

**Park Hill Junior School – Whole School Overview (updated April 2023)**

**Skills Builder:**

Across the year children will be learning the essential skills from the Skill Builder programme which include: Listening, Speaking, Creativity, Problem Solving, Leadership, Teamwork, Staying Positive and Aiming High. They will apply these skills and the steps to certain learning in lessons and clubs and be explicitly taught 4 of the skills each year. In year 3 and 5 these are: Listening, Speaking, Creativity and Teamwork; in year 4 and 6 these are: Staying Positive, Aiming High, Leadership and Problem Solving.

Year 3	Autumn <b>LET'S ROCK &amp; LET'S SHINE</b>	Spring <b>ANTARCTICA</b>	Summer <b>VICTORIANS</b>
English	<p>The <b>class books</b> they will be reading are: Stone Age Boy, History Detectives: Stone Age to Iron Age, The story of Rama and Sita and Just so Stories.</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>● Nouns, verbs and adjectives</li> <li>● Past tense</li> <li>● Paragraphs</li> <li>● Coordinating conjunctions</li> <li>● Sentence openers</li> <li>● Prepositions</li> <li>● Inverted commas and speech</li> <li>● Adverbs</li> <li>● Formal language</li> </ul>	<p>The <b>class books</b> they will be reading are: Shackleton's Journey, Ice Trap Shackleton's Incredible Expedition and The Promise.</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>● Prefixes</li> <li>● Direct and indirect speech</li> <li>● Synonyms</li> <li>● Adverbs</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>● Persuasive adverts</li> <li>● Diary entries/adventure logs</li> <li>● Newspaper reports</li> <li>● Adventure stories</li> <li>● Descriptions</li> </ul>	<p>The <b>class books</b> they will be reading is: Iron Man.</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>● Direct and indirect speech</li> <li>● Noun phrases</li> <li>● Conjunctions</li> <li>● Clauses</li> <li>● Prepositions</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>● Newspaper reports</li> <li>● Biographies</li> <li>● Instructions</li> <li>● Descriptive writing</li> <li>● Diary entries</li> <li>● Persuasive letters</li> </ul>

	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>● A leaflet about the stone age</li> <li>● Evaluations of their outdoor shelters</li> <li>● Comparisons of life now and then</li> <li>● Diary entries</li> <li>● Play script for the story of Rama and Sita</li> <li>● Instructions for making hand puppets</li> <li>● A just so story</li> <li>● Letters</li> </ul>	<ul style="list-style-type: none"> <li>● Poetry</li> <li>● Letters</li> </ul>	
<p><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>● Number bonds to 100.</li> <li>● Place value up to 1000</li> <li>● Finding 1, 10 and 100 more or less than a given number</li> <li>● Comparing objects and numbers</li> <li>● Mental and written strategies for addition and subtraction</li> <li>● The properties of 3D shapes</li> <li>● To use arrays</li> <li>● Their times tables (multiplication and division), especially the 2, 5, 3, 4 and 8 times table</li> <li>● Mental and written strategies for multiplication and division</li> </ul>	<ul style="list-style-type: none"> <li>● Multiples of 10</li> <li>● Multiplying a 2-digit number by a 1-digit number</li> <li>● To link multiplication and division</li> <li>● To divide a 2-digit number by a 1-digit number</li> <li>● To measure in metres, centimetres and millimetres</li> <li>● Equivalent lengths</li> <li>● To compare lengths</li> <li>● About perimeter</li> <li>● The vocabulary of fractions (denominator and numerator)</li> <li>● To compare and order unit fractions</li> <li>● To understand the whole</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>● To add and subtract fractions</li> <li>● How to partition the whole</li> <li>● About unit and non-unit fractions</li> <li>● About Fractions of an amount</li> <li>● About pounds and pence</li> <li>● How to converting money</li> <li>● How to add and subtract money and find change</li> <li>● Roman numerals to 12</li> <li>● To tell the time to the nearest 5 minutes and nearest minute</li> <li>● How to read time on an analogue clock</li> <li>● To use am and pm</li> <li>● About days, hours, minutes and seconds</li> </ul>

		<ul style="list-style-type: none"> <li>• About fractions on a number line and as bar models</li> <li>• To measure in grams and kilograms</li> <li>• Equivalent masses and comparing masses</li> <li>• To measure capacity and volume in litres and millilitres</li> </ul>	<ul style="list-style-type: none"> <li>• About turns and angles</li> <li>• How to compare, measure and draw angles</li> <li>• About right angles</li> <li>• The terms horizontal, vertical, parallel and perpendicular</li> <li>• To recognise and describe 3D shapes</li> <li>• How to interpret and draw pictograms and bar charts</li> </ul>
<b>Science</b>	<p>Children will learn:</p> <p><b><u>Working scientifically</u></b></p> <ul style="list-style-type: none"> <li>• How to classify</li> <li>• To use scientific evidence to answer questions</li> <li>• To make careful observations</li> <li>• To identify similarities and differences</li> <li>• To ask relevant questions and use different types of scientific enquiries</li> <li>• To use evidence to answer questions</li> <li>• To take accurate measurements using a range of equipment</li> <li>• To set up simple practical enquiries.</li> <li>• To record and report on findings</li> </ul>	<p>Children will learn:</p> <p><b><u>Working scientifically</u></b></p> <ul style="list-style-type: none"> <li>• To use scientific evidence to answer questions or support their findings</li> <li>• To make systematic and careful observations</li> </ul> <p><b><u>Animals including humans</u></b></p> <ul style="list-style-type: none"> <li>• That animals need the right types and amounts of nutrition</li> <li>• That animals get their nutrition from what they eat</li> <li>• That humans and animals have skeletons and muscles for support, protection and movement</li> </ul> <p><b><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>• The functions of different parts of flowering and non-flowering plants</li> </ul>	<p><b><u>Working scientifically</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To take accurate measurements</li> <li>• To set up practical enquiries, comparatives and fair tests</li> <li>• To use results to draw simple conclusions, make predictions and suggest improvements</li> <li>• To record findings using graphs</li> <li>• To make predictions</li> </ul> <p><b><u>Forces and Magnets</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• How things move on different surfaces and compare them</li> <li>• That some forces need contact between two objects, but</li> </ul>

	<ul style="list-style-type: none"> <li>● To present data</li> </ul> <p><b><u>Rocks</u></b></p> <ul style="list-style-type: none"> <li>● To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> <li>● To describe how fossils are formed</li> <li>● To recognise that soils are made from rocks and organic matter</li> </ul> <p><b><u>Light</u></b></p> <ul style="list-style-type: none"> <li>● That light is needed to see things and that the sun is dangerous to the eyes.</li> <li>● About reflection</li> <li>● How shadows are formed and find patterns in the sizes of shadows.</li> </ul>	<ul style="list-style-type: none"> <li>● The requirements of plants for life and growth</li> <li>● To investigate the way water is transported within plants</li> <li>● The part that the flower plays in the life cycle of a flowering plant</li> <li>● About seed formation, seed dispersal and pollination</li> </ul>	<p>magnetic forces can act at a distance</p> <ul style="list-style-type: none"> <li>● To observe how magnets attract and repel each other and attract some materials and not others</li> <li>● To identify magnetic materials</li> <li>● That magnets have two poles</li> </ul>
<p><b>Art</b></p>	<p>In art the children will learn:</p> <ul style="list-style-type: none"> <li>● To use sketchbooks to make observations and review their art work</li> <li>● To create and use natural dyes</li> <li>● To take photographs from a high angle</li> </ul>	<p>In art the children will learn:</p> <ul style="list-style-type: none"> <li>● To use sketchbooks to make observations and review their art work.</li> <li>● To explore tone when looking at sea landscapes</li> <li>● To explore using a range of materials</li> </ul>	<p>In art the children will learn:</p> <ul style="list-style-type: none"> <li>● To use sketchbooks to make observations and review their art work.</li> <li>● About William Morris and Van Gogh.</li> <li>● Develop their mastery of different painting and printing techniques.</li> </ul>

