
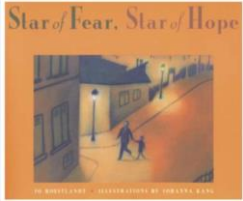


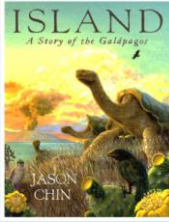

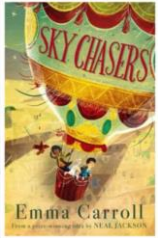


Love each other as God loves us.

	Autumn		Spring		Summer	
Christian Values	Love	Respect	Kindness	Community	Faith	Resilience
<p><b>RE (Year A)</b></p> <p>A visit will be made to a Sikh Gurdwara</p>	<p><b>Creation</b></p> <p><b>Does Science disprove Genesis?</b> I can talk about some of the differing ideas Christians have about the origins of the world. I can explain why Christians may have differing ideas about how the origins of the world.</p> <p><b>Good News</b></p> <p><b>Why is Jesus, 'Light of the World', good news for Christians?</b> <b>How do the signs in John's gospel help to explain Jesus as good news?</b> I can compare good news in the stories and text studied with other Bible stories or teachings. I can explain Jesus 'Light of the World' is an important idea for Christians and can explain why. I can talk about the other 'I am sayings' in John's gospel that describe Jesus and can explain how these signs are good news for Christians today and help them bring good news. I can outline how Christians around the world read the Bibles to maintain their relationship with God. I can talk about how art has been inspired by Jesus describing himself as 'The bread of life, The light of the world and The good shepherd.'</p> <p><b>Incarnation</b></p> <p><b>How do different artists show what is important about the Incarnation?</b> <b>How do different global communities show what is important about the Incarnation?</b> I can explain how different artists studied show what is important about the Incarnation.</p>		<p><b>Sikhism</b></p> <p><b>How do Sikhs worship?</b> I can explain what the Gurdwara is and how it is important to the community I can explain what the Khanda is. I can explain how Sikhs worship in the Gurdwara. I can explain why Sikhs have a Langar. I can explain how gurdwaras look different or similar around the world. I can explain that the Golden Temple is like. I can explain how Sikhs celebrate with their local communities.</p> <p><b>Discipleship</b></p> <p><b>How does the 'Sermon of the Mount' help Christians to follow Jesus?</b> I can make links with Jesus' teaching on 'salt, light and riches' in the Sermon on the Mount and how it may be expressed in a Christian's life I can explain how belief in the teachings of Jesus might influence a Christian making a decision. I can explain how Jesus' teaching could influence personal response to ethical issues. I can talk about how Jesus would advise Christians to live their lives.</p> <p><b>Easter</b></p> <p><b>What is the difference between forgiveness and justice?</b> <b>Where in a church building are there signs of salvation?</b> I can make links with some Biblical teaching on forgiveness, repentance and justice eg Matthew 18:21-22, 22-28. Matthew 5:38;</p>		<p><b>Islam</b></p> <p><b>What is the importance of the Five Pillars for Muslims?</b> <b>How do Muslims work to help others in need?</b> I can name the Five Pillars and explain why they are important to Muslims. I can explain and assess how all Muslims are part of the 'Ummah' by showing how the Five Pillars enable Muslims to have peace with God. I can explain how Muslims' organisations help people in need.</p> <p><b>Free Enquiry Unit</b></p> <p><b>What do different religions have to say about world poverty and charity?</b> I can talk about world poverty and charity and how this is viewed by different religions. I can explore ways in which different religions expect their followers to behave in respect of poverty and charity. I can discuss how there would be no poverty and therefore no need for charity if the world's resources were shared fairly.</p>	

	<p>I can explain how the different global communities studied show what is important about the Incarnation through different ways of celebrating.</p>	<p>Matthew 23:23; Luke 11:42; 2 Corinthians 2:5-11 Amos 5:21-24.; 11-15a; 21-24.</p> <p>I can explain the biblical teaching studied can be expressed in a Christian's life through key beliefs and action.</p> <p>I can raise some puzzling questions about the material studied.</p> <p>I can talk about some of the things that are the same and some that are different for Christians in church life.</p> <p>I can describe the main features of the religious buildings I have visited with reference to signs of 'salvation' in the church building.</p> <p>I can explain how members of the faith community use the church &amp; why they consider it a holy place.</p> <p>I can explain how Christians understand that they are rescued and suggest why this is important to them.</p>	
<p><b>RE (Year B)</b></p> <p>A visit will be made to a Sikh Gurdwara</p>	<p><b>Love each other as God loves us</b></p> <p><b>What does the phrase 'God is love' mean?</b></p> <p>I can explain what the school vision 'Love as God loves us' means.</p> <p><b>God Incarnation</b></p> <p><b>How do different artists show what is important about the Incarnation?</b></p> <p><b>How do different global communities show what is important about the Incarnation?</b></p> <p>I can explain how different artists studied show what is important about the Incarnation.</p> <p>I can explain how the different global communities studied show what is important about the Incarnation through different ways of celebrating.</p>	<p><b>Sikhism</b></p> <p><b>How do Sikhs worship?</b></p> <p>I can explain what the Gurdwara is and how it is important to the community</p> <p>I can explain what the Khanda is.</p> <p>I can explain how Sikhs worship in the Gurdwara.</p> <p>I can explain why Sikhs have a Langar.</p> <p>I can explain how gurdwaras look different or similar around the world.</p> <p>I can explain that the Golden Temple is like.</p> <p>I can explain how Sikhs celebrate with their local communities.</p> <p><b>Holy Spirit</b></p> <p><b>Easter</b></p> <p><b>What is the difference between forgiveness and justice?</b></p> <p><b>Where in a church building are there signs of salvation?</b></p> <p>I can make links with some Biblical teaching on forgiveness, repentance and justice eg Matthew 18:21-22, 22-28. Matthew 5:38;</p>	<p><b>Islam</b></p> <p><b>What is the importance of the Five Pillars for Muslims?</b></p> <p><b>How do Muslims work to help others in need?</b></p> <p>I can name the Five Pillars and explain why they are important to Muslims.</p> <p>I can explain and assess how all Muslims are part of the 'Ummah' by showing how the Five Pillars enable Muslims to have peace with God.</p> <p>I can explain how Muslims' organisations help people in need.</p> <p><b>Free Enquiry Unit</b></p> <p><b>How can religious communities live together in peace in our diverse world?</b></p>

