Binyon 1a, 1b, 1c, 2a, 2b, 3a, 3b, 5a, 6a, 6b, 6c, 6d, 7a, 7b, 7c</p>	<p>Novel as a theme: Evacuees. Goodnight Mr Tom by Michelle Magorian (Whole Book Unit) Fiction: Narrative - exploring characters / character descriptions Biography /Information text: Famous Mathematicians Texts from internet on the work of Pythagoras and Philippa Fawcett. Non –Fiction texts from the internet. Evacuee Diary extracts Pathe newsreels. 1a, 1b, 1c, 2a, 3a, 3b, 4a, 5a, 6a, 6b, 6c, 6d, 7a, 7b, 7c</p>	<p>Kensuke’s Kingdom – Michael Morpurgo (Whole book unit) Book Review Book Week text and author visit Use of VIPERS to answers questions (vocabulary, infer, predict, explain, retrieve, sequence or summarise) Recall and use skimming/scanning skills to retrieve details Retrieval and inference to understand characters and their actions Revoltng Rhymes –Roald Dahl 1a, 1b, 1c, 2a, 3a, 3b, 4d, 5a, 6a, 6b, 6c, 6d, 7a, 7b, 7c</p>	<p>Greek Myths Story of Perseus Extracts from Who Let the Gods Out? Extracts from Percy Jackson and the Lightning Thief Persephone and Demeter- Orchard Book of Greek Myths Poem Stop All the Clocks WH Auden 1a, 1b, 1c, 2a, 3a, 3b, 4d, 5a, 6a, 6b, 6c, 6d, 7a, 7b, 7c</p>	<p>Journey to the River Sea- Eve Ibbotson (Whole Book Unit) Cross-curricular (Place and Time) /Performance Poetry/ Imagery, Personification Various Rainforest Poems http://fairytalez.com/region/brazilian/ Use of VIPERS to answers questions (vocabulary, infer, predict, explain, retrieve, sequence or summarise) Recall and use skimming/scanning skills to retrieve details Retrieval and inference to understand characters and their actions 1a, 1b, 1c, 2a, 3a, 3b, 4d, 5a, 6a, 6b, 6c, 6d, 7a, 7b, 7c</p>

<p>Writing: Punctuation and Grammar</p>	<p>Identifying different types of noun, understanding different types of adjectives, using direct and reported speech, apostrophe for contraction and possession, its and it's, verbs and adverbs phrases and clauses, different sentence types, tenses, conjunctions, structured paragraphs – linking ideas across and paragraphs. 8b, 8d, 9a, 9b, 10a, 10b, 11b, 12b</p>	<p>Expanded noun phrases, prepositional phrases, apostrophe for contraction and possession, use of colon to add explanation, synonyms and antonyms, formal and informal language, use of a thesaurus, simple and complex sentences, passive and active voice, embedded clauses, cohesion between sentences, fronted adverbials and fronted subordinate clauses, the subjunctive mood 8b, 8d, 9a, 9b, 10a, 10b, 11b, 12b</p>	<p>Use the correct form of a pronoun Identify adverbials in a passage Add adverbials to a sentence Identify nouns in a sentence. Use a noun phrase to add detail to a noun. Indicate degrees of possibility using adverbs and modal verbs. Devices to build cohesion within and across paragraphs (Pronouns, Determiners, Subordinating Conjunctions, Adverbs, Paragraphs, Adverbials [including place, number, time], Topic Sentences) 8a, 8b, 8d, 9a, 9b, 10a, 10b, 11a</p>	<p>Identify the general word class of a noun, verb, adjective and adverbs active and passive, synonyms and antonyms, using hyphens to avoid ambiguity, determiners and article use (a, an, the), subject and object, use the perfect form of verbs to mark relationships of time and cause, coordinating conjunctions 8a, 8d, 9a, 9b, 10a, 10b, 11a, 11b</p>	<p>Subject and object of a sentence, using hyphenated words, direct and reported speech, active and passive voice, semi-colons, colons and dashes to mark clauses, formal and informal speech and vocabulary and layout devices 8a, 8b, 8d, 9a, 9b, 10a, 10b, 11a, 11b</p>	<p>Different sentence types, Verb tenses, linking ideas across and paragraphs, parenthesis (brackets, dashes, commas), modal verbs, editing and evaluating, cohesion across paragraphs, 8a, 8b, 8d, 9a, 9b, 10a, 10b, 11a, 11b, 12a</p>
<p>Big Write</p>	<p>Fiction: Diary entry from character point of view Fiction: Character Description - Dr Kalmenius Non chronological report - wolves Non-Fiction: Book Reviews Non-Fiction: Biography on a famous scientist (Alessandro Volta and Marie Curie) Non-Fiction: Comparison of texts TFMD and Clockwork Non-Fiction: Blog post 7c, 8a, 8b, 8c, 8d, 8e, 9a, 9b, 10a, 10b, 11a, 11b, 12a, 12b</p>	<p>Fiction: Create a narrative integrating description Non-fiction: Non chronological report on yellow spotted lizard Fiction: informal letter Non-fiction: Persuasive advert about holiday camp Fiction: Newspaper report about Kissin' Kate Barlow Non-fiction: Wild West fact file and bio of notorious outlaws 7c, 7d, 8a, 8b, 8c, 8d, 8e, 9a, 9b, 10a, 10b, 11a, 11b, 12a, 12b</p>	<p>Fiction: use adverbial phrases and direct speech to enhance characterisation within a narrative Non-Fiction: Political address Non-Fiction: Alan Turing biography Non-Fiction: Explanation: Pythagoras including Pythagorean Spiral Non-Fiction: Newspaper report on Evacuees 7c, 7d, 8a, 8b, 8c, 8d, 8e, 9a, 9b, 10a, 10b, 11a, 11b, 12a, 12b</p>	<p>Poetry: Haiku and Tanka poem Fiction: Retelling of The Black Hat Non-fiction: Biography on Michael Morpurgo Non-fiction: Set of instructions on how to keep safe on board Peggy-Sue Fiction: Diary entry as Michael adding to his log book 7c, 7d, 8a, 8b, 8c, 8d, 8e, 9a, 9b, 10a, 10b, 11a, 11b, 12a, 12b</p>	<p>Non-Fiction: Creating FAQs using research Non-Fiction: Non-chronological report on a mythical creature Fiction: Narrative of retelling of Pandora's Box Non-Fiction: Persuasive brochure of Greece Non-Fiction: Persuasive letter to raise funds for RSPCA 7c, 7d, 8a, 8b, 8c, 8d, 8e, 9a, 9b, 10a, 10b, 11a, 11b, 12a, 12b</p>	<p>Fiction: Prequel to Miss Minton's story Fiction: Playscript of scene from Journey to the River sea Fiction: Non-Fiction: C/C Sports Week -Biography Writing – Lance Armstrong Non-Fiction: Persuasion: Preserve the Rainforest Non-Fiction: Information text leaflet Advice to future Year 6 Information (Relationships) 7c, 7d, 8a, 8b, 8c, 8d, 8e, 9a, 9b, 10a, 10b, 11a, 11b, 12a, 12b</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Science and Technology</p>	<p>(POND UNIT) Living Things and their habitats: Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics. S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S2.1, S2.2</p>	<p>Animals Including Humans: Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function. Describe the ways in which nutrients and water are transported within animals, including humans. Health and prevention: The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. The facts and science relating, to allergies immunisation and vaccination. S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S3.1, S3.2, S3.3</p>	<p>Electricity: Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram. S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S6.1, S6.2, S6.3</p>	<p>Light: Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S5.1, S5.2, S5.3, S5.4</p>	<p>WeDo Lego: Pulling Investigating the effects of balanced and unbalanced forces on the movement of an object. Speed investigating the factors that make a car go faster and predicting future motion. Sort to recycle Design a device that sorts objects using their physical properties, including shape and size. S1.1, S1.5, S1.6, S1.7, S1.8, S1.9</p>	<p>Animals Including Humans: 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. Being safe: Appropriate touch Health & Prevention: About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing Health and Wellbeing: Changing adolescent body - changes 9-11, menstrual cycle S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S4.1, S4.2, S4.3</p>