	<ul style="list-style-type: none"> <li>● To use sketchbooks to make observations and review their art work.</li> <li>● To manipulate clay to create a figure.</li> </ul>		
<b>Computing</b>	<ul style="list-style-type: none"> <li>● E-safety</li> <li>● How to use Google Classroom</li> <li>● To touch type</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>● About E-Safety</li> <li>● About Robots including inputting simple commands and travel inputs.</li> <li>● Logo designs</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>● About privacy and security online</li> <li>● About the G-suite including forms (questionnaires)</li> <li>● About wellbeing, health and lifestyle online</li> <li>● About photo editing</li> </ul>
<b>DT</b>	<p>In Design and Technology children will learn:</p> <ul style="list-style-type: none"> <li>● To develop design criteria for an outdoor shelter</li> <li>● To select and use equipment</li> <li>● To create annotated diagrams</li> <li>● To create their own tools using flint</li> <li>● To evaluate their products against the criteria</li> <li>● To prepare and cook a variety of dishes during their outdoor learning sessions.</li> <li>● To plan and evaluate a hand puppet</li> </ul>	<p>In Design and Technology children will learn:</p> <ul style="list-style-type: none"> <li>● To select and choose materials based on their aesthetic and functional properties</li> <li>● To plan, design, make and evaluate boats with propulsion</li> </ul>	<p>In Design and Technology children will learn:</p> <ul style="list-style-type: none"> <li>● About the different mechanisms that allow toys to move</li> <li>● Designing, making and evaluating a Zoetrope</li> <li>● About sewing skills and textiles related to peg dolls</li> </ul>

	<ul style="list-style-type: none"> <li>● To use a basic running stitch to adhere two pieces of cloth together for a hand puppet</li> <li>● To use adhesives to complete their puppet</li> </ul>		
<b>History</b>	<p>In history the children will learn:</p> <ul style="list-style-type: none"> <li>● The chronology of the Stone Age, Bronze Age and Iron Age.</li> <li>● About hunter-gatherers About agriculture, family life and trade</li> <li>● The legacy of the Neolithic people</li> <li>● About the importance of Stonehenge</li> <li>● How to use different sources to research information</li> <li>● Changes from the stone age to the Iron Age.</li> </ul>	<p>In History children will learn:</p> <ul style="list-style-type: none"> <li>● About the famous explorer Ernest Shackleton</li> <li>● How expeditions paved the way for new research and understanding of areas</li> </ul>	<p>In History children will learn:</p> <ul style="list-style-type: none"> <li>● About the Victorians including: Family life, Education/school life, Chronology and Queen Victoria</li> <li>● How the Victorians have shaped our lives today</li> <li>● About inventions and innovations from the time</li> <li>● How to research using a range of sources</li> </ul>
<b>Geography</b>	<p>In geography children will learn:</p> <ul style="list-style-type: none"> <li>● To use atlases maps and globes to locate India.</li> <li>● Describe India according to these key terms: climate, hemisphere, other places surrounding, time zone, latitude, comparing to us, bodies of water.</li> <li>● About the human and physical features of India including the flora and fauna.</li> </ul>	<p>In Geography children will learn:</p> <ul style="list-style-type: none"> <li>● To use atlases and maps to locate Antarctica</li> <li>● To describe Antarctica according to these key terms: climate, hemisphere, other places surrounding, time zone, latitude, comparing to us, bodies of water.</li> <li>● About the fauna and flora of Antarctica</li> </ul>	<p>In Geography children will learn:</p> <ul style="list-style-type: none"> <li>● To use atlases and maps to locate and name the countries in the UK, plus major cities</li> <li>● To describe the countries in the UK according to these key terms: climate, hemisphere, other places surrounding, time zone, latitude, comparing to us, bodies of water.</li> <li>● The four points of a compass</li> <li>● About the British Empire</li> </ul>

	<ul style="list-style-type: none"> <li>About Rivers, in particular the river Sarayu (Surja).</li> </ul>	<ul style="list-style-type: none"> <li>Compare the physical and human geography of the UK to Antarctica</li> <li>About the environmental impact of global warming and climate change, particularly for Antarctica</li> <li>The difference between rural and urban</li> <li>The use of land in our local area</li> <li>Map reading and the use of symbols on maps</li> </ul>	<ul style="list-style-type: none"> <li>About their local area, particularly Crystal Palace and its links to the Victorians.</li> </ul>
<b>MFL (French)</b>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>Greetings and classroom instructions</li> <li>How to answer the question 'How are you?'</li> <li>Common colours</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>How to ask and answer 'what is your name?'</li> <li>Numbers 1-10</li> <li>Animals</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>Days of the week</li> <li>Describing fruits and colours using the Hungry Caterpillar (in French)</li> <li>About France</li> <li>Numbers to 31</li> <li>Months of the year including birthdays</li> <li>Classroom objects</li> </ul>
<b>Music</b>	<p>Children will learn about the musical elements through:</p> <ul style="list-style-type: none"> <li>The instruments of an orchestra</li> <li>Identifying the different musical families</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>About pitch, tempo and dynamics</li> <li>To recognise key musical terms</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>To play the recorder with increasing accuracy, fluency and control.</li> <li>To play and perform in solo and group contexts.</li> </ul>

			<ul style="list-style-type: none"> <li>● To improvise and compose music using paintings as a stimulus.</li> <li>● About the musical elements, pitch, dynamics, tempo, timbre, structure and duration.</li> </ul>
PE	<p>Fitness with a focus on endurance</p> <ul style="list-style-type: none"> <li>● To explain why it is important to warm up and cool down</li> <li>● To identify some muscle groups used in exercise</li> </ul> <p>Real Gym with a focus on the creative skill</p> <ul style="list-style-type: none"> <li>● To start to select and link movements to fit a theme</li> <li>● To begin to develop sequences with a partner</li> <li>● To begin to compare my movements and skills with those or others</li> </ul> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>● About passing and receiving</li> <li>● To explore effective teamwork</li> <li>● To begin to move and use actions with coordination and control</li> </ul> <p>which will be explored through netball</p>	<p>Children will take part in and learn:</p> <ul style="list-style-type: none"> <li>● To use equipment correctly</li> <li>● To move the ball accurately</li> <li>● To pass accurately whilst standing still and moving</li> <li>● To tackle and defend</li> <li>● To attack and shoot</li> </ul> <p>which will be explore through hockey:</p> <p>Gymnastics with a focus on the Cognitive skill</p> <ul style="list-style-type: none"> <li>● To explain what they are doing well and begin to identify areas needed for improvement</li> </ul> <p>Dance with a focus on the Physical skill</p> <ul style="list-style-type: none"> <li>● To perform and repeat longer dance sequences, with clear shapes and movements between, with control and precision</li> </ul>	<p>Children will complete athletics activities and will be following the REAL PE scheme.</p> <p>During this they will learn:</p> <ul style="list-style-type: none"> <li>● To perform a variety of movements and skills</li> <li>● To link actions together so that they flow in running, jumping and throwing activities</li> <li>● To select, apply and perform a range of skills with good consistency and control</li> <li>● How often and long they should exercise to be healthy</li> <li>● To monitor how hard they are working</li> <li>● Why their body feels a certain way during and after exercise</li> <li>● To use equipment appropriately and move and land safely</li> </ul> <p>Which will be taught through tennis, rounders and athletics with a focus on</p>

	<p>Real Dance with a focus on the social skill</p> <ul style="list-style-type: none"> <li>● To share and create phrases of dance with a partner and in small groups</li> <li>● To individually create a range of movements linked to a theme</li> </ul>		<p>the <b>Health and Fitness and Personal cogs.</b></p>
<p><b>PHSE</b></p>	<p>Children will be following the jigsaw programme and learn:</p> <ul style="list-style-type: none"> <li>● To recognise their worth and achievements</li> <li>● To set personal goals</li> <li>● To face new challenges positively</li> <li>● About rules, roles and responsibilities</li> <li>● How to make responsible choices</li> <li>● How families are different</li> <li>● That sometimes families have conflicts and differences</li> <li>● About being witnesses and bystanders</li> <li>● How words can be hurtful</li> </ul>	<p>Children will be following the Jigsaw programme and learn:</p> <ul style="list-style-type: none"> <li>● About people who have faced challenges and achieved success</li> <li>● To identify their dreams and ambitions</li> <li>● About facing new challenges with positivity</li> <li>● About being motivated and enthusiastic to achieve a challenge</li> <li>● About obstacles and steps to overcome these</li> <li>● How to evaluate their learning process and how it can be better next time</li> <li>● How exercise affects their body</li> <li>● Why the lungs and heart are important organs</li> <li>● About drugs (both medical and harmful)</li> </ul>	<p>Children will be following the Jigsaw programme and learn:</p> <ul style="list-style-type: none"> <li>● About roles within families and their own responsibilities</li> <li>● Skills needed in friendship</li> <li>● Strategies for keeping themselves safe</li> <li>● How the actions and work of people around the world help and influence their lives</li> <li>● How children around the world have rights and needs</li> <li>● How to express their appreciation to friends and family</li> <li>● RSHE including puberty</li> <li>● About stereotypical ideas with regards to families</li> <li>● About changes that they may make when going into year 4</li> </ul> <p><b>RSHE</b></p> <ul style="list-style-type: none"> <li>● About body differences</li> </ul>

