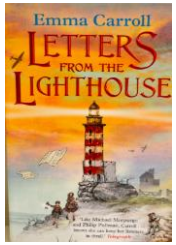
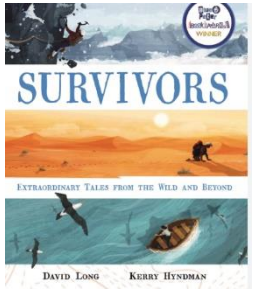
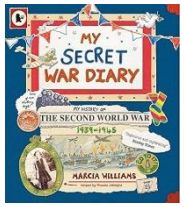
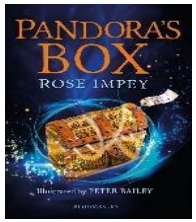
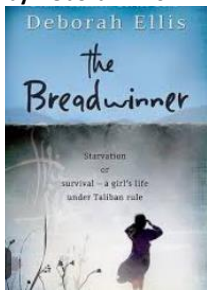
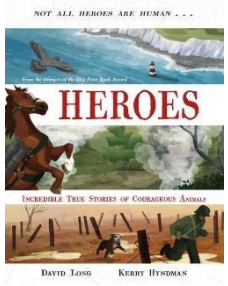
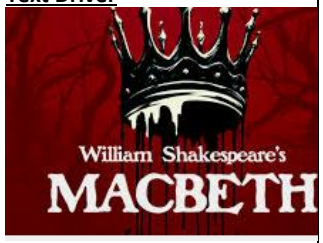
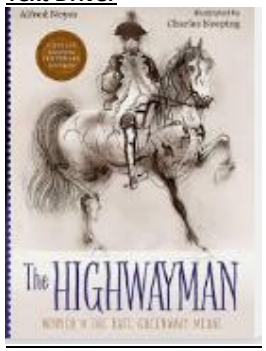
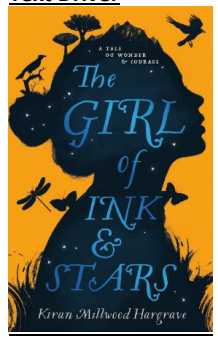
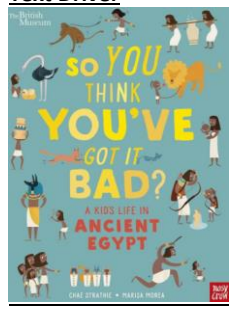
Long Term Key Learning Overview

Year 5/6 Cycle A

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	**Letters from the Lighthouse**  **Survivor Stories**  **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 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	**My Secret War Diary**  **Pandora's Box** 	**Breadwinner by Deborah Ellis**  **Year 5:** 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. **Year 6:** 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.	**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	**A variety of short extracts** **Year 5 and 6:** Practise 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 Provide reasoned justifications for their views 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	**A variety of short extracts** **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 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. **Year 6:** Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative Perform their own compositions, using appropriate intonation, volume, and movement so

	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 Read books that are structured in different ways and read for a range of purposes **Year 6:** Apply their growing knowledge of root words, prefixes and suffixes Checking the book makes sense to them by discussing their understanding and exploring the meaning of words in context Ask questions Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas Retrieve, record and present information from non-fiction Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and reference to the text using own words Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers 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 Evaluate how successfully the organisation of a text supports the writer's purpose 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 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	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. 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.	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 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.		that meaning is clear (Yr 5/6 National Curriculum writing) Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text that exemplify this

