Coit Primary School
Good Friends Learn Together

	Autumn term		Spring term		Summer term

Mathematics

Problem Solving
Finding rules and describing patterns
Logic Problems
Finding all possibilities
Visual & Diagrammatic Problems

Number and Place Value
Numbers to 10,000
Numbers to 100,000
Numbers to 1,000,000
Read, write, order and compare numbers upto 10,000,000 and understand the values of each digit.
Round numbers to 10,100 and 1000
Round any whole number to the required degree of accuracy

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 whole numbers with more than 4 digits
Subtract whole numbers with more than 4 digits
Inverse operations
Multi-step addition and subtraction problems
Solve addition and subtraction multi-step problems in context:
Add and subtract whole numbers
Multiply 4 digit by 1 digit/ multiply 2 digit (area model)/Multiply 2 digit by 2 digit/multiply 3 digit by 2 digit
Multiply upto 4 digit number by 1 or 2 digit
Divide 4 digit by 1 digit/Divide with remainders
Short division
Division using factors
Long division
Factors
Common factors
Common multiples
Prime numbers
Square numbers
Cube numbers
Reason from known facts

Fractions

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

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

Decimals
Decimals upto 2 decimal places
Understand thousandths
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

Decimals as fractions

Percentages
Understand percentages
Solve problems including the calculations of percentages and use the percentage for comparison:
-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

Algebra
Use simple formulae:
-formulae
-forming equations

Generate and describe linear number sequences:
-Find a rule

Express missing number problems algebraically:
-forming expressions

Find pairs of numbers that satisfy an equation

Enumerate possibilities of combinations of two variables

Measurement (Converting measures, Area, Perimeter, Volume)
Solving problems including the calculation and conversion of units of measure:
-metric measures
-convert metric measures
-calculate metric measures

Convert between miles and kilometres:

Recognise that shapes with the same area may have different perimeters

Calculate areas of triangles and parallelograms

What is volume?
Calculate, estimate and compare volume:
-counting cubes
-calculating volume

Ratio
Solve problems including relative sizes of two quantities:
-use ratio language
-ratio and fractions
-use ratio symbols

Ratio and proportion problems

Solve problems including scale factors of similar shapes:
-using scale factor
-calculating scale factors

Geometry (Properties of Shapes)
Draw 2D shapes:
translation

Draw lines and angles accurately
Angles on a straight line
Angles around a point
Compare and classify 2D shapes:
-angles in polygons
-angles in quadrilaterals
-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

Statistics
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

Y7 Preparation and Revision

1

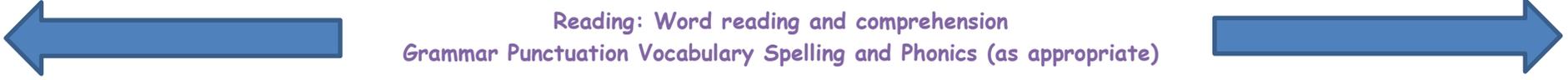|						
	Fractions RECAP What is a fraction? Equivalent fractions Fractions greater than one Calculate fractions of a quantity Equivalent fractions Use common factors to simplify fractions; use common multiples to express fractions: -Simplify fractions -Improper to mixed fractions -Add mixed numbers -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					

Range of ← **Number Sense and Fluency** / problem solving and reasoning activities →

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 book 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 further exception words (Y5/6 list), noting the unusual**	**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 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 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.	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 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) -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.	-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 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.	-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.

Writing Focus	Writing: diary entries report fictional narrative instructional	Writing: persuasive writing narrative diaries Newspapers Arguments	Writing: narrative, poetry, non-chronological reports	Writing: Narrative description, non-chronological reports	Writing: diary entries, newspapers, fictional narrative, persuasive writing, instruction	Writing: narrative, poetry, non-chronological reports
			Reading: Word reading and comprehension **Grammar Punctuation Vocabulary Spelling and Phonics (as appropriate)** ← →			
Science	<u>Animals including Humans</u> – 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** **Concepts:** Asking questions Predicting Data presentation Data evaluation	<u>Living Things</u> -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 **Concepts:** Classifying Data presentation	<u>Electricity</u> -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. Name electrical components Compare different circuits Explain impact of changing components James Watt **Concepts:** Testing Predicting Asking questions Using scientific evidence	<u>Evolution</u> -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 **Concepts:** Identifying Classifying Data presentation	<u>Light</u> - 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. **Concepts:** Data collection Data presentation Using scientific evidence to support findings
			Working Scientifically			

