

**Study Overview**

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Art	Mayan artwork		Pirates		People	
English	Historical Stories Significant Authors Outsiders Recounts Instructions and Explanations Blogs and reports, Choral and performance poems Narrative poems Villainous characters		Stories with flashbacks Tales from other cultures Persuasive writing Non chronological reports and journalistic writing Free form poems Classic poems		Classic fiction Modern classic fiction Chronological reports Information texts Poet study Dialogue Poems	
Computing						
Mathematics	Place Value Addition and Subtraction Multiplication and Division Fractions Position and Direction		Decimals and Percentages Algebra Converting Units Perimeter, Area and Volume Ratios		Statistics Properties of Shape Consolidation of Topics	
Geography	Locate Americas, central and south. Human and physical features linked to History		Fieldwork – locate and describe using maps/digital mapping		Locations and names of major cities in Europe and Great Britain.	
PE	Core Skills Swimming & Water Safety	Gymnastics Swimming & Water Safety	Dance Swimming & Water Safety	Team Games Swimming & Water Safety	Striking and Fielding Games Swimming & Water Safety	Athletics Swimming & Water Safety
PSHE	Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing	Identity Transition
Science	Classifying Living Things & How the Human Body functions		Fossils		Circuits	
Design & Technology	Re-cap - Electrical circuits using buzzers, switches. Create a moving or light up model		Switched on Unit 6 We are pop up cafe designers		Food technology-create a dish using example of rations from WW2	
History	The Maya		Victorians inventions and discoveries (Science Link)		World War II and the Battle of Britain.	
Music						
Lessons delivered by Warwickshire County music service						
Modern Foreign Languages	1) Spanish 2) Polish		1) Italian 2) German		1) Mandarin 2) French	
Country study						

	Autumn Term 1&2 Year 5: Still living Year 6: Mayan artwork	Spring Term 1&2 Year 5: Viking sagas Year 6: Pirates	Summer Term 1&2 Year 5: Pointillism Year 6: People
Skills and knowledge	<ul style="list-style-type: none"> <li>To use a range of materials creatively to be able to design and make products.</li> <li>To be able to give details about the style of some notable artists, artisans and designers.</li> <li>To create original pieces that show a range of influences and styles</li> <li>To be able to give an opinion on a piece of artwork.</li> <li>To express ideas in a variety of ways.</li> <li>To adapt and refine ideas as they progress.</li> <li>To be able to spot the potential in unexpected results as work progresses.</li> <li>To be able to comment on artworks with a fluent grasp of visual language.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To be able to draw lines of different size or thickness to sketch and shade.</li> <li>To be able to choose a technique to depict movement, perspective, shadows and reflection.</li> <li>To be able to add lines to show movement.</li> <li>To be able to use different hardness’s of pencils to show line, tone and texture.</li> <li>To be able to annotate sketches to explain and elaborate ideas.</li> </ul> <p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>To use a combination of shapes in artwork and to include lines and texture.</li> <li>To ensure the use of frameworks such as: wire or moulds to prove stability or form.</li> <li>To be able to use clay and other mouldable materials in my artwork.</li> <li>To be able to show life-like qualities and real-life proportions.</li> <li>To be able to use tools to carve and assemble shapes and texture and pattern.</li> </ul>	<ul style="list-style-type: none"> <li>To use a range of materials creatively to be able to design and make products.</li> <li>To be able to give details about the style of some notable artists, artisans and designers.</li> <li>To create original pieces that show a range of influences and styles</li> <li>To be able to give an opinion on a piece of artwork.</li> <li>To express ideas in a 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materials and techniques.</li> </ul> <p><b>Print</b></p> <ul style="list-style-type: none"> <li>To be able to use varied objects or equipment to make prints.</li> <li>To attempt to mimic prints from the environment ie. wallpaper.</li> <li>To be able to create an accurate pattern by showing fine detail.</li> <li>To be able to make printing blocks (plaster cast print, monoprints, marbling).</li> </ul>	<ul style="list-style-type: none"> <li>To use a range of materials creatively to be able to design and make products.</li> <li>To be able to give details about the style of some notable artists, artisans and designers.</li> <li>To create original pieces that show a range of influences and styles</li> <li>To be able to give an opinion on a piece of artwork.</li> <li>To express ideas in a variety of ways.</li> <li>To adapt and refine ideas as they progress.</li> <li>To be able to spot the potential in unexpected results as work progresses.</li> <li>To be able to comment on artworks with a fluent grasp of visual language.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>To be able to use varied size and thickness of paintbrushes and to be able to sketch lightly before painting.</li> <li>To be able to combine colours, tones and tints to enhance the mood of a piece.</li> <li>To be able to use the qualities of water colour or acrylic paints to create visually interesting pieces.</li> <li>To be able to make secondary colours from using primary colours.</li> <li>To be able to mix colours effectively.</li> <li>To develop a personal style for painting.</li> </ul> <p><b>Digital media</b></p> <ul style="list-style-type: none"> <li>To be able to use a wide range of tools using IT to create different textures, lines, tones, colours and shapes.</li> <li>To be able to use different effects within an I.T paint package.</li> <li>To be able to create and edit images using various software and explain how they were created.</li> <li>To be able to enhance digital media by editing and altering images .</li> <li>To be able to produce collages and original structures</li> </ul>
Key Assessments	Practical based assessment Summative and formative assessment	Practical based assessment Summative and formative assessment	Practical based assessment Summative and formative assessment
Important literacy and numeracy developed this year	<p><b>Literacy:</b> To be able to write instructions in cooking or making a design.</p> <p><b>Numeracy:</b> Maths using measurements and numbers.</p>		
Wider Skills	<ul style="list-style-type: none"> <li>History: Viking artefacts, the Mayans and famous artists throughout history.</li> <li>Literacy: Lowry stories.</li> <li>Geography: Finding out where the Mayans, Pirates and Vikings came from.</li> </ul>		
How you can help your child at home	<p>Watching videos from the link provided based around topics done in school. Art and Design KS2: <a href="https://www.bbc.co.uk/bitesize/subjects/zn3rkqt">https://www.bbc.co.uk/bitesize/subjects/zn3rkqt</a></p>		

