THE FOREST VIEW ACADEMY
LABOR OMNIA VINCIT

ForgeTrust

Staff Guide to

Curriculum Planning

Year 6

Our Pledge

- Academies as safe emotional places
- Invest time in relationships (every child known, appreciated and understood)
- Active engaged learners with the skills to work and get along with others
- Honest, open communication
- Evidence-based approaches
- Do what matters
- Get it right early
- Empower staff to build capacity
- Collaborate and share to develop and build best practice

Executive Principal: Reece Davy

Head of School: Rebecca Turner-Mitchell

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Composition

Year 6 Composition Long Term Plan

Autumn 1	Week 1 (baseline assessments)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Hook:	Baseline – Formal prefect letter	The Lost Thing by Shaun Tan – News article			500 words – Free Write narrative		
Genre Focus	Formal letter	News article			Narrative		
Audience Purpose	Audience: Mrs Turner-Mitchell Purpose: To persuade	Audience: People of the town Purpose: To entertain/ inform			Audience: BBC 500 Words Panel Purpose: Entertain		
	- Identify the **audience and purpose** of the letter. - Use **formal and persuasive vocabulary** appropriate for the genre. - Use **relative clauses, subordinate clauses and varied sentence structures**. - Use **modal verbs and cohesive devices** to persuade and link ideas. - **Edit and improve** vocabulary, grammar,	· Identify the **audience and purpose** of the news report and use an appropriate journalistic structure. · Use **formal, factual and precise vocabulary** to report information clearly. · Use **past tense** consistently to report events that have already happened. · Use **direct and indirect speech** to report statements and include quotations from witnesses. · Use **relative clauses and subordinate clauses** to add detail and			· Identify the audience for and purpose of the writing, selecting the appropriate form. · Note and develop initial ideas. · Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. · Describe settings, characters and atmosphere. · Integrate dialogue to convey character and advance the action. · Use a wide range of devices to build cohesion within and across paragraphs. · Assess the effectiveness of their own writing. · Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. · Ensure the consistent and correct		

	punctuation and formal tone.	develop information. · Use **adverbials of time, place and manner** to explain when, where and how events happened. · Use **cohesive devices and organisational features** such as paragraphs, headlines, subheadings and linking phrases to guide the reader.	use of tense throughout a piece of writing. · Proofread for spelling and punctuation errors. · Use expanded noun phrases to convey complicated information concisely. · Use relative clauses to add detail. · Use commas to clarify meaning or avoid ambiguity. · Use brackets, dashes or commas to indicate parenthesis.

Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Hook:	David Attenborough Speeches		Charles Darwin – Science link		How the Grinch Stole Christmas		
Genre Focus:	Motivational/ Persuasive speech		Diary entry		Explanation text		
Audience Purpose	Audience: Y6 children around the world Purpose: To persuade children to make daily changes to help the planet		Audience: Charles Darwin Purpose: Record feelings, thoughts and ideas		Audience: Y3 children Purpose: To entertain during a Christmas buddy read		
NC Objectives	· Evaluate the impact of motivational speeches. · Use modal verbs to persuade. · Create cohesion using fronted adverbials. · Use repetition to create impact and emphasise key messages. · Use the 3 types of present tense to strengthen persuasive writing. · Use figurative language to		· **Semi-colons:** "Use of the semi-colon, colon and dash to mark the boundary between independent clauses." · **Colons:** "Use of the colon to introduce a list and use of semi-colons within lists." · **Past perfect tense:** "Use of the perfect form of verbs to mark relationships of time and cause." · **Range of clauses:** "Use of relative		· **Use of the first person:** "Use of pronouns to aid cohesion and avoid repetition." · **Imperative verbs:** "Use of the imperative form of verbs." · **Adverbs and adverbials:** "Use of conjunctions, adverbs and prepositions to express time and cause." · **Subordinate clauses:** "Use of conjunctions, adverbs and prepositions to express time and cause."		

	persuade. · Plan and write a motivational speech inspired by David Attenborough.	clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun."	

Spring 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Hook:	Walter Tull – Respect book		The Messenger by Lyndsay Roberts Rayne (Picture book)		Discussion Text – Should animals be used in conflicts? (WW1 link)	
Genre Focus:	Biography		Contrasting narrative extract/ description		Discussion essay around moral dilemma of using animals in conflict such as dogs and horses in WW1.	
Audience Purpose	Audience: Y6 at Parkgate Purpose: An informative biography for an unsung hero of WW1.		Audience: Y6 children Purpose: An engaging and emotive story linked to WW1 from the perspective of a dog.		Audience: Musuem exhibition at Thoresby Purpose: To inform/ educate people on the unsung heroes of the war.	
NC Objectives	· Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. · Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. · Using a wide range of devices to build cohesion within and across paragraphs. · Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. · Use of the passive to affect the presentation of information in a sentence. · Use of conjunctions, adverbs and prepositions to express time and cause. · Evaluate and edit by assessing the effectiveness of their own and others' writing. · Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.		• In narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character and advance the action. • Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. • Use of the semi-colon, colon and dash to mark the boundary between independent clauses. • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • In narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character and advance the action. • Planning their writing by noting and developing initial ideas, drawing on reading and research where necessary. • Use of the perfect form of verbs to mark relationships of time and cause.		· Support arguments with relevant facts, evidence and examples. · Use cohesive devices to connect and contrast arguments, e.g. however, furthermore, on the other hand, in contrast. · Use modal verbs and adverbs to indicate degrees of possibility and certainty. · Use a range of sentence structures to explain and develop arguments. · Ensure the consistent and correct use of tense throughout a piece of writing. · Assess the effectiveness of their own and others' writing and suggest improvements. · Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	

Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5

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Hook:	The Mysteries of Harris Burdick	Own chosen interest
Genre Focus:	Suspense Narrative	Non-chronological report
Audience Purpose	Audience: Y6 children Purpose: To entertain (and scare!)	Audience: Others with similar interests Purpose: To inform
NC objectives	· Describe settings and atmosphere to create suspense. · Develop characters through actions, thoughts and dialogue. · Integrate dialogue to advance the action. · Use expanded noun phrases to add descriptive detail. · Use figurative language to create tension. · Vary sentence structures and lengths for dramatic effect. · Use fronted adverbials and subordinate clauses. · Use cohesive devices to link events within and across paragraphs. · Maintain consistent tense and viewpoint. · Use accurate speech punctuation and commas. · Use a range of punctuation, including colons, dashes and brackets. · Edit vocabulary, grammar and punctuation to improve impact.	· Organise information into paragraphs with a clear subject focus. · Use headings and subheadings to organise information. · Use formal, factual language appropriate to the audience and purpose. · Include relevant facts, statistics and examples to inform the reader. · Use expanded noun phrases to convey detailed information concisely. · Use technical vocabulary specific to the chosen topic. · Use a range of cohesive devices to link ideas within and across paragraphs. · Use passive verbs to present information objectively. · Use the present tense consistently when presenting general facts. · Use relative clauses to add detail. · Use commas to clarify meaning or avoid ambiguity. · Edit vocabulary, grammar, punctuation and organisation to improve clarity.

Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5

Hook:	Range of short-burst genre written pieces to prepare for assessments (based on Gaps)
Genre Focus:	Matilda – setting description Forest View survival guide Character description
Audience Purpose	
NC Objectives	

Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Hook:	Range of free-write creative tasks to prepare for transition							
Genre Focus:	'It's Ok' transition poem Non-chronological report – How to survive Year 6 Information text – All about Forest View (Guide for new Year 3s)							
Audience Purpose								
NC objectives								

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Year 6 - Spelling Long Term Plan

Our Pledge

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Year 6 Spelling

Weeks	Spelling Focus	10 Focus Spellings	2 Y5/6 Statutory Words
1–2	Words ending **-ance / -ancy**	appearance, assistance, disturbance, abundance, importance, acceptance, attendance, expectancy, vacancy, relevancy	definite, desperate
3–4	Words ending **-ence / -ency**	confidence, independence, existence, excellence, patience, silence, violence, frequency, urgency, efficiency	excellent, environment
5–6	Hyphens	co-operate, co-own, co-author, co-ordinate, re-enter, re-examine, re-enact, re-elect, re-emerge, re-educate	relevant, recommend
7–8	Greek words **ph**	philosophy, phenomenon, photograph, pharmacy, physician, physical, phonics, phrase, phantom, alphabet	profession, programme
9–10	Greek words **ch**	chemistry, chronology, character, chorus, architect, orchestra, mechanic, scheme, stomach, echo	restaurant, secretary
11–12	**-ough** spellings	though, although, through, thought, thorough, rough, tough, cough, drought, borough	shoulder, soldier
13–14	More **-ough** spellings	bought, fought, sought, ought, nought, bough, plough, enough, cough, rough	sacrifice, queue
15–16	Silent letters	doubt, subtle, solemn, debt, thumb, limb, column, castle, whistle, wreath	necessary, neighbour
17–18	Latin roots	transport, portable, import, export, inspect, spectator, audible, audience, dictate, manuscript	parliament, privilege
19–20	Greek roots	biography, geography, microscope, telescope, telephone, television, thermometer, democracy, autograph, chronology	prejudice, persuade
21–22	Revision **-able/-ible**	understandable, respectable, dependable, noticeable, flexible, responsible, sensible, visible, divisible, reversible	recognise, pronunciation
23–24	Revision **-ably/-ibly**	comfortably, dependably, noticeably, reasonably, responsibly, sensibly, visibly, flexibly, incredibly, reversibly	individual, awkward
25–26	Common exception words	yacht, aisle, debt, subtle, receipt, rhythm, foreign, guarantee, vehicle, symbol	variety, twelfth
27–28	Morphology – word families	sign, signal, signature, assign, assignment, design, designate, resign, resignation, designation	sincere, identity

