Long/ Medium term planning

Film:	e same moment ar ormance songs.	Non Chron Report on	Newspaper report –	Moderation week Sharing stories from	persuasive language –	Non Chron Report on	_	Total time
Genre	formal letter to ultimate ninja -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types.	country of choice -précising longer passages -using a wide range of devices to build cohesion within and across paragraphs -using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Use the colon to introduce a list and semi-colons within lists.	Georgie swimming channel? Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me). -noting and developing initial ideas, drawing on reading and research where necessary. selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	different cultures Draft and write narratives, describing settings, characters and atmosphere. Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure) -identifying the audience for and purpose of the writing selecting the appropriate form and using other similar writing as models for their own -noting and developing initial ideas, drawing on reading and research where necessary -in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	menus and advertisements. -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. -noting and developing initial ideas, drawing on reading and research where necessary. selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. -using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	their imaginary country. -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. -noting and developing initial ideas, drawing on reading and research where necessary. selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. -using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	Final week PGL Leaver's assembly etc	
English Grammar	Revision and implementation of	Revision and implementation of	Revision and implementation of	Revision and implementation of	Revision and implementation of	Revision and implementation of	Final week PGL	

	learnt Grammar skills	learnt Grammar skills	learnt Grammar skills	learnt Grammar skills	learnt Grammar skills	learnt Grammar skills	Leaver's
	in writing.	in writing.	in writing.	in writing.	in writing.	in writing.	
	use and understand	use and understand	use and understand	use and understand	use and understand	use and understand	assembly etc
	the grammatical	the grammatical	the grammatical	the grammatical	the grammatical	the grammatical	
	terminology in English	terminology in English	terminology in English	terminology in English	terminology in English	terminology in English	
	appendix 2 accurately	appendix 2 accurately	appendix 2 accurately	appendix 2 accurately	appendix 2 accurately	appendix 2 accurately	
	and appropriately in	and appropriately in	and appropriately in	and appropriately in	and appropriately in	and appropriately in	
	discussing their writing	discussing their writing	discussing their writing	discussing their writing	discussing their writing	discussing their	
	and reading	and reading	and reading	and reading	and reading	writing and reading	
English	Big Pictures, small	Big Pictures, small	Big Pictures, small	Big Pictures, small	Big Pictures, small	Big Pictures, small	
Reading	texts for DR.	texts for DR.	texts for DR.	texts for DR.	texts for DR.	texts for DR.	Final week
(DR/DSR)	1) Read aloud and	1) Read aloud and	1) Read aloud and	1) Read aloud and	1) Read aloud and	1) Read aloud and	PGL
(DR/DSR)	understand the meaning of new words	understand the meaning of new words	understand the meaning of new words	understand the meaning of new words	understand the meaning of new words	understand the meaning of new	
	that he/she meets	that he/she meets	that he/she meets	that he/she meets	that he/she meets	words that he/she	Leaver's
	linked to the	linked to the	linked to the	linked to the	linked to the	meets linked to the	assembly etc
	expectations of year 6	expectations of year 6	expectations of year 6	expectations of year 6	expectations of year 6	expectations of year 6	1) Read aloud and
	spelling	spelling	spelling	spelling	spelling	spelling	understand the
	8	8	8	-p	-p		meaning of new
	3) Maintain positive	3) Maintain positive	3) Maintain positive	3) Maintain positive	3) Maintain positive	3) Maintain positive	words that he/she
	attitudes to reading	attitudes to reading	attitudes to reading	attitudes to reading	attitudes to reading	attitudes to reading	meets linked to the
	and understanding of	and understanding of	and understanding of	and understanding of	and understanding of	and understanding of	expectations of year 6
	what he/she reads by	what he/she reads by	what he/she reads by	what he/she reads by	what he/she reads by	what he/she reads by	spelling
	increasing his/her	increasing his/her	increasing his/her	increasing his/her	increasing his/her	increasing his/her	4) Maintain positive
	familiarity with a wide	familiarity with a wide	familiarity with a wide	familiarity with a wide	familiarity with a wide	familiarity with a wide	attitudes to reading
	range of books,	range of books,	range of books,	range of books,	range of books,	range of books,	and understanding
	including from our	including from our	including from our	including from our	including from our	including from our	of what he/she
	literary heritage and	literary heritage and	literary heritage and	literary heritage and	literary heritage and	literary heritage and	reads by identifying
	books from other	books from other	books from other	books from other	books from other	books from other	and discussing
	cultures and traditions	cultures and traditions	cultures and traditions	cultures and traditions	cultures and traditions	cultures and traditions	themes and
	and a second second to a	- A A S A - A - A - A - A - A - A - A -	- A A TAN - A A A A A A A A A A A A A A A A A A	and the second			conventions in and
	attitudes to reading and understanding of	attitudes to reading	attitudes to reading	attitudes to reading	attitudes to reading	attitudes to reading	
	what he/she reads by	and understanding of what he/she reads by	and understanding of what he/she reads by	and understanding of what he/she reads by	and understanding of what he/she reads by	and understanding of what he/she reads by	across a wide range
	identifying and	identifying and	identifying and	identifying and	identifying and	identifying and	of writing
	discussing themes and	discussing themes and	discussing themes and	discussing themes and	discussing themes and	discussing themes and	
	conventions in and	conventions in and	conventions in and	conventions in and	conventions in and	conventions in and	7) Read age-
	across a wide range of	across a wide range of	across a wide range of	across a wide range of	across a wide range of	across a wide range of	appropriate books,
	writing	writing	writing	writing	writing	writing	including whole
			6				novels, with
	5) Maintain positive	5) Maintain positive	5) Maintain positive	5) Maintain positive	5) Maintain positive	5) Maintain positive	confidence
	attitudes to reading	attitudes to reading	attitudes to reading	attitudes to reading	attitudes to reading	attitudes to reading	
	and understanding of	and understanding of	and understanding of	and understanding of	and understanding of	and understanding of	9) Understand what
	what he/she reads by	what he/she reads by	what he/she reads by	what he/she reads by	what he/she reads by	what he/she reads by	he/she reads by
	making comparisons	making comparisons	making comparisons	making comparisons	making comparisons	making comparisons	identifying how
	within and across	within and across	within and across	within and across	within and across	within and across	language, structure
	books	books	books	books	books	books	and presentation
							contribute to
	7) Read age-	7) Read age-	7) Read age-	7) Read age-	7) Read age-	7) Read age-	meaning
	appropriate books,	appropriate books,	appropriate books,	appropriate books,	appropriate books,	appropriate books,	meaning
	including whole	including whole	including whole	including whole	including whole	including whole	10) Discuss and
	novels, with	novels, with	novels, with	novels, with	novels, with	novels, with	evaluate how authors
	confidence	confidence	confidence	confidence	confidence	confidence	use language,
				1			and inibuobe