			<p>Matthew 23:23; Luke 11:42; 2 Corinthians 2:5-11 Amos 5:21-24.; 11-15a; 21-24.</p> <p>I can explain the biblical teaching studied can be expressed in a Christian's life through key beliefs and action.</p> <p>I can raise some puzzling questions about the material studied.</p> <p>I can talk about some of the things that are the same and some that are different for Christians in church life.</p> <p>I can describe the main features of the religious buildings I have visited with reference to signs of 'salvation' in the church building.</p> <p>I can explain how members of the faith community use the church &amp; why they consider it a holy place.</p> <p>I can explain how Christians understand that they are rescued and suggest why this is important to them.</p>			
<p><b>English</b> (Pathways to Write)</p> 	 <p><b>Star of Fear, Star of Hope</b> Fiction: flashback story Information text</p> <p><b>Spoken language:</b> Build vocabulary Articulate and justify answers Maintain attention and participate actively in collaborative conversations</p>	 <p><b>Can we save the tiger?</b> Information/explanation/persuasion: hybrid text Recount: diary</p> <p><b>Spoken language:</b> Ask relevant questions Build vocabulary Give well-structured descriptions, explanations and narratives</p>	 <p><b>Selfish Giant</b> Fiction: classic narrative Explanation</p> <p><b>Spoken language:</b> Build vocabulary Articulate and justify answers Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and</p>	 <p><b>Jemmy Button &amp; Island</b> Recount: journalistic report (hybrid text) Discussion</p> <p><b>Spoken language:</b> Listen and respond Build vocabulary Maintain attention and participate actively in collaborative conversations Speak audibly and</p>	 <p><b>Manfish</b> Recount: biography Fiction</p> <p><b>Spoken language:</b> Ask relevant questions Build vocabulary Give well-structured descriptions, explanations and narratives Use spoken language: speculating, hypothesising,</p>	 <p><b>Sky Chasers</b> Fiction: adventure story Recount: autobiography</p> <p><b>Spoken language:</b> Listen and respond Build vocabulary Use spoken language: speculating, hypothesising, imagining and exploring ideas</p>

	<p>Use spoken language: speculating, hypothesising, imagining and exploring ideas</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Consider and evaluate different viewpoints</p> <p>Reading comprehension: Identify and discuss themes and conventions</p> <p>Ask questions to improve understanding</p> <p>Draw inferences (characters' feelings, thoughts and motives); justify with evidence</p> <p>Predict from details stated and implied</p> <p>Summarise main ideas, identifying key details</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Retrieve, record and present information from non-fiction</p> <p>Explain and discuss understanding of reading</p> <p>Writing Composition: Identify the audience for and purpose of writing</p> <p>Note and develop</p>	<p>Maintain attention and participate actively in collaborative conversations</p> <p>Speak audibly and fluently</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Consider and evaluate different viewpoints</p> <p>Reading comprehension: Prepare poems and plays for performance</p> <p>Check sense, discuss understanding and explore meaning of words in context</p> <p>Summarise main ideas, identifying key details</p> <p>Retrieve, record and present information</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Retrieve, record and present information from non-fiction</p> <p>Explain and discuss understanding of reading</p> <p>Writing Composition: Identify the audience for and purpose of writing</p>	<p>fluently</p> <p>Use Standard English</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Select and use appropriate registers for effective communication</p> <p>Reading comprehension: Identify and discuss themes and conventions</p> <p>Make comparisons within and across books</p> <p>Ask questions to improve understanding</p> <p>Draw inferences (characters feelings, thoughts and motives); justify with evidence</p> <p>Predict from details stated and implied</p> <p>Summarise main ideas, identifying key details</p> <p>Evaluate authors' language choice</p> <p>Distinguish between fact and opinion (Greater depth only)</p> <p>Participate in discussion about books</p>	<p>fluently</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Consider and evaluate different viewpoints</p> <p>Select and use appropriate registers for effective communication</p> <p>Reading comprehension: Make comparisons within and across texts</p> <p>Check sense, discuss understanding and explore meaning of words in context</p> <p>Ask questions to improve understanding</p> <p>Draw inferences (characters, feelings, thoughts, motives); justify with evidence</p> <p>Predict from details stated and implied</p> <p>Summarise main ideas, identifying key details</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Evaluate authors'</p>	<p>imagining and exploring