Weeks	Spelling Focus	10 Focus Spellings	2 Y5/6 Statutory Words
29–30	Prefixes **dis-/mis-/un-/in-**	disagree, disappear, disapprove, dishonest, misbehave, misunderstand, unnecessary, inaccurate, inactive, irrelevant	temperature, disastrous
31–32	Prefixes **inter-/super-/anti-/auto-**	interact, international, intercept, superhero, supermarket, superhuman, antiseptic, autobiography, automatic, autocorrect	achieve, aggressive
33–34	Suffixes beginning with vowel letters added to words ending **-fer**	referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference	interfere, interrupt
35–36	Word endings **-cial/-tial revision**	official, artificial, social, commercial, partial, essential, substantial, influential, confidential, residential	especially, opportunity
37–38	Final Year 6 mastery/revision	mischievous, conscious, conscience, ancient, sufficient, amateur, apparent, attached, appreciate, average	cemetery, committee

Year 6: Handwriting

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Year 6 Handwriting Overview

Term	Units
Autumn 1 (7 weeks)	**Discuss/share letter families Lesson 1-9 (Individual) Number formation Afl sessions x2**
Autumn 2 (8 weeks)	**Lesson 10-14 (Capitals) Lesson 1-5 (Joining) Afl session x2**
Spring 1 (6 weeks)	**Lesson 6-13 (Joining) Number formation Afl sessions x2**
Spring 2 (5 weeks)	**Lesson 14-15 (Joining) Afl session x5**

Summer 1 **(5 weeks)**	**Afl session x5** **Number formation**
Summer 2 **(7 weeks)**	**Afl sessions x7**

[Planning Achieving Excellence in Handwriting.pdf]

Year 6:

Maths Long Term Plan

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Mathematics Long Term Planning Support: Year 3/4 Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Place Value	Fractions	Decimals	Converting units	Statistics	Consolidations, investigations, projects & preparations for KS3
Week 2	Place Value	Fractions	Decimals	Perimeter, Area & volume	Properties of shape	
Week 3	Four operations	Fractions	Percentages	Perimeter, Area & volume	Properties of shape	
Week 4	Four operations	Fractions	Percentages	Ratio	Revision / consolidation	

Week 5	Four operations	Fractions	Algebra	Ration / Assessment week	SATs week 10th May 2027	
Week 6	Four operations	Assessment week	Algebra		Consolidations, investigations, projects & preparations for KS3	
Week 7	Four operations	Position & Direction				

Mathematics Long Term Planning Support: Year 3/4 Cycle B

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	**Place Value**		**Four operations**				
	Lesson 1: Know and use numbers to 10 million		Lesson 1: Add and Subtract Integers.				
	Lesson 2: Compare and order any numbers		Lesson 2: Multiply up to a 4-digit number by a 1-digit number.				
	Lesson 3: Round any number (to ten million)		Lesson 3: Multiply up to a 4-digit number by a 2-digit number.				
	Lesson 4: Use negative numbers		Lesson 4: Use short division – dividing by a single digit.				
			Lesson 5: Use short division – dividing by a 2-digit number.				
			Lesson 6: Divide using factors.				
			Lesson 7: Use common factors.				
			Lesson 8: Use common multiples				
			Lesson 9: Use primes to 100				
			Lesson 10: Use square and cubed numbers				
			Lesson 11: Know order of operations				
			Lesson 12: Use mental calculations and estimation to calculate.				
			Lesson 13: Reason using known facts				

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 2	**Fractions**					Assessment week	**Converting units**
	Lesson 1: Simplify fractions						Lesson 1 - To understand metric measures
	Lesson 2: Fractions on a number line						
	Lesson 3: Compare and order – denominator						
	Lesson 4: Compare and order - numerator						

	Lesson 5: Add fractions		Lesson 2 - To convert metric measures Lesson 3 – To calculate with metric measures Lesson 4 – To understand miles and kilometres Lesson 5 – imperial measures.
	Lesson 6: Subtract fractions		
	Lesson 7: Add mixed numbers		
	Lesson 8: Subtract mixed numbers		
	Lesson 9: Adding and subtracting fractions – problems		
	Lesson 10: Multiply fractions by integers		
	Lesson 11: Multiply fractions by fractions		
	Lesson 12: Divide fractions by integers		
	Lesson 13: Apply fraction knowledge (calculations) to problems		
	Lesson 14: Finding fractions of an amount.		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Spring 1	Ratio		**Algebra**		Decimals	
	• **Step 1** Add or multiply? • **Step 2** Use ratio language • **Step 3** Introduction to the ratio symbol • **Step 4** Ratio and fractions • **Step 5** Scale drawing • **Step 6** Use scale factors • **Step 7** Similar shapes • **Step 8** Ratio problems • **Step 9** Proportion problems • **Step 10** Recipes		• **Step 1** 1-step function machines • **Step 2** 2-step function machines • **Step 3** Form expressions • **Step 4** Substitution • **Step 5** Formulae • **Step 6** Form equations • **Step 7** Solve 1-step equations • **Step 8** Solve 2-step equations • **Step 9** Find pairs of values • **Step 10** Solve problems with two unknown		• **Step 1** Place value within 1 • **Step 2** Place value – integers and decimals • **Step 3** Round decimals • **Step 4** Add and subtract decimals • **Step 5** Multiply by 10, 100 and 1,000 • **Step 6** Divide by 10, 100 and 1,000 • **Step 7** Multiply decimals by integers • **Step 8** Divide decimals by integers • **Step 9** Multiply and divide decimals in context	