	<ul> <li>9) Understand what he/she reads by identifying how language, structure and presentation contribute to meaning</li> <li>10) Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>11) Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoned provide reasoned justifications for his/her views</li> </ul>	<ul> <li>9) Understand what he/she reads by identifying how language, structure and presentation contribute to meaning</li> <li>10) Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>11) Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoned justifications for his/her views</li> </ul>	<ul> <li>9) Understand what he/she reads by identifying how language, structure and presentation contribute to meaning</li> <li>10) Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>11) Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoned justifications for his/her views</li> </ul>	<ul> <li>9) Understand what he/she reads by identifying how language, structure and presentation contribute to meaning</li> <li>10) Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>11) Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoned justifications for his/her views</li> </ul>	<ul> <li>9) Understand what he/she reads by identifying how language, structure and presentation contribute to meaning</li> <li>10) Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>11) Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning</li> <li>13) Provide reasoned justifications for his/her views</li> </ul>	<ul> <li>9) Understand what he/she reads by identifying how language, structure and presentation contribute to meaning</li> <li>10) Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>11) Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning</li> <li>13) Provide reasoned justifications for his/her views</li> </ul>	language, considering the impact on the reader 11) Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning 13) Provide reasoned	
English Spelling	Spelling Rules: Adjectives to describe settings Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little.	Spelling Rules: Vocabulary to describe feelings Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little.	Spelling Rules: Adjectives to describe character Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little.	Grammar Vocabulary	Grammar Vocabulary	Mathematical Vocabulary	Final week PGL Leaver's assembly etc	
Maths	Statistics Interpret and construct pie charts and line graphs and use these to solve problems	Treasure maps and coordinates Draw and translate simple shapes on the coordinate plane, and reflect them in the axis	Treasure maps and coordinates Describe positions on the full coordinate grid (all four quadrants)	Investigations Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	Investigations Solve multi-step problems in contexts, deciding which operations and methods to use and why e.g. find the change from £20 for	Investigations Solve multi-step problems in contexts, deciding which operations and methods to use and why e.g. find the change from £20 for	Final week PGL Leaver's assembly etc	