		<ul style="list-style-type: none"> <li>● People, places and things they need to keep safe from</li> <li>● How to take care of their bodies</li> </ul>	<ul style="list-style-type: none"> <li>● How people are unique and respecting differences</li> <li>● Different types of families</li> <li>● About appropriate and inappropriate physical contact and consent</li> </ul>
RE	<p>Children will be learning about:</p> <p><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>● Roles and names of God</li> <li>● Stories based on the different God forms.</li> <li>● Their holy place of worship</li> <li>● Celebrations including Diwali and Holi</li> <li>● Worship at home and in the temple</li> <li>● Rangoli patterns</li> </ul> <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>● Christmas – the Christmas story</li> </ul>	<p>Children will be learning about:</p> <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>● The importance of Jesus to Christians</li> <li>● The Holy book</li> <li>● How the stories and parables are relevant today</li> <li>● Prayer and worship</li> <li>● Holy place of worship</li> <li>● The Easter story</li> </ul>	<p>Children will be learning about:</p> <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>● The 10 commandments</li> </ul> <p><b>Religions and the Environment:</b></p> <ul style="list-style-type: none"> <li>● How the following religions care for their environment: <ul style="list-style-type: none"> <li>o Islam</li> <li>o Christianity</li> <li>o Judaism</li> <li>o Hinduism</li> </ul> </li> </ul>

Year 4	Autumn AFRICA	Spring RAINFORESTS	Summer INVADERS, RAIDERS and SETTLERS
<p><b>English</b></p>	<p>The <b>class books</b> they will be reading are: Africa is Not a Country, Marcy and the Riddle of the Sphinx and The Patchwork Path.</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>● Present tense</li> <li>● Subordinate clauses</li> <li>● Figurative language</li> <li>● Adverbs and adverbial phrases</li> <li>● Brackets</li> <li>● Apostrophes</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>● A non-chronological report</li> <li>● A persuasive piece</li> <li>● A poem</li> <li>● Diary entries</li> <li>● A play script</li> <li>● Descriptions</li> <li>● Instructions</li> <li>● An informal letter</li> <li>● A newspaper report</li> </ul>	<p>The <b>class books</b> they will be reading are: Buddy’s Rainforest Rescue.</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>● Different tenses and when they should be used</li> <li>● Figurative/descriptive language including metaphors and personification</li> <li>● Subordinate clauses</li> <li>● Apostrophes for contraction</li> <li>● Apostrophes for possession</li> <li>● Speech marks</li> </ul> <p><b>Writing</b></p> <p>In writing the children will be using their knowledge to write:</p> <ul style="list-style-type: none"> <li>● A Balanced argument about deforestation</li> <li>● A poem about a rainforest fruit</li> <li>● A story based on the setting and plot of The Explorer.</li> <li>● A fact file about a rainforest animal</li> </ul>	<p>The <b>class books</b> they will be reading are: Beowulf by Michael Morpurgo and Viking Boy.</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>● Direct speech</li> <li>● Past tense</li> <li>● Figurative language</li> <li>● The use of commas</li> <li>● Pronouns</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>● A non-chronological report</li> <li>● A descriptive piece</li> <li>● Narratives</li> <li>● Character descriptions</li> <li>● Poetry</li> <li>● Instructions</li> <li>● Letters</li> </ul>

		<ul style="list-style-type: none"> <li>● A non-chronological report about famous rainforest explorers.</li> <li>● A letter/message in a bottle asking for help to be saved from the rainforest.</li> <li>● A comic strip based on key events or the story</li> </ul>	
<b>Mathematics</b>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>● A robust understanding of place value up to 10,000</li> <li>● Round to the nearest 10, 100 and 1000</li> <li>● How to partition numbers</li> <li>● How to compare using the &lt; and &gt; symbols</li> <li>● To order numbers</li> <li>● About negative numbers</li> <li>● Roman numerals</li> <li>● Different mental and written methods for addition and subtraction.</li> <li>● About Kilometres and equivalent lengths for metres and centimetres</li> <li>● To measure perimeters of rectangles and rectilinear shapes</li> <li>● To multiply and divide by 10 and 100 using place value</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>● Factor pairs</li> <li>● Multiplying and dividing by 10 and 100</li> <li>● Multiplying a 2 and 3-digit number by a 1-digit number</li> <li>● Dividing a 2 and 3-digit number by a 1-digit number</li> <li>● To measure in kilometres and metres and equivalent lengths</li> <li>● To calculate the perimeter of a rectangle and rectilinear shapes</li> <li>● To calculate the perimeter of polygons</li> <li>● To compare and order mixed numbers</li> <li>● About improper fractions</li> <li>● To convert between mixed numbers and improper fractions</li> <li>● Equivalent fractions</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>● About tenths, hundredths and wholes</li> <li>● How to partition decimals</li> <li>● How to compare and order decimals</li> <li>● To round decimals to the nearest whole number</li> <li>● Halves and quarters as decimals</li> <li>● To convert between pounds and pence</li> <li>● To compare money</li> <li>● To estimate and calculate with money</li> <li>● About hours, minutes and seconds</li> <li>● To convert between analogue and digital times including on a 24hour clock</li> <li>● To understand angles as turns</li> <li>● To identify, compare and order angles</li> </ul>

	<ul style="list-style-type: none"> <li>• Multiplication and division facts, especially for the 3, 6, 9 and 7 times table</li> </ul>	<ul style="list-style-type: none"> <li>• Adding and subtracting fractions and mixed numbers</li> <li>• Tenths and hundredths as fractions and decimals</li> <li>• Dividing by 10 and 100</li> </ul>	<ul style="list-style-type: none"> <li>• About triangles, quadrilaterals and polygons</li> <li>• About lines of symmetry</li> <li>• To interpret charts, including line graphs</li> <li>• To draw line graphs</li> <li>• To describe position using coordinates</li> <li>• To plot coordinates</li> <li>• Draw and translate shapes on a grid</li> </ul>
<b>Science</b>	<p><b>Working scientifically</b> Children will learn:</p> <ul style="list-style-type: none"> <li>• To use equipment to measure decibels</li> <li>• To make careful observations to help them to answer a question</li> <li>• To find patterns when investigating</li> <li>• To set up simple practical enquiries, comparative and fair tests</li> <li>• To take accurate measurements</li> <li>• To record findings</li> <li>• To draw simple conclusions</li> </ul> <p><b>Sound:</b> Children will learn:</p>	<p><b>Working scientifically</b> Children will learn:</p> <ul style="list-style-type: none"> <li>• To make systematic and careful observations of the environment around them</li> <li>• How to classify</li> </ul> <p><b>Animals, including humans</b> Children will learn:</p> <ul style="list-style-type: none"> <li>• To describe the simple functions of the organs involved in the digestive system</li> <li>• Identify different types of teeth and their functions</li> <li>• To construct and interpret a variety of food chains</li> <li>• Identify predators, prey and producers</li> </ul>	<p><b>Working scientifically</b> Children will learn:</p> <ul style="list-style-type: none"> <li>• To take accurate measurements using thermometers</li> <li>• To set up practical enquiries, comparatives and fair tests</li> <li>• To use results to draw simple conclusions, make predictions and suggest improvements</li> <li>• To record findings using graphs</li> </ul> <p><b>States of Matter</b> Children will learn:</p> <ul style="list-style-type: none"> <li>• How to compare and group materials according to whether they are solids, liquids or gases</li> </ul>