4

	Asking questions, setting up enquiries, making observations gathering information, recording and reporting findings, drawing conclusions pattern identification, using evidence to answer questions			
History	A study of an aspect in British History that extends pupils' chronological knowledge beyond 1066 Migration Innovation Empire Invasion WWI:1914-1918 and WWII:1939-1945 We will be learning the following aspects: **WWI:** *Environmental and political history – international alliances + the changing face of Europe, the treaty of Versailles *Social history – life in the trenches *Social History – suffrage **WWII:** *Social and Cultural history – the war from children's perspectives, the holocaust, kinder transport, tyranny and propaganda, the Blitz, migration of people *Famous people – Churchill, Hitler, Anne Frank *Local history – the Dam busters		A non-European society that provides contrast with British History 2000BC-250AD Innovation Civilisation Society Hierarchy **Mayan Civilisation** *Social and Cultural History-Religious beliefs Structure of society and connections to religious beliefs power of the priest *Economic history farming land use how their cultural heritage influenced world cuisine LIDAR techniques historical research Historical Enquiry: What happened to the Mayans?	
	WWI *Sequences and Chronology (important dates within historical context) *Causes and consequences (contributing factors to war and escalation of war) *Significance(evaluate legacy of WWI) Historical Enquiry: Why was WW1 called the Great War? Key skills Develop a chronologically secure knowledge and understanding of British, local and world history. Note connections, contrasts and trends over time Develop use of appropriate use of historical terms Ask and answer questions about change, cause, similarity and difference and significance.	**WWII** *Sequences and Chronology (important dates within historical context) *Causes and consequences (involvement across the world) *Significance(evaluate legacy of WWII) Historical Enquiry: How and why everyone in society was affected by WWII? Key skills Develop a chronologically secure knowledge and understanding of British, local and world history. Note connections, contrasts and trends over time Develop use of appropriate use of historical terms Ask and answer questions about change, cause,	Key skills Develop a chronologically secure knowledge and understanding of British, local and world history. Note connections, contrasts and trends over time Develop use of appropriate use of historical terms Ask and answer questions about change, cause, similarity and difference and significance. Construct informed responses using relevant historical information. Understand that our knowledge of the past is constructed from a range of sources **Concepts** Cause and consequence. Change and continuity Duration Chronology Interpretation **Substantive concepts:** Empire Settlement Architecture Scientific Discovery	

	Construct informed responses using relevant historical information. Understand that our knowledge of the past is constructed from a range of sources **Concepts** Cause and consequence. Change and continuity Significance Duration Chronology Interpretation Sequence **Substantive concepts:** Empire Alliances Government Revolution Conflict	similarity and difference and significance. Construct informed responses using relevant historical information. Understand that our knowledge of the past is constructed from a range of sources **Concepts** Cause and consequence. Change and continuity Significance Duration Chronology Interpretation **Substantive concepts:** Empire Tyranny Alliances Government Evacuation/Refugees				
Geography	Equator Northern and Southern Hemispheres Tropics of Cancer/Capricorn Prime Prime Meridian, and time zones –time zones often follow national boundaries, they roughly correspond to the lines of longitude, of which the Prime Meridian is the most significant, as it marks 0 longitude. **Human and Physical Geography** Finding longitude/latitude Explore the relationship between latitude and climate Understand the relationship between longitude and time zones What is the prime meridian and where is it?				
	World Countries and Capitals Book Mirror **Facts and Figures** > 200 countries in the world Particular Focus on WW11 Countries/cities Vary in size Different shapes- Island Nations		Rivers GA Investigating Rivers Region UK Rivers/World Rivers UK Counties River Amazon Locational and Place Knowledge			Climate, Biomes and Belts GA Investigating Climates and Biomes and Vegetation Belts Regions Biomes of the World –Tropical Rainforest Temperate Forest Desert Tundra Taiga Grassland Savannah