		Make comparisons within and across books					
	Writing	 **Tail End Charlie**  **Heroes** **Writing Outcome:** Narrative Newspaper **Year 5:** Use expanded noun phrases to convey complicated information concisely Use a range of devices to build cohesion within and across paragraph Fronted prepositional phrases for greater effect Convert nouns or adjectives into verbs using '**-ate', '-ise' or '-ify' Use commas**	**Text Driver**  **Pandora (literacy shed)** **Outcome** New creature report Narrative **Year 5:** Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining Make deliberate choices of sentence length and structure for impact on the reader Fronted prepositional phrases for greater effect Use brackets, dashes or commas to indicate parenthesis Use relative clauses beginning with who, which, where, when, whose, that **Year 6:** Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables Use range of devices to build cohesion within and across paragraphs Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision Use a colon to introduce a list	**Text Driver**  **Ruin** **Outcome** Setting descriptions First person monologue Narrative retell **Text Driver**  **Titanium - music video** **Outcome** News report Comparison text 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	**Text Driver**  **Macbeth** **Outcome** First person narrative Setting description **Text Driver**  **The Highwayman** **Outcome** Diary entry Narrative **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	**Text Driver**  **The Mystery of the Clockwork Sparrow** **Outcome** Newspaper report Character description Persuasive leaflet **Learning Journey 2** **Text Driver** Frankenstein **Outcome** Narrative Alternative ending **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	**Text Driver**  **The Girl of Ink and Stars** **Outcome** Persuasive speech Narrative **Text Driver**  **So You Think You've Got it Bad?** **Outcome** Persuasive speech Narrative **Year 5:** Use a wide range of devices to build cohesion between paragraphs Content is balanced e.g. between action/description/dialogue, fact and comment

		to clarify meaning or avoid ambiguity in writing **Use relative clauses beginning with, who, which, where, when, whose, that** **Year 6:** Note and develop initial ideas, drawing on reading and research where necessary Identify audience for, and purpose of, the writing Proof-read for spelling and punctuation errors Use commas to clarify meaning or avoid ambiguity in writing Make deliberate choices of sentence length Use fronted prepositional phrases for greater effect Develop editing skills Select appropriate grammar and vocabulary for impact Establish viewpoint Write legibly, fluently and with increasing speed	Select language that shows good awareness of the reader Use a semi colon within lists 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 brackets, dashes or commas to indicate parenthesis Use hyphens to avoid ambiguity 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?	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 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, 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	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 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 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	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 6:** Select verb forms for meaning and effect e.g. deliberate change of tense Select language that shows good awareness of the reader 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	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:** Use model verbs or adverbs to indicate degrees of possibility 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 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

					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	In narratives, describe settings, characters and atmosphere Integrate dialogue to **convey character and advance the action**	

	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. Use the vocabulary of factor, multiple and prime. Solve problems using knowledge of factors and multiples.	**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:**	**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 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	**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. 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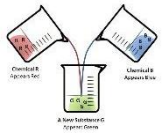
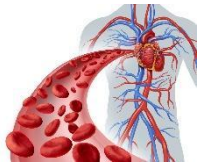
			Use a formal written method to multiply numbers up to 4-digits. Solve problems in context, deciding which methods to use and why. **Year 6:** Addition, subtraction, multiplication and division of fractions Position and direction – translating and reflecting shapes Find 1 and 10% of any amount Finding 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 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		Understand and use equivalence 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)	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 using their knowledge of factors and multiples, squares and cubes.	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 using their knowledge of factors and multiples, squares and cubes.

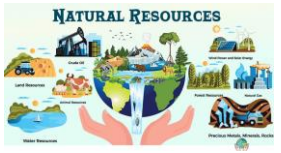
			measure, using decimal notation, and linking to PV understanding Use, read, write, and convert between standard units		Draw and translate simple shapes on a coordinate plane		

