Coit Primary School Long Term Plan 2023-2024 Year Group: 6

LEARNING MINDSETS: Be Kind, Be Responsible, Be Confident, Be resilient, Be Co-operative, Be Respectful

	Autumn term		Spring term		Summer term	
	Visits and Visitors					
		Lyceum Theatre	Crucial Crew			Residential/ Transition
Mathematics Problem Solving Finding rules and describing patterns Logic Problems Finding all possibilities Visual & Diagrammatic Problems	**Number and Place Value** Read, write, order and compare numbers upto 10,000,000 and understand the values of each digit. Use negative numbers in context and calculate numbers across zero Solve number and practical problems that include all of the above recap roman numerals **Addition, Subtraction, Multiplication, Division** Add and subtract whole numbers	**Fractions** Equivalent fractions Use common factors to simplify fractions; use common multiples to express fractions: -Simplify fractions -Improper to mixed fractions -Add mixed numbers -Subtract mixed numbers Generate and describe linear number sequences: -Fractions on a number line Compare and order fractions >1: -Compare and order fractions Add and subtract fractions with different denominators including mixed numbers: -Add and subtract fractions **Fractions**	**Ratio** Solve problems including relative sizes of two quantities: -use ratio language -ratio and fractions -use ratio symbols RECAP compare and classify 2D shapes Ratio and proportion problems Solve problems including scale factors of similar shapes: -using scale factor -calculating scale factors **Algebra** Use simple formulae: -formulae -forming equations Generate and describe linear number sequences: -Find a rule	**Measurement (Area, perimeter, volume)** Recognise that shapes with the same area may have different perimeters Calculate areas of triangles and parallelograms Calculate, estimate and compare volume: -counting cubes -calculating volume **Statistics** RECAP properties of 2D shapes Illustrate and name parts of circles Interpret and discuss line graphs and pie charts: -draw line graphs -solve line graph problems -draw pie charts -solve pie chart problems including percentages Calculate the mean	**Geometry (Position and Direction)** Describe positions on the full coordinate grid -First quadrant -Four quadrants Draw and translate simple shapes on the coordinate plane and reflect them in axes: -Translation -Reflection Prime numbers Square numbers Cube numbers **Geometry (Properties of Shapes)** Draw 2D shapes Compare and classify 2D shapes: -angles in polygons -angles in quadrilaterals	Y7 Preparation and Revision

	Multiply upto 4 digit number by 1 or 2 digit Short division Division using factors Long division Common factors Common multiples Prime numbers Square numbers Cube numbers Reason from known facts	Multiply simple pairs of proper fractions: -Multiply fractions by integers -Multiply fractions by fractions Divide proper fractions by whole numbers: -Divide fraction by integer Recall and use equivalences between fractions, decimals and percentages, including different contexts: -Fraction of an amount -Fraction of an amount - find the whole **Measurement (Converting measures)** Solving problems including the calculation and conversion of units of measure: -metric measures -convert metric measures -calculate metric measures Convert between miles and kilometres:	Express missing number problems algebraically: -forming expressions Find pairs of numbers that satisfy an equation Enumerate possibilities of combinations of two variables **Fractions, Decimals, Percentages** Identify the value of each digit upto 3 decimal places and multiply numbers by 10, 100, 1000, giving answers to 3 decimal places -multiply by 10, 100, 1000 -divide by 10, 100, 1000 Multiply decimals by integers Divide decimals by integers **Percentages** Solve problems including the calculations of percentages and use the percentage for comparison:		-angles in triangles Recognising angles where they meet at a point, on a straight line or vertically opposite: -measure and draw angles -calculate missing angles	

			-percentage of an amount -percentage missing values Recall and use equivalences between fractions decimals and percentages including in different contexts: -fractions to percentages -equivalent FDP -order FDP			
English **Class text**	War Horse Michael Morpurgo	The Boy in the Striped PJs John Boyne	Journey to the River Sea Eva Ibbotson	Topic: The Mayans Non-fiction text focus	Holes Louis Sacher	Kensuke's Kingdom Michael Morpurgo
Reading Focus	**Reading focus:** -Fluently and effortlessly reading a wide range of age appropriate texts. -Determining the meaning of new words by applying knowledge of the root words, prefixes and suffixes (morphology and etymology)	**Reading focus:** -Fluently and effortlessly reading a wide range of age appropriate texts. -Determining the meaning of new words by applying knowledge of the root words, prefixes and suffixes (morphology and etymology)	**Reading focus:** -Fluently and effortlessly reading a wide range of age appropriate texts. -Determining the meaning of new words by applying knowledge of the root words, prefixes and suffixes (morphology and etymology)	**Reading focus:** -Fluently and effortlessly reading a wide range of age appropriate texts. -Determining the meaning of new words by applying knowledge of the root words, prefixes and suffixes	**Reading focus:** -Fluently and effortlessly reading a wide range of age appropriate texts. -Determining the meaning of new words by applying knowledge of the root words, prefixes and	**Reading focus:** -Fluently and effortlessly reading a wide range of age appropriate texts. -Determining the meaning of new words by applying knowledge of the root words, prefixes and suffixes

