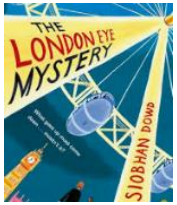
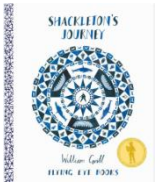
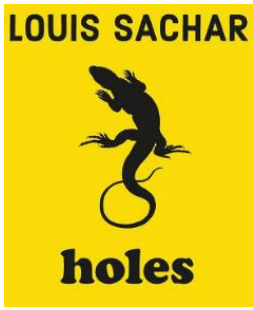
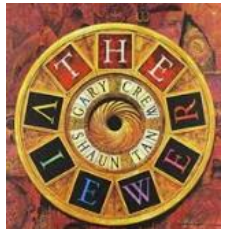
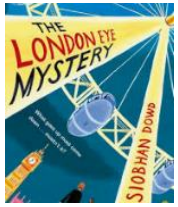
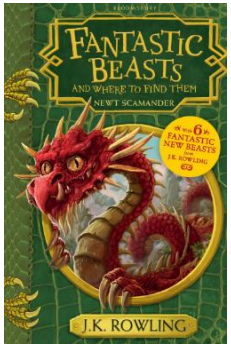
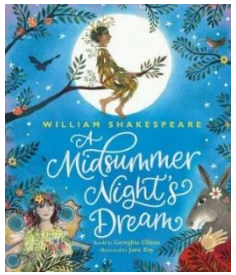
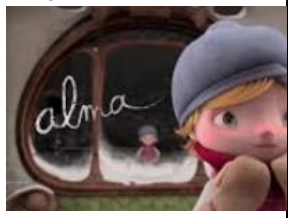
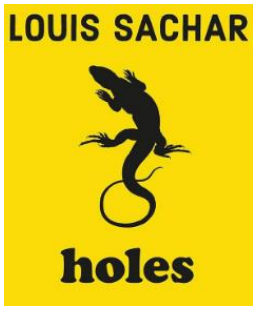
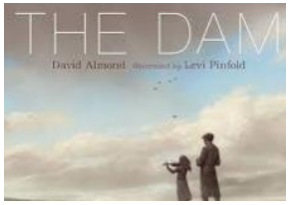
Long Term Key Learning Overview

Year 5/6 Cycle B

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	**Texts:** **The London Eye Mystery by Siobhan Dowd**  **Way Home by Libby Hawthorn**  **Shackleton's Journey by William Grill** **When the whales came by Michal Morpurgo** **A Christmas Carol by Charles Dickens** **Year 5:** Apply their growing knowledge of root words, prefixes and suffixes Ask questions to improve their understanding of a text Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context . Retrieve, record and present information from non-fiction. Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen Distinguish between statements of fact and opinion and understand why this is important to interpreting the text Recommend books that they have read, giving reasons for their choices.		**A variety of short extracts** Extract information and make notes using quotations and reference to the text. Identify main ideas drawn from more than one paragraph identifying the key details that support the main ideas. Explain and discuss their understanding of what they have read, through formal presentations and debates, maintaining a focus on the topic. Explain and discuss understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes. Identify and explain the author's point of view with reference to the text. Make links between the authors' use of language and the inferences drawn. Discuss and evaluate the intended impact of the language used with reference to the text. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Identify how presentational and organisational choices vary according to the form and purpose of the writing.	**A variety of short extracts** **Year 5:** Explain and discuss their understanding of what they have read, through formal presentations and debates, maintaining a focus on the topic Identify main ideas drawn from more than one paragraph identifying the key details that support the main ideas. Extract information and make notes using quotations and reference to the text Make comparisons within and across books Make links between the authors' use of language and the inferences drawn Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Identify how presentational and organisational choices vary according to the form and purpose of the writing **Year 6:** Produce a succinct summary, paraphrasing the main ideas from across the text or sources. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus	**Hidden Figures by Margot Lee Shetterly**  **A Year of poetry by Joseph Coelho** **A variety of short extracts** **Year 5:** Practising answering questions linking to the given text Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Identify main ideas drawn from more than one paragraph identifying the key details that support the main ideas Extract information and make notes using quotations and reference to the text	**Holes by Lois Sachar** **The Island by Armin Greder**  **The water Tower by Gary Crew** **Year 5 and 6:** Produce a succinct summary, paraphrasing the main ideas from across the text or sources. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation) Compare and discuss accounts of the same event

	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Provide reasoned justifications for their views Predict what might happen from details stated and implied. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Identify how language, structure and presentation contribute to meaning. Show understanding through intonation, tone and volume so that meaning is clear to an audience Identify and discuss themes and conventions in a wide range of writing e.g**.** 'heroism' or 'loss' Read books that are structured in different **Year 6:** Apply growing knowledge of root words, prefixes and suffixes Check the book makes sense Discuss their understanding and exploring the meaning of words in context Ask questions Summarise main ideas Retrieve, record and present information from non-fiction Skim and scan efficiently Make well organised notes of the main ideas Use quotes Recognise fact and opinion Participate in discussions Challenge views and provide justification Evaluate Draw inference from things stated and implied Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Identify how language, structure, and presentation contribute to meaning. Show understanding through intonation, tone and volume so that meaning is clear to an audience. Evaluate authors use of language Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback. Read books that are structured in different ways and read for a range of purposes . Identify and comment on genre-specific language features used e.g. shades of meaning between similar words.	Extract information and make notes using quotations and reference to the text. Identify main ideas drawn from more than one paragraph identifying the key details that support the main ideas. Explain and discuss their understanding of what they have read, through formal presentations and debates, maintaining a focus on the topic.	on the topic and using notes where necessary Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation) Compare and discuss accounts of the same event through different character viewpoints Explore a similar theme or topic written in a different genre Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Recognise texts that contain features from more than one genre, or demonstrate shifts in formality.	Provide reasoned justifications for their views **Year 6:** Practising answering questions linking to the given text Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation) Discuss and evaluate how authors use language, including figurative language, considering the audience Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative Provide reasoned justifications for their views	through different character viewpoints Explore a similar theme or topic written in a different genre Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Recognise texts that contain features from more than one genre, or demonstrate shifts in formality.

