

<p>English</p> <p>Narrative: (Suspense - dialogue / characterisation) Horror Short Story To write a description of a predator using figurative language Personification Poem (figurative language focus) Newspaper Report Argument Text To write a descriptive 'Who Am I?' poem – using figurative language (similes, metaphors and personification).</p>	<p>Science</p> <p>Children will understand the basic composition of blood and its function Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. THE HEART - Children will name the main parts of the human circulatory system and describe their function Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. PULSE - To understand the function of the heart, blood and lungs in practice Describe the ways in which water and nutrients are transported around the body within animals and humans Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function To report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p>	<p>PSHE – Jigsaw – Relationships</p> <p>Know that there are rights and responsibilities in an online community or social network Know that there are rights and responsibilities when playing a game online Know that too much screen time isn't healthy Know how to stay safe when using technology to communicate with friends Know that a personality is made up of many different characteristics, qualities and attributes Know that belonging to an online community can have positive and negative consequences Can suggest strategies for building self-esteem of themselves and others Can identify when an online community/social media group feels risky, uncomfortable, or unsafe Can suggest strategies for staying safe online/ social media Can say how to report unsafe online/social network activity Can identify when an online game is safe or unsafe Can suggest ways to monitor and reduce screen time Can suggest strategies for managing unhelpful pressures online or in social networks</p> <p>PSHE – Jigsaw – Changing Me</p> <p>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally Know that becoming a teenager involves various changes and also brings growing responsibility Know what perception means and that perceptions can be right or wrong Can celebrate what they like about their own and others' self-image and body image Can suggest ways to boost self-esteem of self and others Recognise that puberty is a natural process that happens to everybody and that it will be OK for them Can ask questions about puberty to seek clarification Can express how they feel about becoming a teenager Can say who they can talk to if concerned about puberty or becoming a teenager/adult</p>
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<p>RE</p> <p>Hopes and Visions</p> <p>Identify what makes some questions ultimate</p> <p>Offer answers to an ultimate question from different faith perspectives</p> <p>Explain how people of different faiths describe what god is like</p> <p>Identify what different sacred writings say about the attributes of God</p>	<p>Art and Design</p> <p>Learn about the life and achievements of our ‘artist in focus’ LeRoy Neiman (official Olympic painter)</p> <p>Reflect on Neiman’s work and compare his use of colour, technique and perspective</p> <p>‘Have a go’ at recreating Neiman’s style – chn recreate movement, continuing the angles, perspectives and lines for effect</p> <p>Develop skills in the style of Neiman (drawing line’s and shape)</p> <p>Develop skills in the style of Neiman (digital imaging and digital effects)</p> <p>Chn to plan their final design, in the style of Neiman. Consider the use of colour, line, shape and media for effect</p> <p>Chn to create and evaluate their final design, reflecting on their sketch book’s ‘journey’ and the challenges they have faced</p>	<p>Design Technology</p> <p>Create a motorised vehicle driven by solar power. Incorporate axel and investigate design.</p> <p>Using a kit, incorporate a circuit, including with solar.</p> <p>Investigate renewable resources for generating electricity. Eg Solar car kit</p> <p>Year 5</p> <p>Taking inspiration from design</p> <p>Use knowledge of inventors, designs, engineers, chefs and manufacturers who have developed ground breaking products to create own innovative designs</p> <p>Start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.</p> <p>Design, plan, make, evaluate</p> <p>Undertake research to inform the design process, including surveys and interviews</p> <p>Use/create prototypes, cross-sectional diagrams, exploded diagrams</p> <p>Consider the views of others when evaluating their own work</p> <p>Ensure products have a high quality finish, using art skills where appropriate</p> <p>Justify their decisions about materials and methods of construction</p> <p>Make suggestions on how their design / product could be improved</p> <p>Assembly skills</p> <p>Mark out and cut materials accurately and safely to a marked line</p> <p>Join materials using appropriate methods, e.g. using a hand drill to drill tight and loose fit holes</p> <p>With support, cut wood using a hacksaw</p> <p>Year 6</p> <p>Taking inspiration from design</p> <p>Analyse the work of others, including iconic designs to inform works</p> <p>Understand the developments in D and T and the responsibilities of designers, including environmental designers</p> <p>Design, plan, make, evaluate</p> <p>Undertake research involving a wider range of sources, to inform the design process</p> <p>Independently use/create prototypes, cross-sectional diagrams, exploded diagrams</p> <p>Consider the views of others when evaluating their own work, including giving detailed feedback to others</p>
