



Three Bridges
Primary School



Year 6

Topic Overview

<p>Subject Autumn Term</p>	<p>KS2 Geography:</p> <ul style="list-style-type: none"> •use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world •use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p>I'm a Year 6 pupil, get me out of here!</p> <p>Stunning Start: plan, and go on, a Geo cache activity trail.</p>
<p>Learning Challenges</p>	<ol style="list-style-type: none"> 1. What would a bird's eye view of your school look like? 2. Can you put together a map of the immediate area around your school? 3. Can you explain why your <i>*town</i> exists and what would have brought people to live there in the first place and why do people live there today? 4. Can you use an OS map, including compass point directions, to help someone plan a route between two local points? 5. Marvellous Middle: residential trip to the Isle of Wight. 6. If you got lost within 50 miles of your home, how would you go about finding your way home? 7. From the photographs you have taken of the immediate area, can you create a painting? 8. Fantastic Finish: Plan a trip to a European city to include cost and time.
<p>Literacy Links</p>	<p>LC3: research opportunities should see children linking to some of their history skills.</p>
<p>Grammar texts</p>	<p>The Highwayman The Nowhere Emporium Running Wild</p>
<p>Literacy</p>	<p>Quest story</p> <p>I described the task – to find something</p> <p>I described the setting</p> <p>My characters set off and overcome obstacles along the way</p> <p>The problems include:</p> <ul style="list-style-type: none"> • Can't find it • Can't get in • Get trapped • Get chased <p>The solutions to the problems are realistic</p> <p>My characters arrive back at the start, task accomplished</p> <p>I included an ending, e.g. a final comment</p> <p>I used dialogue for characterisation or showing the reader what is happening</p> <p>http://www.literacyshed.com/the-alchemy-letters-letter.html</p> <p>Leaflet</p>

My leaflet is split into clearly subtitled sections
I used titles and sub-headings to attract the reader
I used illustrations to support the information
Key information is easily identified through use of colour, shading, boxes, bold and italic, different shaped sections
I used standard English which is exact and clear with no doubt
I used an impersonal tone, avoiding personal pronouns
My vocabulary includes formal phrases and technical words
I used at least three complex sentences

The verbs I used:

- include examples of imperative to show compulsion
- may include conditionals
- may include passive voice

Leaflet about the residential trip to PGL (Isle of Wight)

Letter

In my formal letter, addresses, date, greeting and sign-off are correctly placed
The first paragraph tells who the writer is and explains the reason for writing
The middle paragraphs deliver the message
The letter states clearly what I would like the recipient to do

I used standard English

I used the appropriate greeting and signoff

If word-processed, a line space indicates new paragraphs

I used a formal tone

Letter of complaint to the mayor of Crawley about the rubbish.

Balanced Argument

I used a question for the title

My introduction explains what the argument is about

I gave statements for and against, with reasons to support them

My final paragraph sums up and may offer suggestions

I used at least three examples of the language of debate, e.g. 'no-one can deny', 'some people believe':

- 1.
- 2.
- 3.

I used verbs:

- mainly in the present tense
- including examples of the passive
- including conditionals. e.g. 'would', 'could', 'might'

I used impersonal pronouns

	<p>I used a personal pronoun in the final paragraph only</p> <p>I used connectives that:</p> <ul style="list-style-type: none"> · introduce more points: 'furthermore' · give a balanced view: 'however' · draw to a conclusion: 'consequently' <p>http://www.literacyshed.com/the-myths-and-legends-shed.html - The Girl and the Fox; discussion text on fox hunting</p>		
<p>Literacy - What the National Curriculum requires in Literacy at Y6</p>	<p>Transcription</p> <p>Spelling</p> <ul style="list-style-type: none"> • I can convert verbs into nouns by adding a suffix. • I can distinguish between homophones and other words which are often confused. • I can spell the commonly mis-spelt words from the Y5/6 word list. • I understand that, the spelling of some words, need to be learnt specifically. • I can use any dictionary or thesaurus. • I use a range of spelling strategies. <p>Handwriting</p> <ul style="list-style-type: none"> • I can choose the style of handwriting to use when given a choice. • I can choose the handwriting that is best suited for a specific task. 	<p>Composition</p> <ul style="list-style-type: none"> • I can identify the audience for and purpose of the writing. • I can choose the appropriate form and register for the audience and purpose of the writing. • I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect. • I use a range of sentence starters to create specific effects. • I can use developed noun phrases to add detail to sentences. • I use the passive voice to present information with a different emphasis. • I use commas to mark phrases and clauses. • I can sustain and develop ideas logically in narrative and non-narrative writing. • I can use character, dialogue and action to advance events in narrative writing. • I can summarise a text, conveying key information in writing. 	<p>Grammar and punctuation</p> <p>Sentence structure</p> <ul style="list-style-type: none"> • I can use the passive voice. • I vary sentence structure depending whether formal or informal. <p>Text structure</p> <ul style="list-style-type: none"> • I can use a variety of organisational and presentational devices correct to the text type. • I write in paragraphs which can clearly signal a change in subject, time, place or event. <p>Punctuation</p> <ul style="list-style-type: none"> • I can use the semi-colon, colon and dash. • I can use the colon to introduce a list and semi-colon within lists. • I can use a hyphen to avoid ambiguity.
<p>Reading - What the National Curriculum requires in reading at Y6</p>	<p>Word reading</p> <ul style="list-style-type: none"> • I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia. • I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words. 		<p>Comprehension</p> <ul style="list-style-type: none"> • I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each. • I can read books that are structured in different ways.