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	<p>Theme week tech challenge: boats (floating & weight)</p> <p>Technology: Fairground rides</p> <p>simple electrical circuits, cam belts, pulleys, glue guns, Tenon saw, joining, strengthening</p> <p>Scientist Study of: Marie Curie & Alessandro Volta</p> <p>D1.1, D1.2, D2.1, D2.2, D3.1, D3.2, D3.3, D4.1, D4.2, D4.3</p>	<p>Technology: Making own template for biscuits</p> <p>Generate, develop, model, and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Food Tech: Christmas biscuits</p> <p>Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Physical Health & Wellbeing: Healthy Eating - healthy diet, principles of planning and preparing a range of healthy meals, characteristics of poor diet</p> <p>D1.1, D1.2, D2.2, D3.1, D3.2, D4.4, C1, C2, C3</p>	<p>Technology: Making an electric powered car using a Crumble Board and Crumble software to program)</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining, and finishing], accurately. Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers, and motors]. Apply their understanding of computing to program, monitor and control their products.</p> <p>D1.1, D1.2, D2.1, D2.2, D3.1, D3.2, D3.3, D4.1, D4.2, D4.3, D4.4</p>	<p>Food Tech: Making bread, linked to methods used across the world (including yeast)</p> <p>Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Inventor Study of: Bill Gates (Invention of the computer)</p> <p>Health and prevention: about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</p> <p>D2.2, D3.3, C1, C2, C3</p>	<p>Technology: WeDo Lego (pulleys, levers, cams, WeDo control to solve real life problems)</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Apply their understanding of computing to program, monitor and control their products.</p> <p>D1.1, D1.2, D3.2, D3.3, D4.4</p>	<p>Food Tech: Making pizza (fresh tomato sauce using home-grown tomatoes and a homemade scone base)</p> <p>Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Healthy Eating: the principles of planning and preparing a range of healthy meals</p> <p>D2.2, D3.2, C1, C2, C3</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Place & Time</p>	<p>Rivers and Canals Trade and development of British Empire in 19th Century, import/export, Introduction to canals and how they work, Grand Union canal history and its uses, change of use of canal systems since 1700s, Suez Canal history and its uses, Compare Grand Union Canal and Suez Canal. (Canal River Trust) Human Geography along the River Thames, change in population density, Mountain Ranges around the world and sources of rivers, tectonic plates. 2.5, 2.9, 2.10, 2.11, 2.13, 2.14, 2.16</p> <p>Field Trip – Sky Academy (linked with S&T and LOL)</p>	<p>Navigation & Time Zones Ordnance Survey, Time Zones, GMT, 180° line (International Date Line), Tropics, latitude and longitude, scale on a map, straight line navigation, biomes, bad elf GPS, Following OS map, plotting routes Remembrance Day assembly 2.10, 2.11, 2.12, 2.13, 2.15, 2.16, 2.17, 2.18</p>	<p>WW2 and Aftermath The outbreak of war, evacuation, rationing, the role of women. Study on Alan Turing The holocaust, Battle of France, Battle of Britain, The Blitz, Dunkirk, Pearl Harbour, Dambusters Raid, Battle of the Bulge, D-Day, VE Day, atomic bomb</p> <p>Timelines 1918 – current day</p> <p>2.6, 2.10, 2.13, 2.16, 2.17</p> <p>Theme Day – Evacuees</p> <p>Field Trip – Bletchley Park</p>	<p>Houses of Parliament & Famous Prime Ministers e.g. Winston Churchill (WW2), Margaret Thatcher (First woman), Tony Blair (War in Iraq), Theresa May (Brexit), significance of HP as a government building, roles of MPs, planning and delivering debates, the voting system and current issues e.g. Brexit 2.5, 2.11, 2.13, 2.14, 2.16, 2.17</p>	<p>Ancient Greece Extent of the Greek Empire created by Alexander the Great. Olympic Games and its origins in Olympia. The importance of deities, especially Zeus and the relevance of Olive Leaf Wreaths. Democracy in Ancient Greece and impact on modern world. Understand what curriculum was like in Ancient Greece. Who was eligible for education? School life for boys and home education for girls. Great Thinkers, their area of influence and knowledge and their contribution to today's world. Religion in Greek Culture 2.8, 2.10, 2.11, 2.13, 2.16, 2.17</p> <p>Field Trip – URE Museum of Greek Archaeology, Reading</p> <p>Arts and culture: Greece</p>	<p>Medieval Time Period Timeline- the medieval period, the Feudal system and Magna Carta. Warfare and medieval castles, Knights, Windsor castle, The War of the Roses, The Battle of Hasting, Doomsday book, The invention of the printing press Johannes Gutenberg</p> <p>Timeline- the medieval period</p> <p>Sports Week (please teach over this time): History through sport – cricket 2.6, 2.7, 2.10, 2.15, 2.16</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Faith & Belief</p>	<p>Theme-Beliefs and Practices DRE - Key Question- What is the best way for a Muslim to show commitment to God? PBS – Key Question – To what extent do religious beliefs influence and encourage ‘good’ behaviour? How might beliefs and community shape a person’s identity? What difference might it make to believe in God as Creator? AF – Believing/Behaving Objectives- <i>Learning to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way. (Spiritual/Cultural)</i></p> <p>Religion-Islam</p> <p>6.1,6.2,6.3,6.4,6.5,6.9, 6.10</p>	<p>Theme-Christmas DRE - Key Question- How significant is it that Mary was Jesus’ mother? PBS – Key Question – How do religious leaders and sacred texts contribute to believers’ understanding of their faith? AF – Believing Objectives- <i>Learning to analyse the Christian belief in the Virgin Birth and to assess the significance of this to Christians. (Spiritual)</i></p> <p>Religion- Christianity</p> <p>6.13, 6.14, 6.15, 6.16, 6.17</p>	<p>Theme-Belief and Meaning DRE - Key Question- Is anything ever eternal? PBS – Key Question – How well does faith help people cope with matters of life and death? AF – Believing/Belonging Objectives- <i>Learning to evaluate different beliefs about eternity and to understand the Christian perspective on this. (Spiritual/Moral)</i></p> <p>Religion- Christianity</p> <p>6.26, 6.27, 6.28, 6.21, 6.22</p>	<p>Theme- Easter DRE - Key Question- Is Christianity still a strong religion 2000 years after Jesus was on Earth? PBS – Key Question – To what extent does participating in worship and/or prayer generate a sense of belonging? To what extent do religious beliefs influence and encourage ‘good’ behaviour? AF – Believing/Belonging/ Behaviour Objectives- <i>Learning to examine the influences Christianity still has in the world and evaluate whether it is still a strong religion. (Cultural/Social)</i></p> <p>Religion- Christianity</p> <p>6.32, 6.35, 6.31, 6.40, 6.39</p>	<p>Theme-Beliefs and moral values DRE - Key Question- Does belief of Akhirah (life after death) help Muslims lead good lives? PBS – Key Question – To what extent do religious beliefs influence and encourage ‘good’ behaviour? How well does faith help people cope with matters of life and death? How might beliefs and community shape a person’s identity? AF – Believing/Behaving Objectives- <i>Learning to identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this. Learning to challenge stereotyping through understanding different Muslim Interpretations of Jihad and how this links to getting to Heaven. (Moral/Social)</i></p> <p>Religion- Islam</p> <p>6.41, 6.42, 6.43, 6.44, 6.45</p>	<p>Theme-Beliefs and meanings DRE - Key Question- Does belief of Akhirah (life after death) help Muslims lead good lives? PBS – Key Question – To what extent do religious beliefs influence and encourage ‘good’ behaviour? How well does faith help people cope with matters of life and death? How might beliefs and community shape a person’s identity? AF – Believing/Behaving Objectives- <i>Learning to challenge stereotyping through understanding different Muslim interpretations of Jihad and how this links to getting to Heaven. (Moral/Social)</i></p> <p>Religion- Islam</p> <p>6.41, 6.42, 6.43, 6.44, 6.45</p>
