TERM Autumn 1	5 weeks + 4 days for Community Week + France trip				
TOPIC	Community Week – 1 week	France – 1 week	WW2 (5 weeks) – Imperial War Museum visit **History** – a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (WW2) • Uses timelines to place events, periods and cultural movements from around the world. • Describes similarities and differences between some people, events and objects studied. • Describes how some changes affect life today. • Identifies and uses different sources of information and artefacts. • Makes accurate use of specific dates and terms. • Identifies how any of above may have changed during a time period. • Gives own reasons why changes may have occurred, backed up with evidence. • Forms own opinions about historical events from a range of sources. **Geography** – N/A		

ENGLISH	Reading	Writing/ Grammar	Planning/ drafting/ editing	Spelling	Punctuation
	• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied	**Writing to entertain – description (4 weeks)** **Grammar:** • Uses a wide range of clause structures, sometimes varying their position within the sentence • Uses paragraphs to organise ideas **Handwriting** • Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices. • Decides, as part of their personal style, whether or not to join specific letters. • Is clear about what standard of handwriting is appropriate for a particular task.	**Plan and write:** • Identifies the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. **Draft and write:** • In narratives, uses imaginative description of settings, convincing characterisation and a range of stylistic devices to develop atmosphere. **Evaluate and edit:** • Assesses the effectiveness of their own and others' writing.	• Uses a thesaurus • Words ending 'able' and 'ible' • Adding suffixes beginning with vowels to words ending in 'fer'	Punctuates bullet points when listing information

			• Chooses the writing implement that is best suited for a task.			
MATHS WRMH planning Number – Place value – 2 weeks Number – Addition, Subtraction, Multiplication and Division – 4 weeks	**RE** How is God three and one?	**SCIENCE** *Scientific Skill – Report and present findings.* **Living things and their habitats (4 weeks)** • Pupils should be taught to: • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics		**COMPUTING** **Digital Literacy - E-safety (incl. email)** Most children will: • understand and follow the KS2 school online safety and devices rules • use a range of internet services confidently and effectively to communicate and collaborate with other people • understand how to keep safe on social networking sites • explain to others how to use technology to communicate and collaborate safely, respectfully and responsibly know what to do if I think I have been scammed or my personal details stolen	**PHSE** **New beginnings** • Demonstrate more confidently that they recognise their own worth, support others in recognising theirs, and identify an demonstrate ways to face new challenges • Express their views confidently, and show how their views can develop in the light of listening to others	**PE** Netball Gymnastics

TERM Autumn 2	6 weeks + Christmas Week	
TOPIC	Mayans (5 weeks) a non-European society that provides contrasts with British history **History:** • Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. • Uses timelines to demonstrate changes and developments in culture, technology, religion and society • Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.	Christmas Week

	• Names date of any significant event studied from past and place it correctly on a timeline. • Makes links between some features of past societies. • Understands that the past has been represented in different ways. • Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. • Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. **Geography:** • Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. • **Locate the main countries in Europe and North or South America.** Locate and name principal cities. • On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.		

ENGLISH	Reading	Writing/ Grammar	Planning/ drafting/ editing	Spelling	Punctuation
	• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	**Writing to entertain – narrative (3 weeks)** **Writing to discuss – newspaper (2 weeks)** **Grammar:** • Recognises and uses different structures typical of informal speech and structures appropriate for formal speech and writing (e.g. the use of question tags: 'He's your friend, isn't he?', or the use of subjunctive forms such as, 'If I were,' or 'Were they to come,' in some very formal writing and speech) • Shows knowledge of how words are related by meaning as synonyms and antonyms (e.g. big, large, little). **Handwriting** • Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices. • Decides, as part of their personal style, whether or not to join specific letters.	**Plan and write:** • When developing characters and settings for a narrative, the pupil considers, and makes use of, what has been learned from their experience of reading, listening to and watching the work of real authors. • Makes notes and develops initial ideas, drawing on reading and research where necessary. **Draft and write:** • Creates atmosphere, and integrating dialogue to convey character and advance the action • Uses some cohesive devices within and across sentences and paragraphs	• Homophones – ce/se • Endings spelt 'cious' or 'tious'	Shows knowledge of how hyphens can be used to avoid ambiguity (e.g. 'man eating shark' versus 'man-eating shark')