	<ul style="list-style-type: none"> <li>• How sounds are made and how we hear them</li> <li>• About pitch and how it can be changed</li> <li>• About volume</li> <li>• About soundproofing</li> </ul> <p><b>Electricity</b> How an electrical circuit works</p> <ul style="list-style-type: none"> <li>• To identify if a bulb will light or not</li> <li>• About switches</li> <li>• About electrical conductors and insulators</li> </ul>	<p><b>Living things and habitats</b> Children will learn:</p> <ul style="list-style-type: none"> <li>• How to group different living things</li> <li>• What makes something living</li> <li>• To use classification keys</li> <li>• How environments change, particularly linked to deforestation and the danger this poses to living things.</li> </ul>	<ul style="list-style-type: none"> <li>• That materials change state according to whether they are heated or cooled</li> <li>• About the water cycle including evaporation and condensation</li> </ul>
<b>Art</b>	<p>In art the children will learn:</p> <ul style="list-style-type: none"> <li>• To use sketchbooks to make observations and review their art work.</li> <li>• To use tone to create a 3D effect</li> <li>• To sculpt using clay</li> </ul>	<p>In art the children will learn:</p> <ul style="list-style-type: none"> <li>• To use sketchbooks to make observations and review their art work.</li> <li>• Use printing techniques based on natural patterns found in the rainforest.</li> </ul>	<p>In art the children will learn:</p> <ul style="list-style-type: none"> <li>• About the artist Olafur Eliasson</li> <li>• To develop their mastery of painting, drawing and sculpture based on Olafur Eliasson's work and also on Viking artefacts.</li> </ul>
<b>Computing</b>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• E-safety</li> <li>• To recap the features of Google Classroom</li> <li>• What blogging is and the features of blogging</li> <li>• How to use digital cameras for photography</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• About online relationships</li> <li>• About data and information – Data logging</li> <li>• About programming, specifically repetition in games like Scratch</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• About online relationships including</li> <li>• online bullying</li> <li>• About programming including</li> <li>• sequencing sounds</li> <li>• About programming including events and actions</li> </ul>

<p><b>DT</b></p>	<p>In Design and Technology children will learn:</p> <ul style="list-style-type: none"> <li>● To compare fabrics</li> <li>● To use a needle and thread</li> <li>● To plan for purpose and evaluate their designs</li> <li>● To create a working mechanism</li> </ul>	<p>In Design and Technology children will learn:</p> <ul style="list-style-type: none"> <li>● Prepare and cook a variety of dishes during their outdoor learning sessions.</li> <li>● About 3D nets</li> <li>● To plan, design, test and evaluate a flood-proof home.</li> </ul>	<p>In Design and Technology children will learn:</p> <ul style="list-style-type: none"> <li>● About Viking Longships and design, make and evaluate their own.</li> <li>● About weaving</li> </ul>
<p><b>History</b></p>	<p>In History children will learn:</p> <ul style="list-style-type: none"> <li>● About Ancient Egypt including agriculture, society and beliefs</li> <li>● The importance of the River Nile</li> <li>● The process of mummification</li> <li>● About hieroglyphs</li> <li>● About the life of Tutankhamen</li> </ul>	<p>In history the children will learn:</p> <ul style="list-style-type: none"> <li>● About the lives of famous rainforest explorers.</li> <li>● The legacy created by their exploration.</li> </ul>	<p>In History children will learn:</p> <ul style="list-style-type: none"> <li>● About the Anglo-Saxons and Vikings including: Warfare, beliefs, agriculture and family life</li> <li>● About key figures associated with this period of time</li> <li>● The chronology of the time period</li> <li>● The legacy we still see today</li> <li>● How to research using a range of sources</li> </ul>
<p><b>Geography</b></p>	<p>In Geography children will learn:</p> <ul style="list-style-type: none"> <li>● To use atlases and maps to locate information and countries</li> <li>● About the continent Africa</li> <li>● The human and physical features of Egypt</li> </ul>	<p>In geography children will learn:</p> <ul style="list-style-type: none"> <li>● About biomes and the features of a specific biome.</li> <li>● To use atlases, maps and globes to locate rainforests of the world and specifically the location of the Amazon rainforest</li> <li>● Describe the Amazon rainforest according to these key terms: climate,</li> </ul>	<p>In Geography children will learn:</p> <ul style="list-style-type: none"> <li>● To use atlases and maps to locate and name particular countries in Europe associated with the Anglo-Saxons and Vikings.</li> <li>● The eight points of a compass and use these to describe directions</li> <li>● To read and follow maps around the local area including</li> </ul>

		<p>hemisphere, other places surrounding, time zone, latitude, comparing to us, bodies of water. Including the names of South American countries.</p> <ul style="list-style-type: none"> <li>• About the human and physical features of the rainforests including: flora and fauna, indigenous people, layers of the rainforest and resources found there that we use today.</li> <li>• The impact of deforestation.</li> </ul>	<p>comparing modern and older maps</p> <ul style="list-style-type: none"> <li>• How the local area has changed over time</li> <li>• Why people choose to settle in a particular areas</li> </ul>
<b>MFL (French)</b>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• The names of snacks, drinks and fruits</li> <li>• To become familiar with j'aime and je n'aime pas</li> <li>• To ask and answer questions</li> <li>• How different cultures celebrate special days</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To respond to 'ours brun, dis-moi' story</li> <li>• Days of the week</li> <li>• To describe clothes</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• Animals</li> <li>• Adjectives: position and agreement</li> <li>• To write a book based on 'Ours Brun, dis-moi'</li> <li>• Which countries speak French</li> <li>• The Euro</li> <li>• To describe families</li> </ul>
<b>Music</b>	<p>Children will learn about the musical elements through:</p> <ul style="list-style-type: none"> <li>• Composition using percussion instruments</li> <li>• Keeping a beat in an ostinato pattern</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• How to appraise different songs</li> <li>• To develop an understanding of rhythm and pitch</li> <li>• To play tuned and untuned percussion</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To play the recorder with increasing accuracy, fluency, control and expression.</li> <li>• Listen with attention to detail.</li> <li>• Appreciate and understand music from great composers.</li> </ul>

<p><b>PE</b></p>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>● To develop collaboration and communication</li> <li>● To move and use actions with coordination and control</li> <li>● To move and find space when not in possession in a game</li> </ul> <p>which will be explored through football</p> <p><b>Fitness with a focus on endurance</b></p> <ul style="list-style-type: none"> <li>● To explain some important safety principles when preparing for exercise</li> <li>● To choose appropriate warm ups and cool downs</li> </ul> <p><b>Real gym with a focus on the creative skill</b></p> <ul style="list-style-type: none"> <li>● To begin to recognise similarities and differences in movements and expressions</li> <li>● To explore a variety of movements to fit a theme</li> <li>● To work with a partner to create, repeat and improve a sequence with at least 3 phrases.</li> </ul> <p><b>Real Dance with a focus on the social skill</b></p>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>● To throw and catch accurately with one</li> <li>● hand</li> <li>● Correct tackling techniques</li> <li>● How to follow specific rules</li> <li>● Applying their skills to a game</li> <li>● To vary tactics and adapt skills depending on what is happening in the game</li> </ul> <p>Which will be explored through tag rugby</p> <p><b>Gymnastics with a focus on the cognitive skill</b></p> <ul style="list-style-type: none"> <li>● To explain what they are doing well and identify areas for improvement</li> </ul> <p><b>Dance with a focus on the physical skill</b></p> <ul style="list-style-type: none"> <li>● To perform and repeat longer sequences with clear shapes and control</li> </ul>	<p>Children will be learning athletic activities and following the REAL PE scheme.</p> <p>During this they will learn:</p> <ul style="list-style-type: none"> <li>● To perform a variety of movements and skills with good body tension</li> <li>● To link actions together so that they flow in running, jumping and throwing activities</li> <li>● To perform and repeat longer sequences with clear shapes and controlled movement</li> <li>● To select and apply a range of skills with good consistency and control</li> <li>● To perform a range of skills with some control and consistency</li> <li>● To perform a sequence of movements with some changes in level, direction or speed</li> <li>● How often and long they should exercise to be healthy</li> <li>● To monitor how hard they are working</li> <li>● Why their body feels a certain way during and after exercise</li> </ul>
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	<ul style="list-style-type: none"> <li>● To use dance to communicate an idea</li> <li>● To begin to show control, making sure dance movements are clear and fluent</li> <li>● To confidently communicate and collaborate with others about my ideas.</li> </ul>		<ul style="list-style-type: none"> <li>● To use equipment appropriately and move and land safely</li> </ul> <p>Which will be explored through basketball, cricket and athletics and with a focus on the <b>Health and Fitness and Personal cogs.</b></p>
<b>PHSE</b>	<p>Children will be following the Jigsaw programme and learn:</p> <ul style="list-style-type: none"> <li>● How to be part of the class team</li> <li>● About the school community and everyone's roles</li> <li>● About democracy in school</li> <li>● How their actions affect themselves and others</li> <li>● About bullying and being a witness to it</li> <li>● To identify what is special about them</li> <li>● About first impressions and how they can change</li> </ul>	<p>Children will be following the Jigsaw programme and learn:</p> <ul style="list-style-type: none"> <li>● To express their hopes and dreams</li> <li>● To reflect on positive experiences as well as disappointing ones</li> <li>● To make new plans and goals if needed</li> <li>● To work out the steps needed to achieve a goal independently or as part of a team.</li> <li>● About different friendship groups and changing dynamics</li> <li>● About smoking and alcohol and its effects on health</li> <li>● How to recognise when they are being pressured by others</li> <li>● About their views on what is right and wrong</li> </ul>	<p>Children will be following the Jigsaw programme and learn:</p> <ul style="list-style-type: none"> <li>● About the relationships they have with different people</li> <li>● To identify someone they love and why they are special to them</li> <li>● About loss</li> <li>● About animal rights</li> <li>● How to show love and appreciation to the people and animals who are special to them</li> <li>● That some of their characteristics come from their birth parents</li> <li>● RSHE including labelling male and female body parts and puberty</li> <li>● About changes that are in their control and out</li> </ul>

