

<p>English</p> <p>Newspaper Flashback story Non chronological report Tension story Poetry Discussion text Historical story</p>	<p>Science – Earth and Space</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the Sun across the sky.</p> <p>Science – Earth and Space</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Use recognised symbols when representing a simple circuit in a diagram 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</p> <p><u>Working scientifically</u> Explain observations using scientific facts and ideas. Identify scientific evidence that has been used to support an idea Explain what the evidence shows and whether it supports any predictions. Make predictions based on scientific facts and ideas.</p>	<p>PSHE – Jigsaw – Being Me in my World</p> <p>Understand how democracy and having a voice benefits the school community Understand how to contribute towards the democratic process Understand the rights and responsibilities associated with being a citizen in the wider community and their country Know how to face new challenges positively Understand how to set personal goals Know how an individual’s behaviour can affect a group and the consequences of this Empathy for people whose lives are different from their own Consider their own actions and the effect they have on themselves and others Be able to work as part of a group, listening and contributing effectively Be able to identify what they value most about school Identify hopes for the school year Understand why the school community benefits from a Learning Charter Be able to help friends make positive choices Know how to regulate my emotions</p> <p>PSHE – Jigsaw – Celebrating Difference</p> <p>Know external forms of support in regard to bullying e.g. Childline Know that bullying can be direct and indirect Know what racism is and why it is unacceptable Know what culture means Know that differences in culture can sometimes be a source of conflict Know that rumour- spreading is a form of bullying online and offline Know how their life is different from the lives of children in the developing world Appreciate the value of happiness regardless of material wealth</p>
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		<p>Identify their own culture and different cultures within their class community</p> <p>Identify their own attitudes about people from different faith and cultural backgrounds</p> <p>Develop respect for cultures different from their own</p> <p>Identify a range of strategies for managing their own feelings in bullying situations</p> <p>Identify some strategies to encourage children who use bullying behaviours to make other choices</p> <p>Be able to support children who are being bullied</p>
<p>History Year 5</p> <p>History skill 1 – Children can make sensible suggestions on the nature of evidence. They can consider what this evidence tells the about a tie period or people and they can consider whether or not evidence is reliable based on its source and can understand the possibility that historians may be wrong</p> <p>History skill 2 - Children can ask relevant and searching questions considering where the answer will lead them. This can be assessed by asking children why they are asking that particular question.</p> <p>History skill 4 - Pupils can state examples of what has changed and stayed the same and hypothesise as to reasons why. They can track changes over time.</p> <p>History skill 5 - Pupils can explain with viable reasons the cause of a historical event and consider the impact on the people of the day. These causes may be inferred based on evidence or prior knowledge</p> <p>History Skill 6 - Pupils can place the time period in a chronological framework among multiple time periods they have studied and place the time in the context of other significant events in history such as WW1, WW2, the discovery of USA. They can identify some similarities and differences between them in areas</p>	<p>Geography</p> <p>Locate the world's countries, using maps</p> <p>Use maps and atlases, globes and digital/computer mapping to locate and describe features</p> <p>Use six-figure grid references to locate places in the wider world on an Ordnance Survey map</p>	<p>RE – Expressions of Faith</p> <p>Describe some different ways people communicate with their god</p> <p>Consider the meaning of different forms of religious worship and how they are expressions of belief</p> <p>Identify symbols and artefacts which are important for at least two different faiths</p> <p>Explain how artefacts and symbols express the beliefs of faith members</p> <p>Recognise different forms of religious and spiritual expression</p> <p>RE – Christmas</p> <p>Identify key events in the lives of faith founders and their impact on those around them</p> <p>Explain the relevance of different faith founders for their followers today</p> <p>Compare the experience of participating in a religious festival or celebration around the world</p> <p>Reflect and share how religious celebrations and rituals have an impact on the community</p>

such as clothing, way of life, architecture, weaponry, battle strategies

Year 6

History skill 1 – Children will consider questions around a piece of evidence beyond what it is. They will be capable of inferring what it tells us about people of that time and they will be able to discuss the reliability of the evidence and begin to consider which types of evidence are most reliable. They understand the term propaganda

History skill 2 - Children ask meaningful and relevant questions and are capable of considering possible answers. Through questioning they hypothesise. Their questions explore many areas of civilisations, e.g. culture, politics, economy and military and are generally open

History skill 4 - Pupils can consider changes and continuity across all areas including culture, economy, politics and military. They can see continuity and change between time periods they have studied as well as the present day.

History skill 5 - Pupils have a good understanding of the causes of an event and can infer other factors that may have contributed. They can understand consequences on a larger scale both geographically and chronologically

History skill 6 - Pupils can compare time periods with explanation, they can demonstrate a complete chronological framework by referencing a variety of time periods they have previously studied, they are capable of investigating similarities, differences and trends.