ideas</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Reading comprehension: Identify and discuss themes and conventions</p> <p>Check sense, discuss understanding and explore meaning of words in context</p> <p>Ask questions to improve understanding</p> <p>Predict from details stated and implied</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Evaluate authors' language choice</p> <p>Distinguish between fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>Participate in discussion about books</p> <p>Provide reasoned justifications for views</p> <p>Writing composition: Identify the audience for and purpose of writing</p>	<p>Speak audibly and fluently</p> <p>Use Standard English</p> <p>Select and use appropriate registers for effective communication</p> <p>Reading comprehension: Recommend books to peers</p> <p>Learn poetry by heart</p> <p>Prepare poems and plays for performance</p> <p>Draw inferences (characters' feelings, thoughts and motives); justify with evidence</p> <p>Summarise main ideas, identifying key details</p> <p>Evaluate authors' language choice</p> <p>Participate in discussion about books</p> <p>Writing Composition Note and develop initial ideas, drawing on reading and research</p> <p>Enhance meaning through selecting appropriate grammar and vocabulary</p> <p>Describe settings, characters and atmosphere</p> <p>Précis longer passages</p> <p>Integrate dialogue to convey character and</p>
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	<p>initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings Use consistent and correct tense Proof-read for spelling and punctuation errors</p> <p><b>Writing outcome:</b> To write a story with a flashback from another character's point of view</p> <p><b>Greater depth writing outcome:</b> To write a story with a flashback from another character's point of view including a section in recount genre e.g. diary, letter, eye-witness account</p> <p><b>Gateway keys:</b> Use devices to build cohesion within a paragraph</p>	<p>Note and develop initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabulary Précis longer passages Use organisational and presentational devices to structure text Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings Proof-read for spelling and punctuation errors</p> <p><b>Writing outcome:</b> To write an independent version of a booklet based on an amazing animal (hybrid text type including information, explanation and persuasion)</p> <p><b>Greater depth writing outcome:</b> To write and present a 'Newsround' style TV news story about the tiger crisis</p> <p><b>Gateway keys:</b> Use expanded noun phrases to convey</p>	<p>Explain and discuss understanding of reading Provide reasoned justifications for views Writing Composition: Identify the audience for and purpose of writing Note and develop initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings Choose the appropriate register Proof-read for spelling and punctuation errors</p> <p><b>Writing outcome:</b> To write a version of the Selfish Giant narrative - choosing either a retelling in 1st or 3rd person or from a character's point of view</p>	<p>language choices Retrieve, record and present information from non-fiction Writing Composition: Identify the audience for and purpose of writing Note and develop initial ideas, drawing on reading Enhance meaning through selecting appropriate grammar and vocabulary Précis longer passages Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use consistent and correct tense Choose the appropriate register Proof-read for spelling and punctuation errors</p> <p><b>Writing outcome:</b> To write a journalistic report (hybrid) about Charles Darwin's discoveries</p> <p><b>Greater depth writing outcome:</b> To write a journalistic report about Charles Darwin's discoveries which includes extracts from another</p>	<p>Note and develop initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabulary Use organisational and presentational devices to structure texts Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use consistent and correct tense Choose the appropriate register Proof-read for spelling and punctuation errors</p> <p><b>Writing outcome:</b> To write a multi-modal biography of Jacques Cousteau in the style of the 'Great Adventurers' text</p> <p><b>Greater depth writing outcome:</b> To add a section entitled 'How Jacques Cousteau inspired me' linked to his role in the conservation debate</p> <p><b>Gateway keys:</b></p>	<p>advance the action Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings Distinguish between the language of speech and writing Proof-read for spelling and punctuation errors Perform own compositions using appropriate intonation, volume and movement</p> <p><b>Writing outcome:</b> To write the next chapter of Sky Chasers in the style of the author from two different viewpoints</p> <p><b>Greater depth writing outcome:</b> To write from three different viewpoints</p> <p><b>Gateway keys:</b> Use expanded noun phrases to convey complicated information concisely Select appropriate grammar and vocabulary Integrate dialogue to convey character and advance the action Use a wide range of</p>