	-Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI) -Making predictions based on more than one piece of evidence. - When reading silently, checking that the text makes sense by questioning unfamiliar words or phrases. -Checking understanding using a range of comprehension strategies (see reading glossary), explaining and discussing their understanding of what they have read independently.	**-Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)** -Making predictions based on details stated and implied. Recognising themes and making comparisons within and across texts of characters, settings, themes and other aspects within a text. -Asking questions about a text e.g. context and comparison with other texts. -Drawing inference from a wide range of texts (e.g. plays. Novels, biographies), inferring characters' feelings, thoughts and motives from	**-Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)** -Identifying key details that support main ideas, précising paragraphs and summarising content drawn from longer texts. -Exploring the meaning of words, drawing on contextual evidence and being able to explain how language, structure and presentation can contribute to the meaning of a text. -Checking understanding using a range of comprehension	(morphology and etymology) **-Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)** -In non-fiction, retrieving records and presenting information to other readers both formally and informally -Checking understanding using a range of comprehension strategies (see reading glossary), explaining and discussing their understanding of what they have read independently.	suffixes (morphology and etymology) **-Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)** -Explaining how language, including figurative language, is used to contribute to meaning with evidence from the text. -Distinguishing independently between statements of	(morphology and etymology) **-Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)** -Checking understanding using a range of comprehension strategies (see reading glossary), explaining and discussing their understanding of what they have read independently.

		their actions and justifying inferences with evidence. -Checking understanding using a range of comprehension strategies (see reading glossary), explaining and discussing their understanding of what they have read independently.	strategies (see reading glossary), explaining and discussing their understanding of what they have read independently.		fact and opinion. **-Explaining and discussing their understanding of what they have read, including formal presentations and debates, maintaining a focus on the topic and using notes where necessary, providing reasoned justification for their views. (KPI)** -Checking understanding using a range of comprehension strategies (see reading glossary), explaining and discussing their understanding of what they	

					have read independently.	
Writing Focus	**Main focus:** 1. Narrative – 1st person Dramatic events (suspense) Skills – passive cohesive devices, adverbials, dialogue to progress 2. instructions Skills – relative clauses, layout features, commands, use of punctuation to avoid ambiguity **Oral:** rehearsal of oral commands 3. **Oral:** Poetry	**Main focus:** 1. Narrative – 1st person Writing in role Emotional repsonses Skills, use of punctuation to avoid ambiguity, knowledge of informal language 2. Non-fiction. Newspapers with Bias Skills – passive voice, relative clauses to add detail, direct speech formal/informal language 3. **Oral:** Poetry	**Main focus:** 1. Narrative – 3rd person settings creating and comparing atmosphere Skills – cohesive device, expanded noun phrases, varied vocabulary 2. Persuasive writing (historical) Skills – formal register, archaic vocabulary, use of stylistic devices e.g. alliteration, metaphor 3. **Oral:** poetry, Performance – iambic pentameter	**Main focus:** 1. non-chronological report Skills – cohesion, formal writing, passive voice 2. persuasion – layout features, exaggeration, command **Oral:** creating and rehearsing persuasive language	**Main focus:** 1. Narrative – writing in role Skills- showing emotions through stylistic devices, passive, informal register 2. Formal letter Skills – cohesion, paragraphing, punctuation to avoid ambiguity **Oral:** debate, hotseating	**Main focus:** 1. Narrative – writing in role Skills- showing emotions through stylistic devices, passive, informal register 2. Balanced argument Skills – formal language, technical vocabulary, cohesive devices **Oral:** debate
Vocabulary Grammar and Punctuation **ONGOING**	**Word**	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*] How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].				
	Sentence	Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, 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]				
	Text	Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand, in contrast*, or *as a consequence*], and **ellipsis** Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]				

	Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*] Use of the colon to introduce a list and use of semi-colons within lists **Punctuation** of bullet points to list information How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]
	Terminology for pupils	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