	Make comparisons within and across books .					
Writing	**<u>Text Driver</u>** **The Viewer by Gary Crew and Shaun Tan**  **<u>Outcome</u>** Explanation for an invention **<u>Text Driver</u>** **The London Eye Mystery**  Newspaper report about the lost person	**<u>Text Driver</u>** **The Arrival – Shaun Tan**  **<u>Outcome</u>** Setting descriptions from two points in the story. Letter home from the main character **<u>Text Driver</u>** **The Grinch** **<u>Outcome</u>** How to be a mean Grinch	**<u>Text Driver</u>** **The Boy Who Swam with Piranhas**  **<u>Outcome</u>** Description of Poncho Parelli's show – narrative retell Stanley's diary entries from travelling with the fair **<u>Text Driver</u>** The Lost Words  **<u>Outcome</u>** Poem about an animal in the style of the lost words.	**<u>Text Driver</u>** **Fantastic Beasts and where to Find Them**  **<u>Outcome</u>** Non-chron about a mythical creature Persuasive writing – why we should be allowed a xxx as a (schoo)l pet. **<u>Text Driver</u>** **A Midsummer Night's Dream**  **<u>Outcome</u>** Narrative retell from one of the characters Diary/letters between the characters Create their own version of the fairies – character description (drop in write)	**<u>Text Driver</u>** **The Lady of Shallot (poem)**  **<u>Outcome</u>** Narrative retell from differing perspectives Poem based on the style of the text about Sir Lancelot **<u>Text Driver</u>** **Alma**  	**<u>Text Driver</u>** **Holes**  **<u>Outcome</u>** 1 -Letter of complaint 2 -Diary entries 3 -Police report about Zero's disappearance **<u>Text Driver</u>** **The Dam**  **<u>Outcome</u>** Narrative based on the history of the place Setting description Diary entries from the previous residents

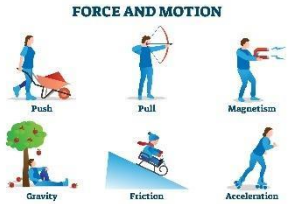
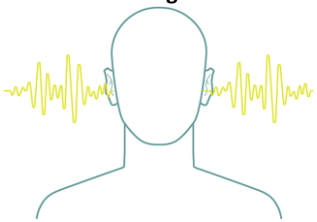
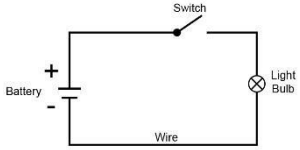
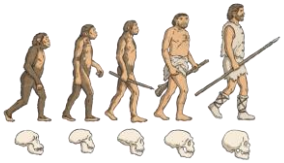
	Year 5: Use expanded noun phrases to convey complicated information concisely Use organisational and presentational devices to structure text and to guide the reader Use a range of devices to build cohesion within and across paragraphs Fronted prepositional phrases for greater effect *Throughout the stormy winter …* *Far beneath the frozen soil …* Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify' Use commas to clarify meaning or avoid ambiguity in writing	**Year 5:** Further use expanded noun phrases to convey complicated information concisely Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining Use a range of devices to build cohesion within and across paragraphs Make deliberate choices of sentence length and structure for impact on the reader Fronted prepositional phrases for greater effect *Throughout the stormy winter …* *Far beneath the frozen soil …* Use brackets, dashes or commas to indicate parenthesis Use relative clauses beginning with who, which, where, when, whose, that	**Year 5:** In narratives, describe settings, characters and atmosphere Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Viewpoint is established and generally maintained Use figurative language such as similes, alliteration, metaphors and personification in poetry Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences Linking ideas across paragraphs using adverbials of time (*later*), place (*nearby*) number (*secondly*) Use the perfect form of verbs to mark relationships of time and cause	**Year 5:** Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports Viewpoint is established and generally maintained Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences Make deliberate choices of sentence length and structure for impact on the reader Use a wide range of clause structures, sometimes varying their position within the sentence. Use relative clauses beginning with who, which, where, when, whose, that Use modal verbs or adverbs to indicate degrees of possibility Use brackets, dashes or commas to indicate parenthesis Use a colon to introduce a list	**Year 5:** Linking ideas across paragraphs through tense choice (he had seen her before) Linking ideas across paragraphs using adverbials of time (*later*), place (*nearby*) number (*secondly*) Content is balanced e.g. between action/description/dialogue, fact and comment Editing sentences by either expanding or reducing for meaning and effect Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports Use a wide range of clause structures, sometimes varying their position within the sentence. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use relative clauses beginning with who, which, where, when, whose, that	**Year 5:** Use a wide range of devices to build cohesion between paragraphs Balance content e.g. between action/description/dialogue, fact and comment Editing sentences by either expanding or reducing for meaning and effect Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports Linking ideas across paragraphs through tense choice (he had seen her before) Linking ideas across paragraphs using adverbials of time (*later*), place (*nearby*) number (*secondly*) Use expanded noun phrases to convey complicated information concisely Use model verbs or adverbs to indicate degrees of possibility
	Year 6: Draft and write by using a wide range of devices to build cohesion within paragraphs Link ideas across paragraphs using wider range of cohesive devices e repetition of a word or phrase,	**Year 6:** Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables	**Year 6:** Draft and write by using a wide range of devices to build cohesion within paragraphs Link ideas across paragraphs using a wider range of cohesive devices e.g repetition of a word or phrase,	**Year 6:** Use semi colons, colons or dashes to mark boundaries between independent clauses Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet	**Year 6:** Select verb forms for meaning and effect e.g. deliberate change of tense Select language that shows good awareness of the reader	**Year 6:** Use model verbs or adverbs to indicate degrees of possibility In narratives, describe settings, characters and atmosphere

	grammatical connections (tense choice/ adverbials) and ellipsis Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out/ discover; find out/ request; go in/ enter Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse / the window in the greenhouse was broken Use the structures appropriate for formal speech and writing e.g. subjunctive forms such as If I were or Were they to come Use the structures typical of informal speech e.g. the use of question tags: He's your friend, isn't he?	Use range of devices to build cohesion within and across paragraphs Select language that shows good awareness of the reader Use a wide range of clause structures, sometimes varying their position within the sentence Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Use a colon to introduce a list Use a semi colon within lists Use brackets, dashes or commas to indicate parenthesis Use hyphens to avoid ambiguity	grammatical connections (tense choice/ adverbials) and ellipsis Use semi colons, colons or dashes to mark boundaries between independent clauses Use figurative language such as similes, alliteration, metaphors and personification in a range of writing Use the perfect form of verbs to mark relationships of time and cause Select verb forms for meaning and effect e.g. deliberate change of tense In narratives, describe settings, characters and atmosphere	points, underlining, columns, tables Punctuate bullet points consistently Use a colon to introduce a list Use a semi colon within lists Use brackets, dashes or commas to indicate parenthesis Use hyphens to avoid ambiguity In narratives, describe settings, characters and atmosphere Integrate dialogue to **convey character and advance the action** Exercise an assured and conscious control over levels of formality, through manipulating grammar and vocabulary to achieve this Use model verbs or adverbs to indicate degrees of possibility	Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis Use semi colons, colons or dashes to mark boundaries between independent clauses Use figurative language such as similes, alliteration, metaphors and personification in a range of writing Use the perfect form of verbs to mark relationships of time and cause Select verb forms for meaning and effect e.g. deliberate change of tense In narratives, describe settings, characters and atmosphere Integrate dialogue to **convey character and advance the action**	Integrate dialogue to convey character and advance the action Exercise an assured and conscious control over levels of formality, through manipulating grammar and vocabulary to achieve this Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis Additional objectives you feel the children require at this point