What makes a country? Laws-regional national and international Borders- Differences between a region and a country Ideas sizes for countries Capital cities not always the biggest World Countries latitude and longitude Equator countries World Cities Every country has a capital city -laws are made major centre for trade and industry and important buildings. Transport sporting and cultural events. Largest/Smallest cities Nations working together EU UN Commonwealth Data for EU GE Environmental Issues (North Sea-oil spill How might EU all work together)		Find major rivers in the UK and find which **counties** they cross? Name **Europe**'s major rivers? Where are the longest rivers in the **world**? **Human and Physical Geography** Identify a range of river features Recognise the different phases of a river Identify ways in which a river will change a landscape Develop an understanding of the causes and impact of flooding linked to County Work /local flooding issues GE What research is being done to develop ways to prevent flooding? Depth Study Focus Amazon River comparing UK to Brazil **Geographical Skills and Fieldwork** Use of OS maps to recognise river features USe atlases/globes/maps to locate rivers in UK EUROPE and the world Compass points and grid references Use of aerial photographs Use 4/6 figure grid references, symbols and key Field Work River visit? Compass points in relation to other European countries Position in relation to Latitude Longitude position in relation to equator and Northern/Southern Hemisphere			Earth's vegetation regions- forest grassland tundra desert and ice sheet Books What's that nasty whiff? BIOMES and Vegetation Belts **Locational and Place Knowledge** Locate world's biomes/vegetation belts Developing locational knowledge of countries Identifying the position and significance of the Equator and the Tropic of Cancer and Capricorn (Y5 unit) Identifying and understanding why parts of the world are hotter **Human and Physical Geography** Describing and understanding how climate influences the development of biomes and vegetation belts What are the different types of climate zones What is a biome? Different types of biomes? What is a vegetation belt? Differences between a climate and a biome? Impact of climate on biomes How plants and animals have adapted to different Biomes (links to Science) Resources from biomes- used for trade and economic activity TPG 237

			Human and Physical Geography How rivers are formed Parts of a river How people interact with river environment (links to flooding Y5) **Concepts:** Place Scale Physical processes Human processes Interconnections Environments			Fair Trade products <mark>GE impact of changing climate to life in a biome?</mark> **Human and Physical Geography** **Geographical Skills and Fieldwork** Use of OS maps/atlases/globes Compass points and grid references Use of aerial photographs Field Work Sketch maps/plans/graphs **Concepts:** Place Scale Physical processes Human processes Interconnections Environments Human processes Interconnections Environments
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	**Working Collaboratively Online** POS Ref: select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing,	**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	**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-	**Strand 4 – Computational thinking: programming A** **6.6 How do I build complex physical systems?** Choose one delivery method: Flowol or CodeBug. Variables may be 'declared' at the beginning of a program (e.g. to set number of lives), and can be used with selection to	**Strand 4 – Computational thinking: programming B** **5.6 How do I use Scratch as a games designer?** Variables enable programmers to write flexible programs. Variables can change as a program is running, and can be used with operators (e.g. less than,