Science	**Animals including Humans** We identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood We recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function We describe the ways in which nutrients and water are transported within animals, including humans. **William Harvey** **Disciplinary (Working**	**Electricity** We associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit We 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 We use recognised symbols when representing a simple circuit in a diagram. **James Watt** Name electrical components Compare different circuits	**Living Things** -We describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals We give reasons for classifying plants and animals based on specific characteristics. **Carl Linnaeus** **Disciplinary (Working Scientifically) Concepts:** • Asking question • Making predictions • Setting up tests • Observing and measuring • Recording data	**Evolution** 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. **Charles Darwin** **Mary Anning** *Primary Science 168 Teaching Adaptation*	**Light** We recognise that light appears to travel in straight lines We use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye We explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes We use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. **Thomas Edison** **Disciplinary (Working Scientifically) Concepts:** • Asking question • Making predictions • Setting up tests • Observing and measuring • Recording data • Interpreting and communicating results • Evaluating **Scientific Enquiry Types:**

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History		Historical Skills Chronological Knowledge	Change and Continuity to create a sense of period and time, the sequence of when things happened, what changed, how fast/slow it changed and what continued, what we might see as progress.	Significance how do historians choose what is most important in history as there are too many events to use everything? 5Rs Resulting in change, Remarked upon, revealing resonated and remembered	Similarities and Differences and Diversity This relates to historical analysis of the extent and type of difference between people, groups, experiences or places in the same historical period.	Interpretation of History The study of historical interpretations relates to an understanding of how and why interpretations of the past are different.	Cause and Consequence how historians explain why things happened in history, how did people make a difference to what happened? What followed as a result of these?	Historical Sources and Evidence what do historians use to find out about the past? How do historians use this material safely to produce the best history that they can? HOW DO WE KNOW?
	WWI WWII Invasion Battle Raid Religion Warfare Battle Parliament Alliance International Annex/axis Propaganda persecution Treaty Colony Assassination Armistice rationing economy factories evacuation holocaust racial	Europe before the war WWI Europe after WWI and before WWII Europe after WWII	Contrast soldier's experience of war WWI to-WWII	What were the significant events which led to the start of WWI? Which WWII significant events led to the start of WWII? Significant battles	WW2 Home front How was life different for women? How was life different for children who lived in London compared with village children? What do historians know about the impact of the blitz?	How was Life at the front depicted for conscripts in WWI? Different versions of how war was depicted? Was the war a negative experience for everyone?	What affect did the WWI have on Europe? What affect did the WWII have on UK? How did the war affect Sheffield?	How do historians explain why WWI was called the Great War? How do historians explain how WWI was different from previous wars? What information do historians have to explain how and why

								everyone in society was affected by WII? What can historians say about the effect the WWI Peace treaties had on Europe?
	Mayans Civilisation Agriculture Monument/statue Hunter gatherer Trade Social structure Noble King Rulers Pyramids religion	Ancient Civilisations 2000BC-AD 1500	How did the Mayan civilisation change/remain the same over time? What can we learn about the ancient Maya from the Maya people today? Comparison Ancient Egypt and Greece with the Maya	Who were the important Mayan Individuals and why were they important?	How did the Maya prosper in the rainforests? Why was trade important to the Mayan civilization? Rich and Poor Mayans- were their lives different? What role did religion play in the Mayan government? Compare all ancient civilisations studied Ancient Egypt/Greece/ Mayans similarities	How is the LIDAR technique revealing new aspects of Maya people?	Why did the Maya civilisation fall? Maya people today How did the ancient Mayan affect how they live today?	What types of evidence do historians have on the Maya?

						and differences?				
Geography		Geographical Skills and Fieldwork	Scale: How does my view of this place change when I zoom in or out? How and why are the places connected? What is the local/global story? Appreciating different scales (from personal and local to national, international, and global)	Space: Where is this place? How does it connect to other places? What is special about this location? How can it be mapped?	Place: What is this place ? What physical and human features does it have? What happens here? How does it compare to..? What do the people do who live?	Cultural understanding and diversity: Appreciating the differences and similarities between people, places, environments, and cultures	Interdependence: Understanding the social, economic, environmental, or political connections between places	Sustainability: Exploring sustainable development and its impact on environmental interaction	Change: Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes, and societies
	Y6 Autumn Term Countries linked to WW2	Lines of Longitude and Latitude coordinates for Key countries World Map Locate countries Maps of Europe		Continents and Countries Location of WW2 countries	What countries took part in WW2? Physical and Human features	What do you know about the WW2 countries?	How do countries work together now? European Union	How do European countries work together when there is a disaster?	How is a Landscape altered/affected during a war?