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	<p>Link ideas across paragraphs using adverbials of time, place and number Use of inverted commas and other punctuation to punctuate direct speech Use Y5 standard punctuation Use consistent and correct tense</p> <p><b>Mastery keys:</b> Use expanded noun phrases to convey complicated information concisely (recap from Y5) Use passive verbs Link ideas across paragraphs using a wider range of cohesive devices Integrate dialogue to convey character and advance the action</p> <p><b>Feature keys:</b> Use small details for characters to amuse, entertain or create drama Engage reader through selecting effective grammar and vocabulary e.g. manipulating sentence length, figurative language</p>	<p>complicated information concisely Apply persuasive language Use passive verbs Link ideas across paragraphs using a wider range of cohesive devices Use clear organisational Features</p> <p><b>Mastery keys:</b> Enhance meaning through selecting appropriate grammar and vocabulary Use modal verbs and adverbs to indicate degrees of possibility Use brackets, dashes or commas to indicate parenthesis</p> <p><b>Feature keys:</b> Use concise word choices Select language to appeal to the reader Clarify technical vocabulary Adapt formality to suit purpose and audience Provide well-developed factual information for the reader Manipulate style for specific</p>	<p>Greater depth writing outcome: To write a version from the special tree's perspective</p> <p><b>Gateway keys:</b> Use expanded noun phrases to convey complicated information concisely Integrate dialogue to convey character and advance the action Select appropriate grammar and vocabulary Use brackets, dashes or commas to indicate parenthesis (Y5) Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)</p> <p><b>Mastery keys:</b> Distinguish between the language of speech and writing Recognise vocabulary and structures for formal speech and writing, including subjunctive forms Use passive verbs Use semi-colons to mark boundaries between independent clauses</p> <p><b>Feature keys:</b></p>	<p>genre e.g. diary, interview, information</p> <p><b>Gateway keys:</b> Select appropriate grammar and vocabulary Distinguish between the language of speech and writing Use a wide range of devices to build cohesion Use Y5 standard punctuation correctly Use semi-colons to mark boundaries between independent clauses (GD)</p> <p><b>Mastery keys:</b> Use passive verbs Variety of verb forms used correctly and consistently including the progressive and the present perfect forms Use a wide range of devices to build cohesion Use organisational and presentational devices to structure text Use colons to mark boundaries between independent clauses</p> <p><b>Feature keys:</b> Journalistic report</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Organise paragraphs around a theme Use fronted adverbials Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition Use punctuation at Y4 standard correctly</p> <p><b>Mastery keys:</b> Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5) Use a wider range of devices to build cohesion e.g. conjunctions, synonyms, adverbials, punctuation Use a colon to introduce a list and use semi-colons within lists Use hyphens to avoid ambiguity</p> <p><b>Feature keys:</b> Select the appropriate style to engage the</p>	<p>devices to build cohesion</p> <p><b>Mastery keys:</b> Recognise vocabulary and structures for formal speech and writing, including subjunctive forms Identify the audience and purpose for writing Choose the appropriate register Use semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p><b>Feature keys:</b> Use language carefully to influence the reader's opinion of a character, place or situation Use powerful and varied verbs for action Use paragraphs to vary pace and emphasis Use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood • Combine action, dialogue and description</p>
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	<p>Manipulate tense and verb forms</p> <p>Manipulate structure using a flashback</p> <p>Use paragraphs to vary pace and emphasis</p>	<p>purpose and audience (hybrid text)</p> <p>Include a summarising statement</p>	<p>Use language carefully to influence the reader's opinion of a character, place or situation</p> <p>Use archaic language</p> <p>Use paragraphs to vary pace and emphasis</p> <p>Use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood</p> <p>Give clues to the reader about when the story takes place - what characters are wearing, buildings, horse drawn carriage rather than cars etc.</p>	<p>hybrid:</p> <p>Add details of the 5Ws throughout piece – who, what, where, when, why and how</p> <p>Direct address to the reader through questions as subheadings</p> <p>Use quotes from people to provide opinions and information</p> <p>Use passive voice for ambiguity</p> <p>Use appropriate formality for intended audience</p> <p>Use layout features of a journalistic report, including headline, photographs and captions and ending with a summary, comment or question</p>	<p>audience</p> <p>Use direct and reported speech to express a range of viewpoints</p> <p>Use verb tenses consistently and correctly</p> <p>Use real life facts, including dates and place names</p> <p>Use thematic language specific to the subject</p> <p>Use formal language appropriately</p>	
<p><b>Maths (White Rose)</b></p>	<p><b>Number and place value</b> – Place value</p> <p><b>Number</b> – Addition, Subtraction, Multiplication and Division</p> <p><b>Number</b> - Fractions</p> <p><b>Measurement</b> – Converting units</p> <p><a href="#">Click here for small steps</a></p>	<p><b>Number</b> – Ratio</p> <p><b>Number</b> – Algebra</p> <p><b>Number</b> – Decimals</p> <p><b>Number</b> – Fractions, decimals and percentages</p> <p><b>Measurement</b> – Area, perimeter and volume</p> <p><b>Statistics</b></p> <p><a href="#">Click here for small steps</a></p>	<p><b>Geometry</b> –Shape</p> <p><b>Geometry</b> – Position and direction</p> <p><b>Themed projects, consolidation and problem solving</b></p> <p><a href="#">Click here for small steps</a></p>			
<p><b>Science</b></p>	<p><b>Does light always travel in a straight line?</b></p>	<p><b>Could you be the next Nintendo apprentice?</b></p> <p>The focus of this unit</p>	<p><b>What happens to our body when we take part in sports activities?</b></p>	<p><b>Have we always looked like this?</b></p> <p>The focus of this unit</p>	<p><b>Could Spiderman really exist?</b></p> <p>The focus of this unit</p>	<p><b>SRE</b></p> <p>We will follow the Christopher Winter</p>