	<ul style="list-style-type: none"> •I Can read fluently, using punctuation to inform meaning. 	<ul style="list-style-type: none"> •I Can recognise texts that contain features from more than one text type. •I Can evaluate how effectively texts are structured and presented. •I Can read non-fiction texts to help with my learning. •I read accurately and check that I understand. •I Can recommend books to others and give reasons for my recommendation. •I Can identify themes in texts. •I Can identify and discuss the conventions in different text types. •I Can identify the key points in a text. •I Can recite a range of poems by heart, e.g. narrative verse, sonnet. •I Can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.
<p>Speaking & Listening – by the end of Year 6</p>	<ul style="list-style-type: none"> •I talk confidently and fluently in a range of situations, using formal and Standard English, if necessary. •I ask questions to develop ideas and take account of others' views. •I explain ideas and opinions giving reasons and evidence. •I take an active part in discussions and can take on different roles. •I listen to, and consider the opinions of, others in discussions. •I make contributions to discussions, evaluating others' ideas and respond to them. •I can sustain and argue a point of view in a debate, using the formal language of persuasion. •I can express possibilities using hypothetical and speculative language. •I engage listeners through choosing appropriate vocabulary and register that is matched to the context. •I can perform my own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear. •I can perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere. 	
<p>Literacy & British Values</p> 	<p>The Literacy curriculum aims to:</p> <ul style="list-style-type: none"> • enable students to develop their self-knowledge, self-esteem and self-confidence; • further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures; • encourage respect for other people • encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England. 	
<p>Maths Links</p>	<p>Measurement opportunities in all learning challenges</p>	

<p>Maths - What the National Curriculum requires in mathematics at Y6</p>	<p>Number and place value</p> <ul style="list-style-type: none"> •read, write, order and compare numbers up to 10, 000, 000 and determine the value of each digit •round any whole number to a required degree of accuracy •use negative numbers in context, and calculate intervals across zero •solve number and practical problems that involve all of the above. <p>Number – addition, subtraction, multiplication and division</p> <ul style="list-style-type: none"> •multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication •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 •divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context •perform mental calculations, including with mixed operations and large numbers •identify common factors, common multiples and prime numbers •use their knowledge of the order of operations to carry out calculations involving the four operations •solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why •solve problems involving addition, subtraction, multiplication and division •use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. <p>Fractions, including decimals and percentages</p> <ul style="list-style-type: none"> •use common factors to simplify fractions; use common multiples to express fractions in the same denomination •compare and order fractions, including fractions > 1 •add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions 	<p>Ratio and proportion</p> <ul style="list-style-type: none"> •solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts •solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison •solve problems involving similar shapes where the scale factor is known or can be found •solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. <p>Algebra</p> <ul style="list-style-type: none"> •use simple formulae •generate and describe linear number sequences •express missing number problems algebraically •find pairs of numbers that satisfy an equation with two unknowns •enumerate possibilities of combinations of two variables. <p>Measurement</p> <p>solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</p> <p>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 up to three decimal places</p> <p>convert between miles and kilometres</p> <p>recognise that shapes with the same areas can have different perimeters and vice versa</p> <p>recognise when it is possible to use formulae for area and volume of shapes</p> <p>calculate the area of parallelograms and triangles</p> <p>calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].</p>
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	<ul style="list-style-type: none"> •multiply simple pairs of proper fractions, writing the answer in its simplest form •divide proper fractions by whole numbers •associate a fraction with division and calculate decimal fraction equivalents for a simple fraction •identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places •multiply one-digit numbers with up to two decimal places by whole numbers •use written division methods in cases where the answer has up to two decimal places •solve problems which require answers to be rounded to specified degrees of accuracy •recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. <p>http://mathstoolkit.wix.com/mathstoolkit</p>	<p>Geometry – properties of shapes</p> <ul style="list-style-type: none"> •draw 2-D shapes using given dimensions and angles •recognise, describe and build simple 3-D shapes, including making nets •Compare and Classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons •illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius •recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. <p>Geometry – position and direction</p> <ul style="list-style-type: none"> •describe positions on the full coordinate grid (all four quadrants) •draw and translate simple shapes on the coordinate plane, and reflect them in the axes. <p>Statistics</p> <ul style="list-style-type: none"> •interpret and construct pie charts and line graphs and use these to solve problems •Calculate and interpret the mean as an average.
<p>Maths & British Values</p> 	<ul style="list-style-type: none"> •All children are encouraged to achieve their maximum potential through Maths lessons and learn the importance of Maths in all aspects of life. Children of all abilities are encouraged to believe they are able to achieve and this builds confidence and self-esteem. •Group work encourages children to work as part of a team and helps them understand how different people solve problems in various ways; this also promotes the British values of mutual respect and support for one another. •Whilst investigating and applying Maths to a range of situations, tolerance and resilience are promoted as children are encouraged to persevere, take risks and try different methods. •Children will learn that Mathematics comes from different cultures. •All children have the right to a safe and secure learning environment and teachers and children have the right to be treated with respect. 	
<p>Science</p>	<p>Living things and their habitats</p> <ul style="list-style-type: none"> •Can they describe how living things are classified into broad groups according to common observable characteristics and 	<p>Animals, including humans</p> <ul style="list-style-type: none"> •Can they identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood?