	War Horse	Maps of Asia		Seas/Mountain ranges/rivers	Key Countries Axis Countries European and Non-European countries Main Cities linked to WW2		Commonwealth United Nations		
	Y6 Spring term Rivers Journey to the River Sea	Lines of Longitude and Latitude coordinates for Key countries UK River Maps World River Maps	Size of rivers	Where in the world is the river xxx?	What rivers are found in our local area? What are the names/features of the main rivers in UK/Europe? What are the names/features of the rivers of the world?	Why do some rivers have a religious significance?	How might a river support a community /employment?	How does a river flood? How can flooding be prevented?	How land use changes from the source to the mouth of a river? How does flooding affect the land temporarily/permanently? How has river use changed over time?
	Y6 Summer term Biomes	Biome Map of the world Lines of Latitude and Longitude Rainfall groups Temperature Graphs Climate graphs	What is the global distribution of biomes?	Where are the different biomes in the world?	What is a biome? What are the features of the different biomes?	How do different cultures adapt to living in different biomes?	How are plants, animals and the climate connected?	How are biomes made sustainable?	How does climate change impact biomes?

					How do lines of latitude/longitude link to climate?		How do different biomes support food/medicines/products?			
Computing	Strand 3 – Understanding and sharing data **3.6 Why do we use spreadsheets?** In this unit children will learn to use a spreadsheet to develop and explore mathematical models. (A spreadsheet is a computer program which organises data into rows and columns which can be manipulated and used in calculations). Children will input data into a spreadsheet for a given purpose; make predictions and explore the effects of changing the data. They will also explore how formulae are used. Concepts:	Strand 2 – Communicating: Multimedia **2.6 What makes an excellent film?** Children will learn about the features of a good film. They will identify different camera angles used in filmmaking and discuss their effect. They will apply this knowledge in their own planning and filming. They will learn the basics of editing video clips and adding effects. Children will review and evaluate their film and edit their work to improve it. All films in the UK have a PEGI rating – discuss what kind of content affects the rating Concepts: Program	Strand 4 – Computational thinking: programming A **4.6 Writing complex programs** In this unit, children will recognise and use sequence, repetition, selection and variables to create complex programs. They will combine variables with operators to determine when a program changes. Concepts: Input Repetition Selection Variable			Strand 1 – Communicating: Text and images **1.6 How do I use a computer as a designer?** In this unit children will use a vector (object) based graphics package to produce images and visual models. Children will develop an understanding of the difference between raster (paint) packages and vector based packages. Many art software packages are raster/pixel based and the images they produce are called 'bitmaps' – these create images using pixels. Vector / Object based	Strand 4 – Computational thinking: programming B **5.6 Real world applications** In this unit, children will recognise examples of real-world applications controlled by computers. They will use sequence, repetition, selection and variables to design and create a real-world physical system or application. Concepts: Input Output Repetition Selection Variable

	Logic Algorithms Program Data	Data		graphics can be constructed from geometric shapes, circles, squares and lines. These shapes are called objects and can be enlarged without losing quality. Concepts: Logic Abstraction Machines Program	Physical Systems
	Strand 0 - What is a computer? **0.6 - Key skills: Understanding the computer**				
Music	**Autumn Spring & Summer** **Ukuleles** Y6 will spend the year learning how to play the ukulele. They will learn chords to a selection of songs across various eras. Alongside this, children will learn about rhythm, notation, genre, tempo, pitch and dynamics. **Performance Purpose:** Filmed on iPads for the whole school performance **Skills covered:** Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session. Improvise using instruments in the context of a song to be performed. Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.				

	WWI Vaughan Williams Lark Ascending https://www.bbc.co.uk/teach/ten-pieces/intro-films-and-orchestral-films/zv2gqp31 Musical History Who was Vaughan Williams? **Listen and Appraise** Instruments? Emotions? Tempo? Dynamics? Textures? Images?	WWII Theme Elgar Enigma BBC Ten pieces https://www.bbc.co.uk/teach/ten-pieces/intro-films-and-orchestral-films/zv2gqp3 Musical History Who was Elgar? **Listen and Appraise** Instruments? Emotions? Tempo? Dynamics? Textures? Images?	Delia Derbyshire Trailblazer Doctor Who https://www.bbc.co.uk/teach/ten-pieces/classical-music-delia-derbyshire-doctor-who-theme/zfh792p Musical History Who is Delia and why was she considered a trailblazer? **Listen and Appraise** Instruments? Emotions? Tempo? Dynamics? Textures? Images?	Ravi Shankar Hindustani x 6 Lessons BBC 10 Pieces https://www.bbc.co.uk/teach/ten-pieces/classical-music-ravi-shankar-symphony-finale/znk8bdm Musical History Who was Ravi Shankar? Why was he a trailblazer? **Listen and Appraise** Listen to a performance from a different tradition Learn about drones and ragas Learn about call and response Create a coda Build structure sections of music into a bigger piece and perform	Charanga Happy Style: Pop Music with soul Songs Top of the World Don't worry be happy Walking on Sunshine When you're smiling Love will save the day **Listen and Appraise** Tempo Dynamics Range of instruments Number of voices How are they used during the song? Identify a hook	Charanga: You've got a friend Style: Carole King music Songs -One fine day -Up on the roof -Will you still love me tomorrow -You make me feel like a natural woman **Listen and Appraise** Style Indicators? Structure of the songs? Identify instruments and voices Musical Dimensions used in the song