	<p>The focus of this unit is light.</p> <p>The areas covered include: Shadows Eye How light travels</p>	<p>is electricity.</p> <p>The children will investigate: Identify and name the basic parts of a simple electric series circuit. Making changes to a circuit and explaining the impact Voltage of a battery Compare and give reasons for variations of components</p>	<p>The focus of this unit is animals, including humans.</p> <p>The children will look at some of the main systems in their body including: Circulatory system Respiratory system Digestive system They will also consider how diet, exercise, drugs, lifestyle &amp; health affects the body</p>	<p>is evolution and inheritance.</p> <p>The areas covered include: Fossils Changes to the human skeleton offspring</p>	<p>is living things and their habitats.</p> <p>The children will be investigating: How living things are classified into groups according to observable characteristics Classifying plants and animals based on specific characteristics</p>	<p>scheme of work and cover: Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence Explain differences between healthy and unhealthy relationships Know that communication and permission seeking are important Describe the decisions that have to be made before having children Know some basic facts about conception and pregnancy Have considered when it is appropriate to share personal/private information in a relationship Know how and where to get support if an online relationship goes wrong</p>
<p><b>PSHE</b> (PSHE Association and Kapow)</p>	<p><b>Relationships</b> <u>Families and friendships</u> Attraction to others; romantic relationships; civil partnership and marriage</p>	<p><b>Living in the Wider World</b> <u>Belonging to a community</u> Valuing diversity; challenging discrimination and stereotypes</p>	<p><b>Health and Well-being</b> <u>Physical health and mental wellbeing</u> What affects mental health and ways to take care of it; managing change, loss</p>	<p><b>Relationships</b> <u>Families and friendships</u> Attraction to others; romantic relationships; civil partnership and marriage</p>	<p><b>Living in the Wider World</b> <u>Belonging to a community</u> Valuing diversity; challenging discrimination and stereotypes</p>	<p><b>Health and Well-being</b> <u>Physical health and mental wellbeing</u> What affects mental health and ways to take care of it; managing change, loss</p>



	<u>Safe relationships</u> Recognising and managing pressure; consent in different situations <u>Respecting ourselves and others</u> Expressing opinions and respecting other points of view, including discussing topical issues	<u>Media literacy and digital resilience</u> Evaluating media sources; sharing things online <u>Money and work</u> Influences and attitudes to money; money and financial risks	and bereavement; managing time online <u>Growing and changing</u> Human reproduction and birth; increasing independence; managing transition <u>Keeping safe</u> Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media	<u>Safe relationships</u> Recognising and managing pressure; consent in different situations <u>Respecting ourselves and others</u> Expressing opinions and respecting other points of view, including discussing topical issues	<u>Media literacy and digital resilience</u> Evaluating media sources; sharing things online <u>Money and work</u> Influences and attitudes to money; money and financial risks	and bereavement; managing time online <u>Growing and changing</u> Human reproduction and birth; increasing independence; managing transition <u>Keeping safe</u> Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media
<b>Art and Design (Kapow)</b>	<b>Drawing – My voice heard</b> Pupils know: Gestural and expressive ways to make marks. Effects different materials make. The effects created when drawing into different surfaces How to: Use symbolism as a way to create imagery. Combine imagery into unique compositions. Achieve the tonal technique called chiaroscuro. Make handmade tools to draw with. Use charcoal to create chiaroscuro effects.		<b>Sculpture and 3D – Making memories</b> Pupils know how to: Translate a 2D image into a 3D form. Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). Manipulate cardboard to create different textures. Make a cardboard relief sculpture. Make visual notes to generate ideas for a final piece. Translate ideas into sculptural forms.		<b>Craft and Design – photo opportunity</b> Pupils know: How different materials can be used to produce photorealistic artwork. That macro photography is showing a subject as larger than it is in real life. How to: Create a photomontage. Create artwork for a design brief. Use a camera or tablet for photography. Identify the parts of a camera. Take a macro photo, choosing an interesting composition. Manipulate a photograph using photo editing tools. Use drama and props to recreate imagery. Take a portrait photograph. Use a grid method to copy a photograph into a drawing.	
<b>Computing (Rising Stars: Switched On)</b>	<b>We are adventure gamers</b> Making a text-based adventure game  Learn some of the syntax of a text-based programming language.	<b>We are computational thinkers</b> Mastering algorithms for searching, sorting and mathematics  Develop the ability to reason logically about	<b>We are advertisers</b> Creating a short television advert  Think critically about how video is used to promote a cause storyboard an effective advert for a	<b>We are network Technicians</b> Exploring computer networks including the internet  Appreciate that computer networks transmit and receive	<b>We are travel writers</b> Using media and mapping to document a trip  Research a location online using a range of resources appropriately.	<b>We are publishers</b> Creating a year book  Manage or contribute to large collaborative projects, facilitated using online tools write and review content.