	Science	**How light behaves and how we see**  **Enquiry Question:** How does light behave and how do we see? **Key Learning:** Recognise that light appears to travel in straight lines 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 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 Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them Planning different types of scientific enquiries Taking measurements, using a range of scientific equipment Using test results to make predictions to set up further comparative and fair tests Reporting and presenting findings from enquiries	**Making new substances**  **Enquiry Question:** Have we made a new substance? **Key Learning:** 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 Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic 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 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	**Space and gravity**  **Enquiry Question:** How likely is it, that we are the only ones in our solar system? **Key Learning:** Describe the movement of the Earth and other planets relative to the sun in the solar system Describe the movement of the moon relative to the Earth Describe the sun, Earth and moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky Identifying scientific evidence that has been used to support or refute ideas or arguments	**Longitudinal Study: How plants grow (lettuce, mint,**  **basil for the picnic)** **Enquiry Question:** How do plants grow and how does this help our community? **Key Learning:** Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals 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,	**Longitudinal study (continued)**	**Circulation: How nutrients get to where they are needed in the body**  **Enquiry Question:** How and why is it important to keep our bodies healthy? **Key Learning:** Describe the changes as humans develop into old age Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function Describe the ways in which nutrients and water are transported within animals, including humans Identifying scientific evidence that has been used to support or refute ideas or arguments

		Identifying and using scientific evidence	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 explanations of and a 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		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 explanations of and a 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		

	History	**British Study Beyond 1066 – WW2** **Enquiry Question:** What was WW2 like for people in Wickham? Why should Wickham remember WW2? **Key Learning:** Understand how the local area was used during the period of WW2 and the impact this event had on the local community. Compare another village during the same time period, recognising the similarities and differences of the experiences had by both. Recognise the impact war had on the local area and the best way to continue to remember the sacrifices the community made. Add important local historical events/ people to the timeline e.g. at their anniversaries. Explore important historical events that had an impact (changed something) in your locality Explore important historical events/ people that are remembered locally Examine how aspects of national history are			**Earliest civilisations (all): Sumer, Indus valley, Shang Dynasty** **Enquiry Question:** What was it like to live at the time of the Shang Dynasty and why was Lady Fu Hao so important? **Key Learning:** Understand that some past civilizations in different parts of the world have some important similarities. Can identify and make links between significant characteristics of periods/ civilization studied and others studied previously. Can use criteria to make judgements as to the significance of events, people or developments within a particular historical narrative Approximate dates /duration of each civilization Location of each civilization and importance of climate and major rivers. Identify the main shared characteristics of each civilization through research (geographical location, written language, mathematics, measuring time, laws, governance, cities, metals, wheels, pottery etc.		**Earliest civilisations depth study: Egyptians** **Enquiry Question:** What does the evidence tell us about everyday life for men, women and children in ancient Egypt? **Key Learning:** Understand that some past civilizations in different parts of the world have some important similarities. Can identify and make links between significant characteristics of periods/ civilization studied and others studied previously. Can use criteria to make judgements as to the significance of events, people or developments within a particular historical narrative Connect prior knowledge to make sense of ideas. Compare Ancient Egypt to lives to those of the present era. Approximate dates /duration of each civilization Location of each civilization and importance of climate and major rivers. Identify the main shared characteristics of each civilization through research (geographical location, written language, mathematics, measuring time, laws, governance, cities, metals, wheels, pottery etc.

		reflected locally e,g, by monuments Explore how typical your town's/ school's past is in national terms Examine how aspects of national history are reflected locally e,g, by monuments Explore how typical your town's/ school's past is in national terms					

Geography		**Las Vegas Study: Comparison**  **Enquiry question:** What is life like in Las Vegas compared to the UK? **Key Learning:** Understand securely and use a wider range of geographical terms to refer to geographical skills and fieldwork. 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. 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. Identify seven continents, five oceans and their human and physical features. Identify comparison study places, bordering countries, capital cities and human and physical features. 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. 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.	**Coasts and erosion: Geographical skills**  **Enquiry Question:** How can we protect our coasts? **Key Learning:** Understand securely and use a wider range of geographical terms to refer to geographical skills and fieldwork. Use the eight-point compass directions to follow and give directions. Draw maps with detail and accuracy. Use ordinance survey 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. 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. To know about some spatial patterns in physical and human geography, the conditions which influence those patterns, and the		**Distributing natural resources: Australia, Las Vegas, Russia** **Enquiry Question:**  Is every country equal? **Key Learning:** Understand securely and use a wider range of geographical terms to refer to geographical skills and fieldwork. 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 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.	