Playing	**Ukulele - Chords** Children will be introduced to the ukulele including it's origins. They will learn how to correctly hold and care for the instrument. Children will learn chords through playing songs from a variety of genres.	**Ukulele - Notation and strumming** The Spring term will continue to embed the children's playing of chords by revisiting songs from the Autumn term. They will also begin to play individual notes. Children will be introduced to tablature and standard notation and, by the end of the unit, should be able to play a simple melody from a score.	**Ukulele - Composition and Performance** The Summer Term will bring together all of the children's previous learning, playing simple melodies of chord sequences. The will begin to compose chord sequences and investigate how notes sound when played alongside chords through improvisation. The children will also focus on performance as they prepare for the school end of year showcase.	**Ukulele - Chords** Children will be introduced to the ukulele including it's origins. They will learn how to correctly hold and care for the instrument. Children will learn chords through playing songs from a variety of genres.	**Ukulele - Notation and strumming** The Spring term will continue to embed the children's playing of chords by revisiting songs from the Autumn term. They will also begin to play individual notes. Children will be introduced to tablature and standard notation and, by the end of the unit, should be able to play a simple melody from a score.	**Ukulele - Composition and Performance** The Summer Term will bring together all of the children's previous learning, playing simple melodies of chord sequences. The will begin to compose chord sequences and investigate how notes sound when played alongside chords through improvisation. The children will also focus on performance as they prepare for the school end of year showcase.

Composition	Identify chord patterns		Make own chord patterns		Make own chord patterns	
Performance	Harvest Festival Performance	Christmas Performance Christmas Pantomime External Violin Quarter	Video Ukulele performance in class for analysis	Ukulele performance Joint Federation	Ukulele Performance for parents Y6	Y6 leaving production for the school and for parents
PE	**Football (GS4PE)** Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.	**Dance (GS4PE)** Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, and dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups.	**Gymnastics (GS4PE)** Pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.	**Gymnastics (GS4PE)** Pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In	**Athletics (GS4PE)** Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of	**Tennis (GS4PE)** Pupils develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils develop their tactical awareness including how to play with a partner and against another pair. They are encouraged to show respect for their teammates as well as their opponents when self managing games. Pupils are also given opportunities to reflect on their own and other's performances and

	Key Skills: Dribbling, passing, ball control, tracking, jockeying, turning, goalkeeping **Key Concepts:** • Movement • Balance • Agility • Coordination • Competition • Collaboration • Fitness • Fairness • Technique	**Key Skills:** Movement to a beat, combing actions, combining stories **Key Concepts:** • Movement • Balance • Agility • Coordination • Collaboration • Sequence • Evaluation and improvement	**Key Skills**: Straddle roll, forward roll, backward roll, counterbalance, countertension, group balances, cartwheel, bridge, shoulder stand, handstand, headstand, vault **Key Concepts:** • Movement • Balance • Agility • Coordination • Collaboration • Sequence • Technique	Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions. **Key Skills**: Straddle roll, forward roll, backward roll, counterbalance, countertension, group balances, cartwheel, bridge, shoulder stand, handstand, headstand, vault **Key Concepts:** • Movement • Balance • Agility • Coordination • Collaboration • Sequence • Technique	strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: long distance running, sprinting, hurdles, high jump, triple jump, discus and shot put. **Key Skills**: Pacing, sprinting, relay changeovers, jumping for distance and height, push and fling throw for distance **Key Concepts:** • Movement • Agility • Balance • Coordination • Fitness	identify areas to improve. **Key Skills:** Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, split step **Key Concepts:** • Movement • Balance • Coordination • Competition • Collaboration • Technique