	Week 1	Week 2	Week 3	Week 4	Week 5
Spring 2	**Fractions, decimals and percentages**		**Area, perimeter and volume**		**Statistics**
	• **Step 1** Decimal and fraction equivalents • **Step 2** Fractions as division • **Step 3** Understand percentages • **Step 4** Fractions to percentages		• **Step 1** Shapes - same area • **Step 2** Area and perimeter • **Step 3** Area of a triangle – counting squares • **Step 4** Area of a right-angled triangle		• **Step 1** Line graphs • **Step 2** Dual bar charts • **Step 3** Read and interpret pie charts

	• **Step 5** Equivalent fractions, decimals and percentages • **Step 6** Order fractions, decimals and percentages • **Step 7** Percentage of an amount – one step • **Step 8** Percentage of an amount – multi-step • **Step 9** Percentages – missing values	• **Step 5** Area of any triangle • **Step 6** Area of a parallelogram • **Step 7** Volume - counting cubes • **Step 8** Volume of a cuboid	• **Step 4** Pie charts with percentages • **Step 5** Draw pie charts • **Step 6** The mean

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Summer 1	**Shape**			**Position and directon**	**SATs week.**		
	• **Step 1** Measure and classify angles • **Step 2** Calculate angles • **Step 3** Vertically opposite angles • **Step 4** Angles in a triangle • **Step 5** Angles in a triangle – special cases • **Step 6** Angles in a triangle – missing angles • **Step 7** Angles in quadrilaterals • **Step 8** Angles in polygons • **Step 9** Circles • **Step 10** Draw shapes accurately • **Step 11** Nets of 3-D shapes			• **Step 1** The first quadrant • **Step 2** Read and plot points in four quadrants • **Step 3** Solve problems with coordinates • **Step 4** Translations • **Step 5** Reflections		Consolidations, investigations, projects, preparations for KS3	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Summer 2	**Consolidations, investigations, projects, preparations for KS3**						

Year 6:

Reading Long Term Plan

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Autumn Term 1

Week	1	2	3	4	5	6
Genre	Non-fiction	Fiction Sci-fi	Poem	Fiction Adventure	Interview	Song Lyrics – Protest songs
Text	Sky Brown Olympian Biography	Reek by Alastair Chisholm	My Heart Was A Tree (From Tree Poems)	The Voyage of Sam Singh by Gita Ralleigh	Fairtrade Website	If I can dream by Elvis Where is the Love? Black Eyed Peas
Content Domain	Retrieval	Inference	Word Meaning	Inference (using evidence)	Retrieval (True or false)	Word Meanin/ Inference
Vocabulary	authority	cooperate	factor	involve	occur	require

	assign define	economy environment establish	finance formula individual	legislate major method	period principle proceed	specific structure vary

Autumn Term 2

Week	1	2	3	4	5	6
Genre	Novel Study - Fiction			**Assessment Week**	Novel Study - Fiction	
Text	A Kind of Spark by Elle McNicoll				A Kind of Spark by Elle McNicoll	
Content Domain	Chapter 1	Chapters 2, 3, 4, 5	Chapters 5-9.		Chapters 10-14	Chapters 15-21
Vocabulary	legislate major method	occur period principle	Proceed require specific		structure vary administrate	community category injure

Spring Term 1

Week	1	2	3	4	5	6
Genre	**Non-fiction**	**Fiction - Adventure**	Non-fiction	Poem	Fiction	**Fiction**
Text	Rise Up: Ordinary Kids with Extraordinary Stories	The Ice Apprentice by Jacob North	All about Animals	The Charge of the Light Brigade	Mini Extract	Mini Extract
Content Domain	Retrieval	All skills - revision	All skills - revision	All skills - revision	All skills - revision	All skills - revision
Vocabulary	Swarm Adequate attitude	Forgive Struggle gruelling	Root words/ prefixes/ suffixes SATs Revision	Root words/ prefixes/ suffixes SATs Revision	Root words/ prefixes/ suffixes SATs Revision	Root words/ prefixes/ suffixes SATs Revision