	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: Logic Algorithms Program Data	evaluating and presenting data and information POS Ref.: use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content POS Ref.: use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour Context: In this unit children will explore and use online tools (internet services). They will consider the personal safety issues in their use and work collaboratively online with others to refine and share ideas. They will consider copyright and responsible use of information and focus on effective communication. Concepts: Logic Machines Data	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 Data	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 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	determine when something happens. In a physical system, variables may control outputs such as motor speed, light levels etc. Children will use the computational thinking skill of Abstraction (describing a simplified model of a real-world system) when planning, as well as Generalisation (applying knowledge learnt in one situation, to another). Concepts: Logic Abstraction Algorithms Program Data	equal to) to specify an output depending on the value at the time. Children have the opportunity to plan and program their own game in this unit – this could be related to a cross-curricular theme. All computer games have a PEGI rating to ensure content is suitable for the age group. Children should now be using the skill of Generalisation (spotting patterns in one situation and applying this to another) in their programming. Concepts: Abstraction Program Data
	Strand 0 – What is a computer? 0.6 – Key skills: Understanding the computer					
Music	Listen and Appraise WW1 Theme Vaughan Williams Lark Ascending https://www.bbc.co.uk/teach/ten-pieces/intro-films-and-orchestral-films/zv2gqp31 Instrument: Ukulele lessons	Listen and Appraise WWII Theme Elgar Enigma https://www.bbc.co.uk/teach/ten-pieces/intro-films-and-orchestral-films/zv2gqp3 Instrument: Ukulele lessons	**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 Ravi Shankar Hindustani x 6 lessons https://www.bbc.co.uk/teach/ten-pieces/classical-music-ravi-shankar-symphony-finale/znk8bdm	**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	**Performance** Y6 Leavers' production

9

			Listen and Appraise			
			● Tempo ● Dynamics ● Range of instruments ● Number of voices ● How are they used during the song? ● Identify a hook Musical Activities ● Games ● Singing ● Playing ● Improvisation ● Composition			
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. **Key Skills:** Dribbling, passing, ball control, tracking, jockeying, turning, goalkeeping **Key Concepts:** • Movement • Balance	**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. **Key Skills:** Movement to a beat, combing actions, combining stories **Key Concepts:** • Movement • Balance • Agility • Coordination	**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. **Key Skills**: Straddle roll, forward roll, backward roll, counterbalance, counter tension, group balances, cartwheel, bridge, shoulder stand, handstand, headstand, vault **Key Concepts:**	**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. **Key Skills**: Straddle roll, forward roll, backward roll, counterbalance, counter tension, group balances, cartwheel, bridge, shoulder stand, handstand, headstand, vault	**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 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	**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 identify areas to improve. **Key Skills:** Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, split step **Key Concepts:** • Movement • Balance • Coordination

• Agility • Coordination • Competition • Collaboration • Fitness • Fairness • Technique	• Collaboration • Sequence • Evaluation and improvement	• Movement • Balance • Agility • Coordination • Collaboration • Sequence • Technique	**Key Concepts:** • Movement • Balance • Agility • Coordination • Collaboration • Sequence • Technique	changeovers, jumping for distance and height, push and fling throw for distance **Key Concepts:** • Movement • Agility • Balance • Coordination • Fitness • Technique • Evaluation and improvements	• Competition • Collaboration • Technique
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 retrieving a ball, batting **Key Concepts:** • Agility • Coordination	**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. **Key Skills:** Throwing, catching, dodging, blocking **Key Concepts:** • Movement • Agility • Competition • Collaboration	**Fitness (GS4PE)** Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected. **Key Skills:** Agility, balance, coordination, speed, stamina, strength, power **Key Concepts:** • Movement • Balance • Agility • Coordination	**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 well being 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. **Key Skills:** Balance, flexibility, strength, coordination **Key Concepts:** • Balance • Coordination • Fitness • Sequence • Technique	**Basketball (GS4PE)** In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances. **Key Skills:** Throwing, catching, dribbling, intercepting, shooting **Key Concepts:**	**Sports Day Practice** Children will practise races such as sprints, skipping, egg and spoon, and the sack race. Pupils will be ranked into seats so they are racing against children of similar ability. The children will also practise team work by taking part in team challenges. **Key Skills:** Running, throwing, catching, teamwork **Key Concepts:** • Movement • Agility • Coordination • Competition • Collaboration • Fairness • Technique