					• Technique • Evaluation and improvement	
	Rounders (GS4PE) Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively. **Key Skills:** Throwing and catching tracking, fielding and	**Dodgeball (GS4PE)** Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They also learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.	**Badminton (GS4PE)** Badminton is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In badminton, they do this by placing an object away from an opponent to make it difficult for them to return. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. **Key Skills:** Agility, balance, coordination, speed, stamina, strength, power **Key Concepts:**	**Yoga (GS4PE)** Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others.	**Netball (GS4PE)** In this unit pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as	**Golf (GS4PE)** Pupils will develop skills and apply them to striking, chipping, putting and playing a short and long game. They will develop their coordination, accuracy and control of movements. These lesson plans will enable teachers to provide pupils with activities that help them understand the principles of golf and develop fluid movements that can be used in game situations. They will be confident in selecting the appropriate shot for the situation. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strengths. Pupils will be given the

	retrieving a ball, batting **Key Concepts:** • Agility • Coordination • Competition • Fairness • Technique	**Key Skills**: Throwing, catching, dodging, blocking **Key Concepts:** • Movement • Agility • Competition • Collaboration • Fairness	• Movement • Balance • Agility • Coordination • Fitness • Sequence • Evaluation and improvement	**Key Skills**: Balance, flexibility, strength, coordination **Key Concepts**: • Balance • Coordination • Fitness • Sequence • Technique	footwork, held ball, contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self managing games. **Key Skills:** passing, catching, footwork, intercepting, shooting **Key Concepts:** • Agility • Coordination • Fitness • Collaboration • Competition • Technique	opportunity to work on their own and others, taking turns and sharing ideas. Pupils will be creative in designing their own course. **Key Skills**: Accuracy, balance, co-ordination, striking **Concepts**: • Movement • Balance • Agility • Coordination • Competition
ART & Design	**Drawing** Research: Perspective Developing skills: Experiment creating different scenes using a range of drawing materials (pen, chalk, pastels)		**Printing and mixed media (layered printing)** Research: Fauvism 'Matisse emerged as the leader of the group, whose members shared the use of intense colour as a vehicle for describing light and space, and who redefined pure		**3D form** Research: architecture with a focus on **Gaudi** (fantasy lands) Look at a range of architects and architecture (including links to Y3 Greek architecture). How do different buildings compare? Why have they been built in the style	

	Can they draw from memory or using their imaginations? Explore relationships between line, shape, tone, texture and **space** Applying skills: creating a street / image in perspective which conveys a certain mood/feeling Evaluation: children evaluate use of tone to convey mood Formal Elements: **tone** **line** **shape** **space** **form**	colour and form as means of communicating the artist's emotional state' How have a range of artists used colour to communicate and '**emotional state**'? Links with Y5 **Robert Rauschenberg.** **Matisse** Study into his range of work - mixed media, layering, drawing, printing. Why have colours been arranged like they have? Contrast? How and why did his art change through time? Which style of Matisse's work do the chn prefer? Why? Developing skills: Practise printing Experiment with layering prints onto different paper. Incorporate collage. Adding different mixed media Experimentation with collage: https://classroom.thenational.academy/lessons/introduction-to-collage-and-experimentation-with-paper-cgvpcd?activity=video&step=1 Making a stamp for printing: https://classroom.thenational.academy/lessons/making-your-own-stamps-for-printmaking-6mvk6t?activity=video&step=1 Making a collagraph print: https://classroom.thenational.academy/lessons/making-a-collagraph-print-c4rk6d?activity=video&step=1 Applying skills: Children to create their own mixed media print in the style of Matisse. Children to choose a suitable title/name for their piece of art. Consider what stimulus they could have for this - a piece of music? Poem? Experience? Emotion? Representation of them?	they have? Functionality? Style? Conventions? How/why do Gaudi's buildings differ? Impact? Developing skills: Model making Mixed media experimentation (card, clay) Using tools Shape Form NSEAD, architecture (engaging boys): https://www.nsead.org/resources/units-of-work/uow-drawing-boys-gone/ Applying skills: Design and form own fantasy land linked to English and inspired by Gaudi architecture/mosaic work Evaluation: Have you emulated the design elements used by Gaudi? Formal Elements: **Line** **Shape** **Form** **Space** **Texture** **Colour**