	<p>based on similarities and differences including microorganisms, plants and animals?</p> <ul style="list-style-type: none"> •Can they give reasons for Classifying plants and animals based on specific characteristics? <p>Challenging</p> <ul style="list-style-type: none"> •Can they explain why Classification is important? •Can they readily group animals into reptiles, fish, amphibians, birds and mammals? •Can they sub divide their original groupings and explain their divisions? •Can they group animals into vertebrates and invertebrates? •Can they find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of Classification? 	<ul style="list-style-type: none"> •Can they recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function? •Can they describe the ways in which nutrients and water and transported within animals, including humans? <p>Challenging</p> <ul style="list-style-type: none"> •Can they explore the work of medical pioneers, for example, William Harvey and Galen and recognise how much we have learnt about our bodies? •Can they compare the organ systems of humans to other animals? •Can they make a diagram of the human body and explain how different parts work and depend on one another? •Can they name the major organs in the human body? •Can they locate the major human organs? •Can they make a diagram that outlines the main parts of a body?
<p>Science & British Values</p> 	<p>The Science curriculum aims to promote: Individual liberty of own views; the tolerance and mutual respect of others through the topics where different views / ethics are involved.</p> <p>Rule of law relates to:</p> <ul style="list-style-type: none"> •children following agreed rules for the safety of all •understanding of the need to have speed limits (speed, force, Change of momentum) •Practical activities in science require children to engage in team work and show mutual respect for each other. •Resilience and self-esteem are developed through children building independent learning skills, getting answers wrong, learning how to formulate the correct response and responding to target questions 	
<p>History</p>		
<p>History & British Values</p> 	<p>British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in the History curriculum. By looking at the achievements of famous British people, children develop an awareness of how they have influenced and shaped the country in which we live.</p>	
<p>Geography</p>	<p>Geographical Enquiry</p> <ul style="list-style-type: none"> •Can they confidently explain scale and use maps with a range of scales? •Can they choose the best way to collect information needed and decide the most appropriate units of measure? •Can they make careful measurements and use the data? •Can they use OS maps to answer questions? •Can they use maps, aerial photos, plans and web resources to describe what a locality might be like? <p>Challenging</p>	

- Can they define geographical questions to guide their research?
- Can they use a range of self-selected resources to answer questions?

Physical Geography

- Can they give an extended description of the physical features of different places around the world?
- Can they describe how some places are similar and others are different in relation to their human features?
- Can they accurately use a 4 figure grid reference?
- Can they create sketch maps when carrying out a field study?

Challenging

- Can they plan a journey to another part of the world which takes account of time zones?
- Do they understand the term 'sustainable development'?
- Can they use it in different contexts?

Human Geography

- Can they map land use with their own criteria?
- Can they describe how some places are similar and others are different in relation to their physical features?

Challenging

- Can they explain how human activity has caused an environment to change?
- Can they analyse population data on two settlements and report on findings and questions raised?

Geographical Knowledge

- Can they recognise key symbols used on ordnance survey maps?

British Values & Geography



Students learn about British Values through Geography lessons by exploring how places have been changed by the contexts and processes that have shaped them. It helps pupils to understand the complex ways in which communities and societies are linked and to appreciate the diversity of people's backgrounds.

Geography also helps pupils to understand society better e.g. less economically developed countries and more developed countries. Appreciating diversity encourages positive relationships and shared values. It promotes tolerance and partnership, within local and wider communities.

These values are also encouraged and rewarded in our day-to-day teaching, showing that tolerance, mutual respect, teamwork, resilience, are valued as we aim to build pupil's self esteem. This includes, for example, respecting each other and the rules as well as adhering to the spirit of fair play when taking part in quizzes and other competitions.

Art

Drawing

- Can they explain why they have combined different tools to create their drawings?
- Can they explain why they have chosen specific drawing techniques?

Painting

- Can they explain what their own style is?