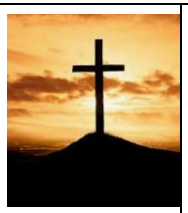
		Recognise the range of views people hold about environmental interaction and change. Express and explain their opinions with evidence and recognise and explain why others may have different points of view. Explain, evidence and evaluate conclusions to compare places.	processes which lead to change. Show 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. 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.		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.	

	DT				Celebrating seasonality **Enquiry question** How do I make bread? **Designing** Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. **Making** Write a step-by-step recipe, including a list of ingredients, equipment and utensils Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. Make, decorate and present the food product appropriately for the intended user and purpose. **Evaluating** Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. Evaluate the final product with reference back to the design brief and design		Combining different fabrics **Enquiry question** What is the best method for joining fabrics together when making something to be used? **Prior learning** Experience of basic stitching, joining textiles and finishing techniques. Experience of making and using simple pattern pieces. **Designing** Generate innovative ideas by carrying out research including surveys, interviews and questionnaires. Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer-aided design. Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. **Making** Produce detailed lists of equipment and fabrics relevant to their tasks. 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 are accurately assembled and well finished. Work within the constraints of time, resources and cost.

					specification, taking into account the views of others when identifying improvements. Understand how key chefs have influenced eating habits to promote varied and healthy diets. **Technical knowledge and understanding** Know how to use utensils and equipment including heat sources to prepare and cook food. Understand about seasonality in relation to food products and the source of different food products. Know and use relevant technical and sensory vocabulary.		**Evaluating** Investigate and analyse textile products linked to their final product. 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. **Technical knowledge and understanding** A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. Fabrics can be strengthened, stiffened and reinforced where appropriate.

Art	**Enquiry Question:** Who is Anni Albers?  **Key Learning:** Be able to line up and overlay print block to build up image using several colours. Understand how to use light pencil marks, then a wash, before adding layers and detail. Study a famous artist and produce a personal response to their work **Skill(s)/process(es) to practise:** Be able to mix a full range of secondary, tertiary colours, tints and tones.		**Nature of Wickham** **Jacqueline Mair/ James Mayhew** **(Collage/ printing/ painting)** **Enquiry Question:** How can I mimic an artist's style to show nature in Wickham? **Key Learning:** Discuss and review the artwork of Jacqueline Mair and James Mayhew. Develop and talk about key words and discuss the principles of mark making and texture. Create printed papers using printing and watercolour. Sketch an outline of a bird in nature. Cut, tear and layer to create a collage. Discuss and evaluate own work. Compare own work to the artwork of Jacqueline Mair			

Computing	**Unit name:** Systems and Searches **Key Learning:** Explain that computers can be connected together to form systems Recognise the role of computer systems in our lives Identify how to use a search engine Describe how search engines select results Explain how search results are ranked Recognise why the order of results is important, and to whom	**Unit name:** Communication and collaboration **Key Learning:** Explain the importance of internet addresses Recognise how data is transferred across the internet Explain how sharing information online can help people to work together Evaluate different ways of working together online Recognise how we communicate using technology Evaluate different methods of online communication	**Unit name:** Vector Drawing **Key Learning:** Identify that drawing tools can be used to produce different outcomes Create a vector drawing by combining shapes Use tools to achieve a desired effect Recognise that vector drawings consist of layers Group objects to make them easier to work with Apply what I have learned about vector drawings	**Unit name:** 3D Modelling **Key Learning:** Recognise that you can work in three dimensions on a computer Identify that digital 3D objects can be modified Recognise that objects can be Combined in a 3D model Create a 3D model for a given purpose Plan my own 3D model Create my own digital 3D model	**Unit name:** Sensing **Key Learning:** Create a program to run on a controllable device Explain that selection can control the flow of a program Update a variable with a user input Use an conditional statement to compare a variable to a value Design a project that uses inputs and outputs on a controllable device Develop a program to use inputs and outputs on a controllable device	**Unit name:** Variables in Games **Key Learning:** Define a 'variable' as something that is changeable Explain why a variable is used in a program Choose how to improve a game by using variables Design a project that builds on a given example Use my design to create a project Evaluate my project