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Arts and Creativity	<p>Music: Playing - Play and perform in solo and ensemble contexts, demonstrating musical quality, e.g. clear starts, ends of pieces/phrases, technical accuracy etc. Use correct & accurate technique to play. (Recorders & Glockenspiels) Improvisation – Confidently improvise using more complex rhythms and/or melodies. M2.1, M2.2, M2.3, M2.5 Theme: Happy Pop music, Pharrell Williams</p>	<p>Music: Playing - Play and perform in solo and ensemble contexts, demonstrating musical quality, e.g. clear starts, ends of pieces/phrases, technical accuracy etc. Use correct & accurate technique to play. (Recorders & Glockenspiels) Improvisation – Confidently improvise using more complex rhythms and/or melodies. Understanding the difference between improvisation and composition – e.g. we do not notate improvisation M2.1, M2.2, M2.3, M2.5 Theme: Classroom Jazz 2 Meet The Blues and Bacharach Anorak Musician Study: Ella Fitzgerald, Jazz / Swing</p>	<p>Music: Improvisation – Confidently improvise using more complex rhythms and/or melodies. Composition - Create simple compositions using knowledge of the dimensions of music (pulse, rhythm, tempo, pitch etc.), and record using formal notation. Deepening understanding of notation. Use accurate technique when composing. (Use of Charanga compose software or GarageBand) M2.1, M2.3, M2.5, M2.6 Theme: Music and Me Contemporary, music and identity</p>	<p>Music: Listening & Appraising - Confidently use musical language to discuss different styles of music and give opinions. Accurately refer to all dimensions of music (pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture). Singing - Understanding how melody and words should be interpreted, starting to think musically. M2.1, M2.3, M2.5, M2.6 Theme: Benjamin Britten Gospel A Friday Afternoon’s song by Benjamin Bitten</p>	<p>Music: Listening & Appraising - Confidently use musical language to discuss music, give opinions and feelings. Accurately refer to all dimensions of music (pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture). Singing - Continue to sing with feeling, good diction, projection and posture. Sing proficiently in an ensemble, singing songs in different parts. M2.1, M2.3, M2.5, M2.6 Theme: You’ve Got A Friend Music of Carole King</p>	<p>Music: Composition & Playing - Create simple compositions using knowledge of the dimensions of music (pulse, rhythm, tempo, pitch etc.), and record using formal notation. Deepening understanding of notation. Use accurate technique when playing. (Recorders & Glockenspiels) M2.1, M2.2, M2.3, M2.4, M2.5, M2.6 Theme: Reflect, Rewind and Replay Bringing together musical learning to compose own melodies. Consolidating musical learning.</p>
	<p>Art: Appraisal & Appreciation Describe the work and ideas of a famous artist, architect or designer, using appropriate technical vocab, and referring to cultural and historical contexts. Create own responses to artist’s work A2.1, A2.3 Theme: Claude Monet, Impressionist landscape paintings, features of impressionism, Waterlilies, oil pastels, paints, drawing</p>	<p>Art: Skills & Technique Drawing Being able to develop an awareness of composition, perspective, scale and proportion within drawings. Use line, tone and shading in three dimensions A2.1, A2.2, A2.3 Theme: Self-portraits, famous artist interpretation of self-portrait</p>	<p>Art: Exploring Media Clay - slabs Develop skills in using <u>clay</u> including slabs, coils and slips. Plan a sculpture through drawing and other preparatory work A2.1, A2.2, A2.3 Theme: Sculpture based on work Tree of Life by Gustav Klimt</p>	<p>Art: Appraisal & Appreciation Research and discuss a famous artist, architect or designer and discuss their processes and explain how these were used in the finished product using appropriate vocab. Create own responses to artist’s work A2.1, A2.3 Theme: Charles Barry, English architect, theme – Houses of Parliament</p>	<p>Art: Skills & Technique Use <u>painting</u> techniques, colours, tones and effects in an appropriate way to represent things seen – e.g. brushstrokes following direction of the grass, stippling to paint sand, watercolour bleeds to show clouds A2.1, A2.2, A2.3 Theme: Greece, Arts and Culture week, temples</p>	<p>Art: Exploring Media Textiles and printing Print on fabrics using tie-dyes or batik. Produce intricate patterns in a malleable media i.e. fabric A2.1, A2.2, A2.3 Theme: Fabric painting</p>

	<p>Drama: Drama</p> <p>Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires. D2.4, D2.5, D2.7, D2.8</p> <p>Theme: Clockwork retelling of story – creating atmosphere</p> <p>Linked to Literacy - Clockwork</p>	<p>Drama: Oracy</p> <p>Use a range of oral techniques to present persuasive arguments and engaging narratives Learn choral piece D2.1, D2.6, D2.7, D2.8, D2.9, D2.10</p> <p>Theme: The Sea is a Hungry Dog Remembrance poetry</p> <p>Linked to Literacy – BW Remembrance Poetry</p>	<p>Drama: Drama</p> <p>Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension D2.1, D2.2, D2.3, D2.4, D2.8</p> <p>Theme: Hot-seating, theme – evacuees, political address, x-curricular WW2</p> <p>Linked to P&T – WW2</p>	<p>Drama: Oracy</p> <p>Participate in whole-class debate using the conventions and language of debate, including Standard English. D2.1, D2.6, D2.7, D2.8, D2.9, D2.10</p> <p>Theme: Balanced arguments, x-curricular Literacy</p> <p>Linked to P&T - Parliament</p>	<p>Drama: Oracy</p> <p>Use the techniques of dialogic talk to explore ideas, topics or issues. Learn choral piece D2.1, D2.6, D2.7, D2.8, D2.9, D2.10</p> <p>Theme: Medusa, Carol Ann Duffy, Hades, Celia Woolloch, When Your Heart is Stolen by Something Wicked – Amanda Rickettson, x-curricular Greek Myths</p> <p>Linked to P&T – Ancient Greece</p>	<p>Drama: Drama</p> <p>Devise a performance considering how to adapt the performance for a specific audience. D2.1, D2.3, D2.4, D2.7, D2.8, D2.9, D2.10</p> <p>Theme: Leavers Assembly, theme – memories</p>
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Citizenship and Ethics	<p style="text-align: center;"><u>Tolerance & Consequences of Anti-Social Behaviour</u></p> <p>Year 6 to lead the whole school safety assembly, collate classroom H&S rules, design the school charter & distribute and present to each year group. Setting goals (assembly led).</p> <p>Growth Mindset. Learning Charter Being me in my world: A Global Citizen</p> <p>Safeguarding: Peer on Peer - respecting other peoples' feelings.</p> <p>Being Safe: Railway safety Caring friendships - judging when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations Online Relationships: Cyberbullying. The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>Rule of law Mutual respect and tolerance Picture News: Weekly Lesson Starter Covid-19 Hygiene and safety measures One Decision: Keeping & Staying Safe One Decision: Computer Safety Five Ways of Wellbeing: Keep Learning – Introduction to '5 ways' and Setting Goals 2.1, 2.2, 2.3, 2.8, 2.9, 2.11, 2.12, 2.18, 2.22, 2.23, 2.24, 2.25, 2.26, 2.28, 2.29, 2.32, 2.34, 2.36, 2.38</p>	<p style="text-align: center;"><u>Leadership in Year 6</u></p> <p>Being a role model. Rights vs responsibilities, leadership roles in year 6, rights and responsibilities in our community. COP Lesson: Linked to the annual conference Physical health and wellbeing: drugs, alcohol and tobacco: the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking Safeguarding: Drugs & Alcohol Basic First Aid: e.g. dealing with common injuries Online Relationships: Social media protocols. How information and data is shared and used online. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. Safeguarding: Grooming & Sexting Mutual respect and tolerance. Democracy (making collective decisions) Picture News Weekly Lesson Starter One Decision: Being Responsible One Decision: Keeping & Staying Safe Five Ways of Wellbeing: Give – Linked to Responsibilities to the community 2.1, 2.2, 2.3, 2.8, 2.9, 2.10, 2.11, 2.12, 2.21, 2.22, 2.23, 2.25, 2.26, 2.28, 2.31, 2.32, 2.34, 2.36</p>	<p style="text-align: center;"><u>Gender, Race & Cultural Laws</u></p> <p>Lesson linked to Children's Mental Health Week (February) Respecting Relationships: what a stereotype is, and how stereotypes can be unfair, negative or destructive. Practical steps they can take in a range of different contexts to improve or support respectful relationships Safeguarding: Discrimination / Faith Abuse Diversity and Equality Laws in the UK Families & People Who Care for Us: that others' families sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. Stable, caring relationships, which may be of different types, are at the heart of happy families. Definitions of marriage. Influential person case study: Emmeline Pankhurst Rule of Law Democracy Mutual respect and tolerance Picture News Weekly Lesson Starter One Decision: Growing & Changing (Relationship's tab) Five Ways of Wellbeing: Connect – Linked to Respecting people who are different and Children's Mental Health Week. 2.1, 2.2, 2.3, 2.9, 2.11, 2.12, 2.15, 2.18, 2.25, 2.26, 2.28, 2.29, 2.32, 2.36</p>	<p style="text-align: center;"><u>Democracy & Pressure Groups</u></p> <p>Political parties around the world Political manifestos in the UK. Pressure groups. Greenpeace and Amnesty International as examples of successful pressure groups. Tactics that pressure groups can use for their chosen cause - advertising and publicity, demonstrations and boycotts. Should children be allowed the vote? Respectful relationships: that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. Democracy Rule of law Individual Liberty Picture News Weekly Lesson Starter One Decision: A World without Judgment Five Ways of Wellbeing: Give – Linked to charity (the wider world) 2.1, 2.2, 2.3, 2.11, 2.12, 2.13, 2.14, 2.16, 2.25, 2.32, 2.33, 2.34, 2.36</p>	<p style="text-align: center;"><u>Animal Cruelty</u></p> <p>Research, discuss and debate topical issue concerning animal cruelty, e.g. Fox hunting. Cosmetic Testing. Wearing fur. Role of the RSPCA. Health & Prevention: Human health - bacteria & viruses Being safe: how to report concerns or abuse, and the vocabulary and confidence needed to do so. Individual Liberty Democracy Picture News: Weekly Lesson Starter One Decision: The Working World - Linked to Political Systems Five Ways of Wellbeing: Take Notice – Linked to Health & Wellbeing (being present) +Overview of the Five Ways to Wellbeing with practical lessons on safeguarding your wellbeing (yoga, art, meditation) 2.1, 2.2, 2.3, 2.11, 2.12, 2.25, 2.32, 2.34, 2.36, 2.37</p>	<p style="text-align: center;"><u>The Greenhouse Effect & Global Warming</u></p> <p>Environmental concerns present and future. Effects of climate change local national and global. Exploring satellite images of the ozone layer. How the media presents information – BREXIT. Predictions for the future. Preparing for Change (Wayne Dixon) Safeguarding: Serious Violence - Knife crime Safeguarding Mutual Respect and tolerance (for the environment) Picture News: Weekly Lesson Starter One Decision: Feelings & Emotions (mental health) + Growing & Changing (physical health) Five Ways of Wellbeing: Active – Linked to Sports Week 2.1, 2.2, 2.3, 2.11, 2.12, 2.14, 2.16, 2.25, 2.26, 2.31, 2.32, 2.36</p>
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Physical Health	<p>Invasion Games- Rugby running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p>	<p>Invasion Games- Football running, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p>	<p>Invasion Games- Hockey running, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p>	<p>Invasion Games- Netball running, throwing, and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p>	<p>Athletics running, throwing, and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p>	<p>Cricket running, throwing, and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p>	
	<p>Dance - World War 2 Lindy Hop. Dance style created by American GI's.</p>	<p>Orienteering take part in outdoor and adventurous activity challenges both individually and within a team, compare their performances with previous ones and demonstrate improvement to achieve their personal best 1d, 1e</p>	<p>Gymnastics Use, jumping in isolation and in combination, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1c, 1e</p>	<p>Gymnastics Use, jumping in isolation and in combination, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1c, 1e</p>	<p>Dance – Greek Dance Exploring the style of Greek dancing; straight back and quick moving step work and partner work</p>	<p>Orienteering take part in outdoor and adventurous activity challenges both individually and within a team, compare their performances with previous ones and demonstrate improvement to achieve their personal best 1d, 1e</p>	<p>Tennis running, throwing, and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p>
	<p>P – perform traditional duets in the jive/rock n roll genres.</p>				<p>P – perform whole class dances to explore a theme in depth. (Cross curricular assembly)</p>		
	<p>C – choreograph pair phrases in the style being taught.</p>				<p>C – compose phrases using motif and gesture, communicating ideas relating to the theme.</p>		
	<p>A – Observe and identify the steps related to dance style using their own and professional dance. 1a, 1c, 1d, 1e</p>				<p>A – Identify and analyse in depth how the theme has inspired the dance movement. 1a, 1c, 1d, 1e</p>		
						<p>Education outside the classroom: Mobile Caving and climbing</p>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Emotional Health</p>	<p>Growth Mindset (linked to C&E)</p> <p>Safeguarding: Peer on Peer - respecting other peoples' feelings.</p> <p>Being Safe: Railway safety. Where to get advice e.g. family, school and/or other sources</p> <p>Caring friendships - judging when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations (linked to C&E)</p> <p>Physical Health and Well-being: physical health and fitness</p> <p>Online Relationships: cyberbullying. The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>Physical health and Wellbeing: Internet safety and harms. On-line abuse and mental health.</p> <p>Reporting concerns</p>	<p>Physical health and wellbeing: drugs, alcohol and tobacco: the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p> <p>Being Safe: The effects of legal and illegal drugs, smoking alcohol (linked to C&E)</p> <p>Safeguarding: Drugs & Alcohol</p> <p>Basic First Aid: e.g. dealing with common injuries</p> <p>Online Relationships: Social media protocols. How information and data is shared and used online. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>Health and prevention: The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. The facts and science relating to allergies immunisation and vaccination.