		• Is clear about what standard of handwriting is appropriate for a particular task. • Chooses the writing implement that is best suited for a task.	**Evaluate and edit:** • Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.		
MATHS WRMH planning Fractions – 4 weeks Geometry – position and direction – 1 week	**RE** What helps Hindus to worship? Christmas Y6: What do the Gospels say about the birth of Jesus?	**SCIENCE** *Scientific Skill – Identify scientific evidence* **Evolution and inheritance (6 weeks)** • Pupils should be taught to: • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	**COMPUTING** **Digital Literacy - Uses of IT/Internet/ Research** Most children will: • search effectively to find appropriate and useful digital content for a purpose • check the accuracy of information • be aware of privacy and other issues related to using the Internet and respond to these - copyright laws and plagiarism (Begin to cite websites used for research/learning in their work)	**PHSE** Getting on and falling out/ relationships • Make judgements and decisions and list and describe some ways, for themselves and for others, of resisting negative peer pressure around issues affecting their health and well being • Demonstrate respect and tolerance towards others, resolve differences, and support others to resolve differences, by looking at alternatives, making decisions and explaining choices • Identify different	**PE** Gymnastics Dance

| | | | | types of relationships for themselves and others, and show ways to maintain good relationships and to support others with their relationships

 Community

 • Express their views confidently, and show how their views can develop in the light of listening to others

 • Understand why and how rules are made and enforced (in different contexts), why different rules are needed in different situations, and take a lead role in making and changing rules | |

TERM Spring 1	5 weeks	
TOPIC – history focus	Volcanoes and earthquakes – plate tectonics and the ring of fire (3 weeks)	Transport (CI) (2 weeks)

	History: N/A Geography: • Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. • Extend to 6 figure grid references with teaching of latitude and longitude in depth.		History: • Shows identified changes on a timeline. • Uses timelines to demonstrate changes and developments in culture, technology, religion and society • Presents information in an organised and clearly structured way. • Makes use of different ways of presenting information. • Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram). Geography: N/A		
ENGLISH	**Reading** • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	**Writing/ Grammar** **Writing to inform – reports/newspaper (3 weeks)** **Writing to entertain – poetry (2 weeks)** **Grammar:** • Use of layout devices (e.g. headings, sub-headings, columns, bullets, or tables, to structure text). • Uses different verb forms mostly accurately • Uses the passive voice to affect the presentation of information in a sentence **Handwriting** • Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices. • Decides, as part of their personal style, whether or not to join specific letters. • Is clear about what standard of handwriting is appropriate for a particular task. • Chooses the writing implement that is best suited for a task.	**Planning/ drafting/ editing** **Plan and write:** • Identifies the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. **Draft and write:** • Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Uses an ambitious vocabulary, generally appropriate to purpose and audience. • Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). **Evaluate and edit:** • Proof-reads effectively for spelling and punctuation	**Spelling** • Words with 'ough' letter string • Words ending 'cial' and 'tial'	**Punctuation** • Punctuates bullet points when listing information. • Use the semi-colon, colon and dash to mark the boundary between independen t clauses.