RE	 **Key Religion:** Islam **Enquiry Question:** Why is the concept of community so important to Muslims? **Key Concept:** Community (as Umma) **Key Learning:** Know the meaning of 'community'. Know that 'Umma' means community in Islam and that it is important to Muslims. Know that Muslims have many rituals and traditions that make them part of a community. Know the 'Five Pillars of Islam'. **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:** Why is there more than one interpretation of the birth of Jesus? **Key Concept:** Interpretation **Key Learning:** Know that the story about Jesus's birth is found in Matthew's and Luke's gospels. Know some of the similarities in the two stories. Know some of the differences in the two stories. Know that this is because each of the gospel writers interpreted the story to highlight what was important to them. **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:** Christianity **Enquiry Question:** What does it mean if God is holy and loving? **Key Concept:** God - Holy **Key Learning:** Know that Christians believe God is both holy and loving Know that Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. Know that Christians do not all agree about what God is like. Know that Christians believe getting to know God is like getting to know a person rather than learning information. **Inquire Y5 –** **Explain** 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. **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 difference does the resurrection make? **Key Concept:** Salvation **Key Learning:** Know that Christians believe Jesus rose from the dead and they describe this as 'resurrection'. Know that for Christians, the resurrection proves that Jesus is the son of God. Know that Christians believe that death is not the end and that this gives them hope for the future and after death. **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	**Religion:** Christianity and Humanism **Enquiry Question:** Creation and Science, conflicting or complimentary? **Key Concept:** Creation **Key Learning:** Know that there is lots of debate about science and religion. Know that Christians interpret the Genesis story in different ways. Know that there are many scientists who are Christians. Know that Humanists do not believe in a god or religion and believe that science tells them how the world began. **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 increasingly complex ways** some of the issues they raise.	**Religion:** Islam **Enquiry Question:** How does the Mosque facilitate the faith of Muslims? **Key Concept:** Belonging (to the mosque and to the Islamic faith) **Key Learning:** Know that Muslims have a statement of faith called the 'Shahada' which is one of the Five Pillars of Islam. Know that this helps Muslims to have a sense of belonging. Know that belonging to a mosque can help them belong to the Muslim community. Know that belonging is also expressed through prayer (Salat). **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.

				living a religious life in the religion studied.		

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		**Unit 1 : Calypso Sparkle** **Key dimensions:** **Pitch Y5&6:** Explore, recognise and identify a C major scale pattern and how it influences music (*mood & in relation to chords)* **Duration** **Y5** Identify and begin to understand more complex rhythm patterns and metres including counting in 8 **Y6** Identify and understand more complex rhythm patterns and metres **Texture** **Y5** Extend the use of texture (simple harmony) to include consonant and dissonant clusters of notes **Y6** Use simple harmony, including simple chords, with greater awareness and understanding **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 **Describing and discussing**	**Unit: Map rappers** **Key dimensions:** **Duration** **Y5** Identify and begin to understand more complex rhythm patterns and metres including counting in 8 **Y6** Identify and understand more complex rhythm patterns and metres **Structure:** **Y5** Explore and use a wider range of developmental structures (e.g., Rap) **Y6** Use a broader range of developmental structure and expressive structures - minimalist Extend imaginative vocal use, chant and sing in layers with expressive interpretation and awareness of phrasing, style and context **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 **Notating** Understand and use a range of notation for specific purposes including grids and rhythmic notation (where appropriate as an aide-memoire) **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 features / devices using a musical vocabulary		**Unit: Greek Tragedy** **Key dimensions:** **Dynamics** **Y5** Understand how a wide range of dynamics can be used and manipulated for expressive effect **Y6** Understand how a wide range of dynamics can be precisely used and manipulated for expressive effect **Tempo** **Y5** Understand how a wide range of tempi can be used and manipulated for expressive effect **Y6** Understand how a wide range of tempi can be precisely used and manipulated for expressive effect **Structure** **Y5** Explore and use a wider range of developmental structures (e.g., Rap) **Y6** Use a broader range of developmental structure and expressive structures - minimalist **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 **Notating** Understand, select and use a range of notation for specific purposes including detailed graphic notation and core stave notation with time signatures	**nit: Mayans** **Key dimensions:** **Dynamics** **Y5** Understand how a wide range of dynamics can be used and manipulated for expressive effect **Y6** Understand how a wide range of dynamics can be precisely used and manipulated for expressive effect **Tempo** **Y5** Understand how a wide range of tempi can be used and manipulated for expressive effect **Y6** Understand how a wide range of tempi can be precisely used and manipulated for expressive effect **Timbre** **Y5** Identify instruments within families and different instrumental / vocal combinations**;** refine use of voices and percussion instruments **Y6** Identify voices / instruments within families and their role in a wider range of ensembles**;** refine the use of voices and percussion instruments with intended impact **Playing** Demonstrate accurate and fluent instrumental skills and use them to articulate and perform with musical awareness 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 explore a