</p>	<p>Respecting Relationships: what a stereotype is, and how stereotypes can be unfair, negative or destructive. Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>Safeguarding: Discrimination / Faith Abuse</p> <p>Families & People Who Care for Us: that others' families sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. Stable, caring relationships, which may be of different types, are at the heart of happy families. Definitions of marriage.</p> <p>Mental wellbeing: How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. Where and how to seek support</p>	<p>Pressure groups (linked to C&E)</p> <p>Respectful relationships: that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>Health and prevention: about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</p> <p>Mental wellbeing: That mental wellbeing is a normal part of daily life, in the same way as physical health. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>Mental wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical health. There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p>	<p>Health & Prevention: Human health - bacteria & viruses</p> <p>Being safe: how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>Mental Wellbeing: self-care techniques in preparation for exams.</p> <p>Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</p>	<p>Safeguarding: Serious Violence - Knife crime (linked to C&E)</p> <p>www.noknivesbetterlives.co.uk/parents/having-the-conversation</p> <p>https://www.knifefree.co.uk/worried-young-person/</p> <p>Being safe: Appropriate touch</p> <p>Health and Wellbeing: Changing adolescent body - changes 9-11, menstrual cycle (linked to S&T)</p> <p>Health & Prevention: Human health - bacteria & viruses</p> <p>The facts and science relating to allergies immunisation and vaccination</p> <p>Physical Health & Wellbeing: Internet safety & harms – being a discerning consumer of information</p> <p>Physical Health & Wellbeing: Internet safety & harms – being a discerning consumer of information</p> <p>Residential Outdoor Activities Trip – Building confidence, independence</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Computing and Education Technology</p>	<p>Online Safety How to use mobile phone and online platforms safety (Online Safety) Identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g. apps accessing location. To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour <i>Online Relationships - cyberbullying. The same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. Physical health and Wellbeing: Internet safety and harms. On-line abuse and mental health. Reporting concerns Cyberbullying (link to C&E)</i> Making a poster in citizenship and ethics on online safety 2.4, 2.5</p>	<p>Use Purple Mash to Blog (Blogging) Identify the purpose of writing a blog. Identify the features of successful blog writing. Understand how to write a blog. Consider the effect upon the audience of changing the visual <i>Online Relationships - Social media protocols. How information and data is shared and used online. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. Social media Protocols (link to C&E)</i> Write a blog in literacy on Stanley Yelnats' experience in 'Holes' 2.4, 2.6, 2.7</p>	<p>Code a Crumble Board to move a car (Coding) design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems Crumble software to program 2.1,2.2,2.3, Linked to S&T – Circuits, making an electric powered car</p>	<p>Using Excel to Produce a cost of bread-Creating Formula (Spreadsheet) Create formulae, plan pocket money spending Plan a school event 2.6, Linked to S&T – making bread</p>	<p>Programming We do Lego and using iPad App (Programming) Model reality, conduct investigations, and use design skills 2.1, 2.2, 2.3 Linked to S&T</p>	<p>Design a Web page (Networking) Find out what a LAN and a WAN are. Find out how we access the internet in school. Think about what the future might hold <i>Physical Health & Wellbeing: Internet safety & harms – being a discerning consumer of information</i> Create a webpage in literacy about the expectations of year 6 in Lowbrook aimed at year 5 pupils 2.4, 2.5, 2.7</p>
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<p style="text-align: center;">P4C</p>	<ol style="list-style-type: none"> 1. When do you stop being a child? (emotional health) 2. Placing school rules in importance (C&E) 3. If you could choose to be any other living thing, what would it be? (S&T) 4. Is it ever ok to lie? (C&E) 5. What makes a painting valuable? (Art) 6. How important is it to have privacy? (Online Safety) 7. Would you rather live during the Industrial revolution or now? (P&T) 	<ol style="list-style-type: none"> 1. Should you be paid to go to school? 2. What's braver, being scared of something in the first place but doing it anyway or not being scared in the first place? (Emotional Health) 3. Was maths invented or discovered? (Maths) 4. Why is heart the symbol of love? (S&T) 5. Which is more important, a doctor or a teacher? 6. Is it better to be chosen for a responsibility or to volunteer? (C&E) 7. Why do you cover things in paper and then rip the paper off again? = Would Christmas be Christmas without surprises? (Eco Schools, Christmas) 	<ol style="list-style-type: none"> 1. Is it better to be very talented with no resilience or resilient and less talented? (Growth Mindset) 2. What is the most important electrical item/appliance? (S&T) 3. Should a couple share the same surname after marriage? (C&E) 4. Should animals and humans be treated equally? (C&E) 5. Is there more future or more past? (P&T) 6. Would you rather be a soldier or an evacuee during WWII? (P&T) 	<ol style="list-style-type: none"> 1. Is it ok to hunt if you eat what you have caught? (C&E) 2. Is new technology always a good thing? (ICT) 3. Should we be allowed to eat as much meat as we like? (C&E) 4. Is Brexit a good thing for the UK? (C&E) 5. What's the most important subject in school? 6. If you could ask any member of the last supper a question what would it be? (F&B) 	<ol style="list-style-type: none"> 1. Why do we keep inventing cars that go faster if there is a speed limit? (S&T) 2. Would you rather live during Ancient Greek or now? (P&T) 3. Does a belief in life after death help us to live good lives? (F&B) 4. Should children be allowed to vote? (C&E) 5. What makes a good song? (A&C) 	<ol style="list-style-type: none"> 1. Rank the qualities of a good sportsman (PE) 2. Does a feudal system still exist? (P&T) 3. What is true happiness? 4. How does change help us grow? (Emotional health) 5. What will the next adaptation of the human race be? (S&T)
