

Term	English	Maths	Science	PSHCE	History and Geography	MFL	Computing	PE
1	<p>Writing Reading</p> <p>Diary entries Letters Autobiographies</p> <p>Goodnight Mr Tom</p> <p>Visit- Churchill War Museum</p>	<p>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.</p>	<p>Light</p> <p>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</p> <p>Recognise that light appears to travel in straight lines</p> <p>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</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p>	<p>Being Me in My World</p>	<p>How did WW2 impact our local area? (H)</p> <ol style="list-style-type: none"> 1. Its war 2. Was evacuation good for everyone 3. Were people better fed during the war 4. How dangerous was it where you lived during WW2 5. How did the war affect work and play 6. WW2 Exhibition <p>D7 Pupils should understand how key events and individuals in design and technology have helped shape the world</p>	<p>E1 Pupils should listen attentively to spoken language and show understanding by joining in and responding</p> <p>E2 Pupils should explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>	<p>We are APP Planners</p> <p>D2 Pupils should generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p>Dance</p>
2	<p>Poetry Explanation texts Reports</p> <p>Clockwork</p>	<p>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.</p>	<p>Classification</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>Recording data and results of increasing complexity using scientific diagrams and</p>	<p>Celebrating Differences</p>	<p>Where does all our stuff come from? (G)</p> <ol style="list-style-type: none"> 1. Where do my school uniform and lunch come from 2. Where does my fruit salad come from? 3. How do my clothes get to my wardrobe? 4. Importation of products and impact on local industries. 	<p>E3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>E4 Pupils should speak in sentences, using familiar vocabulary, phrases and basic language structures</p>	<p>We are project managers</p>	<p>Gymnastics</p>

				<p>labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>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</p> <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Using test results to make predictions to set up further comparative and fair tests</p>				
3	<p>Persuasive texts Newspaper reports</p> <p>F9 How should we live and what can inspire us</p>	<p>Wild Boy</p>	<p>Changing Circuits Use recognised symbols when representing a simple circuit in a diagram.</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</p> <p>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>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>	<p>Dreams and Goals</p>	<p>Are we damaging our world? (G)</p> <p>1.Are we damaging our world 2.What are minerals? 3.Where does our energy come from? 4.Why should we protect our oceans? 5. How can we protect our planet in school? 6.Plan a campaign!</p> <p>B1 Pupils should play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<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>	<p>We are marketers</p>	<p>Games</p> <p>Visit- Ice Skating</p>
4	<p>Instructions (Greek food) Discussion (Wild Boy) Plays cripts (Ancient Greeks)</p>	<p>Wild Boy</p> <p>Visit- Wallace Collection – myths and legends</p>	<p>Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Using test results to make predictions to set up further comparative and fair tests</p> <p>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</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p>	<p>Healthy Me</p>	<p>Why should we thank the Ancient Greeks? (H)</p> <p>D13 Pupils should prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Workshop – Whole school History workshop</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>	<p>We are APP Developers</p>	<p>Games</p>

5	Poetry Explanation texts (changing world)	Roll of Thunder	<p>Evolution and Inheritance</p> <p>Visit- Grant Museum of Zoology</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments</p> <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>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</p> <p>Visit- Fishing trip</p>	Relationships	<p>How will the world look in the future? (G)</p> <p>1.What do we want to preserve about our region</p> <p>2.Past, present and future: housing</p> <p>3.Past, present and future- work and jobs</p> <p>4.Public services and amenities</p> <p>5.Community spirit</p> <p>6.Our future</p> <p>F4 What does it mean to belong to a religion? Hinduism</p> <p>C2 Pupils should improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<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 Interface Designers	Outdoor & Adventure Athletics
	6	Non-chronological reports (communication over time) Recounts F2 What can we learn from the life and teaching of Jesus?		Roll of Thunder	Changing Me	<p>How has communication changed over time? (H)</p> <p>1.Stone age Cave paintings</p> <p>2.Who could afford a book like this</p> <p>3. William Caxton- the greatest inventor ever?</p> <p>5.Who could read the newspaper? What has changed our life the most in the 21st Century</p> <p>6.Which invention has changed communication the most?</p>	<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 market researchers
SPAG	Word Structure	Sentence structure		Text Structure	Punctuation	Vocabulary		
	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)	Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken) Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day) The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech)		Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up.) Use of the colon to introduce a list Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)	active and passive voice, subject and object, hyphen, colon, semi-colon, bullet points, synonym and antonym		



Homework Project Focus