Science	Plan different types of scientific enquiries to answer their	Take measurements, using a range of scientific equipment, with	Record data and results of increasing complexity using scientific	Use test results to make predictions to set up further comparative	three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left? Report and present findings from enquiries, including conclusions,	three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left? Identify scientific evidence that has been used to support or	
	own or others' questions, including recognising and controlling variables where necessary	increasing accuracy and precision, taking repeat readings when appropriate	diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	and fair tests	causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations	refute ideas or arguments	
ICT	Links to performance	Links to performance	Links to performance	Links to performance	Links to performance	Links to performance	
History							
Geography	Locate the countries in the book . Compare distances. <b>Key skills</b> –	Link activities to maths and orienteering in PE	Mountains and deserts	Mountains and deserts Key skills -Know the names of and locate	Compare and contrast a range of countries from the book. <b>Key</b>	Compare and contrast a range of countries from the book.	15 hours

	know about time zones and work out differences. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Key skills Know what most of the Ordnance survey symbols stand for. Know how to use a six figure grid reference Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world	Key skills -Know the names of and locate some of the world's deserts. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	some of the world's deserts. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	skills – Know why some industrial areas and ports are important. Understand and use a widening range of geographical terms e.g. specifictopic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Key skills – Know main human and physical differences between developed and third world countries. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	
Art		Link activities to maths and map making.					
DT	Cooking and Nutrition. I can confidently plan a series of healthy meals based on the principles of a healthy and varied diet. I can use information on food labels to inform choices. I can research, plan and prepare and cook a savoury dish, applying my knowledge of ingredients and technical skills. Children to research food from different	Cooking and Nutrition. I can confidently plan a series of healthy meals based on the principles of a healthy and varied diet. I can use information on food labels to inform choices. I can research, plan and prepare and cook a savoury dish, applying my knowledge of ingredients and technical skills. Children to research food from different	Show props Processes Design I can use research I have done into famous designers and inventors to inform the design of my own innovative products. I can generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Make I can apply my knowledge of materials and techniques to refine and rework my product to improve its functional properties and aesthetic qualities. I can use technical knowledge and accurate				

	countries and create their own.	countries and create their own.	skills to problem solve during the making process. I can use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately. <b>Evaluate</b> I can use my knowledge of famous designs to further explain the effectiveness of existing products and products I have made.				
RE							
Music	Performance music and songs play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Performance music and songs play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Performance music and songs play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression				
PE	Personal Skills Level 6 - I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.	Personal Skills Fundamental skills – Agility ball chasing Chase large rolled ball through legs. Progress to turning and catching a ball passed overhead. Games – Throlf	Personal Skills Fundamental skills – Coordination sending and receiving Alternate rolling two ball with a partner. Progress to passing two balls with alternate hands whist passing a football with feet.	Personal Skills Fundamental skills – Coordination sending and receiving Alternate rolling two ball with a partner. Progress to passing two balls with alternate hands whist passing a football with feet.	Personal Skills Fundamental skills – Agility ball chasing Chase large rolled ball through legs. Progress to turning and catching a ball passed overhead.	Personal Skills Fundamental skills – Agility ball chasing When facing your partner, turn with a reverse pivot, bend your knees and push off. When facing away from your	

	Level 5 - I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets. Fundamental skills – Coordination sending and receiving Alternate rolling two ball with a partner. Progress to passing two balls with alternate hands whist passing a football with feet. Games – Throlf Throwing game replicating golf. Throw object into various holes with as little throws as possible,	Try to view things you can't do as an opportunity to improve Think about what you can improve when you find things hard.	Games – Throlf Demonstrating a desire to keep trying is a positive reaction to difficulty.	Games – Scatter ball, Striking and fielding game – batters kick, throw or strike various items. Fielders return them to correct hoop. Demonstrating a desire to keep trying is a positive reaction to difficulty	Games – Scatter ball Talk through your strengths and weaknesses with others who can help you. Deliberately seek critical feedback and review what changes you might make	partner, use your peripheral vision to spot the ball and then react quickly. Move your feet quickly to get into the collecting position. Games – Scatter ball Prioritise changes that will have a long- term benefit.	
PSHE	I can tell you some words that describe my feelings about how a baby develops through conception, pregnancy and birth.	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.	I recognise how I feel when I reflect on the development and birth of a baby	I can explain the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth	I can reflect on how this experience might feel from the point of view of a parent, and express my own thoughts and feelings about it		

MFL					
IDEAS		This unit could link to environmental issues and sustainability.			
TRIPS/ VISITORS					
TOTAL TIME					