	<p>Use commands to display text on screen, accept typed user input, store and retrieve data using variables and select from a list. Plan a text-based adventure with multiple 'rooms' and user interaction thoroughly debug the program.</p> <p><b>Outcome:</b> A text-based adventure game.</p>	<p>algorithms understand how some key algorithms can be expressed as programs. Understand that some algorithms are more efficient than others for the same problem. Understand common algorithms for searching and sorting a list. Appreciate algorithmic approaches to problems in mathematics.</p> <p><b>Outcome:</b> An understanding of random, linear and binary search; bubble sort and quicksort; algorithms for testing for primer number and finding common factors.</p>	<p>cause. Work collaboratively to shoot suitable original footage and source additional content. Acknowledging intellectual property rights. Work collaboratively to edit the assembled content to make an effective advert.</p> <p><b>Outcome:</b> A short video advert to promote a cause or concern.</p>	<p>information digitally understand the basic hardware needed for computer networks to work. Understand key features of internet communication protocols. Develop a basic understanding of how domain names are converted to numerical IP addresses.</p> <p><b>Outcome:</b> Pupils take part in activities to learn about computer networks and create a poster to share their knowledge with others.</p>	<p>Understand the safe use of mobile technology, including GPS. capture images, audio and video while on location. Showcase shared media content through a mapping layer.</p> <p><b>Outcome:</b> An online transmedia project documenting an educational visit.</p>	<p>Source digital media while demonstrating safe, respectful, and responsible use. Design and produce a high-quality print document.</p> <p><b>Outcome:</b> A collaboratively edited, desktop-published yearbook.</p>
<p><b>Design Technology</b> (Projects on a Page)</p>	<p><b>Cooking</b> Focus - Celebrating Culture &amp; Seasonality Product - Recipe with WW2 rations: leek and potato soup</p> <p><b>Technical knowledge and understanding</b> 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.</p>	<p><b>Structures</b> Focus – Frame structures (including computer-aided design) Product - Design, make and evaluate a shelter.</p> <p><b>Technical knowledge and understanding</b> Understand how to strengthen, stiffen and reinforce 3-D frameworks. Know and use technical vocabulary relevant to the project.</p> <p><b>Designing</b> Carry out research into user needs and existing products, using surveys, interviews,</p>	<p><b>Electrical systems</b> Focus – More complex switches and circuits Product - Design, make and evaluate an electrical board game for their little buddy.</p> <p><b>Technical knowledge and understanding</b> Understand and use electrical systems in their products. Apply their understanding of computing to program, monitor and control their products. Know and use technical vocabulary relevant to the project.</p> <p><b>Designing</b></p>			

	<p><b>Designing</b> 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.</p> <p><b>Making</b> 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.</p> <p><b>Evaluating</b> 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 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.</p> <p>Additional extra - <b>3D structures</b> Making lanterns for the Christmas festival</p>		<p>questionnaires and web-based resources. Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. Develop ideas through the use computer-aided design to model and communicate ideas.</p> <p><b>Making</b> Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. Use finishing and decorative techniques suitable for the product they are designing and making.</p> <p><b>Evaluating</b> Investigate and evaluate a range of existing frame structures. Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. Research key events and individuals relevant to frame structures.</p>		<p>Use research to develop a design specification for a functional product that responds automatically to changes in the environment. Take account of constraints including time, resources and cost. Generate and develop innovative ideas and share and clarify these through discussion. Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams.</p> <p><b>Making</b> Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment.</p> <p><b>Evaluating</b> Continually evaluate and modify the working features of the product to match the initial design specification. Test the system to demonstrate its effectiveness for the intended user and purpose. Investigate famous inventors who developed ground-breaking electrical systems and components.</p> <p>Additional extra - <b>Cooking and Nutrition</b> Visit from Roberts Bakery – baking bread</p>	
<p><b>French</b> (Primary Languages Network)</p>	<p>Review extended feelings from Y5 Review numbers to 60</p>	<p>Rooms in a house Describing a house Furniture</p>	<p>Sport Opinions Verb 'to play' in</p>	<p>Review of talking/writing about yourself</p>	<p>Eating out – food and drink Café role plays</p>	<p>French alphabet Review of using bilingual dictionaries</p>

	(100) Simple time phrases Daily routine Asking questions about daily routine	Prepositions	present tense Simple instructions how to play/do a sport and equipment	Favourite things My/your in French	Reading a menu	New language taster lesson Review of using adjectives, verbs, etc
<b>Geography</b> (FCE long term plan)			<b>Frodsham</b>  Focus on map & fieldwork skills by using: The eight points of a compass, four-figure grid references Symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and wider world Create ordnance survey maps Fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies			