<p>Computing – Sounds Year 5 Add voice over and edit sound clips (volume, pitch, fade, effect) to create a podcast. Create a remix of a popular song.</p> <p>Year 6 Add voice over and edit sound clips (volume, pitch, fade, effect) to use in a film or radio broadcast (podcast) Compose a soundtrack that can be added to a film project.</p> <p>Computing – E-safety I can create and use strong and secure passwords I can identify a range of ways to report concerns both in school and at home I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I can describe strategies to help me identify scams and phishing. I can describe simple ways to increase privacy on apps and services. I can describe some simple ways that help to build a positive online reputation.</p> <p>Computing – VR Year 5 I can create an interactive VR experience. I can create an animated object and bring it into my surroundings through AR I can create an AR experience using objects I have created to explain a concept.</p> <p>Year 6 I can create an interactive poster using AR I can explain how VR and AR works.</p> <p>Computing – Coding</p>	<p>Art and Design Year 5 To use tone effects to create a contrast To recognise and discuss the influence of the culture or time on the art work To mix colours to suit the purpose of the artwork to create atmosphere, mood and feelings To use a range of tools for applying paint to create different textures Use the appropriate direction of the brush stroke Drawing on prior learning experiences, children select, trial and evaluate a range of media to inform and justify choices. To provide or act on critique/ advice to improve work.</p> <p>Year 6 To recognise and discuss the influence of the culture or time on the art work and how some examples have changed over time because of the culture or time. To use tone effects to create atmosphere To mix colours to suit the purpose of the artwork to create atmosphere, mood, feelings using complimentary and contrasting colours To select a range of tools for applying paint to create different textures Use varied direction in the use of equipment for different effects Drawing on prior learning experiences, children select, trial and evaluate a range of media to inform appropriate choices given the context. To identify the progress made through the art journey, identifying where advice has been acted upon.</p>	<p>PE – Tag Rugby Pass a rugby ball with accuracy whilst running Receive a rugby ball whilst running Run with the ball and show tactical awareness to outwit opponents. (dodging) To tag an opponent and intercept the ball during a tag rugby game To create and apply defensive tactics in game situations. (interception and movement) To create and apply attacking tactics in game situations. (dodging and passing) Apply all of the above in 7v7 game situations.</p> <p>PE – Football Dribble using both feet with control Dribble around players in game situations Pass the ball using both feet in game situations with control Combine dribbling and passing in game situations Receive the ball with both feet in game situations with control Shoot with control in game situations Tackle/intercept the ball from an opponent and then distribute.</p> <p>PE – Dance Create a range of movements to fit a theme of dance. Create a fluent sequence with varying levels, speed and direction. To show emotion through a range of dance movements. Make improvements to sequence based on peer and self-assessment.</p> <p>Perform own sequence of movements, which compliment the music, with precision and control.</p>
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<p>Use code to command the program to type things back to you.</p> <p>Understand code to generate shapes in different colours.</p> <p>Understand code to generate a loop</p> <p>Use input statements to talk to the code decisions</p> <p>Use script mode to code the program to type things back to you</p>		<p>PE – Netball</p> <p>Perform a range of passes with control</p> <p>To develop footwork (pivot)</p> <p>Receive pass with confidence then pivot</p> <p>Shoot with accuracy at a hoop</p> <p>To find space and get ready to receive the ball in game situations</p> <p>Intercept the ball from an opponent, pivot and distribute.</p> <p>To create and apply defensive tactics in game situations.</p> <p>To create and apply attacking tactics in game situations.</p> <p>Apply all of the above in a high 5 game situation.</p>
<p>Music</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>French – ilanguages – year 5</p> <p>Revise classroom instructions.</p> <p>Revise opinions.</p> <p>Learn how to pronounce the ‘j’ phoneme correctly</p> <p>Learn words for sports.</p> <p>Revise opinions.</p> <p>Revise words for sports and opinions.</p> <p>Revise clothes and ‘je porte’ in the context of sports clothing.</p> <p>Learn the word ‘pour’ and use it in context</p> <p>Revise j’ai and learn tu as, il a, elle a and nous avons (parts of avoir).</p> <p>Revise how to pronounce the ‘a’ phoneme correctly</p> <p>Revise j’ai and learn tu as, il a, elle a and nous avons (parts of avoir) and use it with the negative.</p>	

Enjoy a traditional story and revise how to pronounce the 'ai' phoneme correctly.
Revise the adjectival agreement rule and apply it in writing.
Enjoy a traditional story and act it out.
Learn how to find the correct adjective ending for masculine and feminine forms in a dictionary.
Learn how to describe the weather.
Be able to give a simple weather forecast
Learn how to describe the weather.
Be able to give a simple weather forecast
Learn words for hobbies.
Revise weather vocabulary.
Pronounce the phoneme 'qu' accurately
Revise words for hobbies.
Revise words for animals and learn four new words for pets.
Understand and describe what pets people have using 'avoir'.
Revise words for pets.
Enjoy a traditional tale
Learn how to work out which words in a poem rhyme.
Learn how to pronounce the 'oi' phoneme correctly.
Write their own diamond poem in French
Learn about the Epiphany tradition in France.
Be able to understand and recite an authentic French song.
Enjoy a traditional French story and compare it to an English story.