			<ul style="list-style-type: none"> <li>● of their control and how to accept this</li> <li>● About the transition to year 5</li> </ul> <p><b>RSHE</b></p> <ul style="list-style-type: none"> <li>● About the human lifecycle</li> <li>● Basic facts about puberty</li> <li>● About different relationships</li> <li>● About healthy relationships</li> </ul>
<b>RE</b>	<p>Children will be learning about:</p> <p><b>Judaism</b></p> <ul style="list-style-type: none"> <li>● Beliefs</li> <li>● Signs and symbols</li> <li>● Moses and the ten commandments</li> <li>● Clothing</li> <li>● The Torah</li> <li>● The Synagogue</li> </ul> <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>● Advent</li> <li>● Christmas around the world</li> </ul>	<p>Children will be learning about:</p> <ul style="list-style-type: none"> <li>● The Golden Rule and resolving conflicts</li> </ul> <p><b>Judaism</b></p> <ul style="list-style-type: none"> <li>● Celebrations including Yom Kippur and Rosh Hashanah</li> </ul> <p><b>Islam</b></p> <ul style="list-style-type: none"> <li>● What Muslims believe about God</li> <li>● Key religious figures</li> <li>● The Mosque</li> </ul> <p><b>Easter</b></p> <ul style="list-style-type: none"> <li>● Signs and symbols associated with Easter</li> </ul>	<p>Children will be learning about:</p> <p><b>Islam</b></p> <ul style="list-style-type: none"> <li>● The importance of prayer</li> <li>● The Five Pillars</li> <li>● About the prophet Muhammad</li> <li>● The Qur'an</li> <li>● Key celebrations</li> </ul>

Year 5	Autumn INDIA	Spring SPACE	Summer ANCIENT GREEKS
English	<p>The <b>class book</b> they will be reading is: Asha and the Spirit Bird</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>● Relative clauses</li> <li>● Adjectives</li> <li>● Conjunctions</li> <li>● Homophones linked to spelling</li> <li>● Main and subordinate clauses</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>● A brochure</li> <li>● A diary entry</li> <li>● A biography</li> <li>● A letter</li> <li>● An adventure story</li> <li>● A non-chronological report</li> </ul>	<p>The <b>class books</b> they will be reading is: Curiosity The Story of a Mars Rover and Hidden Figures</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>● Parenthesis</li> <li>● Figurative language</li> <li>● Direct and indirect speech</li> <li>● Relative clauses</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>● Scripts</li> <li>● Non-chronological reports</li> <li>● Poetry</li> <li>● Narratives</li> <li>● Diary entries</li> <li>● News report</li> </ul>	<p>Children will continue to use VIPERS in Guided Reading sessions and will be reading a selection of Ancient Greek myths.</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>● Parenthesis</li> <li>● Emotive language</li> <li>● Figurative language</li> <li>● Direct and indirect speech</li> <li>● Relative clauses</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>● Letters</li> <li>● Descriptions</li> <li>● Newspapers</li> <li>● Poetry</li> <li>● Narratives</li> </ul>

<p><b>Mathematics</b></p>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>● How to read, write, compare and order 6-digit numbers</li> <li>● To use &lt; and &gt;</li> <li>● To add and subtract multiples of 10, 100 and 1000 to and from 5-digit numbers</li> <li>● Written methods for addition and subtraction</li> <li>● Mental strategies for addition and subtraction</li> <li>● How to solve word problems</li> <li>● Rounding to the nearest 10, 100 and 1000</li> <li>● Place value in decimal numbers</li> <li>● Numbers to 1 million</li> <li>● Negative numbers</li> <li>● Roman numerals</li> <li>● Interpreting different types of graphs including being introduced to line graphs</li> <li>● To read and interpret table and timetables</li> <li>● Multiples and factors including common factors</li> <li>● Prime numbers, square and cube numbers</li> <li>● How to multiply and divide by 10, 100 and 1000</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>● To multiply 4 digit numbers by a 1 digit number</li> <li>● To multiply 2 digits by 2 digits</li> <li>● To multiply 3 digit and 4 digit numbers by 2 digits</li> <li>● To divide 2, 3 and 4 digit numbers by 1 digit numbers</li> <li>● To divide with remainders</li> <li>● To multiply unit fraction and non-unit fractions by an integer</li> <li>● To multiply a mixed number by an integer</li> <li>● To calculate a fraction of a quantity</li> <li>● Fractions of amounts</li> <li>● Finding the whole</li> <li>● Decimals up to 2 decimal places</li> <li>● Equivalent fractions and decimals (tenths and hundredths)</li> <li>● Thousandths as fractions and decimals</li> <li>● Order and comparing decimals</li> <li>● Rounding to the nearest whole number and to 1 decimal place</li> <li>● Percentages as fractions, percentages as decimals</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>● To understand and use degrees</li> <li>● To classify, estimate and measure angles up to 180</li> <li>● To draw lines and angles accurately</li> <li>● To calculate angles on a straight line and around a point</li> <li>● About regular and irregular polygons</li> <li>● About 3D shapes</li> <li>● To read and plot coordinates</li> <li>● About translation</li> <li>● About lines of symmetry</li> <li>● About reflection</li> <li>● To add and subtract decimals</li> <li>● To multiply and divide by 10, 100 and 1000</li> <li>● To understand, compare and order negative numbers</li> <li>● About kilograms and kilometres</li> <li>● To convert between units of length including metric and imperial</li> <li>● To convert units of time</li> <li>● To calculate using timetables</li> <li>● About volume and capacity</li> </ul>
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	<ul style="list-style-type: none"> <li>● Written methods for multiplying and dividing</li> <li>● How to calculate the perimeter of rectilinear shapes</li> <li>● How to calculate the area of rectangles, compound shapes and irregular shapes.</li> </ul>	<ul style="list-style-type: none"> <li>● Perimeter and area of rectangles and compound shapes</li> <li>● To read and interpret lines graphs and tables</li> </ul>	
<b>Science</b>	<p><b>Working scientifically</b> Children will learn:</p> <ul style="list-style-type: none"> <li>● To compare and group everyday materials</li> <li>● To plan investigations</li> <li>● To communicate findings accurately in graphs and conclusions</li> </ul> <p><b>Properties and Changes of Materials</b> Children will learn:</p> <ul style="list-style-type: none"> <li>● About the different properties of materials</li> <li>● That some materials will dissolve in liquid.</li> <li>● To separate mixtures in different ways according to their properties</li> <li>● About irreversible and reversible changes</li> </ul>	<p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>● Recording data</li> <li>● Presenting findings</li> <li>● Use scientific evidence to support or refute ideas</li> </ul> <p><b>Earth and Space</b></p> <ul style="list-style-type: none"> <li>● About the movement of the Earth and other planets relative to the Sun in the solar system</li> <li>● About the movement of the Moon in relation to the Earth</li> <li>● To describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>● To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul>	<p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>● To take measurements using a range of equipment</li> <li>● To record data using different graphs/diagrams</li> <li>● To communicate findings accurately in graphs and conclusions</li> </ul> <p><b>Forces:</b></p> <ul style="list-style-type: none"> <li>● To explain how objects fall towards the Earth</li> <li>● About gravity</li> <li>● About air resistance, water resistance and friction</li> <li>● About mechanisms, including levers, pulleys and gears</li> </ul> <p><b>Living things and their habitats:</b></p> <ul style="list-style-type: none"> <li>● The differences in life cycles of mammals, an amphibian, an insect and a bird.</li> </ul>