Maths	**Year 5:** Number and place value to 1 million Rounding Addition and subtraction using the formal column methods Calculating perimeter Multiplication and division through factors and multiples Calculating area Problem Solving and reasoning skills Fractions Decimals **Year 6:** Securing formal methods for addition, subtraction, multiplication and division Using the four rules to solve problems Reasoning with prime numbers, multiples and factors Reading, writing and rounding numbers to 1 million Investigating perimeter and area Addition, subtraction, multiplication and division of fractions	**Year 5:** compare, order, and find equivalent fractions. add and subtract fractions with the same denominator. add and subtract fractions with denominators of multiples of the same number. convert between mixed and improper fractions. solve problems involving time duration read and interpret information in timetables. Compare angles using key facts. Use reasoning to identify angles within shapes. Identify, describe and represent the position of a shape following a translation Convert between different units of metric measure (mass). read scales to measure in grams and kilograms. Round decimals with two decimals places to the nearest whole number. Solve problems in the context of mass. Convert between different units of metric measure (capacity). Read scales to measure in millilitres and litres. Round decimals with two decimals places to the nearest whole number. Solve problems in the context of capacity. Solve addition and subtraction multistep problems in context, deciding which operations and methods to use and why.	**Year 5:** Recognise and write fractions convert fractions and decimals to percentages. Solve problems involving fractions, decimals and percentages. Geometry – draw given angles using a protractor, measure and describe different angles Subtraction and addition – use formal methods, solve problems including with measures, whole numbers, fractions and use appropriate mental methods Statistics - line graphs for temperature and negative numbers count backwards and forwards in positive and negative numbers Complete, read and interpret information in tables. **Year 6:** Problem solving with all 4 operations including decimals Revising formal methods for all operations Adding and subtracting mixed numbers and fractions negatives numbers estimating and rounding linking to decimals and fractions factors and multiples, estimating and rounding Angles -measure, and draw Shape, properties, and sorting. Pie charts, calculate, measure, draw and interpret. Algebra Linear sequences Formulae Pattern spotting.	**Year 5** Interpret negative numbers in context Complete, read and interpret information in tables Identify 3-D shapes, including cubes and other cuboids, from 2-D representations Construct 3-D models of cubes and cuboids from nets and estimate their volume, using 1cm3 blocks to build cubes and cuboids to support understanding of volume. Understand and use equivalences between metric units and common imperial units Estimate volume (e.g. using 1cm3 blocks to build cubes and cuboids) and capacity (e.g. using water) Multiply three numbers Solve problems involving capacity, including reading a range of scales. Multiply numbers up to 4-digits by a one- or two- digit number Divide numbers up to 4-digits by a one- digit number, introducing short division and interpreting remainders appropriately for the context Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Solve problems involving multiplication and division, including using their knowledge of factors and multiples Solve problems involving multiplication and division, including scaling by simple fractions **Year 6:** Understand and use equivalence between metric units and common imperial units such as pounds and pints	**Year 5:** Multiply numbers up to 4-digits by a one- or two-digit number, drawing upon known facts Divide numbers up to 4-digits by a one- digit number, introducing short division and interpreting remainders appropriately for the context Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Solve problems involving multiplication and division, including using their knowledge of factors and multiples Solve problems involving multiplication and division, including scaling by simple fractions. Identify multiples and factors, including all factor pairs of a number and common factors of two numbers. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. Construct arrays to show that prime numbers (p) have exactly one array (1 x p) Recognise and use square numbers and cube numbers and the notation for (2) and (3). Construct arrays for square numbers to show that square numbers have an odd number of factors since one is repeated (e.g. 16 can be constructed as 1 x 16; 2 x 8 and 4 x 4 ~ factors are 1,2,4,8,16)	**Year 5:** Multiply numbers up to 4-digits by a one- or two- digit number, drawing upon known facts Divide numbers up to 4-digits by a one- digit number, introducing short division and interpreting remainders appropriately for the context Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Solve problems involving multiplication and division, including using their knowledge of factors and multiples Solve problems involving multiplication and division, including scaling by simple fractions. Identify multiples and factors, including all factor pairs of a number and common factors of two numbers. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. Construct arrays to show that prime numbers (p) have exactly one array (1 x p) Recognise and use square numbers and cube numbers and the notation for (2) and (3). Construct arrays for square numbers to show that square numbers have an odd number of factors since one is repeated (e.g. 16 can be constructed as 1 x 16; 2 x 8 and 4 x 4 ~ factors are 1,2,4,8,16) Solve problems involving all four operations including