		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			**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 features / devices using a musical vocabulary	range of different rehearsal strategies. Develop an awareness of how to plan and present a performance **Notating** Understand, select and use a range of notation for specific purposes including detailed graphic notation and core stave notation with time signatures 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 why and how the composer has used key features / devices Understand and identify the composer's 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 use of key features / devices using a musical vocabulary Consider the composer's musical intent and how it was achieved using a fluent musical vocabulary**If term**

PSHE	**Enquiry Question:** What affects me and my relationships? **Key Learning:** Explaining bystander behaviour by giving examples of what bystanders do when someone is being bullied Giving examples of negotiation and compromise Explaining what inappropriate touch is and giving examples	**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	**Keeping safe** **Enquiry Question:** How can I keep myself safe? **Key Learning:** Drugs – what are they? How are they different to medicine? Road crossings - what do I need to be aware of? How can I cross roads safely? What do I need to look out for? Online safety - How can I keep safe online? What should I do If I'm unsure or if I see something upsetting?	**Rights and respect** **Enquiry Question:** What rights and responsibilities do we have? How will this be different as we get older? **Key Learning:** Handling disagreements Dealing with issues with friends online Democracy and how laws are made Taxes and work, understand by the terms **voluntary, community** and **pressure** (or **action**) group.	**Being my best** **Enquiry Question:** How can I be my best? **Key Learning:** Review '5 ways to wellbeing' and discuss how we can use this to improve our lives Identify aspirational goals; Describe the actions needed to set and achieve these. Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. Identify risk factors in a given situation; Understand and explain the outcomes of risk-taking in a given situation, including emotional risks. How to make a clear and efficient call to emergency services if necessary. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	**Growing and changing** **Key Learning:** Discuss about transition and change, emotion around change and how we can deal with these. Describe how and why the body changes during puberty in preparation for reproduction Discuss puberty and reproduction with confidence Discuss different types of relationships with confidence, including friendships, family relationships, loving adult relationships and marriage Explain how babies are made including basic information on contraception Explain how babies develop in the womb Explain how babies are born Know the decisions that have to be made before having a baby Explore what a baby needs after birth Consider how sex is presented in the media Consider sexual stereotyping Be reassured that their changing emotions are a normal aspect of puberty

