

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

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

					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?	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?		
Science	Plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary	Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	Use test results to make predictions to set up further comparative and fair tests	Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations	Identify scientific evidence that has been used to support or 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. Key skills–	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. Key	Compare and contrast a range of countries from the book.		15 hours

	<p>know about time zones and work out differences. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p>	<p>Key skills Know what most of the Ordnance survey symbols stand for. Know how to use a six figure grid reference</p> <p>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</p>	<p>Key skills -Know the names of and locate some of the world's deserts.</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>some of the world's deserts.</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>skills – Know why some industrial areas and ports are important. Understand and use a widening range of geographical terms e.g. specific topic 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</p>	<p>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</p>		
Art		<p>Link activities to maths and map making.</p>						
DT	<p><u>Cooking and Nutrition.</u> I can confidently plan a series of healthy meals based on the principles of a healthy and varied diet.</p> <p>I can use information on food labels to inform choices.</p> <p>I can research, plan and prepare and cook a savoury dish, applying my knowledge of ingredients and technical skills.</p> <p>Children to research food from different</p>	<p><u>Cooking and Nutrition.</u> I can confidently plan a series of healthy meals based on the principles of a healthy and varied diet.</p> <p>I can use information on food labels to inform choices.</p> <p>I can research, plan and prepare and cook a savoury dish, applying my knowledge of ingredients and technical skills.</p> <p>Children to research food from different</p>	<p>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</p>					

	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. Evaluate 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 whilst 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 whilst 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	

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

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