		Use the vocabulary of factor, multiple and prime. Solve problems using knowledge of factors and multiples. Use a formal written method to multiply numbers up to 4-digits. Solve problems in context, deciding which methods to use and why. **Year 6:** Addition, subtraction, multiplication and division of fractions Position and direction – translating and reflecting shapes Find 1 and 10% of any amount Finding unknown angles Round any whole number to a required degree of accuracy Identify the value of each digit to three decimal places Multiply and divide numbers by 10, 100 and 1000 where the answers are up to three dps Solve problems involving the calculation and conversion of units of measure, using decimal notation, and linking to PV understanding Use, read, write, and convert between standard units, converting measurements of mass and capacity from a smaller unit to a larger unit and vice versa Identify common factors and multiples and prime numbers to 100 Understand and use equivalences between metric units and common imperial units such as pounds and pints		Convert between miles and kilometres Calculate, estimate, and compare volume of cubes and cuboids using standard units including $cm^3$and m^3 and extending to other units such as mm^3 and km^3 Identify 3D shapes, including cubes and cuboids, from 2D representations Multiply three numbers together, understanding that this can be done in any order and link this to the volume of cubes and cuboids Solve problems involving the calculations and conversion of units of measure, using decimal notation up the three dps in the context of capacity, length and volume. Read a range of scales Use simple formulae Enumerate all possibilities of combinations of two variables Solve problems involving addition, subtraction, multiplication and division, deciding which operations and methods to use and why. Use knowledge of the order of operations to carry out calculations involving the four operations Understand and use factors, multiples, primes, square and cube numbers Compare and classify geometric shapes based on their properties and sizes and find unknown angles Describe positions on the full coordinate grid (all four quadrants) Draw and translate simple shapes on a coordinate plane	Solve problems involving all four operations including using their knowledge of factors and multiples, squares and cubes. **Year 6:** Multiply numbers up to 4-digits by a one- or two-digit number, drawing upon known facts Divide numbers up to 4-digits by a one- digit number, introducing short division and interpreting remainders appropriately for the context Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Solve problems involving multiplication and division, including using their knowledge of factors and multiples Solve problems involving multiplication and division, including scaling by simple fractions. Identify multiples and factors, including all factor pairs of a number and common factors of two numbers. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. Construct arrays to show that prime numbers (p) have exactly one array (1 x p) Recognise and use square numbers and cube numbers and the notation	using their knowledge of factors and multiples, squares and cubes. **Year 6:** Multiply numbers up to 4-digits by a one- or two- digit number, drawing upon known facts Divide numbers up to 4-digits by a one- digit number, introducing short division and interpreting remainders appropriately for the context Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Solve problems involving multiplication and division, including using their knowledge of factors and multiples Solve problems involving multiplication and division, including scaling by simple fractions. Identify multiples and factors, including all factor pairs of a number and common factors of two numbers. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. Construct arrays to show that prime numbers (p) have exactly one array (1 x p) Recognise and use square numbers and cube numbers and the notation for (2) and (3). Construct arrays for square numbers to show that square numbers have an odd number of factors since one is repeated (e.g. 16 can be constructed as 1 x

		Use knowledge of the order of operations to carry out calculations involving the four operations Round any whole number to a required degree of accuracy Identify the value of each digit to three decimal places Multiply and divide numbers by 10, 100 and 1000 where the answers are up to three dps Solve problems involving the calculation and conversion of units of measure, using decimal notation, and linking to PV understanding Use, read, write, and convert between standard units			for (2) and (3). Construct arrays for square numbers to show that square numbers have an odd number of factors since one is repeated (e.g. 16 can be constructed as 1 x 16; 2 x 8 and 4 x 4 ~ factors are 1,2,4,8,16) Solve problems involving all four operations including using their knowledge of factors and multiples, squares and cubes.	16; 2 x 8 and 4 x 4 ~ factors are 1,2,4,8,16) Solve problems involving all four operations including using their knowledge of factors and multiples, squares and cubes.

Science	**Forces that oppose motion**  **Enquiry Question:** How do things move and what slows them down? **Key Learning:** 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 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	**How sounds are made, travel and can be changed**  **Enquiry Question:** How is sound made, how does it travel and can it be changed? **Key Learning:** Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases. 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 Using test results to make predictions to set up further comparative and fair tests Reporting and presenting	**Controlling electrical circuits**  **Enquiry Question:** What is electricity and how do we use it? **Key Learning:** Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 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 Use recognised symbols when representing a simple circuit in a diagram 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 a degree of trust in results, in oral and written forms such as displays and other presentations	**Evolution and natural selection**  **Enquiry Question:** How has our planet changed over time? In addition, how has this happened? **Key Learning:** Describe the life process of reproduction in some plants and animals Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution Identifying scientific evidence that has been used to support or refute ideas or arguments	**Longitudinal study – River**  **Key Learning:** Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird 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 Give reasons for classifying plants and animals based on specific characteristics 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 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 Reporting and presenting findings from enquiries, including conclusions, causal relationships and

		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			explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
History			**Greek Legacies**  **Enquiry Question:** What is Legacy? **Key Learning:** How did the legacy of the Ancient Greeks shape the world we live in today? Take part in an archaeological dig, uncover, sketch and ask questions about the artefacts. Understand the start of democracy began in Greek civilisation. Identify similarities and differences between democracy in Ancient Greek times and now. Explain the meaning of legacy, what legacy the Ancient Greeks have left us and what legacy we will leave behind.	**Early Islamic Civilisations**  **Enquiry Question:** Was the middle ages the same everywhere? **Key Learning:** How does the Early Islamic civilisation compare to life in Britain in 900 AD? Identify when/where early Islamic civilization developed. Explain where/what the House of Wisdom was. Discuss areas of science and learning where the Islamic civilization was more advanced than here during that period and name some important Islamic scholars. Understand the quest for finding, recording and spreading knowledge from other peoples, places and times, was driven by faith and a culture of openness to ideas new and old wherever they came from.

Geography	**Ivory Coast: Ports- economic activity**  **Enquiry Question:** Where does chocolate come from? **Key Learning, Knowledge and Skills:** Understand securely and use a wider range of geographical terms to refer to geographical skills and fieldwork. Use six-figure grid reference to locate features on a map. Understand and explain latitude and longitude. Use the eight-point compass directions to follow and give directions. Use OS symbols in a key and interpret symbols and numbers on a map. Identify seven continents, five oceans and their human and physical features. Identify comparison study places, bordering countries, capital cities and human and physical features. Locate and identify places of relevance and on the news and describe features studied. Begin to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Identify place relevant human and physical features, counties, countries, capitals, seas both now and over time. To know about some spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change. They can show some understanding of the links between places, people and environments. Use aerial images, plan perspectives, satellite pictures, Google maps to recognise landmarks and basic human and physical features. Express and explain their opinions with evidence and recognise and explain why others may have different points of view. Ask and answer questions of themselves, other people and environments. Pose their own questions to lead their own enquiry through observations, measurements and recordings of primary and secondary data, presenting their findings in a range of maps and graphs. Explain, evidence and evaluate conclusions to compare places.				**Comparison: Rivers Tees with River Meon (Water Cycle)**  **Enquiry Question:** What journey does a river take? **Key Learning, Knowledge and Skills:** Understand securely and use a wider range of geographical terms to refer to geographical skills and fieldwork. Use six-figure grid reference to locate features on a map. Understand and explain latitude and longitude. Use the eight-point compass directions to follow and give directions. Draw maps with detail and accuracy. Use OS symbols in a key and interpret symbols and numbers on a map. Use a scale to measure distances. Observe to spot patterns, measurements and recordings using a simple rally, standard units and technology such as cameras, measuring equipment and apps. Locate and identify places of relevance and on the news and describe features studied. Begin to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere,

					Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Identify place relevant human and physical features, counties, countries, capitals, seas both now and over time. To know about some spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change. They can show some understanding of the links between places, people and environments. Use aerial images, plan perspectives, satellite pictures, Google maps to recognise landmarks and basic human and physical features. Recognise the range of views people hold about environmental interaction and change. Express and explain their opinions with evidence and recognise and explain why others may have different points of view. Explain, evidence and evaluate conclusions to compare places.