PE	**Swimming** **Key Learning:**  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 **Gym 6** **Key Learning:** Use knowledge of compositional principles to use various level, direction and pathway. Link actions in relation to a partner and apparatus whilst developing sequences Build trust whilst working collaboratively in larger groups. Use formations to improve aesthetics of their performance.	**Dodgeball 6** **Key Learning:** Improve skills of throwing, dodging and catching. Learn to select tactics to be successful within a game. Develop independence to lead a game and the importance of honesty to implement rules. Evaluate own performance and suggest improvements to their strategies. **Netball 5** **Key Learning:** Improve skills of throwing, catching, running, jumping Develop skills in changing direction and speed with balance. Develop an understanding of attacking and defending in invasion games.	**Dance 5** **Key Learning:** Explore and communicate ideas and issues, thoughts and feelings through movement. Learn about historical and cultural origins of different dances. Create and perform a piece of their own work. Evaluate their performance using dance terminology. **Tag Rugby 6** **Key Learning:** Develop an understanding of attacking and defending in invasion games. Develop and select strategies to be successful in the game. Improve throwing, catching and direction change. Identify strengths in their skills and areas for development.	**Handball 6** **Key Learning:** Improve skills of throwing, dodging and catching. Learn to select tactics to be successful within a game. Develop skills in changing direction and speed with balance. Develop an understanding of attacking and defending in invasion games **Tennis 5** **Key Learning:** Improve skills for different strokes: forehand, backhand, volley, underarm serve, rallying. Think about strategies and tactics to be successful in the game. Work co-operatively and independently in fair play.	**Yoga 5** **Key Learning:** Learn poses that challenge balance, flexibility and strength. Learn how to correctly breath to hold poses, move and transition from poses. Explore how to link poses to create a flow. Reflect on their work and use feedback to improve their sequence. **Rounders 6** **Key Learning:** Develop throwing underarm and overarm, catching and retrieving a ball. Expand on their knowledge of the different roles within the game: bowler, fielder and batter. In partners and groups, self-manage their game and strategies to play an honest and fair game.	**Cricket 6** **Key Learning:** Expand knowledge of the different roles of bowler, wicket keeper, fielder and batter. Develop skills to deep and close catch, underarm and overarm throw, overarm bowl. Build skills in collaboration with others to select strategies and tactics. **Athletics 5/Sports Day Practice** **Key Learning:** Set challenges using different styles and combinations of running, jumping and throwing. Learn how to improve by identifying areas of strength as well as areas of development. Think about accuracy and how to persevere to achieve personal best.

Spirituality	 RE -How do I fit into the community of school and beyond? (others, self) History - the importance of remembering key events (others)	Geography - the world's wonderful resources (World, Beyond) Do all areas of the world have access to the same resources? How can we protect the world's resources? (world, others) Music - other cultures, how does different music amke you feel? Do we all like the same music? (Self, others)	Space - wonderful creation, how did the world begin? Do we all agree? (Self, others, beyond) Science - Gravity and space - wow moments (beyond)	PSHE - rights and respects - do we all have the same rights? Is it ok to treat people differently? How can we show ourselves respect? (self, others) Science - growing (wow), looking after and protecting nature.	History - Egypt - pyramids - wonder (beyond) DT - food - being respectful for what we have (others)	Science Forces (wow - beyond) 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 (relate to History WW2 – why people made choices they did) 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 – History -WW2 -talking about peoples values and why people made the choices they did. Helping others	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 – geography – Vegas -Studying cultural diversity in the UK and globally.	Democracy – compare to Guided reading text – Breadwinner set in Taliban led Afghanistan The rule of law – keeping safe in PSHE – ourselves and staying safe on line	The rule of law – English – The highway man – who is wrong and why? Mutual respect -English – The highway man – who is wrong and why? Was anyone treated with respect? The rule of law –Online safety day Tolerance of different faiths and beliefs – RE learning about a range of World religions and why their beliefs are importance in relation to creation.	Individual liberty-PSHE – being my best Mutual respect PSHE – being my best – how to make choices without causing issues to others	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 – History Ancient Egypt – beliefs and how this effected their actions RE learning about a range of World religions and why their beliefs are importance. 

	Meet your brain	Celebrate	Appreciate	Relate	Engage	
My Happy Minds	**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.	**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.	**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.	**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	**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.	

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