| | | | errors. | | |

MATHS	RE	SCIENCE	COMPUTING	PHSE	PE
WRMH planning Number – decimals – 2 weeks Number – percentages – 2 weeks Number – algebra – 2 weeks	Who did Jesus say 'I AM'?	***Scientific skill - Record findings using simple scientific language, drawings, diagrams, charts and tables.*** **Electricity (6 weeks)** • Pupils should be taught to: • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram •	**Specific word processing skills** Most children will: • use and apply their word processing skills in a range of contexts • alter the format of a spreadsheet (e.g. alter columns/rows, format cells to percentages, money, numbers, text)	**No to Bullying (including Online Bullying)** • Recognise and describe the nature and consequences of bullying, express ways of responding to it, and support others to do so • Demonstrate respect and tolerance towards others, resolve differences, and support others to resolve differences, by looking at alternatives, making decisions and explaining choices • Respond to, or challenge negative behaviours such as stereotyping and aggression, and realise and be able to explain the consequences of anti-social and aggressive behaviours such as	Dance Gymnastics

				bullying and racism on individuals and communities	

TERM Spring 2	4 weeks + Who are we week+ Easter Week				
TOPIC	Compare a region in UK with a region in N. or **S. America** with significant differences and similarities. (4 weeks) **History:** • Evaluates the usefulness and accurateness of different sources of evidence. • Selects the most appropriate source of evidence for particular tasks. • Makes links between some features of past societies. • Presents information in an organised and clearly structured way. • Makes use of different ways of presenting information. • Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram). **Geography:** • Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.				Easter Week

ENGLISH	**Reading** • identifying how language, structure and presentation contribute to meaning • retrieve, record and present information from non-fiction • distinguish between statements of fact and	**Writing/ Grammar** **Writing to discuss – argument (3 weeks)** **Writing to persuade – speech (1 week)** **Grammar:** • Recognises and use the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. • Uses the passive voice to affect the presentation of information in a sentence. **Handwriting** • Write legibly, fluently and with increasing speed by	**Planning/ drafting/ editing** **Plan and write:** • Selects vocabulary and grammatical structures that reflect the level of formality required mostly correctly **Draft and write:** • Can shape and précis longer passages to adapt material appropriately for selected form. **Evaluate and edit:** • Ensures the consistent and correct use of tense throughout a piece of writing.	**Spelling** • Homophones covered in KS2 • Strategies for learning words: words from statutory and personal spelling lists	**Punctuation** Uses the colon to introduce a list and uses semi-colons within lists.

	opinion	choosing which shape of a letter to use when given choices. • Decides, as part of their personal style, whether or not to join specific letters. • Is clear about what standard of handwriting is appropriate for a particular task. • Chooses the writing implement that is best suited for a task.				
MATHS WRMH planning Measurement – Converting units – 1 week Measurement – Perimeter, are and volume – 2 weeks Number – ratio – 2 weeks	**RE** What does the Bible say about friendships and relationships? Easter Y6: Adam, Eve, Christmas & Easter: what are the connections?	**SCIENCE** *Scientific skill - Use test results to make predictions.* **Revisit topic – Sound:** • Use extra time to look at assessments from KS2 and deepen/ revisit according to these	**COMPUTING** **Computer Science – go control** Most children will: • decompose problems into smaller parts and carry out the smaller tasks in order to solve the problem • design and write a program to accomplish a specific goal • design and write a program to control physical systems • design and write a program to simulate a simple process • identify and correct bugs in programs so that they work correctly to accomplish specific goals • choose appropriate programming constructs to write a program that achieves a defined outcome write a simple algorithm to carry out a process	**PHSE** **Good to Be Me SAFEGUARDING** • Discuss some of the bodily and emotional changes at puberty and understand how they might affect them, and demonstrate some ways of dealing with these in a positive way • Identify, with support, some factors that affect how people think and feel	**PE** Dance Games

TERM Summer 1	5 weeks + Healthy Living Week

TOPIC	Theme/adventure parks (CI) – 4 weeks			Healthy Living Week	
	History: • Presents information in an organised and clearly structured way. • Makes use of different ways of presenting information. • Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram). Geography: N/A				