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<p>Mandarin</p>	<p>Can I recognise the expectations of Year 6 Mandarin? Can I review numbers and recognise characters without Pinyin? Can I review age and recognise characters without Pinyin? Can I review age and recognise characters without Pinyin? Can I review age and recognise characters without Pinyin? Can I review and learn new ways of greeting including talking about the weather? 8. Can I review and learn new ways of greeting including talking about the weather?</p>	<p>Can I review 'my name is' and be able to recognise characters without pinyin? Can I review family and be able to recognise characters without pinyin? Can I review pets and be able to recognise characters without pinyin? Can I review pets and be able to recognise characters without pinyin? Can I review pets and be able to recognise characters without pinyin? Can I review how to say my birthday and be able to recognise characters without pinyin? 8. Can I review how to say my birthday and be able to recognise characters without pinyin?</p>	<p>Can I review words for food and drink and be able to recognise characters without pinyin? Can I learn more new words for food and drink and be able to recognise characters without pinyin? Can I learn how to say what you eat and drink at different times of day? Can I learn how to say what you eat and drink at different times of day? Can I learn more ways of ordering food and drink in a Chinese restaurant? Can I learn more ways of ordering food and drink in a Chinese restaurant?</p>	<p>Can I review words for school subjects and recognise characters without pinyin? Can I learn to say what subjects I like and dislike Can I describe my school timetable in Chinese? Can I say what is in one's schoolbag and other classroom objects? Can I describe my classroom and classmates? Can I describe my classroom and classmates?</p>	<p>Can I review all content covered so far? Can I revise my Mandarin knowledge for a YCT 2 assessment? Can I review all content covered so far? Can I revise my Mandarin knowledge for a YCT 2 assessment? Can I review all content covered so far? Can I revise my Mandarin knowledge for a YCT 2 assessment? 6.</p>	<p>Can I create a KS2 Mandarin portfolio? Can I complete a YCT 2 Assessment? Can I create a KS2 Mandarin portfolio? Can I complete a YCT 2 Assessment? Can I create a KS2 Mandarin portfolio? 6. Can I play Mandarin games?</p>
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Maths	NUMBER	FRACTIONS	NUMBER	FRACTIONS	NUMBER	ALGEBRA
	<p>Number and Place Value Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit e.g. <i>What must be added to 26 523 to change it to 54 525?</i></p> <p>Round any whole number to a required degree of accuracy e.g. <i>round 265 496 to the nearest 10 000 (270 000)</i></p> <p>Solve number and practical problems that involve number, place value and rounding e.g. <i>What is the largest 5-digit number whose digits sum to 20? (99200).</i></p> <p>Addition, subtraction, multiplication and division <i>Continue to use all the multiplication tables to 12 x 12 in order to maintain their fluency e.g. 84÷12</i></p> <p><i>Continue to practise the four operations for larger numbers using the formal written methods of columnar addition and subtraction, short and long multiplication, and short and long division</i></p> <p>Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p> <p>Perform mental calculations, including with mixed operations and large</p>	<p>Fractions (including decimals and percentages) Use common factors to simplify fractions e.g. as the numerator and denominator have a common factor of 4, 12/16 can be simplified to 3/4; use common multiples to express fractions in the same denomination e.g. as the denominators have a common multiple of 12, 3/4 and 5/6 can both be expressed in twelfths i.e. 9/12 and 10/12 respectively</p> <p>List equivalent fractions to identify fractions with common denominators</p> <p>Compare and order fractions, including fractions >1 e.g. put these fractions in order from the smallest: 5/4, 5/8, 3/2, 14/8</p> <p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts e.g. order 4/5, 75%, 0.9, 19/20</p> <p>ALGEBRA Use symbols and letters to represent variables and unknowns in mathematical situations...</p> <ul style="list-style-type: none"> missing numbers, lengths, coordinates and angles e.g. $3x=24$ or the angles in a triangle are 35°, 120° and y°; 	<p>Number and Place Value Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</p> <p>Round any whole number to a required degree of accuracy e.g. Give an example of a number which you might round to the nearest 10? Nearest 10 000?</p> <p>Use negative numbers in context, and calculate intervals across zero e.g. how much warmer is 5°C than -4°C? (9°C)</p> <p>Solve number and practical problems that involve number, place value and rounding e.g. What is the smallest number which rounds to 35 000, to the nearest 1000? (34 500).</p> <p>Addition, subtraction, multiplication and division Continue to use all the multiplication tables to 12 x 12 in order to maintain their fluency</p> <p>Continue to practise the four operations for larger numbers using the formal written methods of columnar addition and subtraction, short and long multiplication, and short and long division</p> <p>Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the</p>	<p>Ration and Proportion Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts e.g. adjust a recipe for 4 people, to serve 6 people</p> <p>Solve problems involving similar shapes where the scale factor is known or can be found e.g. two rectangular picture frames are the same shape, but one is bigger than the other; the smaller one measures 10cm by 15cm; the larger frame has a width of 30cm, what is its length?</p> <p>Begin to use the notation $a : b$ to record ratio</p> <p>Solve problems involving the calculation of percentages (e.g. measures) such as 15% of 360 and the use of percentages for comparison</p> <p>Link percentages of 360° to calculating angles of pie charts</p> <p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples e.g. for every egg you need three spoons of flour; how many eggs are needed for 12 spoons of flour?</p>	<p>Number and Place Value Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</p> <p>Round any whole number to a required degree of accuracy e.g. What is the smallest number which rounds to 500 000, to the nearest 1000? (499 500).</p> <p>Use negative numbers in context, and calculate intervals across zero</p> <p>Solve number and practical problems that involve number, place value and rounding e.g. What is the smallest 4-digit integer whose digits sum to 20? (10199).</p> <p>Addition, subtraction, multiplication and division Continue to use all the multiplication tables to 12 x 12 in order to maintain their fluency</p> <p>Continue to practise the four operations for larger numbers using the formal written methods of columnar addition and subtraction, short and long multiplication, and short and long division</p> <p>Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p>	<p>Use symbols and letters to represent variables and unknowns in mathematical situations...</p> <ul style="list-style-type: none"> missing numbers, lengths, coordinates and angles e.g. $68=6t-4$ or the angles in a kite are x°, x°, 15° and 53°; find x, or plot points (x, y) where $x+y=1$ mathematics and science formulae e.g. $A=\frac{1}{2}(l \times h)$ arithmetic rules generalising number patterns e.g. 6, 11, 16, 21, ... $5n+1$ number puzzles e.g. $x+y=10$ and $2x+y=13$; find x and y <p>Express missing number problems algebraically e.g. I'm thinking of a number; I double it and subtract 12 from the result; the answer is 60; what was my number? ($2x-12=60$, so $2x=72$, so $x=36$)</p> <p>Use simple formulae expressed in words e.g. write a formula for the cost of a taxi journey, C, which is £2.10 plus £1.60 per kilometre, k. ($C=2.10+1.60k$)</p> <p>Enumerate all possibilities of combinations of two variables e.g. list all the combinations of boys and girls in a class where there are twice as many boys as girls and between 25 and 35 children in the class altogether.</p>