			<ul style="list-style-type: none"> <li>To describe the life processes of reproduction in some plants and animals</li> </ul> <p><b>Animals, including humans:</b></p> <ul style="list-style-type: none"> <li>To describe the changes as human develop to old age</li> </ul>
<b>Art</b>	<p>In art the children will learn:</p> <ul style="list-style-type: none"> <li>To use sketchbooks to make observations and review their art work.</li> <li>To use watercolours to create different landscapes and experiment with layers.</li> </ul>	<p>In art the children will learn:</p> <ul style="list-style-type: none"> <li>To use sketchbooks to make observations and review their art work.</li> <li>To use crayons, pastels and pencils with effect focusing on the work of Peter Thorpe</li> </ul>	<p>In art the children will learn:</p> <ul style="list-style-type: none"> <li>To use sketchbooks to make observations and review their art work.</li> <li>To use crayons, pastels and pencils with effect</li> <li>To manipulate clay to create an Ancient vase</li> </ul>
<b>Computing</b>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>E-safety</li> <li>To use Google Classroom</li> <li>To use Python and Scratch, including completing simple calculations, input values, create variables and use loops to draw shapes</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>About programming using Micro-bits</li> <li>About the APP chatterkid</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>About online reputation</li> <li>About programming about creating media with an introduction to vector graphics</li> <li>About well-being and lifestyle online.</li> </ul>
<b>DT</b>	<p>In Design and Technology children will learn:</p> <ul style="list-style-type: none"> <li>To use a 3D printer</li> <li>To plan, design and evaluate</li> </ul>	<p>In Design and Technology children will learn:</p> <ul style="list-style-type: none"> <li>To use research to create a design for a Mars Rover</li> <li>Select materials to use according to their functional properties</li> </ul>	<p>In Design and Technology children will learn:</p> <ul style="list-style-type: none"> <li>To plan, design and make dishes</li> <li>About hygiene and safety in the kitchen</li> </ul>
<b>History</b>	In History children will learn:	In History children will learn:	In History children will learn:

	<ul style="list-style-type: none"> <li>● How to research and write notes</li> <li>● Facts about Mahatma Gandhi</li> <li>● About British rule in India</li> <li>● Indian independence</li> </ul>	<ul style="list-style-type: none"> <li>● About the Space Race and using timelines to show chronology of key events</li> <li>● About key figures in history who supported space exploration</li> <li>● The legacy of space exploration</li> </ul>	<ul style="list-style-type: none"> <li>● About Ancient Greeks including chronology, politics, family life, the Olympics and legacy</li> <li>● About key Ancient Greek figures</li> <li>● To research using a range of resources</li> </ul>
<b>Geography</b>	<p>In Geography children will learn:</p> <ul style="list-style-type: none"> <li>● To use atlases and maps to locate information</li> <li>● About India, including location, bodies of water, climate and timezone</li> <li>● About tectonic plates and movement</li> <li>● The physical and human geography of India</li> <li>● About biomes</li> </ul>	<p>In Geography children will learn:</p> <ul style="list-style-type: none"> <li>● About the structure and layers of the Earth</li> <li>● About what causes Earthquakes</li> <li>● The different parts of a volcano</li> </ul>	<p>In Geography children will learn:</p> <ul style="list-style-type: none"> <li>● To use atlases and maps to locate information</li> <li>● About the location of modern day Greece</li> <li>● The location of Ancient Greece</li> </ul>
<b>MFL (Spanish)</b>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>● The location of Spain</li> <li>● Greetings</li> <li>● Numbers to 20</li> <li>● Colours</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>● Food and drink</li> <li>● Weather</li> <li>● Clothes</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>● To form simple sentences</li> <li>● Animals</li> <li>● Fruits</li> <li>● Vegetables</li> <li>● Shapes</li> </ul>
<b>Music</b>	<p>Children will learn about the musical elements through:</p> <ul style="list-style-type: none"> <li>● Exploring Indian musical instruments and their function within ragas</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>● How different moods can be achieved through music</li> <li>● To compose, perform and evaluate a group piece</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>● To perform in triple time</li> <li>● To clap a rhythm in triple time</li> <li>● About leitmotifs</li> </ul>

	<ul style="list-style-type: none"> <li>● Composing and performing to a given structure</li> </ul>	<ul style="list-style-type: none"> <li>● To create a musical soundscape and evaluate own and other's compositions</li> </ul>	
<b>PE</b>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>● An introduction to effective leadership by varying tactics according to game conditions</li> <li>● To refine passing and receiving</li> <li>● To begin to show good control in different movements</li> </ul> <p>Which will be explored through hockey.</p> <p><b>Fitness with a focus on endurance</b></p> <ul style="list-style-type: none"> <li>● To explain some important safety principles when preparing for exercise</li> <li>● To choose appropriate warm ups and cool downs</li> </ul> <p><b>Real Gym with a focus on the Creative skill</b></p> <ul style="list-style-type: none"> <li>● To develop sequences with interlinking moves which change speed and direction</li> <li>● To confidently recognise similarities and differences in movements and expressions</li> </ul> <p><b>Real Dance with a focus on the Social skill</b></p>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>● To pass with accuracy and in different ways</li> <li>● To choose a specific tactic for defending and attacking</li> <li>● Gain possession by working as a team</li> <li>● Use a number of techniques to pass and shoot</li> </ul> <p>Which will be explored through netball</p> <p><b>Gymnastics with a focus on the cognitive skill</b></p> <ul style="list-style-type: none"> <li>● How to develop their own and others' work</li> <li>● How to recognise and suggest patterns of play with will increase chances of success</li> </ul> <p><b>Dance with a focus on the physical skill</b></p> <ul style="list-style-type: none"> <li>● To perform a range of skills fluently and</li> <li>● accurately in practice and performance situations</li> </ul>	<p>Children will be taking part in athletic activities and following the REAL PE scheme.</p> <p>During this they will learn:</p> <ul style="list-style-type: none"> <li>● To explain how individuals need different types and levels of fitness to be more effective in their activity/role/event.</li> <li>● To plan and follow their own basic fitness programme.</li> <li>● To self-select and perform appropriate warm up and cool down activities.</li> <li>● To describe the basic fitness components and explain how often and how long people should exercise to be healthy.</li> <li>● To effectively transfer skills and movements across a range of activities and sports.</li> <li>● To perform a variety of skills consistently and effectively in challenging or competitive situations.</li> <li>● To use combinations of skills confidently in sport specific contexts.</li> </ul>

	<ul style="list-style-type: none"> <li>● To create and compose a dance in a creative and imaginative way</li> <li>● To show control when making clear and fluent dance movements.</li> <li>● To negotiate and collaborate when creating and performing dance with others</li> </ul>		<ul style="list-style-type: none"> <li>● To perform a range of skills fluently and accurately in practice situations.</li> </ul> <p>Which will be taught through tennis, rounders and athletics with a focus on the <b>Health and Fitness and Personal cogs.</b></p>
<b>PHSE</b>	<p>Children will be following the Jigsaw programme and learn:</p> <ul style="list-style-type: none"> <li>● To face new challenge positively and set personal goals</li> <li>● About their rights and responsibilities as a British citizen</li> <li>● About rewards and consequences</li> <li>● How an individual's behaviour impacts a group</li> <li>● How democracy works in the school community</li> <li>● About cultural differences</li> <li>● Racism</li> <li>● About bullying</li> </ul>	<p>Children will be following the Jigsaw programme and learn:</p> <ul style="list-style-type: none"> <li>● That money is needed to achieve some dreams</li> <li>● Different jobs that people can have</li> <li>● To identify a job they can do when they are older and what they need to do to achieve it</li> <li>● The dreams and goals of young people in a different culture</li> <li>● To support young people</li> <li>● The health risks of smoking</li> <li>● Risks of misusing alcohol</li> <li>● Basic emergency aid procedures</li> <li>● How the media promotes certain body types</li> <li>● The different roles food plays in people's lives</li> </ul>	<p>Children will be following the Jigsaw programme and learn:</p> <ul style="list-style-type: none"> <li>● Their personal characteristic and qualities</li> <li>● How friendships change and how to manage</li> <li>● fall outs with friends</li> <li>● About different relationships</li> <li>● How to stay safe online</li> <li>● About their own self-image and body image</li> <li>● RSHE including changes during puberty</li> <li>● About the exciting changes that come with growing up and the responsibilities</li> <li>● To think about what they are</li> </ul> <p><b>RSHE</b></p>