ENGLISH	Reading	Writing/ Grammar	Planning/ drafting/ editing	Spelling	Punctuation
	• retrieve, record and present information from non-fiction • distinguish between statements of fact and opinion	Writing to persuade – advertising (4 weels) **Grammar:** • Uses a wide range of clause structures, sometimes varying their position within the sentence • Use of layout devices (e.g. headings, sub-headings, columns, bullets, or tables, to structure text). **Handwriting** • Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices. • Decides, as part of their personal style, whether or not to join specific letters. • Is clear about what standard of handwriting is appropriate for a particular task.	**Plan and write:** • Identifies the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. **Draft and write:** • Uses a range of cohesive devices, including adverbials, within and across sentences and paragraphs **Evaluate and edit:** • Ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register	• Words ending in 'ant', 'ance' and 'ancy' • Root words and meaning	Shows knowledge of how hyphens can be used to avoid ambiguity

		• Chooses the writing implement that is best suited for a task.			
MATHS	**RE**	**SCIENCE**	**COMPUTING**	**PHSE**	**PE**
WRMH planning Geometry – properties of shape – 2 weeks Problem solving – 3 weeks Statistics – 2 weeks (continued in summer 2)	What is Wisdom?	*Scientific skill - Plan different types of scientific enquiries.* **Animals including humans (4 weeks)** • Pupils should be taught to: • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans	**Information technology** Most children will: • design a digital outcome to achieve a specific goal and use appropriate software or internet services to create it • analyse, evaluate and present data that they have collected to show something useful	**Keeping Healthy (Drugs and Alcohol, smoking, keeping myself safe)** • Make and explain choices, with more confidence and independence, about how to develop healthy lifestyles • List a range of substances and drugs that are legal and illegal, including those which are commonly available, describe some of their effects and risks, and explain how to manage the risks in different familiar situations • Make judgements and decisions and list and describe some ways, for themselves and for others, of resisting negative peer pressure around issues affecting their health and well being *School nurse:* Tuesday 22nd May – babies made Wednesday 23rd May –	Athletics Gymnastics

				babies born	

TERM Summer 2			7 weeks		
TOPIC	Space (CI) (4 weeks)			Brazil (CI) (3 weeks)	

Space (CI) (4 weeks)

History:
- Uses timelines to place events, periods and cultural movements from around the world.
- Uses timelines to demonstrate changes and developments in culture, technology, religion and society

Geography:
- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.

Brazil (CI) (3 weeks)

History:
- Chooses reliable sources of factual evidence
- Uses timelines to place events, periods and cultural movements from around the world.
- Uses timelines to demonstrate changes and developments in culture, technology, religion and society

Geography:
- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.

ENGLISH	**Reading**	**Writing/ Grammar**	**Planning/ drafting/ editing**	**Spelling**	**Punctuation**
	- retrieve, record and present information from non-fiction - distinguish between statements of fact and opinion - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using	Writing to inform – biography (4 weeks) Writing to discuss – review (3 weeks) Grammar: - Uses linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of	**Plan and write:** - Identifies the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. **Draft and write:** - Uses some cohesive devices within and across sentences and paragraphs **Evaluate and edit:** - Proposes changes to vocabulary,	- Words ending 'ent', 'ence' and 'ency' - Homophones	Use the semi-colon, colon and dash to mark the boundary between independent clauses.

	notes where necessary	adverbials such as : 'on the other hand', 'in contrast', or 'as a consequence') and ellipsis. **Handwriting** • Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices. • Decides, as part of their personal style, whether or not to join specific letters. • Is clear about what standard of handwriting is appropriate for a particular task. • Chooses the writing implement that is best suited for a task.	grammar and punctuation to enhance effects and clarify meaning.		
MATHS WRMH planning Investigations – 4 weeks	**RE** What is the 'Buddhist way of life'? What does the Bible say about moving on? (Craft zone)	**SCIENCE** *Scientific skill - Measure with increasing accuracy.* **Revisit topics**	**COMPUTING** **Revisit**	**PHSE** **Changes and Going for Goals** • Talk about a wider range of jobs, explain their interests and how they will develop skills to work in the future, and demonstrate how to look after and save money • Understand that and describe how resources can be	**PE** Athletics Cricket/Rounders

			allocated in different ways and how these economic choices affect individuals, communities and the sustainability of the environment • Explore and comment on how the media present information	