Spring Term 2

Week	1	2	3	4	5	6
Genre Text Content Domain Vocabulary	**Consolidation of skills based on Gaps – SATs Revision Texts**	**Consolidation of skills based on Gaps – SATs Revision Texts**	**Consolidation of skills based on Gaps – SATs Revision Texts**	**Consolidation of skills based on Gaps – SATs Revision Texts**	**Consolidation of skills based on Gaps – SATs Revision Texts**	**Consolidation of skills based on Gaps – SATs Revision Texts**

Summer Term 1

Week	1	2	3	4	5
Genre Text Content Domain	**Consolidation of skills based on Gaps – SATs Revision Texts**	**Mock SATS Week**	**Consolidation of skills based on Gaps – SATs Revision Texts**	Novel Study – Dystopian Fiction Where the River Runs Gold by Sita Bramachari Prologue – Chapter 2	**SATS Week**

Vocabulary				invest diverse obtain	

Summer Term 2

Week	**1**	**2**	**3**	**4**	**5**	**6**
Genre	**Novel Study – Dystopian Fiction**		**Transition Week**	**Novel Study – Dystopian Fiction**		Play Practice/ Graduation/ End of Year Activities
Text	Where the River Runs Gold by Sita Bramachari		Back To Earth	Where the River Runs Gold by Sita Bramachari		
Content Domain	Chapter 3-6	Chapters 7-14	2B Retrieval	Chapters 15-22	Chapters 23- 30	
Vocabulary	potential primary purchase	range regulate secure	Year 3/4 words	survey exceed alternative	component considerable contribute	

Year 6

Curriculum Topic Map

Our Pledge

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	Autumn 1							Autumn 2						
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Science	**Animals including Humans** **Key Knowledge** Lesson 1: What is the circulatory system and how does it work? Lesson 2: How does our heart work and how does it pump blood? Lesson 3 (Investigation): How does exercise affect my heart rate? Lesson 4: Blood consists of different parts that each have a purpose. What are they, and how do they help the circulatory system keep us alive and healthy? Lesson 5: How can I live a healthy lifestyle?							**Evolution and Inheritance** **Key knowledge** Lesson 1: How have animals adapted to their environment over time? Lesson 2: How did Darwin's observations of the finches provide evidence for his theory of Evolution? Lesson 3: Which adaptations helped birds outlive dinosaurs? Lesson 4: (Investigation) How have bird's beaks have changed to suit their environment? Lesson 5: How do fossils help scientists learn about animals and plants that lived millions of years ago? Lesson 6: Why do offspring, like kittens or ducklings, look similar to their parents but not exactly the same?						
Science (Sustainability Module)	**Climate Change** What is Climate Change? If we know that human activities cause climate change, why do people keep doing them? What can we do to help stop climate change?													
Art & Design					**Da Vinci to Lowry** (Representing people in art) 1. Create texture through portraits (Leonardo da Vinci) 2. Understand symbolism and identity (Frida Kahlo) 3. Explore abstract portraits (Pablo Picasso) 4. Create stories through art (Faith Ringgold) 5. Create perspective in settings (L.S Lowry) 6. Blend techniques from a variety of artists.			**William Morris (Victorian Art)** Create a fact file on William Morris Use a viewfinder to recreate a piece of William Morris wallpaper design. Replicate a repeated pattern in the style of William Morris and colouring in using similar colour palettes. Create a block printed repeated pattern						

	Autumn 1							Autumn 2						
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
DT	**Fairtrade Products** (Suggested activities: children design, make and evaluate a Fairtrade product including packaging) **learning Journey** To identify a range of Fairtrade items and discuss the importance of a balanced and varied diet. To design a product aimed at a specific market using Fairtrade ingredients. To make a product using Fairtrade ingredients, aimed at a specific market. To critically evaluate the product and consider ways to improve.											**Bridges** (suggested activities: Iron Bridge in Shropshire designed by Brunel, strength of semi-circle/triangulation, Bailey Bridge – local context) **Learning Journey** To understand the importance of Isambard Kingdom Brunel and his contribution to engineering history To explore how a beam bridge responds to loads. To experiment with loads on a beam bridge to understand what makes it strong and what makes it fail**.**		

	Autumn 1							Autumn 2						
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
History								**The Victorians** **Learning Journey** Lesson 1 - Who were the Victorians? Lesson 2 - Who was Queen Victoria? Lesson 3 - What were Victorian classrooms like? Lesson 4 - How did the Industrial Revolution change where people lived? Lesson 5 - What was life like for children in Victorian Britain? Lesson 6 - How did Victorian inventions change everyday life?						