DT	**Enquiry question:** How can I construct a suitable shelter? **Designing** Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. **Making** Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. Use finishing and decorative techniques suitable for the product they are designing and making. **Evaluating** Investigate and evaluate a range of existing frame structures. Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for			**Circuits/ switches** **Enquiry question:** How can I create a realistic flame using a circuit?  **Designing** Use research to develop a design specification for a functional product that responds automatically to changes in the environment. Take account of constraints including time, resources and cost. Generate and develop innovative ideas and share and clarify these through discussion. Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams. **Making** Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment. **Evaluating** Continually evaluate and modify the working features of the product to match the initial		**Cams** **Enquiry question:** How do toys move? **Designing** Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. Develop a simple design specification to guide their thinking. Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views **Making** Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost. **Evaluating** Compare the final product to the original design specification. Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Consider the views of others to improve their work.

	development, and carrying out appropriate tests. Research key events and individuals relevant to frame structures. **Technical knowledge and understanding** Understand how to strengthen, stiffen and reinforce 3-D frameworks. Know and use technical vocabulary relevant to the project.			design specification. Test the system to demonstrate its effectiveness for the intended user and purpose. Investigate famous inventors who developed ground-breaking electrical systems and components. **Technical knowledge and understanding** Understand and use electrical systems in their products. Apply their understanding of computing to program, monitor and control their products. Know and use technical vocabulary relevant to the project.		Investigate famous manufacturing and engineering companies relevant to the project **Technical knowledge and understanding** Understand that mechanical and electrical systems have an input, process and an output. Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. Know and use technical vocabulary relevant to the project.

Art		**Clay sculpture/ ink drawing : Shaun Tan**  **Enquiry Question:** How can I represent a story through sculpture? **Key Learning:** Improve sketching skills, control of pencil and shading through skull drawings. Learn how to manipulate clay to create sculptures including, scoring, creating slip and joining clay together. Discuss and review the work of Shaun Tan	**Drawing/ painting** **Poster Prints** **Becky Bettesworth**  **Enquiry Question:** How can we portray Wickham in a poster? **Key Learning:** Identify and discuss features of a range of posters. Improve sketching skills, control of pencil and shading by drawing buildings/ features in Wickham (local walk) Use photography skills to collect features from local walk to bring back to school for further drawing practice. Experiment with acrylic paint to produce bright and colourful background to match photos/sketches. Experiment with layering photos from the village to go on top of background to finish poster. Discuss and review the work of Betty Bettesworth		**Printing:** **African Life** **Textile** **Enquiry Question:** How can I use printing to create art? **Key Learning:** Improve sketching skills, control of pencil and shading through wildlife drawing. Create a design to replicate Improve skills of tracing. Learn to print with ink, develop control of rollers and quantity of ink to improve results. Learn how to combine materials to create colour and depth to printing. Discuss and review the work of John Mufangejo	

Computing	**Unit name:** Flat-file databases **Key Learning:** Use a form to record information Compare paper and computer-based databases Outline how you can answer questions by grouping and then sorting data Explain that tools can be used to select specific data Explain that computer programs can be used to Compare data visually Use a real-world database to answer questions	**Unit name:** Introduction to spreadsheets **Key Learning:** Create a data set in a spreadsheet Build a data set in a spreadsheet Explain that formulas can be used to produce calculated data Apply formulas to data Create a spreadsheet to plan an event Choose suitable ways to present data	**Unit name:** Selection in quizzes **Key Learning:** Explain how selection is used in computer programs Relate that a conditional statement connects a condition to an outcome Explain how selection directs the flow of a program Design a program that uses selection Create a program that uses selection Evaluate my program	**Unit name:** Selection in physical computing **Key Learning:** Control a simple circuit connected to a computer Write a program that includes count-controlled loops Explain that a loop can stop when a condition is met Explain that a loop can be used to repeatedly check whether a condition has been met Design a physical project that includes selection Create a program that controls a physical computing project	**Unit name:** Video Production **Key Learning:** Explain what makes a video effective Use a digital device to record video Capture video using a range of techniques Create a storyboard Identify that video can be improved Consider the impact of the choices made when making and sharing a video	**Unit name:** Webpage creation **Key Learning:** Review an existing website and consider its structure Plan the features of a web page Consider the ownership and use of images (copyright) Recognise the need to preview pages Outline the need for a navigation path Recognise the implications of linking to content owned by other people

RE	**Key Religion:** Islam **Enquiry Question:** How does the Qu'ran reflect authority (God's) for Muslims? **Key Concept:** Authority **Key Learning:** Know what 'authority' means and give more than one example. Know that Muslims belong to a religion called Islam. Know that Muslims believe that there is only one god (Allah) and Muhammad is his 'prophet'. Know that Muslims holy book is called the Qu'ran and Allah revealed it to Muhammad. Know that Muslims believe the Qu'ran has ultimate authority and teaches them how to live. **Communicate Y5 -** **Explain** their own response to the human experience of the concept explored. **Communicate Y6 –** **Explain, in greater detail**, their own response to the human experience of the concept explored. Give a range of contexts.	**Key Religion:** Christianity **Enquiry Question:** Was Jesus the Messiah? **Key Concept:** Incarnation (Rescue) **Key Learning:** Know that Jesus was born in Israel and was Jewish. Know that prophets in the Old Testament (the Jewish bible) predicted that God would send a special, chosen leader, the Messiah. Know that 'Christ' means Messiah. Know that Christians believe that Jesus fulfilled the prophecies of the Old Testament and he was the Messiah. **Apply Y5 –** **Explain** examples of how their responses to the concept can be applied in their own lives and the lives of others. **Apply Y6 –** **Explain a greater range of examples** of how their responses to the concept can be applied in their own lives and the lives of others.	**Key Religion:** Hinduism **Enquiry Question:** How is water used as a symbol? **Key Concept:** Symbol - Water (focus on R. Ganges) **Key Learning:** Know what a 'symbol' is and give more than one example. Know how water is used as a symbol in Hindu stories and ceremonies. Know the story of the goddess Ganga. Know why the River Ganges is important to Hindus. Know how Hindus show that the River Ganges is important to them e.g. pilgrimage, bathing. **Inquire Y5 –** **Explain** the key concept, that is common to all people as well as to many religions. **Describe** the key concepts that is particular to the specific religion studied. **Inquire Y6 –** **Explain, in greater detail,** the key concept, that is common to all people as well as to many religions. **Describe** the key concept, that is particular to the specific religion studied.	**Key Religion:** Christianity **Enquiry Question:** What did Jesus do to save human beings? **Key Concept:** Love (as sacrifice) **Key Learning:** Know what 'sacrifice' means and give some examples. Know that some Christians understand Jesus's death as a sacrifice for them. Know that Christians remember his sacrifice through Holy Communion (sometimes called Eucharist or Mass). Know that Christians believe that they should make sacrifices and put other people first. **Contextualise Y5 –** **Explain** how this concept is contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religion studied. **Contextualise Y6 -** **Explain in greater detail** how this concept is contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religion studied.	**Key Religion:** Islam **Enquiry Question:** How do Muslims incorporate special 'rituals' into Ramadan and Eid-ul-Fitr? **Key Concept:** Special (as Ritual) **Key Learning:** Know that a 'ritual' is different from a routine and give some examples of rituals from everyday life and from religions. Know that Wudu is a Muslim ritual of washing before prayer. Know that during the month of Ramadan most Muslims fast during daylight hours (Sawn). Know that Ramadan is followed by the festival of Eid-ul-fitr. Know that Ramadan remembers the month when the Qu'ran was first revealed to Muhammad. **Evaluate Y5 -** Evaluate the concept by **explaining** its value to people living a religious life by drawing on examples. **Evaluate Y6 –** Evaluate in greater detail, the concept by explaining its value to people living a religious life by drawing on examples. Talking with other children will enable them to discern for themselves and so **identify and describe in**	**Pondering Time** **Children choose from the following Dharmic festivals to explore further:** **Mahashivrati** *(Hinduism)* **Diwali** *(Hinduism)* **Wesak** *(Buddhism)* **Baisaki** *(Sikh)* **Key Learning:** **Contextualise Y5 - Explain** how a concept is contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religion chosen. **Contextualise Y6 - Explain in greater detail** how a concept is contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religion chosen.