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		<p>Ensure products have a high quality finish, using more developed art skills where appropriate</p> <p>Justify their decisions about materials and methods of construction, with detailed reasoning</p> <p>Make well-informed suggestions on how their design / product could be improved, referring back to the design process as appropriate</p> <p>Assembly skills</p> <p>Measure and cut materials with precision and refine the finish with appropriate tools, (Eg sanding wood)</p> <p>Assemble components to make working models.</p> <p>Cut wood accurately to the measured line.</p> <p>Build frameworks using a range of materials, e.g. wood, card, corrugated plastic</p>
<p>Computing</p> <p>Word - I can organise and reorganise text on screen to suit a purpose</p> <p>Word - I can combine digital images and text to enhance my work</p> <p>Word - I can start to apply other useful effects to my documents such as hyperlinks.</p> <p>Excel - I can edit and format cells in a spreadsheet (borders, size, font, bold)</p> <p>Excel - I can use simple formulae to solve calculations such as autosum.</p> <p>PPT - I can create presentation and include a variety of media, animations, transitions</p> <p>I can create a multipage website including a range of media and hyperlinks</p>	<p>PE – Cricket</p> <p>Develop a good batting technique using a kwik cricket bat.</p> <p>Strike a ball with control from an overarm bowl.</p> <p>Play a variety of shots with control.</p> <p>Throw (under/overarm) with accuracy at the wickets from 10m.</p> <p>Use the long barrier technique to stop a moving ball.</p> <p>Confidently catch a tennis ball with one and two hands over increased distances.</p> <p>Using an overarm action, bowl with control from 15 yards.</p> <p>Make good tactical choices when running between the wickets.</p> <p>Make good tactical choices when fielding.</p> <p>Demonstrate good communication skills when batting and fielding.</p> <p>PE - Tennis</p> <p>To perform an underarm serve over the net into the opponent's court with control</p> <p>To perform a forehand stroke with control in a modified game</p> <p>To perform a backhand stroke with control in a modified game</p> <p>To apply the forehand and backhand shots in game situations</p>	<p>History</p> <p>Skill 3: 'To understand the impact of a time period/people/event on our way of life today'</p> <p>Skill 4: 'To identify what has changed and stayed the same since a particular time or event'</p> <p>Skill 6: 'To Build a Chronological Narrative'</p>

	<p>To apply tactics to win a point</p> <p>To move into a space - anticipating my opponents next shot</p> <p>PE – Golf</p> <p>To develop a tick-tock putting technique.</p> <p>To show good accuracy when putting at targets over longer distances.</p> <p>To show good distance control when putting over longer distances.</p> <p>To develop a tick-tock chipping technique.</p> <p>From 5m, to consistently chip the ball in the air and strike the vertical target.</p> <p>From 5m, to consistently chip the ball in the air to a flat target.</p> <p>To develop a L shape pitching technique.</p> <p>Strike the ball onto a small greens over 10m from the tee.</p> <p>Design a pitch and putt golf hole for others to play.</p> <p>PE - Rounders</p> <p>Develop a good batting technique using a rounders bat.</p> <p>Strike a bowled ball using a rounders bat.</p> <p>Show control and accuracy when using the overarm throw.</p> <p>Use the long barrier technique to stop a moving ball.</p> <p>Confidently catch a tennis ball with two hands over increased distances.</p> <p>Using an underarm action, bowl with accuracy from 5m.</p> <p>Make good tactical choices when running around the bases.</p> <p>Make good tactical choices when fielding.</p> <p>Demonstrate good communication skills when batting and fielding.</p>	
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<p>Music <u>Djembe Drums and Chair Drumming</u></p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 	<p>Geography PRECIOUS PLANET Children to learn about coastal erosion Children to learn about coastal erosion on the East Coast Children to learn about natural and manmade hazards around the world impacting on the planet. To explore hazards around the world and their impact on the planet and what is being done to help</p>	<p>French Describe rooms in the house Describe places in a town Learn about a French city Revise the verb aller (to go) Learn language giving directions Numbers to 100 Conversations in a café Past and perfect tense</p>
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