<p>numbers e.g. $(13\ 500 \times 2) \div 9 = 3000$</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why e.g. <i>There are 6534 cars parked in a 3-storey car park; 1398 are on the first floor and 3765 are on the second floor; how many cars are parked on the third floor?</i></p> <p>Solve problems involving addition, subtraction, multiplication and division e.g. <i>396 children and 37 adults went on a school trip; buses seat 57 people; how many buses were needed?</i></p> <p>Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy. e.g. <i>find the perimeter of a football pitch with side lengths 105.3m and 46.8m (estimate: $(105+45) \times 2 = 300m$; actual: $(105.3+46.8) \times 2 = 304.2m$ (same number of decimal places as numbers in the question))</i></p> <p>Identify common factors, common multiples and prime numbers e.g. <i>common factors of 12 and 15 are 1 and 3; common multiples of 4 and 6 are 12, 24, 36...; prime</i></p>	<ul style="list-style-type: none"> mathematics and science formulae e.g. $A=l \times w$ arithmetic rules e.g. $a+b=b+a$ <p>Express missing number problems algebraically e.g. $17 = x + 4.5$</p> <p>Use simple formulae expressed in words e.g. write a formula for the number of months, m, in y years. ($y=12m$)</p> <p>Enumerate all possibilities of combinations of two variables e.g. investigate how many different ways 2 red eggs can be placed in a 6-space egg carton, by starting with a 3-space carton, 4-space carton etc?</p> <p>MEASUREMENT Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to three decimal places e.g. $4.52kg = 4520g$; $1.005km = 1005m$</p> <p>Recognise that shapes with the same areas can have different perimeters and vice versa e.g. investigate rectangles with areas of $24cm^2$ to find</p>	<p>formal written method of long multiplication</p> <p>Perform mental calculations, including with mixed operations and large numbers</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why e.g. Three people won £365 496 on the lottery; one received £197 540, another received £40 010; how much did the third person receive?</p> <p>Solve problems involving addition, subtraction, multiplication and division e.g. I think of a number and subtract 5.6 from it then multiply the result by 6; the answer is 7.2; what was my number?</p> <p>Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy e.g. A box contains approximately 52 matches; how many boxes can be filled with 10 000 matches?</p> <p>Identify common factors, common multiples and prime numbers e.g. Find the smallest common multiple of 5, 6 and 8 (120)</p>	<p>ALGEBRA Use symbols and letters to represent variables and unknowns in mathematical situations...</p> <ul style="list-style-type: none"> missing numbers, lengths, coordinates and angles e.g. $5y+1=16$ or the angles in an isosceles triangle are 50°, y° and y°; find y mathematics and science formulae e.g. $P=2(l+w)$ arithmetic rules e.g. $a \times b = b \times a$ generalising number patterns e.g. 3, 6, 9, 12, ... $3n$ number puzzles e.g. $a+b=8.5$ and $a \times 6=15$; find a and b <p>Express missing number problems algebraically e.g. the perimeter of a triangle is 20cm; it has two sides of length 8cm; what is the length of the other side? ($20=2 \times 8 + x$ so $x=4cm$)</p> <p>Use simple formulae expressed in words e.g. write a formula for the cost of a party, C, which costs £100 plus £2 per person, n. ($C=100+2n$)</p> <p>Enumerate all possibilities of combinations of two variables e.g. investigate all possible half-time scores when the full time score of a football match is 4:2</p> <p>Generate and describe</p>	<p>Perform mental calculations, including with mixed operations and large numbers e.g. $(13\ 400 + 10\ 600) \times 4 \div 12 = 8000$</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why e.g. Write a number story for this number sentence: $23.5 = 20.4 + 4.9 - 1.8$</p> <p>Solve problems involving addition, subtraction, multiplication and division e.g. Club A sold 3500 tickets for £9.50 each and Club B sold 8150 tickets for £3.50; how much more money did Club A make than Club B?</p> <p>Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy</p> <p>Identify common factors, common multiples and prime numbers e.g. Find the highest common factor of 120, 90 and 75 (15) or Find all the prime numbers between 80 and 100.</p> <p>Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders,</p>	<p>Generate and describe linear number sequences e.g. 6, 13, 20, 27, ... $7n-1$</p> <p>Find pairs of numbers that satisfy number sentences involving two unknowns. e.g. $a - b = 5$, give pairs of values that a and b could have (e.g. 8, 3 or 6.5, 1.5 or ...)</p> <p>MEASUREMENT Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to three decimal places</p> <p>Recognise that shapes with the same areas can have different perimeters and vice versa e.g. investigate parallelograms with areas of $24cm^2$ to find which has the smallest perimeter</p> <p>Recognise when it is possible to use formulae for area and volume of shapes e.g. find the height of cuboid which is 12cm long, 2cm high and has the same volume as a cube with sides of 6cm</p> <p>Calculate the area of parallelograms and triangles, relating it to the area of rectangles</p>
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	<p><i>numbers are numbers with exactly 2 factors e.g. 2, 3, 5, 7, 11, 13, ...</i></p> <p>FRACTIONS Fractions (including decimals and percentages) Identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places e.g. $205.6 \div 100 = 2.056$</p> <p>Multiply one-digit numbers with up to two decimal places by whole numbers e.g. 0.6×7</p> <p>Ratio and Proportion Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts e.g. <i>adjust a recipe for 4 people, to serve 20 people</i></p> <p>GEOMETRY Properties of Shape Recognise, describe and build simple 3-D shapes, including making nets e.g. <i>investigate different nets for a cube</i>, recognising when 'nets' will fold to make a cube and when they will not.</p> <p>Position and Direction Describe positions on the full coordinate grid (all four quadrants) e.g. (-3, 7)</p>	<p>which has the smallest perimeter</p> <p>Recognise when it is possible to use formulae for area of shapes e.g. find the length of rectangle which is 4m wide and has the same area as a square with a side length of 8cm.</p> <p>Calculate the area of triangles, relating it to the area of rectangles, e.g. compare the 'counting squares' method to using the formula for the area of a triangle</p> <p>GEOMETRY Properties of shapes Draw 2-D shapes using given dimensions and angles using measuring tools and conventional markings and labels for lines and angles e.g. same length lines, parallel lines and same size angles:</p> <p>STATISTICS Use and interpret data Interpret and construct pie charts and line graphs and use these to solve problems e.g. draw a pie chart to show how Jack spends his £36 birthday money:</p> <ul style="list-style-type: none"> • £9 snacks • £15 toys • £12 books <p>Encounter and draw graphs relating two variables, arising from their own enquiry and in other</p>	<p>Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</p> <p>Use their knowledge of the order of operations to carry out calculations involving the four operations and using brackets; e.g. $2 + 1 \times 3 = 5$ and $(2 + 1) \times 3 = 9$.</p> <p>FRACTIONS Fractions (including decimals and percentages) Use common factors to simplify fractions; use common multiples to express fractions in the same denomination</p> <p>List equivalent fractions to identify fractions with common denominators</p> <p>Compare and order fractions, including fractions >1 e.g. put these fractions in order from the smallest: $5/4, 5/6, 3/2, 4/3$</p> <p>Associate a fraction with division and calculate decimal fraction equivalents e.g. 0.375 for a simple fraction e.g. $5/8$</p> <p>Use understanding of relationship between unit fractions and division to</p>	<p>linear number sequences e.g. write the first 5 terms in a 'decrease by 9' sequence starting from 20, or find the nth term of a simple sequence e.g. 4, 8, 12, 16, ...