RE	**Teachings, wisdom and authority** **Learning Journey** Stage 1: What does the Bible teach Christians about showing love? Stage 2: What is the message of the Jewish Shema? Stage 3: How do moral guidelines influence the way Buddhists choose to behave? Stage 4: What is the Golden Rule and why do you think it is important for people all around the world?	**Christianity – Christmas** **Learning Journey** **Stage 1- To explore the different ways in which Christmas is celebrated.** **Stage 2- To investigate how Christmas is celebrated.** **Stage 3- To reflect on the investigation on how Christmas is celebrated.**
Curriculum Drivers/ Enrichment	**Relationships** **(Life skills Primary Education – DAaRT)** How to deal with stressful situation What is peer pressure? How to balance risks and consequences How to celebrate differences The importance of effective and confident communication The risks and consequences of carrying a knife How to develop effective communication How to become a good citizen **PoS Refs: H1, H3, H4, H38, H47, H48, H49, H50**	
PE		

PSHCE		
Personal Development	**<u>Remembrance Day</u>** Discuss meaning of the day and the symbolism of the poppy. Analyse the 'Flanders Field' poem. **<u>Anti-Bullying</u>** Define bullying. Discuss the different roles within bullying.	
Geography	**<u>Fairtrade</u>** **<u>Learning Journey</u>** 1. Lesson 1 – Where does our food come from? 2. Lesson 2 – Why does Britain trade with other countries? 3. Lesson 3 – Is the trade system fair? 4. Lesson 4 – Does Fairtrade make a difference? 5. Lesson 5 – Fieldwork: How accessible are Fairtrade products in our local area? **6.** Lesson 6 – Why do bananas grow in Colombia?	

	Autumn 1							Autumn 2						
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Music	**Glockenspiel** • play and sing a range of pieces from memory and from simple notation • be able to play up to three notes with a good sound • sit or stand with the correct posture • listen to themselves and others, and make improvements • copy back and improvise simple phrases • have a basic understanding of, and able to apply, the building blocks of music – pulse/beat, rhythm, pitch, tempo and dynamics • create and perform their own rhythmic patterns • compose, notate and perform short melodies • recognise a range of orchestral instruments • have grown in confidence and want to celebrate their musical success with a performance													
Computing	**Data detectives** **4 lessons** • To find information in databases by filtering and sorting. • To create graphs from data within a database. • To be able to find information in linked table databases. • To be able to find requested information using databases.			Online Safety – Covered Offline in addition to PSHE Project Evolve See PSHE MTPs				**3D modelling** **4 lessons** • To explore and develop simple 3D models using CAD software. • To explore the effect of moving points when designing. • To plan, design and begin creating packaging to meet a design brief. • To refine, assemble and evaluate the finished packaging prototype.						
MFL				**La Fecha (The Date)** Recognise and recall the 7 days of the week in Spanish. Recognise and recall the 12 months of the year in Spanish Recognise and recall numbers 1-31 in Spanish Ask what the date is and say the date in Spanish Ask somebody when their birthday is and say when our own birthday is in Spanish									
British Values:	**Spring 1**							**Spring 2**						
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**		**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	
Curriculum Drivers/ Enrichment	**Local visit to sketch a War Memorial (linked to WW1)** **Cultural Diversity:** Consider the contribution of people of different nationalities in support of Britain in World War 1. Examine the contributions of women to the war effort and the changes this brought to the work place and ultimately the extension of the franchise in 1918. Discuss how people with different beliefs approached the war for example Quakers who were committed to peace but served as medics or supported communities. **Aspiration:** Consider how people have coped with severe adversity in the past and how the arts have helped people make sense of difficult experiences. In particular art, poetry and music inspired by the WW1 and produced by people affected.							**Visit to the Holocaust Centre, Laxton** **Cultural Diversity:** consider the inclusive values of modern Britain and how tolerance and understanding are essential in ensuring that all people are valued regardless background, ethnicity, religion etc. Continue with the theme of women in war and investigate the roles undertaken on the home front by women in WW2. Examine how different elements of society worked together for the war effort Consider how the blitz forced people together in air raid shelters (e.g. London Underground. Share stories that illustrate people coming together regardless of background etc.) **Aspiration:** Consider the resilience of emergency workers in the blitz consider the character shown. Examine the contribution of the women of Bletchley (e.g. Mavis Batey) discuss the skills and dispositions that contributed to their success.						
PE														
Science	**Light** **Key knowledge** How does light travel? How do our eyes see? What creates shadows and how do they change size? Why do rainbows occur?							**Electricity** **Key Knowledge** Lesson 1: Why do we use symbols and diagrams to represent electrical circuits? Lesson 2: What are the dangers of electricity? Lesson 3 & 4: How does voltage affect the loudness of a buzzer and the light from a lightbulb in a circuit?						
Science (Sustainability Module	**Renewable Energy** What is renewable energy? Is renewable energy the answer to humans living more sustainably?													
	Spring 1							**Spring 2**						
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**		**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	