		Evaluation: How easy was it to layer the printing? Was the overall composition successful? Does the piece represent 'you'? Formal Elements: line shape colour form texture space	
Design & Technology	Electrical Design and produce an alarm system which alerts when a charity collection box is removed. NC Technical Knowledge: understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Skill retrieval from previous years: Series, parallel, simple circuits, switches, Structures (free standing, shell), strengthening and stiffening, levers and sliders Investigate, disassembly, evaluate: • Explore and investigate everyday appliances that use electricity • Investigate alarms for different uses • Investigate use of different circuits Focus Practical tasks: • Make simple series circuits • Explore and develop electrical circuits including those using switches • Investigate switches for different purposes	Computer Control Design and make an automated night light for a younger child. NC Technical Knowledge: apply their understanding of computing to program, monitor and control their products. Skill retrieval from previous years: Series, parallel, simple circuits, switches, structures, strengthening and stiffening, levers and sliders, computer control Investigate, disassembly, evaluate: • Explore and investigate everyday appliances that use electricity • Investigate programmable toys and gadgets Focus Practical tasks: • Make simple series circuits • Explore and develop electrical circuits including those using switches • Investigate switches for different purposes • Investigate computer control programs using crumble kits Design:	Food/Nutrition To design and make a healthy meal which is under 500 calories for a member of staff. NC: understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Skill retrieval from previous years: Investigate, disassembly, evaluate: • Classify and group foodstuff • Analyse appearance, smell, taste, texture, how grown, how produced, how eaten, cost, weight of food Focus Practical tasks: • Weigh and measure accurately • Prepare food - peel, cut, slice, grate

	Design: • Use a comprehensive labelled diagram to design their own alarm system which works through an electronic circuit • Communicate their ideas through detailed labelled drawings • Develop a design specification **Make** • Using at least one electronic circuit, children to make a working alarm. • Make modifications as they go along **Evaluate** • Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests • Record their evaluations using drawings with labels • Evaluate against their original criteria and suggest ways that their product could be improved	• Design a program using Scratch which supports designed nightlight using Crumble kits • Communicate their ideas through detailed labelled drawings • xplore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways using algorithms **Make** • Create the circuit and other aesthetic parts to case a night light which can be controlled remotely, Select appropriate tools, materials, components and techniques Make modifications as they go along **Evaluate** • Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests • Record their evaluations using drawings with labels • Evaluate against their original criteria and suggest ways that their product could be improved	• Combine food from different food groups to create healthy products **Design**: • Design a menu for an adult which is under 500 calories, planning the order of working. • Plan the order of work choosing appropriate materials, tools and techniques **Make** **Make a healthy meal for an adult which consists of less than 500 calories using good food hygiene techniques.** • Weigh and measure accurately • Peal, spread, cut food ingredients • Apply the rules of basic food hygiene and other safe practices **Evaluate** • Evaluate the product against the original criteria and suggest ways it can be improved. • Gather other people's views
RE	6.1 Beliefs and actions in the world: Can Christian Aid, Khalsa Aid and Islam Relief change the world? Religion: Christianity, Islam, Sikhism Key Strand:	6.2 Muslims and Christians: Who is inspiring? Inspirational founders and leaders. Religion: Christianity and Islam Key strands: • Beliefs, Values and Teachings	6.3 Religions in the local community. What will make our town a more respectful place? Religion: All Key strands:

	• Religious beliefs, teachings and sources • Ways of living Questions of values and commitments		• Religious practices and ways of life • Questions of meaning, purpose and truth Questions of values and commitment		• Religious practices and ways of life • Questions of identity, Diversity, Value and belonging British values Link	
RHE	Online Safety Os6) Bias (N2) Mutual respect and tolerance Individual liberty Friendships What are stereotypes? Mutual respect and tolerance Individual liberty Online Safety Online Stereotypes L5 * Mutual respect and tolerance Individual liberty Friendships How do I accept my friends for who they are? Tolerance and mutual respect Community Inclusion, belonging and addressing extremism Extremism	Mutual respect and tolerance Community C1) What is prejudice? Online Safety Os7) Echo Chambers (N5) Mutual respect and tolerance Community C2) What is the history of prejudice? Mutual respect and tolerance Community C3) What should I do if I encounter prejudice? Mutual respect and tolerance Racism Lesson 5: Unconscious bias Mutual respect and tolerance Racism	Sx1) How do plants reproduce? (N.B. Taught through science - does not include sexual intercourse) Mutual respect and tolerance Community C4) How can I be a great citizen? Community C5) Why is money important? Online Safety Online Ads and money on the internet C1* Rule of law Online Safety In App purchases and credit card info C5 *	Individual liberty Rule of Law Physical Health P4) Why do some people take drugs? Physical Health P5) Where should I get my health information? Online Safety Inaccurate health info L3* Physical Health P6) How do I save a life? Rule of Law Online Safety Meeting Strangers P4 *	Mutual respect and tolerance Community C6) Who belongs in our country? Mutual respect and tolerance Individual Liberty Community C7) What does it mean to be British? Online Safety Verifying info online N3* Rule of Law Drugs and Alcohol Drugs-Managing risk-influence and pressure Rule of Law Drugs and Alcohol Drugs-Managing risk-Drugs, alcohol and the media	Growing Up G1) How will my body change as I get older? **CW resource pack 6/pack 7/pack 8** Online Safety Unhealthy Attention P3 * Mutual respect and tolerance Growing Up G2) How will my feelings change as I get older? Growing Up G3) How will I stay clean during puberty? Growing Up G4) What is menstruation? **CW resource pack 4/Pack 5**