	<ul style="list-style-type: none"> •Can they use a wide range of techniques in their work? •Can they explain why they have chosen specific painting techniques? <p>Knowledge</p> <ul style="list-style-type: none"> •Can they make a record about the styles and qualities in their work? •Can they say what their work is influenced by? •Can they include technical aspects in their work, e.g. architectural design? <p>Sketch books</p> <ul style="list-style-type: none"> •Do their sketch books contain detailed notes, and quotes explaining about items? •Do they compare their methods to those of others and keep notes in their sketch books? •Do they combine graphics and text based research of commercial design, for example magazines, etc., to influence the layout of their sketch books. •Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books? 		
<p>British Values & Art</p> 	<p>The Art curriculum delivers British values through having a sense of enjoyment and fascination in learning about the world around them and participating children actively in artistic and creative activities.</p> <p>Pupils have the opportunity to work independently and as a team to build resilience and self esteem through tasks, sharing ideas and resources, peer-assessment and encouraging children to support each other.</p> <p>Discussing and working in the style and using the techniques of a wide variety of artists and designers. British art is promoted in all year groups.</p> <p>We promote tolerance through different people's ideas, creative responses and understanding of different cultures and styles within art.</p>		
<p>DT</p> <p>British Values & DT</p> 	<p>Pupils are taught about the moral choices facing designers and manufacturers when deciding on materials. Pupils focus on recycling in food and how to manage portion sizes to minimise waste and help pupils to connect with the dilemmas of those who do not have an abundance of food. Pupils develop an awareness of Health & Safety for themselves and others within their work area.</p> <p>Pupils are taught the social skills around behaviour self-regulation to ensure collective responsibility for a safe and efficient working environment. They are taught to challenge each other's behaviour or practices if they fall short of the collective expectations of the group.</p> <p>Exploring how products contribute to lifestyle and consumer choices.</p> <p>Understanding how products evolve according to users' and designers' needs, beliefs, ethics, and values.</p> <p>Resistant materials: Pupils study iconic British designer and art & design movements</p> <p>Food: Pupils look at cultural influences on the food we cook and the diversity of ingredients for us to cook with. They also learn about staple foods of other countries.</p>		
<p>Computing</p>	<p>Data Retrieving and Organising</p>	<p>Communicating</p> <ul style="list-style-type: none"> •Can they conduct a video chat with people in another country or organisation? 	<p>Using the Internet</p> <ul style="list-style-type: none"> •Can they contribute to discussions online?

	<ul style="list-style-type: none"> •Can they explore the menu options and experiment with images (colour effects, options, snap to grid, grid settings etc.)? •Can they add special effects to alter the appearance of a graphic? •Can they 'save as' gif or ipeg. Wherever possible to make the file size smaller (for emailing or downloading)? •Can they make an information poster using their graphics skills to good effect? 		<ul style="list-style-type: none"> •Can they use a search engine using keyword searches? •Can they use complex searches using such as '+' 'OR' "Find the phrase in inverted commas"?
E-Safety	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> •Can they discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family? •Do they understand the potential risk of providing personal information online? •Do they recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content? •Do they understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented? •Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)? •Do they understand that some material on the internet is copyrighted and may not be copied or downloaded? •Do they understand that some messages may be malicious and know how to deal with this? •Do they understand that online environments have security settings, which can be altered, to protect the user? •Do they understand the benefits of developing a 'nickname' for online use? •Do they understand that some malicious adults may use various techniques to make contact and elicit personal information? •Do they know that it is unsafe to arrange to meet unknown people online? •Do they know how to report any suspicions? •Do they understand they should not publish other people's pictures or tag them on the internet without permission? •Do they know that content put online is extremely difficult to remove? •Do they know what to do if they discover something malicious or inappropriate? <p>Skills</p> <ul style="list-style-type: none"> •Do they follow the school's safer internet rules? •Can they make safe choices about use of technology? •Do they use technology in ways which minimises risk, e.g. responsible use of online discussions, etc? •Can they create strong passwords and manage them so that they remain strong? •Can they independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school? •Can they competently use the internet as a search tool? 		

	<ul style="list-style-type: none"> •Can they reference information sources? •Can they use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources? •Can they use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information? 	
Computing & British Values 	<p>Within Computing we promote tolerance through different people's ideas that may be built on cultural diversity which promotes mutual respect. Pupils have the opportunity to work independently and as a team to build resilience and self-esteem through tasks. When working in groups children are expected to share ideas and resources and encourage and support each other. By promoting high expectations through the setting of ground rules, pupils are rewarded for positive behaviour using Class Dojo.</p>	
Music – EOY expectation	Performing <ul style="list-style-type: none"> •Can they sing a harmony part confidently and accurately? •Can they perform parts from memory? •Can they perform using notations? •Can they take the lead in a performance? •Can they take on a solo part? •Can they provide rhythmic support? 	Composing (incl. notation) <ul style="list-style-type: none"> •Can they use a variety of different musical devices in their composition? (incl. melody, rhythms and chords) •Do they recognise that different forms of notation serve different purposes? •Can they use different forms of notation? •Can they combine groups of beats?
	Appraising <ul style="list-style-type: none"> •Can they refine and improve their work? •Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? •Can they analyse features within different pieces of music? •Can they compare and contrast the impact that different composers from different times will have had on the people of the time? 	
Music & British Values 	<p>The curriculum promotes tolerance and understanding of other cultures by incorporating music from many parts of the world.</p>	
PE	Netball Hockey	Gym Basketball
PE & British Values 	<p>Within the PE Curriculum children have the opportunity to develop their teamwork and resilience and must demonstrate a mutual respect to their peers. Children need to work with their peers in all aspects of PE and Sport and demonstrate good teamwork in order to succeed. This also means being gracious in defeat and showing sportsmanship and respect both on and off the pitch. Resilience and self-esteem are developed on a lesson by lesson basis, with the development of new skills only being enhanced by new experiences and learning to try again. Rule of law and democracy are essential in PE and Sport as everyone has to play by the rules.</p>	
PSHE	Self Awareness/ Keeping safe and healthy I can talk about what I'm good at and what I need to improve upon e.g. my strengths and areas for development I can explain my opinion about different subjects, including topical issues	

