

Term	English		Maths	Science	PSHCE	History and Geography	MFL	Computing	PE
	Writing	Reading							
1	Biographies and autobiographies <ul style="list-style-type: none"> • Recounts • News papers 	The Boy in the Girls' Bathroom	Upper KS2- children will extend their understanding of the number system and place value. By the end of Year 6, children will be fluent in written methods for all four operations, including long multiplication and division and in working with fractions, decimals and percentages. They will begin to represent a variety of problems using algebraic expressions. They will develop extra depth of understanding in geometry, shape and measure and use appropriate vocabulary to describe them.	Earth and Space <ul style="list-style-type: none"> - Describe the Sun, Earth and Moon as approximately spherical bodies - Describe the movement of the Earth, and other planets, relative to the Sun in the solar system - Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. - Describe the movement of the Moon relative to the Earth - Identifying scientific evidence that has been used to support or refute ideas or arguments. - Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - Using test results to make predictions to set up further comparative and fair tests 	Being Me in My World	Is our country changing? (G) <ul style="list-style-type: none"> - Where is the United Kingdom? - How did the 2012 Olympics change London? - How did World War Two change the West Midlands? - Is our local area changing? - How will our local area change in the future? - THE BIG FINISH: Our area – past, present and future. 	E1 Pupils should listen attentively to spoken language and show understanding by joining in and responding E2 Pupils should explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	We are game developers	Swimming
2	<ul style="list-style-type: none"> • Instructions • explanations • Poetry 	Aladdin F10 What does it mean to belong to a religion? Islam		Materials <ul style="list-style-type: none"> - Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets - Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic - Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations - Identifying scientific evidence that has been used to support or refute ideas or arguments. - Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - Using test results to make predictions to set up further comparative and fair tests 	Celebrating Differences	What impact did the Anglo-Saxons have? (H) <ul style="list-style-type: none"> - Where did the Anglo-Saxons come from, and where did they settle? - Vortigern: Strong king or soft touch? - What did the Anglo-Saxons believe in? - Why did Anglo-Saxon's bury wealth and not come back for it? - Was Offa, King of Mercians, the greatest Anglo-Saxon King? - THE BIG FINISH: Was the period after the Romans left Britain the 'Dark Ages'? 	E3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help E4 Pupils should speak in sentences, using familiar vocabulary, phrases and basic language structures	We are cryptographers	Swimming

				D4 Pupils should select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities					
3	<ul style="list-style-type: none"> • Recounts (travel writing) • Non-chronological reports • mystery stories 	Kensuke's Kingdom	<p>Types of Change</p> <ul style="list-style-type: none"> - Demonstrate that dissolving, mixing and changes of state are reversible changes - Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. - Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations - Identifying scientific evidence that has been used to support or refute ideas or arguments. - Using test results to make predictions to set up further comparative and fair tests <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <ul style="list-style-type: none"> - 	D5 Pupils should investigate and analyse a range of existing products	Dreams and Goals	<p>Where should we go on holiday? (G)</p> <ul style="list-style-type: none"> - Where are the Alps? - How were the Alps formed? - How are homes adapted to suit the Alpine climate? - What are the main industries in the Alps? - How have Glaciers and avalanches changed the landscape? - THE BIG FINISH: What should tourists know about the ALPS. 	<p>E5 Pupils should develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>E6 Pupils should present ideas and information orally to a range of audiences</p>	We are artists	Swimming
4	<ul style="list-style-type: none"> • Playscripts • Persuasive • Poetry 	Romeo and Juliet	<p>Separating mixtures</p> <ul style="list-style-type: none"> - Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating - Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations 	F7 How do people express their beliefs and identity?	Healthy Me	<p>Would the Vikings do anything for money? (H)</p> <ul style="list-style-type: none"> - Raid! - Why did so many Vikings leave home? - Why did so many Vikings settle in Britain? - Did King Alfred bring peace to England? - How do we Impw about the Vikings? - THE BIG FINISH: Write your own saga! <p>Visit- British museum</p>	<p>E7 Pupils should read carefully and show understanding of words, phrases and simple writing</p> <p>E8 Pupils should appreciate stories, songs, poems and rhymes in the language</p>	We are web developers	<p>Gymnastics/ Dance</p> <p>B2 Pupils should improvise and compose music for a range of purposes using the inter-related dimensions of music</p>

				<ul style="list-style-type: none"> - Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - Using test results to make predictions to set up further comparative and fair tests - Identifying scientific evidence that has been used to support or refute ideas or arguments. 						
5	<ul style="list-style-type: none"> • Discussion • Diary • Flashback 	<p>Wonder</p> <p>F8 What do people believe about life?</p>		<p>Life cycles</p> <ul style="list-style-type: none"> - Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - Describe the changes as humans develop to old age. - Describe the life process of reproduction in some plants and animals. - Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - Using test results to make predictions to set up further comparative and fair tests - Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations - Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - Identifying scientific evidence that has been used to support or refute ideas or arguments. 	Relationships	<p>What is life like in the Amazon? (G)</p> <ul style="list-style-type: none"> - Where is the Amazon? - What would it be like to take a walk through the Amazon rainforest? - What is Manaus like? - Do people live in the Amazon Rainforest? - How can people protect the Amazon? - THE BIG FINISH: Why should we protect the Amazon? 	<p>E9 Pupils should broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>E10 Pupils should write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	We are bloggers	Games	
6	<ul style="list-style-type: none"> • Report writing (science?) • Letters • Stories with historical setting 	<p>Wonder</p>		<p>Forces</p> <ul style="list-style-type: none"> - Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - Identify the effects of air resistance, water resistance and friction, that act between moving surfaces - Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. - Identifying scientific evidence that has been used to support or refute ideas or arguments. - Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate 	Changing Me	<p>Why should we remember the Maya? (H)</p> <ul style="list-style-type: none"> - What can we learn about Ancient Maya from the lives of the Maya today? - Why did the Mayas have so many gods? - Can you count in 20s? - Cities and pyramids - How well adapted to their environment were the Maya? - THE BIG FINISH: Write your own Maya codex (folding) book. 	<p>E11 Pupils should describe people, places, things and actions orally and in writing</p> <p>E12 Pupils should understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language, how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>	We are architects	<p>C3 Pupils should learn about great artists, architects and designers in history</p>	Outdoor & Adventure Athletics

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SPAG	Word Structure		Sentence structure		Text Structure		Punctuation		Vocabulary
	Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify) Verb prefixes (e.g. dis-, de-, mis-, over- and re-)		Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)		Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)		Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity		relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity



Homework Project Focus