	• Competition • Fairness • Technique	• Fairness •	• Fitness • Sequence • Evaluation and improvement		• Movement • Balance • Agility • Coordination • Competition • Collaboration • Fairness • Technique	
Art & Design	Drawing **Research:** Perspective **Developing skills:** Experiment creating different scenes using a range of drawing materials (pen, chalk, pastels) Can they draw from memory or using their imaginations? Explore relationships between line, shape, tone, texture and space **Applying skills:** Create own perspective artwork **Evaluation:** children evaluate use of tone to convey mood Concepts: line shape tone		Printing and mixed media (layered printing) **Research:** Matisse Study of his work and impact on art and design Link to English **Developing skills:** Practise printing using a range of techniques (lino printing, polystyrene) Experiment with layering prints onto different paper. Incorporate collage. **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? **Evaluation:** How easy was it to layer the printing? Was the overall composition successful? Concepts: line shape colour		3D form **Research:** Gaudi – architecture Fantasy lands Poetry **Developing skills:** Model making Mixed media experimentation (card, clay) Using tools Shape Form **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? Concepts: line shape colour texture	
Design and technology	**Electrical** **Design and produce an alarm system which alerts when a charity collection box is removed**		**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.**		**Food/Nutrition** **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**	

NC Technical Knowledge: understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

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

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.
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
Concepts:
Design
Evaluate
Technology

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 program (TBC)

Design:
Design a night light which can light up automatically when controlled by a computer (using Crumble boards and Scratch)
Communicate their ideas through detailed labelled drawings
Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways (Design an algorithm)

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
Assemble components make working models
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
Concepts:
Design
Evaluate
Data
Technology

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.

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 etc
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
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.
Concepts:
Nutrition
Data
Evaluate

| RE | **Theme:**
Beliefs in Action in the world
Key Question:
How do religious beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?
Religion: Islam/Judaism

Concepts: Morality human rights fair/unfair social justice

Festival Harvest

● **write persuasively** about the reasons why members of different religions and beliefs try to help people who are vulnerable (e.g victims of natural disasters, people who live with disabilities or people affected by war)
● **develop their own was** some of their own commitments such as working hard at sport or music, caring for animals, loving the family or serving God (C3) | **Theme:**
Teachings, wisdom and authority
Key Question: What do sacred texts say about God, the world and human life?
Religion: Christianity

Concepts: Sacred Scriptures Teachings

Festival Christmas
● **respond thoughtfully** to a range of sources of wisdom and to beliefs and teachings that arise from the Bible
● **Express thoughtful ideas** about what is right and wrong in the light of their learning | **Theme:**
Teachings, wisdom and authority
Key Question:
What can we learn by reflecting on words of wisdom from religions and world views?
Religion: Christianity

Concepts: Guidance

● pupils **consider why** some texts from the Torah (e.g. the Shema), the Bible (e.g. 1 Corinthians 13) and the Qur'an (e.g. The 1st Surah, the Opening) are seen as sources of wisdom in different communities. They respond thoughtfully to the ideas found in the texts with ideas of their own (A2)
● linking the Ten Commandments (Jewish) and the Five Precepts (Buddhist), **expressing** | **Theme:**
Beliefs in Action in the world
Key Question:
How do religious beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?
Religion: Christianity/Judaism

Concepts Ethics, respect, morality

Festival Easter
● **discover and explore** what Jewish people, Humanists and Christians teach about how we can all live together for the wellbeing of each other
● **apply their ideas** about justice and fairness to the work of three development charities such as Christian Aid, Islamic Relief and Oxfam (C3)
● **write persuasively** about the reasons why members of different religions and beliefs try to help people who are vulnerable (e.g victims of natural disasters, people who live with | **Theme:**
Teachings, wisdom and authority
Key Question:
What do sacred texts say about human life?
Religion: Islam

Concepts: Wisdom, beliefs, teachings

● **respond thoughtfully** to a range of sources of wisdom and to beliefs and teachings that arise from them in different religions Qu'ran | **Theme:**
Religion, family and community
Key Question:
What contributions do religions make to local life in Sheffield? How can we make Sheffield a city of tolerance and respect?
Religion: Multi-faith study