	<p>I can discuss different opinions and make informed decisions and choices</p> <p>I can appreciate the opinions of other people, even when I don't agree with them.</p> <p>I can explain how to keep safe in different circumstances, such as at home and 'out and about'</p> <p>I can explain what to do in an emergency</p> <p>I can describe a healthy lifestyle in some detail, including the benefits of healthy eating, exercise and personal hygiene</p> <p>I can discuss the differences between medicines and harmful drugs</p> <p>I can explain what drugs are and know that all medicines are drugs, but not all drugs are medicines.</p> <p>I can talk about major landmarks in my life</p> <p>I can talk about the stages in the human life cycle and describe how our bodies change as we approach puberty (Y5 Y6)</p> <p>I can talk about me, my family, where I live and the people I meet.</p> <p>I can recognise similarities and differences between myself and other people</p>
<p>British Values & PSHE</p> 	<p>We endeavour to ensure that all pupils:</p> <ul style="list-style-type: none"> ✓ Are reflective about their own beliefs and perspectives on life, and the extent to which they are the same as/ different to others' faith, feelings and values. ✓ Show an interest in investigation and offering reasoned views about moral and ethical issues, and appreciate the viewpoints of others. ✓ Have a sense of enjoyment and fascination in learning about the world around them and participate actively in artistic, sporting or cultural activities. ✓ Recognise the difference between right and wrong, understanding that actions have consequences, and apply this in their own lives by respecting the law. ✓ Cooperate well, celebrate diversity and resolve conflicts effectively. ✓ Engage positively with life in a democracy. ✓ Understand and appreciate the history, heritage and wide ranging cultural influences that underpin our individual and shared experience of life in modern Britain.

<p>Subject Spring Term</p>	<p>KS2 History. The Viking and Anglo-Saxon struggle for the kingdom of England -Viking raids -Edward the Confessor <u>A Viking Attack!</u> Were the Vikings always victorious and vicious? Stunning Start: educational visit from Viking experts - http://www.longship.co.uk</p>
<p>Learning Challenges</p>	<ol style="list-style-type: none"> 1. Who were the Anglo-Saxons and did they like the Vikings? 2. Which region of Britain would you have come under during the Heptarchy? 3. Why did the Vikings come to Britain and how did they make the journey? 4. What did the Brits learn from the Vikings? 5. What was life like for an 11 year old (boy/ girl) Viking? 6. How did the Vikings live when they came to Britain? 7. Marvellous Middle: How can you create a Viking long boat from a range of materials? 8. What did the Vikings eat and could you recreate a Viking meal? 9. Fantastic Finish: Children to prepare a Viking day when they show other children/ parents the crafts and skills that the Vikings had.
<p>Literacy Links</p>	<p>Opportunities for children to carry out research in LC1, LC2, LC3, LC4, LC5 and LC7.</p>
<p>Literacy</p>	<p>Film Review My review hooks the reader with a strong first sentence about the film I included the type of film it was I stated to whom the film would best appeal I gave a summary of the action without giving away the ending I gave my opinion as the reviewer I mentioned the strengths and weaknesses, e.g. the plot, acting, costumes <i>How to train your dragon</i> Dialogue in stories My dialogue between the characters moves the story on: · it develops the characters · it shows the reader what is happening My dialogue sounds realistic – the characters have their own voices I used contractions, e.g. 'I'd' I used interjections, e.g. 'Well, um' I used dashes to show pauses I used colloquialisms</p>

	<p>My punctuation is accurate:</p> <ul style="list-style-type: none"> • I used a new paragraph for a new speaker • I used speech marks around the spoken words • I used punctuation before the final speech mark each time • I omitted speech marks at a full stop if the same person continued to talk <p>http://www.literacyshed.com/the-myths-and-legends-shed.html - The Dragon Slayer</p> <p>Narrative – play script</p> <p>I changed description into stage instructions to describe the setting</p> <p>I added dialogue to tell the audience what is happening</p> <p>I left out some parts of the narrative</p> <p>I set out the dialogue as direct speech without speech marks</p> <p>My stage directions are written in brackets:</p> <ul style="list-style-type: none"> • to tell the actors how to speak their lines • to give instructions for the action <p>My stage directions are in the present tense</p>
Maths Links	The way in which the seven regions of the Heptarchy (LC2) were divided up could easily lead to maths work related to area.
Science	<p>Evolution and inheritance</p> <ul style="list-style-type: none"> • Can they recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago? • Can they recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents? • Can they give reasons why offspring are not identical to each other or to their parents? • Can they explain the process of evolution and describe the evidence for this? • Can they identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution? <p>Challenging</p> <ul style="list-style-type: none"> • Can they talk about the work of Charles Darwin, Mary Anning and Alfred Wallace? • Can they explain how some living things adapt to survive in extreme conditions? • Can they analyse the advantages and disadvantages of specific adaptations, such as being on two rather than four feet? • Can they begin to understand what is meant by DNA?
History	<p>Chronological understanding</p> <ul style="list-style-type: none"> • Can they say where a period of history fits on a timeline? • Can they place a specific event on a timeline by decade? • Can they place features of historical events and people from past societies and periods in a chronological framework? <p>Challenging</p> <ul style="list-style-type: none"> • Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them?