DT												
Art	**Art inspired by wartime poetry** (moving from sketching to using chalks or another media, looking at Wilfred Owen; blackout poetry; visual art on the trenches) **Learning Journey** To understand and analyse a WW1 poem. To use chalk to create a background. To carefully select words that represent the poem. To select colours and imagery that represents my poem.											
	Spring 1						**Spring 2**					
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
History	**World War One** **Learning Journey** 1. To understand why World War 1 began. 2. To understand what life was like in the trenches. 3. To understand what happened at the Battle of the Somme. 4. To understand the role of women in WW1. 5. To participate in a debate about the Treaty of Versailles. 6. To write a balanced argument.						**World War Two** **Learning Journey** 1. To understand how and why WW2 started. 2. To understand what it was like to be an evacuee. 3. To know how people protected themselves during the blitz. 4. To understand why rationing was important. 5. To understand what life was like for a jew in WW2. **6.** To recap everything I have learnt so far.				
Geography												
RE	**Unit 6.3 Beliefs In Actions in the World. How do religions and beliefs respond to global issues and the importance of the environment.** Stage 1- What can we learn from theology about how to care for the world. Stage 2 – What can we learn from Christianity about how to care for the world. Stage 3- What can we learn from Islam about how to care for the world. Stage 4- What can we learn from Sikhism about how to care for the world.											
PSHCE	**Media literacy and Digital resilience** Discuss different uses of technology and how it affects wellbeing (positive and negative). Explore different ways of dealing with online situations. Identify what activities benefit both physical and mental health. To understand how screens can impact wellbeing and how we can balance our screen time for positive impact. To recognise how words, including jokes, can hurt others and why that hurt might be hard to see. **PoS Refs: H37, L11, L13, L15, L16**						**Growing and changing** The changes that happen during puberty (recap from year 4-5) About managing change and becoming more independent About positive, healthy relationships About how a baby is made **PoS Refs: H24, H33, H35, H36**					
Personal Development	**Children's mental health week** **Safer Internet Day** **World Book Day** **Multi-faith events – Shrove Tuesday, Events of Lent, Lunar News Year, Ramadan**											

	Spring 1						Spring 2					
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Computing	**Micro-bit** **4 lessons** • To code a micro:bit to identify materials that are conductors. • To use a micro:bit to collect step count data and use this data in graphing software. • To use a micro:bit to collect temperature data and use this data in graphing software. • To use a micro:bit to collect light level data and use this data in graphing software.				**Blogging 6.4** **Blogging** **4 Lessons** • To understand blogs and their features. • To plan the theme, content and structure for a blog post. • To write and style a blog post. • To review and comment on blog posts with an understanding of online safety.		**Spreadsheets Microsoft Excel Desktop** **6 lessons** • To understand and use basic formatting in Excel. • To develop skills in using basic functions in Excel. • To create and format charts in Excel. • To sort and filter data within a spreadsheet. • To understand and use advanced functions in Excel. • To combine Excel skills to create an effective spreadsheet for a given purpose.				
Music	10 pieces - Ride of the Valkyries • listen and reflect on a piece of orchestral music • invent their own musical motifs and structure them into a piece • perform as an ensemble • learn musical language appropriate to the task						Bon Jovi – Livin' On A prayer . Listen and Appraise the song Livin' On A Prayer and other Classic Rock songs: ● Livin' On A Prayer by Bon Jovi ● We Will Rock You By Queen ● Smoke On The Water by Deep Purple ● Rockin' All Over The World by Status Quo ● Johnny B. Goode by Chuck Berry ● I Saw Her Standing There by The Beatles © Copyright 2017 Charanga Ltd Page 1 of 8 1. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm Up Games (including vocal warm ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song 2. Perform the Song - perform and share your learning as you progress through the Unit of Work					
MFL							**Mi Familia (My Family)** Learn the nouns and articles/determiners for several family members in Spanish. How to swap the article/determiner 'a/an' with a family member noun for the possessive adjective 'my' in Spanish. How to answer the question '¿Tienes hermanos?' (Do you have any siblings?) in Spanish Introduce family members in Spanish, learning to use 'se llama' (he/she is called). Use my knowledge of larger numbers in Spanish to be able to describe the age of family members					

	Summer 1				Summer 2						
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Curriculum Drivers/ Enrichment	**Visit to a local park following SAT's week** **Aspiration:** Consider how Van Gogh worked for years honing and perfecting his art and showed resilience and belief often in the face of indifference of disapproval. Consider how other successful people have needed to overcome adversity. Discuss strategies and support for developing resilience. **Cultural Diversity:** Explore what Jewish people, Humanists, Hindus and Christians teach about how we can all live together for the wellbeing of each other? Consider how the major belief systems of the world have explored this and look at similarities in a range of belief systems. Examine statements such as "there is more that unites us than divides us.				**Residential visit:** **Aspiration:** During the transition period enable pupils to explore their aspirations. Pupils to summarise their successes at Primary School and explore how the skills and dispositions they have learned will support them on the next stage of their education. Consider strategies to support well-being when things are challenging. Teach the five ways to well-being promoted by the charity Mind. **Visit to Nottingham Trent University (or other suitable University)** **Aspiration**: What courses are available? How do you qualify for and apply for University? What is life as an undergraduate like? **Cultural Diversity:** Continue to explore beliefs in action. How do the different belief systems including humanism support the development of resilience.					
PE	**Physical cog (REAL PE)** Fundamental movement skills- Static balance- Seated Static balance- Floor work Learning focus- Exceeding I can adapt and adjust my skills, movements or tactics so they are different to others. I can respond imaginatively to different situations. Expected I can change tactics, rules or tasks to make activities more fun or more challenging. I can develop sequences that express my own ideas.				**Health and fitness cog (REAL PE)** Fundamental movement skills Static balance- Stance Co-ordination- Footwork Learning focus- Exceeding I can self select and perform appropriate warm-up and cool down activities. I can identify possible dangers when planning an activity. Expected I can record and monitor how hard I am working. I can explain how often and how long I should exercise to be healthy.					