<b>History</b> (FCE long term plan)	<b>Consider some of the famous people involved &amp; the impact that the war had on Europe &amp; Frodsham when looking at:</b> What caused WW2? How life was different during WW 2 The Battle of Britain Dunkirk & the Little Ships Who got evacuated and why? The effect that the war had on Frodsham How the war ended All the countries involved in WW2					

<p><b>Music (Kapow)</b></p>	<p><b>Songs of WW2</b></p> <p>To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2. To know that the Solfa syllables represent the pitches in an octave. A 'counter-subject' or 'counter-melody' provides contrast to the main melody. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</p>	<p><b>Film music</b></p> <p>To know that a film soundtrack includes the background music and any songs in a film. To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.</p>	<p><b>Theme and variations (Pop Art)</b></p> <p>To know that a 'theme' is a main melody in a piece of music. To know that 'variations' in music are when a main melody is changed in some way throughout the piece. To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten. To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</p>	<p><b>Dynamics, pitch and tempo (Fingal's Cave)</b></p> <p>To know that the conductor beats time to help the performers work well together. To understand that improvisation means making up music 'on the spot'. To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright.</p>	<p><b>Advanced rhythms</b></p> <p>To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. To know that Steve Reich is a composer who wrote the minimalist piece 'Clapping Music' in 1972. To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms. To know that a quaver is worth half a beat.</p>	<p><b>Composing and performing</b></p> <p>To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a melody can be adapted by changing its dynamics, pitch or tempo. To know that chord progressions are represented in music by Roman numerals.</p>
<p><b>PE (Complete PE)</b></p>	<p><b>Health Related Exercise</b></p> <p>The focus of the learning is to understand the functions of the cardiovascular system and how aerobic fitness affects our bodies.</p> <p>Pupils will perform a cardio circuit developing their own</p>	<p><b>Netball</b></p> <p>The focus of the learning is to consolidate pupils ability to use passing and moving skills to keep possession and score.</p> <p>The focus of the learning is to consolidate pupils understanding of the rules of the game and</p>	<p><b>Sportshall athletics</b></p> <p>The focus of the learning is to develop skills for indoor athletics. Pupils will learn track events for speed, distance, obstacle and relay, jumping events for distance and height and throwing events for distance.</p> <p>The focus of the</p>	<p><b>Leadership</b></p> <p>The focus of the learning is for pupils to begin to understand what makes an effective leader.</p> <p>Pupils will be able to identify the different attributes that make an effective leader.</p> <p>Pupils will start to lead</p>	<p><b>Cricket</b></p> <p>The focus of the learning is to consolidate pupils' understanding of batting.</p> <p>The focus of the learning is to consolidate pupils' knowledge, understanding and ability to effectively apply a range of</p>	<p><b>Athletics</b></p> <p>The focus of the learning is to bring together the previous suggested sequences of learning related to running for speed and distance, throwing, jumping to culminate this into a competition. Pupils will be responsible for selecting which pupils</p>

<p>aerobic fitness.</p> <p>The focus of the learning is to understand the meaning of flexibility and how flexibility affects our bodies. Pupils will perform a flexibility circuit developing their own flexibility.</p> <p>The focus of the learning is to understand the meaning of strength and how strength affects our bodies. Pupils will perform a strength circuit developing their own strength.</p> <p><b>Tag Rugby</b> The focus of the learning is to consolidate pupils' ability to use passing and moving to create attacking opportunities to score a try.</p> <p>The focus of the learning is to consolidate defending. Pupils will refine their knowledge of tagging and defensive formations, which can</p>	<p>how they can apply this knowledge to play in mini games.</p> <p>Pupils should be able to use their prior learning of passing and moving, to move the ball up the court, creating an attack that results in a shot.</p> <p>The focus of the learning is to ensure pupils fully understand that we are defending as soon as we lose possession of the ball.</p> <p>The focus of the learning is to consolidate pupils understanding of attacking and defending tactics applying them to Stinger netball games.</p> <p>The focus of the learning is to consolidate the use of other passing styles.</p> <p>Pupil will demonstrate where and why other passing styles will be effective.</p> <p><b>Dance - Carnival</b> The focus of learning is to create group</p>	<p>learning will be track events, sprint lap, sprint relay, obstacle relay and over and under relay. Pupils will learn the skills for distance jumping, standing long jump, and standing triple jump.</p> <p>Pupils will learn the skills for jumping for height and speed in vertical jump and speed bounce.</p> <p>Pupils will learn the skills for throwing for distance in chest push and javelin.</p> <p><b>Gymnastics – Matching and mirroring</b> The focus of the learning is to apply "excellent gymnastics" to everything pupils do and explore the concept of matching and mirroring to create sequences.</p> <p>Pupils will explore how the apparatus can change and improve their movements.</p> <p>The focus of the learning is for pupils</p>	<p>an activity for small groups of their peers.</p> <p>The focus of the learning is for pupils to begin to understand what we mean by effective communication and collaboration.</p> <p>Pupils will understand why it is important to communicate clearly as a leader.</p> <p>The focus of the learning is to introduce the first of the 'STEP' principles, Space with a focus now on Task and People.