	<p>Knowledge and interpretation</p> <ul style="list-style-type: none"> •Can they summarise the main events from a specific period in history, explaining the order in which key events happened? •Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? •Can they describe features of historical events and people from past societies and periods they have studied? •Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? <p>Challenging</p> <ul style="list-style-type: none"> •Can they suggest relationships between causes in history? •Can they trace the main events that define Britain's journey from a mono to a multi-cultural society? <p>Historical enquiry</p> <ul style="list-style-type: none"> •Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? •Can they identify and explain their understanding of propaganda? •Can they describe a key event from Britain's past using a range of evidence from different sources? <p>Challenging</p> <ul style="list-style-type: none"> •Can they suggest why there may be different interpretations of events? •Can they suggest why certain events, people and changes might be seen as more significant than others? •Can they pose and answer their own historical questions?
<p>Geography</p>	
<p>Art</p>	<p>3D/ Textiles</p> <ul style="list-style-type: none"> •Can they create models on a range of scales? •Can they create work which is open to interpretation by the audience? •Can they include both visual and tactile elements in their work? <p>Collage</p> <ul style="list-style-type: none"> •Can they justify the materials they have chosen? •Can they combine pattern, tone and shape? <p>Use of IT</p> <ul style="list-style-type: none"> •Do they use software packages to create pieces of digital art to design. •Can they create a piece of art which can be used as part of a wider presentation? <p>Knowledge</p> <ul style="list-style-type: none"> •Can they make a record about the styles and qualities in their work? •Can they say what their work is influenced by? •Can they include technical aspects in their work, e.g. architectural design?
<p>DT</p>	<p>Developing, planning and communicating ideas</p> <ul style="list-style-type: none"> •Can they use a range of information to inform their design? •Can they use market research to inform plans? •Can they work within constraints? •Can they follow and refine their plan if necessary?

- Can they justify their plan to someone else?
- Do they consider culture and society in their designs?

Working with tools, equipment, materials and components to make quality products

- Can they use tools and materials precisely?
- Do they change the way they are working if needed?

Evaluating processes and products

- How well do they test and evaluate their final product?
- Is it fit for purpose?
- What would improve it?
- Would different resources have improved their product?
- Would they need more or different information to make it even better?

Cooking and Nutrition

- Can they explain how their product should be stored with reasons?
- Can they set out to grow their own products with a view to making a salad, taking account of time required to grow different foods?

Stiff and flexible sheet materials

- Can they justify why they selected specific materials?
- Can they work within a budget?
- How have they ensured that their work is precise and accurate?
- Can they hide joints so as to improve the look of their product?

Mouldable materials

- Did they consider the use of the product when selecting materials?
- Does their product meet all design criteria?

Computing

Algorithms and Programs

- Can they explain how an algorithm works?
- Can they detect errors in a program and correct them?
- Can they use an ICT program to control a number of events for an external device?
- Can they use ICT to measure sound, light or temperature using sensors and interpret the data?
- Can they explore 'what if' questions by planning different scenarios for controlled devices?

Presentation

- Can they present a film for a specific audience and then adapt same film for a different audience?
- Can they create a sophisticated multimedia presentation?
- Can they confidently choose the correct page set up option when creating a document?
- Can they confidently use text formatting tools, including heading and body text?

	<ul style="list-style-type: none"> •Can they use input from sensors to trigger events? •Can they check and refine a series of instructions? 	<ul style="list-style-type: none"> •Can they use the 'hanging indent' tool to help format work where appropriate (e.g. a play script)?
PE	OAA Gym	Dance HRE
PSHE	<p>Social Skills, Empathy and Motivation</p> <p>I can talk about the factors that help me to learn or hinder my learning</p> <p>I am able to persevere, even when experiencing difficulties, and try additional and alternative approaches.</p> <p>I can play and learn with others, cooperating and sharing responsibilities and tasks.</p> <p>I know that people have different opinions and try to understand their points of view.</p> <p>I can communicate effectively with people, listening carefully and taking turns to speak about my opinions or ask relevant questions at appropriate times</p> <p>I can listen to, respond to and interact with others</p> <p>I can work well in a group and can tell you what helps my group to work well together</p> <p>I can justify my opinions during a discussion or debate.</p> <p>I can explain what bullying is and what to do if I or someone I know is being bullied</p> <p>I can describe how to resist pressure from other people who want me to do silly, unkind or dangerous things</p> <p>I can describe rules that apply in different circumstances</p>	