		<ul style="list-style-type: none"> <li>● What makes a healthy lifestyle and the choices I need to make to be happy and healthy</li> </ul>	<ul style="list-style-type: none"> <li>● Emotional and physical changes during puberty</li> <li>● Personal hygiene</li> </ul>
<b>RE</b>	<p>Children will be learning about:</p> <p><b>Sikhism:</b></p> <ul style="list-style-type: none"> <li>● Beliefs about God</li> <li>● Guru Nanak</li> <li>● The Gurdwara</li> </ul> <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>● The church at Christmas</li> <li>● Comparing religious and secular Christmas traditions</li> </ul>	<p>Children will be learning about:</p> <p><b>Sikhism:</b></p> <ul style="list-style-type: none"> <li>● The Khalsa</li> <li>● Vaisakhi/Baisakhi</li> <li>● The 5Ks</li> <li>● Bandi Chor and Amritsar</li> </ul> <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>● The importance of Easter</li> </ul>	<p>Children will be learning about:</p> <p><b>Ceremonies</b></p> <ul style="list-style-type: none"> <li>● At the beginning of our lives</li> <li>● Special moments (religious and non-religious)</li> <li>● Weddings</li> <li>● Christenings/Baptisms</li> <li>● Funerals</li> <li>● Memorials</li> <li>● Traditions</li> </ul>

Year 6	Autumn AFRICA	Spring Romans	Summer WORLD WAR II
<b>English</b>	<p>The <b>class books</b> they will be reading are: Children of the Benin Kingdom and Nelson Mandela Long Walk to Freedom</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>● Adjective phrases</li> <li>● Adverbs</li> <li>● Modal verbs</li> <li>● Subordinating conjunctions</li> <li>● Commas</li> <li>● Fronted adverbials</li> <li>● The passive voice</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>● A character description</li> <li>● A diary entry</li> <li>● Letters</li> <li>● A non-chronological report</li> <li>● Creation stories</li> </ul>	<p>Children will be reading a range of texts linked to their History/Science learning</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>● Sentence structure</li> <li>● Direct and indirect speech</li> <li>● Figurative language</li> <li>● Relative clauses</li> <li>● Imperative verbs</li> <li>● Sentence structure</li> <li>● Complex sentences</li> <li>● Active and passive voice</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>● Narratives</li> <li>● Reports</li> <li>● Non-chronological reports</li> <li>● News Report</li> <li>● Diary entries</li> <li>● Poetry</li> </ul>	<p>The <b>class books</b> they will be reading is Rose Blanche</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>● Fronted adverbials</li> <li>● Passive voice</li> <li>● Relative clauses</li> <li>● Progressive tenses</li> <li>● Apostrophes</li> <li>● Semi colons / colons</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>● Diary entries</li> <li>● A newspaper report about the Blitz.</li> <li>● Emotive descriptions</li> <li>● Instruction writing</li> <li>● Non-chronological reports about gas masks</li> <li>● Arguments</li> </ul>
<b>Mathematics</b>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>● To read, write and compare 6 and 7-digit numbers and decimals</li> <li>● To round to the nearest 10, 100 and 1000</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>●</li> <li>● To multiply and divide by 10, 100 and 1000</li> <li>● To multiply and divide decimals by integers</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>● Revision of arithmetic skills</li> <li>● To identify and classify angles</li> <li>● To calculate angles in a triangle</li> <li>● To calculate angles which are vertically opposite</li> </ul>

	<ul style="list-style-type: none"> <li>● To round decimals to the nearest tenth and whole number</li> <li>● About negative numbers</li> <li>● Mental strategies for addition and subtraction</li> <li>● Written methods for addition and subtraction problems including money</li> <li>● Written methods for multiplication and division (including with remainders)</li> <li>● How to divide using factors</li> <li>● Multiples and factors</li> <li>● About prime, square and cube numbers</li> <li>● Equivalent fractions and how to simplify fractions</li> <li>● How to convert between mixed numbers and improper fractions</li> <li>● To add, subtract, multiply and divide fractions</li> <li>● To calculate fractions of an amount</li> <li>● To identify fractions on a number line and to compare and order decimals</li> <li>● About the four quadrants</li> <li>● How to translate and reflect</li> </ul>	<ul style="list-style-type: none"> <li>● Decimals as fractions</li> <li>● Fractions to percentages</li> <li>● Equivalent FDP</li> <li>● Ordering FDP</li> <li>● How to calculate percentages of an amount</li> <li>● Algebra including: finding rules, forming expressions, substitutions and formulae</li> <li>● Forming equations</li> <li>● How to solve function machines</li> <li>● 1 step and 2 step equations</li> <li>● To find pairs of values</li> <li>● Metric measures (calculating and converting)</li> <li>● Miles and Kilometres</li> <li>● Imperial measures</li> <li>● How to calculate area and perimeter of shapes including triangles and parallelograms</li> <li>● Volume</li> <li>● Ratio and proportions</li> <li>● Ratio and fractions</li> <li>● About scaling and scale factors</li> </ul>	<ul style="list-style-type: none"> <li>● To calculate angles in quadrilaterals</li> <li>● About circles</li> <li>● How to draw shapes accurately</li> <li>● About the nets of 3D shapes</li> <li>● About the first quadrant</li> <li>● How to plot and read points in 4 quadrants</li> <li>● About translation and reflection</li> </ul>
<b>Science</b>	<b>Working scientifically</b>	<b>Working scientifically</b>	<b>Light:</b>

	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>● To identify scientific evidence that has been used to support or refute arguments</li> <li>● To make observations</li> </ul> <p><b>Animals including humans</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>● About the digestive system</li> <li>● The cardiovascular system</li> <li>● The Excretory system</li> <li>● The respiratory system</li> <li>● Key information about an African animal</li> </ul>	<ul style="list-style-type: none"> <li>● Children will learn:</li> <li>● To identify scientific evidence that has been used to support or refute arguments</li> </ul> <p><b>Evolution and Inheritance</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>● How the Earth and living things have changed over time</li> <li>● Know how fossils can be used to find out about the past</li> <li>● Know about reproduction and offspring</li> <li>● Know how animals and plants are adapted to suit their environment</li> <li>● To link adaptation over time to evolution</li> <li>● What evolution is</li> </ul> <p><b>Living Things and their Habitats</b></p> <ul style="list-style-type: none"> <li>● To classify living things into broad groups based on observable characteristics</li> <li>● To give reasons for classifying plants and animals in a specific way</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>● To recognise that light appears to travel in straight lines and to explain why shadows have the same shape as the objects that cast them.</li> <li>● To 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</li> <li>● To 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</li> </ul> <p><b>Electricity:</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>● To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>● To 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.</li> </ul>
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			<ul style="list-style-type: none"> <li>To use recognised symbols when representing a simple circuit in a diagram.</li> </ul> <p><b>Living Things and their Habitats</b> Children will learn:</p> <ul style="list-style-type: none"> <li>To describe how living things are classified into broad groups based on observable characteristics</li> </ul>
<b>Art</b>	<p>In art the children will learn:</p> <ul style="list-style-type: none"> <li>To use sketchbooks to make observations and review their art work.</li> <li>To work collaboratively on a larger scale</li> <li>To develop photography skills including looking at micro, macro, and high angles</li> <li>To mould clay to make Benin Bronzes</li> </ul>	<p>In art the children will learn:</p> <ul style="list-style-type: none"> <li>To use sketchbooks to make observations and review their artwork</li> <li>To develop their drawing skills</li> <li>About mosaics</li> </ul>	<p>In art the children will learn:</p> <ul style="list-style-type: none"> <li>To use sketchbooks to make observations and review their art work.</li> <li>About the propaganda posters created in World War II.</li> <li>To develop their mastery of painting, drawing and sculpture based on the World War II theme.</li> </ul>
<b>Computing</b>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>E-safety</li> <li>To refresh their Google Classroom skills</li> <li>The features of Google slides and Prezi</li> <li>How to use Movie Maker/iMovie</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>About online reputations</li> <li>How to code</li> <li>How to use algorithms</li> <li>How to change variables</li> <li>How to create and debug a web page</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>How to manage online information</li> <li>About data and information including spreadsheets</li> <li>About online safety</li> </ul>
<b>DT</b>	<p>In Design and Technology children will learn:</p>	<p>In Design and Technology children will learn:</p>	<p>In Design and Technology children will learn:</p>