		Lesson 6: Being anti-racist in our actions Mutual respect and tolerance Racism Lesson 7: Representation matters Mutual respect and tolerance Racism Lesson 8: Myth busting anti-racism				
French (2023-2024 Y5 coverage)	**AUTUMN TERM** **Stage 2 Lessons 13 - 24**		**SPRING TERM** **Stage 2 Lessons 25 - 39**		**SUMMER TERM** **Stage 2 Lessons 40 - 51**	
	VOCABULARY	**GRAMMAR**	**VOCABULARY**	**GRAMMAR**	**VOCABULARY**	**GRAMMAR**
	Tu/Vous Qu'est-ce que c'est? C'est un Masculine animal nouns x 12 Feminine animal nouns x 9	Gender of nouns Position of colour adjectives Agreement of adjectives in singular 3rd person singular - être	Ce sont des Petit/Grand Je suis/Je ne suis pas Tu es Assez/très Il y a /Qu'est-ce qu'il y a? Dans le sac/ le jardin/ placard/la boîte Le,la,l',les Mon, ma, mes	1st/2nd/3rd person singular and 3rd person plural - être Plural nouns Position of adjectives of size Agreement of adjectives in singular and plural with nouns and pronouns Possessive adjective Definite article	Er Movement verbs x 6 Le,la,l',les Pets x 8 Family members x 4 J'ai/Je n'ai pas de/Tu as Je veux S'appeler Aimer Qui Mais	Imperative - er verbs - vous form 1st, 2nd, 3rd person singular and plural - er verbs Definite article 1st, 2nd person singular - avoir Negative - ne..pas + de Pronouns - 1st and 2nd person singular, 3rd

						person singular and plural
	STRUCTURES/ FEATURES	**PHONICS - GRAPHEMES**	**STRUCTURES/ FEATURES**	**PHONICS - GRAPHEMES**	**STRUCTURES/ FEATURES**	**PHONICS - GRAPHEMES**
	Formal and informal - you Question form using rising intonation Question word Sentence with noun and colour adjective Liaison Elision	Silent letter rules a/**â/ai**/an/c before e/ ch/e in 1 syllable/e + 2 cons./**e + final t**/è/ei/ i/ **ien/ill after vowel/ gn/ ll after i**/o not at end/ on/ou/ qu/r/rr/s between vowels/**th**/u/ un/	Sentence with an adverb of place size adjective, noun and colour adjective Question word sentences Agreement of possessive adjectives Liaison Elision	Silent letter rules a/ai/an/c before e/ch/e in 1 syllable/e + 1 cons./e + 2 cons./**e + final c**/è/é/ei/ en/ -es/**-ez**/g/g before e/ gn/i ien/ill after vowel in/ j/ll after i/**oî**/on/ou/qu/r/s betweenvowels/th/u/ un/y	Sentence with adjectives and nouns and a subordinate clause Question with rising intonation Elision	Silent letter rules a/ai/an/au/ch/e in 1 syllable/e + 1 cons./è/é/ - es/er/-ez/g before e/i/ien/ ill/in//j/o not at end/ **oeu**/oi/on/qu/r/s/ u/un/
	STORIES/RHYMES/ SONGS	**DICTIONARY/ CULTURE**	**STORIES/RHYMES/ SONGS**	**DICTIONARY/ CULTURE**	**STORIES/RHYMES /SONGS**	**DICTIONARY/ CULTURE**
	Stories Va t'en grand monstre vert **Rhymes/Songs** Savez-vous planter les choux? Mon Ane Une souris verte Léon le caméléon	Bi-lingual dictionary - gender of nouns Traditional song	**Rhymes/Songs** Des amies sages Alouette Petit ballon Il court le furet Trois petits chats Valentine's poem	Bi-lingual dictionary - nouns in singular and plural Traditional songs and game	**Stories** Bon appétit Monsieur Lapin Qui conduit? Pourquoi?	Bi-lingual dictionary - meanings, gender and nouns in plural