					increasingly complex ways some of the issues they raise.	
MFL	**Unit name: Food and drink** **Year 5 Key learning:** Ask and answer questions about what you would like to eat and drink in a café or restaurant scenario Ask and answer how much something costs Answer the register Use and understand phrases to use within the classroom Read and write simple sentences about the topic from memory **Year 6 Key learning: (As above)** Ask for a menu or the bill Book a table Additional phrases to ask and answer questions about what you would like to eat and drink in a café or restaurant scenario Use of numbers and adjectives for size to describe your order Expressing an opinion about items you like to eat and drink.		**Unit name: Sports** **Year 5 Key learning:** Ask and answer questions about sports that you do Express your opinion about which sports you like to do Explain which days of the week you participate in sports Answer the register Use and understand phrases to use within the classroom Read and write simple sentences about the topic from memory **Year 6 Key learning: (As above)** Explain why you like a particular sport Explain which sports you do in different seasons and weathers		**Unit name: Hobbies** **Year 5 Key learning:** Ask and answer questions about your hobbies. Express your opinion about the hobbies that you like to do and give reasons why Explain which hobbies you do on a particular day. Answer the register Use and understand phrases to use within the classroom Read and write simple sentences about the topic from memory **Year 6 Key learning: (As above)** Additional phrases for hobbies that you do Apply knowledge from KS2 curriculum to be able to talk about yourself.	

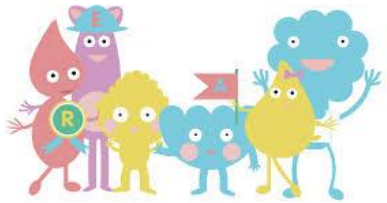
Music	**Identi A Bao A Qu** Pitch: Y5 Explore, recognise and identify a range of different scale patterns including pentatonic, major and the harmonic minor in particular and could extend to chromatic notes and how they influence music Y6 Explore, recognise and identify a range of different scale patterns including pentatonic, major and the harmonic minor in particular and could extend to chromatic notes and how they influence music Structure: Y5 Explore and use a wider range of developmental structures (e.g. ABA, Rondo) and expressive structures including minimalist music (featuring musical opposites, retrograde and palindrome) Y6 Use a broader range of developmental structures and expressive structures including minimalist music (featuring musical opposites, retrograde and palindrome) Playing: Y5 Demonstrate accurate and fluent instrumental skills and use them to articulate and perform with musical awareness Y6 Demonstrate precise and confident instrumental skills and use them to articulate and perform with musical awareness Rehearsing and performing: Y5 Recognise which refinements need to be made and explore a range of different rehearsal strategies. Develop an awareness of how to plan and present a performance		**Short ride in a fast machine**  Duration: Identify and understand more complex rhythm patterns and metres Structure: Use a broader range of developmental structures and expressive structures (minimalist) Playing: Demonstrate precise and confident instrumental skills and use them to articulate and perform with musical awareness Rehearsing and performing: Recognise which refinements need to be made and know how to make them. Develop an awareness of how to plan and present a performance Notating: Understand, select and use a range of notation for specific purposes including precise graphic notation and stave notation with time signatures Listening and responding: Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify the composer's intent and how this was achieved Describe and discussing: Discuss and share informed opinions about what you hear commenting on the context /	**Space** Timbre: Identify instruments within families and different instrumental / vocal combinations; refine use of voices and percussion instruments Texture: Extend the use of texture (simple harmony) to include consonant and dissonant clusters of notes Dynamics: Understand how a wide range of dynamics can be used and manipulated for expressive effect Playing: Demonstrate accurate and fluent instrumental skills and use them to articulate and perform with musical awareness Rehearsing and performing: Recognise which refinements need to be made and explore a range of different rehearsal strategies. Develop an awareness of how to plan and present a performance Listening and responding: Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify why and how the composer has used key features / devices Describing and discussing: Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical use of key		**Baghdad - Mongal invasion** Pitch: Explore, recognise and identify the Arabic / double harmonic scale and how it influences music Dynamics: Understand how a wide range of dynamics can be precisely used and manipulated for expressive effect Tempo: Understand how a wide range of tempi can be precisely used and manipulated for expressive effect Playing: Demonstrate precise and confident instrumental skills and use them to articulate and perform with musical awareness Rehearsing and performing: Recognise which refinements need to be made and know how to make them. Develop an awareness of how to plan and present a performance Notating: Understand, select and use a range of notation for specific purposes including precise graphic notation and stave notation with time signatures Listening and responding: Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify the composer's