<p>Subject Summer Term</p>	<p>KS2 History: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <u>To be or not to be, that is the question?</u> Stunning Start: <i>Ideally, a visit to the reconstructed Globe theatre or a computerised simulation of a visit to the theatre.</i></p>	<p>KS2 Geography: Understand the water cycle <u>Down the plug hole</u> Will you ever see the water you drink again? Stunning Start: fieldtrip to a river or lake.</p>
<p>Learning Challenges</p>	<ol style="list-style-type: none"> 1. How would Shakespeare's play have been performed in his day? 2. What can you find out about the Globe theatre? 3. Who were Shakespeare's most famous characters and what would you ask them if you met them today? 4. What sort of people went to the theatre in those days? 5. How did Shakespeare cope without a laptop or iPad? 6. Marvellous Middle: How can you turn a Shakespearian tragedy into a rap? 7. Did Shakespeare really write all those plays? 8. Fantastic Finish: Working in groups, can you decide on a Shakespearian play and re-enact part of it. Organise a theatre evening, sell tickets and present your work to your parents and friends. 	<ol style="list-style-type: none"> 1. Why is water a major necessity in any village, town or city? 2. How does rainwater form in the first place? 3. Why do some places go for long times without rain and others have too much rain? 4. How is water used to help provide energy to many places? 5. Marvellous Middle: Can you create a moving toy that requires water to power it? 6. What happens to the water in our home once it disappears down the sink? 7. Which music is associated with water and can you create your own? 8. Fantastic Finish: Can you put together a presentation that outlines the water cycle?
<p>Literacy</p>	<p>Summarise Fiction I noted the title and number of chapter My text is in chronological order It is written in the present tense I used at least three time and sequencing connectives. They are: 1. 2. 3. It is factual account I reduced the details of the chapter to just the main points I used very little descriptive language I included at least three complex sentences My summary does not change the order or balance of the original work</p>	<p>Non-chronological report My report has a clear opening paragraph that shows what it is about My opening paragraph includes generalisations or classifications The main body of my report is clearly organised into paragraphs The information is factual and accurate The style is formal with no personal pronouns (avoids I, you, he, she, we, they me, you, him, her, us, them) I used present tense or past tense for historical reports I used precise, descriptive language and technical terms I included a summarising comment to finish my report I used at least three complex sentences I used connectives of comparison and contrast Persuasive argument</p>

	<p>Biography</p> <p>I have used a rhetorical question to hook the reader</p> <p>My first paragraph summarises the main events of the person's life</p> <p>I have used third person pronouns</p> <p>I have written in the past tense</p> <p>I have used the passive voice to make the writing more formal</p> <p>My writing is about key events in the person's life</p> <p>I have used at least three different ways of linking sentences. They are:</p> <ol style="list-style-type: none"> 1. 2. 3. <p>My final paragraph mentions something about the person's:</p> <ul style="list-style-type: none"> • main achievements • personality • how he or she will be remembered <p>Diary</p> <p>I have written a clear opening paragraph to set the scene</p> <p>I have used first person pronouns (I, we)</p> <p>I have written in the past tense</p> <p>I have included my feelings, reactions and opinions</p> <p>My writing is about events that were important to me</p> <p>I have used connectives and phrases to indicate time</p> <p>I have included detailed description using powerful verbs and adjectives</p> <p>I have concluded with a reflection</p>	<p>I gave my point of view clearly in the introduction and in the conclusion</p> <p>I backed up each argument with relevant evidence and detail</p> <p>My argument is mainly in the present tense</p> <p>I used conditionals (usually if but more adventurous conditionals are: should, supposing, providing, as long as)</p> <p>I used connectives:</p> <ul style="list-style-type: none"> • to structure the argument: 'first', 'finally' • to link ideas with in the argument: 'because', 'consequently' <p>I used persuasive devices such as:</p> <ul style="list-style-type: none"> • statistics • emotive language • rhetorical questions <p>http://www.literacysshed.com/the-retro-shed.html - which ThunderCat is the best and why?</p> <p>Compare two poems</p> <p>I clearly stated which poems are being compared</p> <p>I identified similarities and differences between the poems</p> <p>I included details about:</p> <ul style="list-style-type: none"> • the form of the poems • the subject of the poems • their strengths • their weaknesses <p>I presented opinions in the third person or passive voice</p> <p>I used technical vocabulary associated with poetry, e.g. 'metaphor'</p> <p>I stated who the poem would appeal to and why</p> <p>I used at least three examples of connectives of contrast and comparison</p>
Grammar texts	<p>Boy</p> <p>Rooftoppers</p>	<p>There's a Boy in the Girl's bathroom</p>
Science	<p>Electricity</p> <ul style="list-style-type: none"> • Can they identify and name the basic parts of a simple electric series circuit? (cells, wires, bulbs, switches, buzzers) • Can they compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers, the on/off position of switches? 	<p>Light</p> <ul style="list-style-type: none"> • Can they recognise that light appears to travel in straight lines? • Can they 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?

	<ul style="list-style-type: none"> •Can they use recognised symbols when representing a simple circuit in a diagram? <p>Challenging</p> <ul style="list-style-type: none"> •Can they make their own traffic light system or something similar? •Can they explain the danger of short circuits? •Can they explain what a fuse is? •Can they explain how to make changes in a circuit? •Can they explain the impact of changes in a circuit? •Can they explain the effect of changing the voltage of a battery? 	<ul style="list-style-type: none"> •Can they 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? •Can they use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them? <p>Challenging</p> <ul style="list-style-type: none"> •Can they explain how different colours of light can be created? •Can they use and explain how simple optical instruments work? (periscope, telescope, binoculars, mirror, magnifying glass, Newton's first reflecting telescope) •Can they explore a range of phenomena, including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters.
History	<p>Chronological understanding</p> <ul style="list-style-type: none"> •Can they say where a period of history fits on a timeline? •Can they place a specific event on a timeline by decade? •Can they place features of historical events and people from past societies and periods in a chronological framework? <p>Challenging</p> <ul style="list-style-type: none"> •Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them? <p>Knowledge and interpretation</p> <ul style="list-style-type: none"> •Can they summarise the main events from a specific period in history, explaining the order in which key events happened? •Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? •Can they describe features of historical events and people from past societies and periods they have studied? •Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? <p>Challenging</p> <ul style="list-style-type: none"> •Can they suggest relationships between causes in history? 	