Concepts: Tolerance Respect

· **investigate** aspects of community life such as weekly worship, charitable giving or beliefs about caring for others, **showing their understanding** and **expressing ideas** of their own (A2)
· **list and describe similarities and differences** between the ways different communities show that they belong
· linking to Mathematics and Geography, pupils use local and national census statistics to **develop accurate understanding** of the religious plurality of their locality and of Britain today (C2) |

				disabilities or people affected by war) (C3) **Discovery RE Enquiry** Is Christianity as relevant now 200 years after Jesus Christ?	**Discovery RE Enquiry** Does belief in Akhirah (life after death) help Muslims lead good lives?	
		Discovery RE Enquiry How significant is it that Mary was Jesus' mother?	**Discovery RE Enquiry** Is anything ever eternal?			
RHE (inc Drugs, online safety, PSHE, Financial capability)	Fr5) What are stereotypes? Fr6) How do I accept my friends for who they are?	C1) What is prejudice? C2) What is the history of prejudice? C3) What should I do if I encounter prejudice?	Sx1) How do plants reproduce? (N.B. Taught through science – does not include sexual intercourse) C4) How can I be a great citizen? C5) Why is money important?	P4) Why do some people take drugs? P5) Where should I get my health information? P6) How do I save a life?	C6) Who belongs in our country? C7) What does it mean to be British? Drugs-Managing risk-influence and pressure Drugs-Managing risk-Drugs, alcohol and the media	G1) How will my body change as I get older? G2) How will my feelings change as I get older? G3) How will I stay clean during puberty? G4) What is menstruation?
Online Safety	Os6) Bias (N2) Os) Online Stereotypes L5 *	Os7) Echo Chambers (N5)	Os) Online Ads and money on the internet C1* Os) In App purchases and credit card info C5 *	Os) Inaccurate health info L3* Os) Meeting Strangers P4 *	Os) Verifying info online N3*	Os) Unhealthy Attention P3 *
Foreign Languages: French (2021-2022 fast track programme Y5-Y6)	**Vocabulary:** Hello/Goodbye Colours x 5 Numbers 0 – 10 Christmas nouns x 6 Un/le **Grammar:** **Structures/Features:** Simple sentence – voici/et **Phonics/Graphemes:** Silent letter rules a/au/c before i/e + 2 cons./e + 1 cons./ é/ et/eu/i/j/g/g before /in/o/oi/on/ou/q/qu/ r/s/u/un/z		**Vocabulary:** Pencil case items x 6 J'ai/Tu as Days of the week **Grammar:** Gender of nouns Plural nouns **Structures/Features:** Simple sentence – I have + noun Rising intonation – question Counting nouns beginning with a consonant Elision **Phonics/Graphemes:** Silent letter rules		**Vocabulary:** C'est Ce n'est pas Qui est-ce? Colours x 6 De quelle couleur est-ce? **Grammar:** Negative - ne. pas 3rd person singular être Position of colour adjective **Structures/Features:** Short positive and negative sentences Rising intonation- question Question word Formation of negative sentence Elision Liaison	

Songs/Stories: Stories- Toutes les couleurs Silence Père Noël **Rhymes/Songs-** Mon beau sapin **Dictionary/Culture:** Map of France Christmas traditionS	a/**an/c before e/ch**/e + 2 cons./e + 1 cons./e in 1 syllable **è/ eau/en**/ et/eu/ i/j/ g/in/ o/o not at **end**/on/r/s/ u/un/**y**/ **Songs/Stories:** **Rhymes/Songs -** **Stories** La chenille qui fait des trous **Rhymes/Songs** Dans ma trousse **Dictionary/Culture:** Bi-lingual dictionary – meanings, gender and plurals		**Phonics/Graphemes:** Silent letter rules a/an/c before e/e + 1 cons./e in 1 syllable/e + 2 cons./en/eu/g before e/i/o not at end/ ou / qu/r/**s between vowels**/un **Songs/Stories:** **Rhymes/Songs-** De quelle couleur est-ce? Une souris verte **Dictionary/Culture:** French speaking countries in Europe	

British Values	**Democracy:** Advantages/disadvantages of democracy in Britain	**Individual Liberty:** Develop self-esteem and self-confidence (SEAL)	**Rule of Law:** Class rules School rules	**Tolerance of Faith & Belief:** RE review	**Mutual respect:** Pupils understand prejudicial/discriminatory behaviour	**Mutual respect:** Discuss differences between people and appreciate these differences