	Emerging I can recognise similarities and differences in movement and expression. I can make up my own rules and versions of activities. Learning nutrition- (4 star) Control Celebration and review of progress							I can describe the basic fitness components. Emerging I can explain why we need to warm-up and cool down. I can describe how and why my body changes during and after exercise. Learning nutrition- Control Ambition (5 star)				
	Summer 1				**Summer 2**							
	Week 1 15.4.24	**Week 2** 22.4.24	**Week 3** 29.4.24	**Week 4** 7.5.24	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	
Science	**Living Things and Habitats** **Key Knowledge** How do we group different animal types?							**Growing Up (SRE)** **Key Knowledge** What are the changes that occur during puberty both physically and emotionally? What are the development stages of a baby from conception to birth? What are the different ways of maintaining good health and hygiene.				
Science (Sustainability Module)	**My Green City Project** How can you build a sustainable city that looks after people and the planet?											
Art & Design	**The Life of Van Gogh** Aims: • Produce creative work, exploring their ideas and recording their experiences • Become proficient in drawing, painting, sculpture and other art, craft and design techniques • Evaluate and analyse creative works using the language of art, craft and design • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Subject content: • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Learn about great artists, architects and designers in history.											

	Summer 1						Summer 2						
	Week 1 15.4.24	**Week 2** 22.4.24	**Week 3** 29.4.24	**Week 4** 7.5.24	**Week 5** 13.5.24	**Week 6** 20.5.24	**Week 1** 3.6.24	**Week 2** 10.6.24	**Week 3** 17.6.24	**Week 4** 24.6.24	**Week 5** 1.7.24	**Week 6** 8.7.24	**Week 7** 15.7.24
DT							**War Time Baking / Textiles TBC**						
Music							**Performance** To sing in tune with expression To control their voice when singing To sing songs from memory with accurate pitch						
History													
RE	• To investigate aspects of the persecution of Jewish people. • What examples of resistance to prejudice and discrimination can we learn from today? • Describe religious responses to the Holocaust in Judaism and link these values which are important. • Consider my own and others' views to ensure prejudice is addressed and resisted, and that respect is a central value.												
PSHCE	**Mental Health and Emotional Wellbeing** Learn about how emotions, thoughts, physical feelings, and behaviours can affect each other, and ways of managing challenging emotions. Exploring the transition to secondary school, identify some of the challenges that can arise and where to get support if needed. **PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24**						**Money Matters** Learn about the impact of money on emotional wellbeing. Learn what it means to be a critical consumer **PoS Refs: L17, L18, L22, L23, L24**						
Personal Development													

	Summer 1				Summer 2						
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Geography					**The Coastline** **Learning Journey** 1. To identify counties and cities of the UK and some human and physical characteristics. 2. To understand how coastal features are formed. 3. To explain how water and weather have changed the coastline of the UK over time. 4. To understand how to read direction on maps using the points of a compass. 5. I can use four and six figure grid references to find places on a map. 6. I can understand and be able to use the eight points of a compass, four and six figure grid references, symbols and key (including ordinance survey maps). 7. I can locate the world's countries, using maps to focus on Europe and North and South America using an atlas.						
Computing	**Introduction to Python** **4 Lessons** • To understand that Python is a text-based coding language and enter simple commands. • To use Python to perform mathematical calculations. • To be able to use repetition and Python library functions. • To understand how Python in Pieces can be used to program a graphical user interface.				**Networks** **4 Lessons** • To understand what a computer network is and identify examples of networks at home, school and in the wider world. • To understand the difference between the internet and the World Wide Web and explore the services they provide. • To explore how the internet can be used for communication and collaboration, and how to do this safely and respectfully. To explore who is in charge of the internet and how rules and website blocking can affect people, society and online platforms.						

	Summer 1				Summer 2						
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
MFL					**En la Cafeteria (In the Café)** Learn 10 different foods, snacks and drinks in Spanish with the correct indefinite article/determiner Learn another 10 different foods, snacks and drinks in Spanish with the correct indefinite article/determiner. Learn some key phrases to help me perform a role-play in the Spanish cafetería Learn some more key phrases to help me perform a role-play in the Spanish cafetería Learn about Spanish currency and will use my knowledge of numbers to help calculate the bill in Spanish						