	Y6 Recognise which refinements need to be made and know how to make them. Develop an awareness of how to plan and present a performance Notating: Y5 Understand, select and use a range of notation for specific purposes including detailed graphic notation and core stave notation with time signatures Y6 Understand, select and use a range of notation for specific purposes including precise graphic notation and stave notation with time signatures Listening and responding: Y5 Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify why and how the composer has used key features / devices Y6 Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify the composer's intent and how this was achieved Describe and discussing: Y5 Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical use of key features / devices using a musical vocabulary Y6 Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composers musical intent and how it was achieved using a fluent musical vocabulary: structure, palindrome, pitch, harmonic minor scale stave EGBDF FACE B flat, C sharP		purpose and impact of the music. Consider the composers musical intent and how it was achieved using a fluent musical vocabulary	features / devices using a musical vocabulary		intent and how this was achieved Describing and discussing: Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical intent and how it was achieved using a fluent musical vocabulary

PSHE	**Unit name:** Me and my relationships **Key Learning:** Give a range of examples of our emotional needs and explain why they are important. Explain why these qualities are important Give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.	**Unit name:** Valuing difference **Key Learning:** Describe the benefits of living in a diverse society Develop an understanding of discrimination and its injustice, and describe this using examples Understand that the information we see online, either text or images, is not always true or accurate; Reflect on the impact social media puts pressure on peoples' life choices Consider the consequences that behaviour and actions can have on a person's emotions, confidence and behaviour	**Unit Name: Keeping Safe** **Key Learning:** Demonstrate strategies to deal with both face-to-face and online bullying; Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; Recognise which situations are risky; Explore and share their views about decision making when faced with a risky situation; Suggest ways of standing up to someone who gives a dare. Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.	**Unit Name:** Rights and Respect **Key Learning:** Identify, write and discuss issues currently in the media concerning health and wellbeing; Express their opinions on an issue concerning health and wellbeing; Make recommendations on an issue concerning health and wellbeing. Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read. Explain what we mean by the terms voluntary, community and pressure (action) group; Give examples of voluntary groups, the kind of work they do and its value. Define the differences between responsibilities, rights and duties; Discuss what can make them difficult to follow; Identify the impact on individuals and the wider community if responsibilities are not carried out.	**Unit Name:** Being my Best **Key Learning:** Know the basic functions of the four systems covered and know they are inter-related. Explain the function of at least one internal organ. Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements State what is meant by community; Explain what being part of a school community means to them; Suggest ways of improving the school community. Identify people who are responsible for helping them stay healthy and safe; Identify ways that they can help these people. Describe 'star' qualities of celebrities as portrayed by the media; Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; Describe 'star' qualities that 'ordinary' people have. How to make a clear and efficient call to emergency services if necessary. Concepts of basic first-aid, for example dealing with	**Unit Name:** RSE **Key Learning:** We will be talking about transition and change, emotion around change and how we can deal with these. Know the main physical and emotional changes occurring in puberty and how that will affect our bodies Understand in greater detail how puberty affects the body and emotions Ask questions about puberty with confidence Describe how to manage physical and emotional changes Know that there are some changes over which we have no control, but some over which we do have control and can make choices Explain the importance of physical hygiene and how to stay clean during puberty Know that their concerns and worries during puberty are shared by others Know how to get help and support during puberty Know that their body belongs to them and that they can say who has access to it Consider issues of safety, privacy, the law, peer pressure and personal responsibility in relation to internet and mobile phone use

					common injuries, including head injuries.	
PE	**Outdoor Adventurous 6** **Swimming**  Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke Perform safe self-rescue in different water-based situations	**Basketball 6** Develop understanding of attack and defending principles of invasion games. Improve accuracy of throwing, running, catching and shooting. Reflect on their skills and identify areas of strength and development. Develop decision making skills, select and apply, use tactics to improve performance. **Athletics 6** Through challenges of different styles, develop running, jumping and throwing skills. Reflect on own performance to learn how to achieve their greatest possible speed, distance and accuracy. Develop skills to officiate and lead challenges, giving feedback to support others progress.	**Gym 6** Improve balance and control to improve the aesthetics of their performance. Use various levels, direction and pathways to combine and link actions and how to relate to a partner and apparatus. Receive and provide feedback in order to make improvements on performances. **Hockey 6** Improve skills: dribble, pass, receive, tackle, intercept and shoot. Develop understanding of attacking and defending principles of invasion games. Develop an understanding of fair play and honesty while self-managing games.	**Dance 6** Develop ideas and themes into dance choreography, creating formations, dynamics and timing. Use movement to convey ideas, emotions, feelings and characters. Develop awareness of keeping others safe, leading others through short warm ups. **Tennis 6** Understand the principles of net and wall games. Develop forehand and backhand strokes, volley, underarm serve and rallying. Work cooperatively with others, lead and officiate honestly whilst abiding by the rules.	**Yoga 6** Improve balance, strength, flexibility and coordination. Learn poses and techniques that connect mind and body. Develop breathing and meditation techniques. Link actions to create own flow. Work collaboratively and lead others. **Football 6** Improve dribble, pass, receive, tackle, track and balance skills. Develop an understanding of attacking and defending principles of invasion games. Learn to evaluate their own and other's performance to support development.	**Cricket 6** Improve deep and close catch, underarm and overarm thrown, overarm bowl, batting. Develop understanding of the principles of striking and fielding. Expand knowledge of the different roles of bowler, wicket keeper, fielder and batter. **Athletics 6/Sports Day Practice** Through challenges of different styles, develop running, jumping and throwing skills. Reflect on own performance to learn how to achieve their greatest possible speed, distance and accuracy. Develop skills to officiate and lead challenges, giving feedback to support others progress.