	<ul style="list-style-type: none"> •Can they trace the main events that define Britain’s journey from a mono to a multi-cultural society? <p>Historical enquiry</p> <ul style="list-style-type: none"> •Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? •Can they identify and explain their understanding of propaganda? <p>Challenging</p> <ul style="list-style-type: none"> •Can they suggest why there may be different interpretations of events? •Can they suggest why certain events, people and changes might be seen as more significant than others? •Can they pose and answer their own historical questions? 	
<p>Geography</p>		<p>Geographical Enquiry</p> <ul style="list-style-type: none"> •Can they choose the best way to collect information needed and decide the most appropriate units of measure? •Can they make careful measurements and use the data? •Can they use maps, aerial photos, plans and web resources to describe what a locality might be like? <p>Challenging</p> <ul style="list-style-type: none"> •Can they define geographical questions to guide their research? •Can they use a range of self-selected resources to answer questions? <p>Physical Geography</p> <ul style="list-style-type: none"> •Can they give an extended description of the physical features of different places around the world? •Can they describe how some places are similar and others are different in relation to their human features? <p>Challenging</p> <ul style="list-style-type: none"> •Do they understand the term ‘sustainable development’? Can they use it in different contexts? <p>Human Geography</p>

		<ul style="list-style-type: none"> •Can they give an extended description of the human features of different places around the world? •Can they describe how some places are similar and others are different in relation to their physical features? <p>Challenging</p> <ul style="list-style-type: none"> •Can they explain how human activity has caused an environment to change? •Can they analyse population data on two settlements and report on findings and questions raised? <p>Geographical Knowledge</p> <ul style="list-style-type: none"> •Can they recognise key symbols used on ordnance survey maps? •Can they name the largest desert in the world? •Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles? <p>Challenging</p> <ul style="list-style-type: none"> •Can they name and locate the main canals that link different continents? •Can they name the main lines of latitude and meridian of longitude?
Art		
DT		<p>Electrical and mechanical components</p> <ul style="list-style-type: none"> •Can they use different kinds of circuit in their product? •Can they think of ways in which adding a circuit would improve their product? <p>Stiff and flexible sheet materials</p> <ul style="list-style-type: none"> •Can they justify why they selected specific materials? •Can they work within a budget? •How have they ensured that their work is precise and accurate? •Can they hide joints so as to improve the look of their product? <p>Mouldable materials</p> <ul style="list-style-type: none"> •Did they consider the use of the product when selecting materials? •Does their product meet all design criteria?
Computing		<p>Databases</p> <ul style="list-style-type: none"> •Can they collect live data using data logging equipment? •Can they identify data error, patterns and sequences?

		<ul style="list-style-type: none"> •Can they use the formulae bar to explore mathematical scenarios? •Can they create their own database and present information from it?
PE	Athletics Rounders	Athletics Stoolball
PSHE	<p>Skills that promote an awareness of spirituality</p> <p>I can say what I think worship is and describe how different people worship</p> <p>I can talk about faith in terms of what I believe or what others believe</p> <p>I can respond sensitively to poetry, art, music and the Creation with 'awe and wonder'</p> <p>I can use appropriate language and concepts to describe the spiritual dimension of life</p>	<p>Environmental awareness and Global Citizenship</p> <p>I can research and debate environmental issues in the local area and in the wider world.</p> <p>I can explain how people protect or damage the local or the global environment</p> <p>I can describe the ways of life and cultures of people who live in different parts of the world</p> <p>I can use books, DVDs, newspaper and television to explain how people may be similar or different because of their background, language, religion or colour.</p> <p>I can use my knowledge of the world around me to explain the word 'stereotype' and identify when stereotypes are being used</p> <p>I can begin to describe how different parts of the world are different in terms of resources and money</p> <p>I can begin to describe how different parts of the world are linked by trade and why some people gain more from this than others</p> <p>I can talk about people and organisations who contribute to the community locally, nationally or internationally</p> <p>I can explain how decisions are made locally, national and internationally.</p> <p>I can begin to explain how laws are made</p> <p>I can talk about some different jobs people do and perhaps the job I would like to do in the future</p> <p>I can use my knowledge of the world around me to describe how anti-social behaviour can impact on our whole community</p>

<p>MFL end of year expectations</p>	<p>Listening and responding</p> <ul style="list-style-type: none"> •Do they understand longer passages made up of familiar language in simple sentences? •Can they identify the main points and some details? 	<p>Speaking</p> <ul style="list-style-type: none"> •Can they hold a simple conversation with at least 3-4 exchanges? •Can they use their knowledge of grammar to adapt and substitute single words and phrases? 	<p>Reading and responding</p> <ul style="list-style-type: none"> •Can they understand a short story or factual text and note some of the main points? •Can they use context to work out unfamiliar words? 	<p>Writing</p> <ul style="list-style-type: none"> •Can they write a paragraph of about 3-4 simple sentences? •Can they adapt and substitute individual words and set phrases? •Can they use a dictionary or glossary to check words they have learnt?
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