	<ul style="list-style-type: none"> <li>To use a 3D printer to design a classroom for the future.</li> </ul>	<ul style="list-style-type: none"> <li>To create designs based on criteria</li> <li>About aqueducts</li> <li>To plan, design, make and evaluate their own aqueduct</li> </ul>	<ul style="list-style-type: none"> <li>Design, make and evaluate clothes</li> <li>To develop their sewing skills</li> <li>About growing vegetables and cooking skills during outdoor learning</li> </ul>
<b>Geography</b>	<p>In geography children will learn:</p> <ul style="list-style-type: none"> <li>About the location and physical and human features of South Africa</li> <li>To use maps and atlases</li> </ul>	<p>In geography children will learn:</p> <ul style="list-style-type: none"> <li>About the location and physical features of modern day Italy</li> <li>How to interpret maps which show the Ancient Roman Empire</li> </ul>	<p>In Geography children will learn:</p> <ul style="list-style-type: none"> <li>Which countries were involved in World War II and locate them using maps</li> <li>About digging for Victory and how World War II affected trade, agriculture and farming.</li> <li>The Great Depression – economic geography, trade links and the reasons behind World War II.</li> </ul>
<b>History</b>	<p>In history the children will learn:</p> <ul style="list-style-type: none"> <li>Research skills</li> <li>About Nelson Mandela</li> <li>About Apartheid</li> <li>About the Kingdom of Benin, including society, agriculture and transport</li> <li>To compare the Benin Kingdom to modern day Nigeria</li> </ul>	<p>In history children will learn:</p> <ul style="list-style-type: none"> <li>About the chronology of Ancient Rome in context to other eras they know about</li> <li>About the society of Ancient Rome</li> <li>About the legacy of the Romans</li> <li>About the warfare Ancient Romans used</li> </ul>	<p>In History children will learn:</p> <ul style="list-style-type: none"> <li>The causes of the war</li> <li>The chronology of the war</li> <li>Britain during the war including: society, family life, warfare</li> <li>About the key figures associated with WWII</li> </ul>
<b>MFL (Spanish)</b>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>Greetings</li> <li>Numbers to 20</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>To form simple sentences</li> <li>Fruits</li> </ul>	<p>Children will learn:</p>

	<ul style="list-style-type: none"> <li>• Days of the week and months of the year</li> <li>• About the Town</li> </ul>		<ul style="list-style-type: none"> <li>• Giving opinions <i>Me gusta, no me gusta</i></li> <li>• Describing places</li> <li>• My town</li> <li>• Transport Verbs: <i>Haber (hay, no hay)</i></li> </ul>
<b>Music</b>	<p>Children will learn about the musical elements through:</p> <ul style="list-style-type: none"> <li>• Techniques for African djembe drumming</li> <li>• Exploring call and response</li> <li>• Composing over an 8 beat cycle</li> <li>• Refining their composition</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To appreciate the music of another culture</li> <li>• Musical vocabulary</li> <li>• About different timbres</li> <li>• About different sounds on instruments</li> <li>• To practise and refine a piece of music</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• Jazz specifically Glen Miller and other music of the time.</li> <li>• About the importance of music bringing people together and being a powerful moral tool.</li> </ul>
<b>PE</b>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To gain possession by working as a team</li> <li>• To create and apply attacking and defensive tactics</li> <li>• To show good control in different movements</li> </ul> <p>all of which will be explored through rugby</p> <p><b>Fitness with a focus on endurance</b></p> <ul style="list-style-type: none"> <li>• To understand the components of fitness and explain how the body reacts to different kinds of exercise</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• Dribbling, shooting, defending and attacking techniques</li> <li>• To agree and explain rules to others</li> <li>• To work as a team to communicate a plan</li> <li>• Create and use a variety of tactics to help a team</li> <li>• To select and apply different movement skills (e.g. to lose a defender)</li> <li>• Use marking to improve defending</li> </ul>	<p>Children will be taking part in athletic activities and following the REAL PE scheme.</p> <p>During this they will learn:</p> <ul style="list-style-type: none"> <li>• To explain how individuals need different types and levels of fitness to be more effective in their activity/role/event.</li> <li>• To plan and follow their own basic fitness programme.</li> <li>• To self-select and perform appropriate warm up and cool down activities.</li> </ul>

	<ul style="list-style-type: none"> <li>● To explain why certain warm ups and cool downs are appropriate for different exercise</li> </ul> <p><b>Real Dance with a focus on the social skill</b></p> <ul style="list-style-type: none"> <li>● To work with others and motivate others to dance and perform better</li> <li>● To confidently show control and balance when accurately performing dance movements</li> </ul> <p><b>Real Gym with a focus on the creative skill</b></p> <ul style="list-style-type: none"> <li>● To develop gymnastic sequences where movements are controlled, accurate, clear and consistent</li> <li>● To link actions and develop complex and extended sequences of movements that express ideas</li> <li>● To consider variety and creativity to engage an audience</li> </ul>	<p>Which will be explored through Football</p> <p><b>Gymnastics with a focus on the Cognitive skill</b></p> <ul style="list-style-type: none"> <li>● To understand ways to judge performance</li> <li>● To identify specific parts of performance to work on</li> </ul> <p><b>Dance with a focus on the Physical skill</b></p> <ul style="list-style-type: none"> <li>● To connect a variety of movements and skills together</li> <li>● accurately</li> </ul>	<ul style="list-style-type: none"> <li>● To describe the basic fitness components and explain how often and how long people should exercise to be healthy.</li> <li>● To effectively transfer skills and movements across a range of activities and sports.</li> <li>● To perform a variety of skills consistently and effectively in challenging or competitive situations.</li> <li>● To use combinations of skills confidently in sport specific contexts.</li> <li>● To perform a range of skills fluently and accurately in practice situations.</li> </ul> <p>Which will be taught through basketball, cricket and athletics and focus on the <b>Health and Fitness and Personal cogs.</b></p>
<p><b>PHSE</b></p>	<p>Children will be following the Jigsaw programme and learn:</p> <ul style="list-style-type: none"> <li>● To identify goals for the year</li> </ul>	<p>Children will be following the Jigsaw programme and learn:</p>	<p>Children will be following the Jigsaw programme and learn:</p> <ul style="list-style-type: none"> <li>● About special people in their lives</li> </ul>

	<ul style="list-style-type: none"> <li>• How to express their worries and fears</li> <li>• The universal rights of children</li> <li>• To make choices for their behaviour</li> <li>• About democracy</li> <li>• How having a disability may affect someone's life</li> <li>• About power within groups</li> <li>• About bullying and why people use bullying behaviour</li> <li>• How differences can be a source of conflict but also celebration</li> </ul>	<ul style="list-style-type: none"> <li>• Their learning strengths and setting challenging yet realistic goals</li> <li>• To set their learning steps to help them achieve a goal</li> <li>• About problems in the world that concern them</li> <li>• To work with other people to help make the world a better place</li> <li>• To accept praise from others</li> <li>• About the impact of food on the body</li> <li>• About different types of drugs and their uses and effects</li> <li>• To evaluate when alcohol is being used responsibly, antisocially or being misused</li> <li>• Basic emergency aid procedures</li> <li>• About being emotionally well</li> <li>• To recognise when they feel stressed and the triggers</li> </ul>	<ul style="list-style-type: none"> <li>• How to cope with feelings of loss</li> <li>• About the different stages of grief</li> <li>• About standing up for themselves and recognising when people are trying to gain power or control</li> <li>• How technology can be used to gain power and control and learn strategies to prevent this from happening</li> <li>• To use technology positively and safely</li> <li>• About self-image and self esteem</li> <li>• About the transition to secondary school</li> </ul> <p><b>RSHE</b></p> <ul style="list-style-type: none"> <li>• Changes during puberty</li> <li>• About communication and respect in relationships</li> <li>• Starting families</li> <li>• Reproduction</li> </ul>
<b>RE</b>	<p>Children will be learning about:</p> <p><b>Ceremonies</b></p> <ul style="list-style-type: none"> <li>• How people mark special moments in their lives</li> <li>• Ceremonies at the beginning and end of life</li> </ul>	<p>Children will be learning about:</p> <p><b>Buddhism</b></p> <ul style="list-style-type: none"> <li>• Karma</li> <li>• The Wesak festival</li> <li>• Shrines</li> <li>• The Eightfold Path</li> </ul>	<p>Children will be learning:</p> <ul style="list-style-type: none"> <li>• The ascension</li> <li>• How different religions celebrate harvest including <ul style="list-style-type: none"> <li>○ Christianity</li> <li>○ Hinduism (Pongal)</li> </ul> </li> </ul>

	<p><b>Buddhism</b></p> <ul style="list-style-type: none"><li>● Siddhartha Gautama</li><li>● The importance of the</li><li>● Buddha</li><li>● The Noble Truths</li><li>● Karma</li><li>● The Wesak festival</li><li>● Shrines</li></ul> <p><b>Christianity</b></p> <ul style="list-style-type: none"><li>● The Nativity</li><li>● Giving</li></ul>	<ul style="list-style-type: none"><li>● The Five Precepts</li></ul> <p><b>Christianity</b></p> <ul style="list-style-type: none"><li>● The Easter Story</li><li>● Jesus's death</li></ul>	<ul style="list-style-type: none"><li>○ Judaism (Sukkoth)</li></ul>
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