Spirituality	 **Opportunities for Spirituality in the curriculum** Geography - Fairtrade Art - interpretation - do we all see things the same way? Does it matter that some people show a place in a different way to others? (self, others)	 **Opportunities for Spirituality in the curriculum** RE - symbol - The River Ganges (beyond, world, others) why water is important and how we should care for it. PSHE - antibulling week - looking out for others, taking care of ourselves (Self and others)	 **Opportunities for Spirituality in the curriculum** History -Ancient Greece - democracy and legacy (self, others, world)	 **Opportunities for Spirituality in the curriculum** Science - fossils (beyond, world) How was this created? Why might we have found it here? Art - African prints - experiencing other cultures and values (others)	 **Opportunities for Spirituality in the curriculum** Computing - webpages - choosing what to share and how to represent it (self, others) RE - rituals and habits (self others, beyond)	 **Opportunities for Spirituality in the curriculum** RE - pondering time - following and sharing own enquiry (self, others world, beyond - different faiths) PSHE - self - transition to secondary RSE - looking after my body, celebrating change, supporting my friends (self and others) Residential - self, others, wow moments
British Values	**Opportunities to focus on British Values in the curriculum:** Democracy – voting on class governor, elections The rule of law – PSHE talking about rights and responsibilities Lessons on making safe choices online Individual liberty PSHE lessons on friendships, respect, Mutual respect – learning about what makes a good friend in PSHE Tolerance of different faiths and beliefs – Geography - Fairtrade	**Opportunities to focus on British Values in the curriculum:** The rule of law - Exploring personal rights and responsibilities. Individual liberty and anti-bullying. Mutual respect – Anti bullying Week/ learning about what makes a good relationship with others PSHE Tolerance of different faiths and beliefs – RE - symbol - The River Ganges	**Opportunities to focus on British Values in the curriculum:** Democracy - Ancient Greece – how they cast votes -how does this differ from now The rule of law – Compare to Ancient Greece The rule of law – keeping safe in PSHE – ourselves and staying safe on line 	**Opportunities to focus on British Values in the curriculum:** Democracy - Ancient Greece – how they cast votes -how does this differ from now The rule of law – Compare to Ancient Greece Tolerance of different faiths and beliefs – Art - African prints - experiencing other cultures and values	**Opportunities to focus on British Values in the curriculum:** Individual liberty-PSHE – being my best Mutual respect PSHE – being my best – how to make choices without causing issues to others Tolerance of different faiths and beliefs	**Opportunities to focus on British Values in the curriculum:** Democracy – moving on and making new choices for our new class and how we want things to be in school. The rule of law – creating class charters for the new year Tolerance of different faiths and beliefs –RE Pondering time

My Happy Minds	**Meet your brain**  **Key learning:** **YR 5** The difference between their brain and their mind. More detail about each part of the brain and why they work the way they do. How they can train their brains in times of stress by using Happy Breathing when their Amygdala gets triggered. About how others react differently to them and that we all have different triggers that cause us to Fight, Flight or Freeze. About how to more intentionally look after their brains to keep them healthy. About the hormones in their brain and how they can manage them, including Dopamine and Cortisol **YR6** About using a growth mindset and self-regulation techniques in times of stress. To reflect on their stress points as they relate to transitioning to secondary school (as these are different for everyone) and work through strategies to cope with these scenarios. To train their brain and how it grows each time they do this. About the links between their thoughts, feelings and actions and how the thoughts they have can influence how they act. About calming their Amygdala when facing stressful thoughts or having a tough time. How to manage their emotions to move forward positively and learn that they	**Celebrate** **Key learning:** **YR5** How the 24 Character Strengths are organised into 6 key virtues: Wisdom, Courage, Humanity, Justice, Temperance, and Transcendence. That Strength Spotting shows children how strengths can be used in different ways. That they still have all 24 strengths but, when they use their Top 5, Team H-A-P feels at its best. How they can move their Character Strengths around and grow them through Neuroplasticity. That when they stop and reflect on using their Character Strengths, their Hippocampus will store it as a memory. They will learn that, when faced with a similar situation, they can remember how that strength can help. How Strength Spotting can help Team H-A-P feel happy as, when we use our Character Strengths, Dopamine gets released and we feel confident. They will also learn that using their strengths can help them manage their Cortisol levels **YR6** What their top Character Strengths are based on completing an official survey which will rank their strengths from 1-24.More about what each of the 24Character Strengths means and how they help them each day. How to grow their strengths to help them with transition and overcome challenges. How their Character Strength shave helped them get to this point in their lives and how these skills and strengths are transferable to the secondary school environment.	**Appreciate** **Key learning:** **YR5** What appreciation means, and think of ways to show appreciation to others. What they should focus on when thinking about gratitude. They will explore 3 questions to help them develop deeper levels of gratitude. Why it is important to tell others that we're grateful for them and how it makes others feel good when we create a Gratitude Domino Effect. How gratitude helps our bodies stay calm and releases Dopamine. This then helps to keep Team H-A-P happy and the Amygdala calm. That when we regularly give and receive gratitude, Dopamine will continuously be released, and even thinking about experiences or people we are grateful for releases Dopamine. That the more we think about gratitude, the stronger the Neural Pathways get and the easier it becomes. That an Attitude of Gratitude helps us to see all things we are grateful for and makes the problems we face a little easier. That often the hardest category to think about gratitude for is ourselves. **YR6** How gratitude can help them think about all they have in their lives to be thankful for. How to build their resilience by looking at when their bucket is full vs when their bucket is empty. How focussing on their appreciation around the strengths work they have done can remind them of what they DO have during times of stress. To establish a new perspective on how gratitude can help them to build resilience when they face tough times	**Relate** **Key learning:** **YR5** What their Top 5 strengths are and which virtues they fall under. That when they see things from different perspectives, they are using their Prefrontal Cortex and then their brain can remember this and store it in their Hippocampus. That they can train their brain to notice how people use their strengths differently. That strengths help release Dopamine and make Team H-A-P happy, calm and relaxed. That you are more likely to see different strengths and perspectives positively when Team H-A- P is working as a team. We can do Happy Breathing to stay calm when facing challenging situations and see other people's perspectives. That friends can help solve problems, and it is important to show gratitude towards them. This can help develop an Attitude of Gratitude, and the Gratitude Domino Effect makes everyone feelgood. Skills needed to actively listen and how this will help them to 'Stop, Understand and Consider'. They will understand why this is so important in friendships. **YR6** Relationship building powers, i.e. how they go about making friendships today – what strengths they have here and what they can develop. How those skills are transferable to their upcoming changing environment. Strategies to manage friendships through change, transition and peer pressure by practising different communication strategies. Strategies for seeing different perspectives through role play	**Engage** **Key learning:** **YR5** That sometimes we need to think about what we are engaging in, and sometimes we do it on autopilot. When we engage in something and feel good, Team H-A-P love it because Dopamine is released in the brain, making it easier for us to succeed. Why their engagement levels may drop if their Amygdala takes over. How their feelings affect their ability to do well in an activity, and how Cortisol or Dopamine is released. About the difference between a team and individual goal, and how it is just as important to work as a team to set goals. Why the skill of perseverance is critical when working as part of a group. How understanding other people's Character Strengths can also help with team goals. **YR6** How to set goals linked to transition, which they can work towards to help them feel more comfortable with what is ahead. How to recognise their concerns and define strategies to overcome them. How they can use their strengths to leverage the opportunities they are excited about. How to create goals around leveraging and practising the tools they have learned as they progress through to secondary school.

	can train their minds just like their bodies. How to re-frame scary challenges to become exciting opportunities.				