</p> <p>Pupils will understand when and why we might need to make a decision about adapting a task, organising people and equipment.</p> <p>Pupils will start to understand the different factors that will effect a decision to adapt a task.</p> <p>Pupils will understand why a suitable space is needed to play an activity.</p>	<p>fielding and bowling skills and effective tactics into mini games.</p> <p>During this sequence of learning, pupils will understand that "attacking," means ways of winning the game and "defensive" means ways of not losing the game.</p> <p><b>Communication and Tactics</b> The focus of the learning is to look at what makes an effective team with the focus being on creating tactics as a team and team leader.</p> <p>Pupils will learn why they need to work as a team to create simple tactics that lead a team effectively with the focus on collaboration and communication.</p> <p>Pupils will learn why we need to communicate within our team whilst developing different ways of</p>	<p>compete in each event.</p> <p><b>Rounders</b> The focus of learning is to consolidate and refine learning from year 5, ensuring that all pupils have a clear and accurate understanding of their roles and their team's roles when batting and fielding.</p> <p>The focus of learning is to introduce the class to the full version of rounders.</p> <p>The focus of the learning is to consolidate fielding.</p> <p>Pupils will use their prior knowledge of fielding tactics and consider when, where and why they will apply these during a game.</p> <p>The focus of the learning is to recap what happens if the batter misses the ball and to introduce what happens if the batter hits the ball backwards.</p> <p>The focus of the</p>
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	<p>be used to prevent an attack.</p> <p>Pupils will develop their understanding of why it is important to reduce the space and apply pressure to the attackers to prevent scoring opportunities.</p> <p>The focus of the learning is to consolidate the pupils understanding of attacking tactics, applying them into game situations.</p> <p>Pupils should be able to apply their prior learning of passing and moving, to create an attack that results in a try.</p> <p>The focus of the learning is to consolidate the pupils' understanding of defensive tactics, applying them into game situations.</p>	<p>movements selecting and applying choreography into a routine.</p> <p>Pupils will be able to use their bodies to perform technical movements with control and rhythm.</p> <p>The focus of the learning is for pupils to experience dances from different cultural traditions.</p> <p>Pupils will learn to create movements from a stimulus creating dances that use compositional principles.</p> <p>The focus of the learning is to review, describe and evaluate our dance performances.</p> <p>Pupils will rehearse and perform their dance sequences with technical control and a good sense of rhythm.</p>	<p>to perform their completed sequences.</p> <p>One pair at a time will perform and their partner / pair will complete an assessment.</p>	<p>Pupils will start to understand the different factors that will determine and effect the size of the space.</p> <p>Pupils will understand different ways of organising people fairly into small groups/teams, making sure that everyone is included.</p> <p>Pupils will understand why making the right decision concerning the number of people to play an activity is so important.</p> <p><b>Basketball</b> The focus of the learning is to consolidate pupils ability to use passing, dribbling and moving skills to keep possession and score.</p> <p>The focus of the learning is to consolidate pupils' understanding of the rules of the game and how they can apply this knowledge to play in mini games.</p> <p>Pupils should be able</p>	<p>communicating to solve problems when attacking and defending.</p>	<p>learning is to consider tactics which batters can apply during the game.</p>
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				<p>to use their prior learning of passing, dribbling and moving, to move the ball up the court, creating an attack that results in a successful shot.</p> <p>The focus of the learning is to ensure pupils understand that they are defending as soon as they lose possession of the ball.</p> <p>Pupils will refine their knowledge and understanding of defending (marking) and how this is applied during a game to prevent attacking opportunities.</p> <p>Pupils will develop their understanding of the terminology relating to defending.</p> <p>The focus of the learning is to consolidate the pupils understanding of attacking tactics applying them into game situations.</p> <p>Pupils should be able to apply their prior learning of passing, dribbling and moving,</p>		
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				to create effective attacking tactics that results in a successful shot.		
<b>Outdoor activities</b>	<p>Visit war memorial on Frodsham Hill</p> <p>Use the forest for evacuee afternoon</p> <p>Sun shadow investigations</p> <p>Saving animals work in the forest</p>	<p>Map and fieldwork of the local area</p> <p>BikeAbility</p> <p>Spring games competitions</p> <p>Outdoor SATs revision activities</p> <p>Exercise/heart rate investigations</p>	<p>Conway Centre</p> <p>Play rehearsals</p> <p>Pond dipping</p> <p>Take little buddies to the park</p> <p>Visit Hob Hey Woods with Reception</p>			
<b>Enrichment</b>	<p>VE Victory party</p> <p>Tatton Park or Stockport air raid shelter</p> <p>War assembly</p> <p>Cooking ration soup</p> <p>Memories from grandparents/elderly friends and families shared</p>	<p>Orienteering around school</p> <p>Fieldwork studies in Frodsham</p> <p>Local members of the community to visit</p> <p>Visit St Laurence Church</p> <p>HHS maths competitions</p>	<p>Conway Residential</p> <p>Visit to Frodsham Windfarm</p> <p>Roberts Bakery</p> <p>HHS transition days</p> <p>Visit Gurdwara or Mosque and cathedral</p>			