</p> <p>Find pairs of numbers that satisfy number sentences involving two unknowns. e.g. $a - b = 5$, give pairs of values that a and b could have (e.g. 8, 3 or 6.5, 1.5 or ...) or. $p \times q = 24$; if p and q are both positive, even numbers, list all the possible combinations (e.g. $2 \times 12, 4 \times 6, \dots$)</p> <p>MEASUREMENT Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to three decimal places</p> <p>Recognise that shapes with the same areas can have different perimeters and vice versa e.g. investigate triangles with areas of 12cm^2 to find which has the smallest perimeter</p> <p>Recognise when it is possible to use formulae for area and volume of shapes e.g. find the length of the side of a cube with a volume of 27cm^3</p>	<p>fractions, or by rounding, as appropriate for the context</p> <p>Use their knowledge of the order of operations to carry out calculations involving the four operations and using brackets e.g. $14 \times (29 - 12) + 7 = 245$</p> <p>FRACTIONS Fractions (including decimals and percentages) Use common factors to simplify fractions; use common multiples to express fractions in the same denomination</p> <p>List equivalent fractions to identify fractions with common denominators</p> <p>Compare and order fractions, including fractions >1 e.g. put these fractions in order from the smallest: $5/4, 5/6, 3/5, 4/3$</p> <p>Associate a fraction with division and calculate decimal fraction equivalents e.g. 0.375 for a simple fraction e.g. $5/8$</p> <p>Use understanding of relationship between unit fractions and division to work backwards by multiplying a quantity that represents a unit fraction to find the whole quantity e.g. if $1/5$ of a mass is 150g, then the whole mass</p>	<p>Solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate e.g. A jug holds 550ml; how many jugs of water are needed to fill a 4.8 litre bucket?</p> <p>convert between miles and kilometres and other units commonly used e.g. use a conversion line graph or be able to work out that 6 pints of milk is a bit more than 3 litres</p> <p>calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm^3) and cubic metres (m^3) and extending to other units, such as mm^3 and km^3.</p> <p>Begin to use compound units for speed e.g. miles per hour</p> <p>GEOMETRY Properties of shapes Draw 2-D shapes using given dimensions and angles using measuring tools and conventional markings and labels for lines and angles e.g. construct a triangle or complete a parallelogram with given lengths and angles</p> <p>Recognise, describe and build simple 3-D shapes,</p>
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	<p>Draw and translate simple shapes on the coordinate plane and reflect them in the axes.</p> <p>Predict missing coordinates of quadrilaterals by using the properties of shapes, which may be expressed algebraically e.g. translating vertex (a, b) to (a-2, b+3), or find the other vertices of a square, given two of them are (a, b) and (a+d, b+d)</p> <p>Competencies: -Fractions, Decimals and Percentages -Equivalent Fractions -Conversions (F).</p>	<p>subjects e.g. a scatter graph connecting heights of children and their long-jump distance</p> <p>Competencies: -Angles -Properties of 2D Shape -Properties of 3D Shape -Roman Numerals (F)</p>	<p>work backwards by multiplying a quantity that represents a unit fraction to find the whole quantity e.g. if $\frac{1}{4}$ of a length is 36cm, then the whole length is $36 \times 4 = 144\text{cm}$</p> <p>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions e.g. $\frac{1}{2} + \frac{1}{8} = \frac{5}{8}$</p> <p>Identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places e.g. $\times 100 = 140.8$</p> <p>Multiply one-digit numbers with up to two decimal places by whole numbers e.g. 0.06×8</p> <p>Use written division methods in cases where the answer has up to two decimal places e.g. $458 \div 8 = 57.25$</p> <p>Multiply and divide numbers with up to two decimal places by one-digit and two-digit whole numbers e.g. 3.15×62</p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy and check the reasonableness of answers.</p>	<p>Calculate the area of parallelograms and triangles, relating it to the area of rectangles, e.g. compare the 'counting squares' method to using the formula for the area of a parallelogram</p> <p>Solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate e.g. Ben walked 850m to the bus stop, travelled on a bus for 8.67km and then a train for 120.9km; how far did he travel altogether?</p> <p>Convert between miles and kilometres and other units commonly used e.g. know that a mile is approximately 1.6km (and 1km is approximately 0.6miles) and use this to make rough calculations</p> <p>Calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm³) and cubic metres (m³) and extending to other units, such as mm³ and km³.</p> <p>GEOMETRY Properties of shapes Draw 2-D shapes using given dimensions and angles using measuring tools and conventional markings and labels for</p>	<p>is $150 \times 5 = 750\text{g}$</p> <p>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions e.g. $\frac{13}{4} - \frac{5}{6} = \frac{11}{12}$</p> <p>Use a variety of images to support understanding of multiplication with fractions</p> <p>Multiply simple pairs of proper fractions, writing the answer in its simplest form e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$</p> <p>Divide proper fractions by whole numbers e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$</p> <p>Identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places e.g. $\div 1000 = 0.45$</p> <p>Multiply one-digit numbers with up to two decimal places by whole numbers e.g. 0.04×12</p> <p>Use written division methods in cases where the answer has up to two decimal places e.g. $693 \div 15 = 14.2$</p> <p>Multiply and divide numbers with up to two decimal places by one-digit and two-digit whole numbers e.g. $93.15 \div 5$</p>	<p>including making nets</p> <p>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</p> <p>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles describing them algebraically e.g. $a=180-(b+c)$</p> <p>Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius describing it algebraically as $d=2r$</p> <p>Position and Direction Describe positions on the full coordinate grid (all four quadrants)</p> <p>Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p> <p>Predict missing coordinates of quadrilaterals by using the properties of shapes, which may be expressed algebraically e.g. translating vertex (a, b) to (a-2, b+3), or find the other vertices of a square, given two of them are (a, b) and</p>
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				<p>algebraically e.g. translating vertex (a, b) to (a-2, b+3), or find the other vertices of a square, given two of them are (a, b) and (a+d, b+d)</p> <p>STATISTICS Use and interpret data Interpret and construct pie charts and line graphs and use these to solve problems e.g. create a conversion graph for pounds and Euros</p> <p>Encounter and draw graphs relating two variables, arising from their own enquiry and in other subjects.</p> <p>Competencies: Retest, revise and consolidate</p>	<p>charts</p> <p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples e.g. the ratio of boys to girls in class 6 is 1:2; there are 8 boys, how many girls are there?</p> <p>Competencies: Retest, revise and consolidate</p>	
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