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<p><b>Word reading:</b> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology)</p> <p><b>Spelling:</b> use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</p> <p><b>Composition:</b> use further organisational and presentational devices to structure text and to guide the reader, assess the effectiveness of their own and others’ writing</p> <p><b>Grammar:</b> use brackets, dashes or commas indicating parenthesis</p> <p><b>Comprehension:</b> distinguish between fact and opinion, retrieve and present no fiction information,</p> <p><b>Handwriting:</b> write legibly, fluently and with increasing speed. Choose which shape of a letter to use Choose the writing implement that is best suited for a task.</p> <p><b>Speaking and Listening:</b> articulate arguments and opinions</p>		<p><b>Word reading:</b> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology)</p> <p><b>Spelling:</b> use dictionaries to check the spelling and meaning of words</p> <p><b>Composition:</b> propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning, ensure the consistent and correct use of tense, ensure correct subject and verb agreement when using singular and plural</p> <p><b>Grammar:</b> use semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p><b>Comprehension:</b> participate in discussions about books they have read, explain and discuss information in the form of debates, and presentations</p> <p><b>Handwriting:</b> write legibly, fluently and with increasing speed. Choose which shape of a letter to use. choose the writing implement that is best suited for a task.</p> <p><b>Speaking and Listening:</b> use spoken language to speculate, hypothesise and explore</p>		<p><b>Word reading:</b> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology)</p> <p><b>Spelling:</b> use the first three or four letters of a word for spelling/ meaning in a dictionary. Use a thesaurus</p> <p><b>Composition:</b> choose the appropriate register, proof-read for spelling and punctuation errors, perform their own compositions.</p> <p><b>Grammar:</b> use a colon to introduce a list, punctuating bullet points consistently</p> <p><b>Comprehension:</b> provide reasoned justifications for their views.</p> <p><b>Handwriting:</b> write legibly, fluently, with increasing speed , choose which shape of a letter to use. Choose the writing implement that is best suited for a task.</p> <p><b>Speaking and Listening:</b> use appropriate register &amp; language</p>	
Key Assessments	Writing assessment as baseline AR assessment	Writing assessment as at end of term AR assessment	AR assessment	Writing assessment at end of term AR assessment	AR assessment SATS	Writing assessment at end of term AR assessment
Important literacy and numeracy developed this year	<p><b>Literacy:</b> N/A</p> <p><b>Numeracy:</b> Using the library, dates and times for authors and time periods</p>					
Wider Skills	Communicating, sharing ideas, research for different topics, extending writing perseverance					
How you can help your child at home	BBC Bitesize English/ language and literacy Oxford Owl home learning		Books and stories on line.			

## Subject: Computing

*“Computing is not about computers anymore.  
It’s about living.”- Nicholas Negroponte*

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<ul style="list-style-type: none"> <li>Understand different ways technology can be used to communicate.</li> <li>Understand how to be safe using technology to communicate</li> </ul>	<ul style="list-style-type: none"> <li>Develop confidence using programming concepts</li> <li>Be able to add and use functions in code.</li> <li>Start to use a text based programming language.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate software written for a specific device type.</li> <li>Plan software for a specific device</li> <li>Evaluate the plan with relation to the brief</li> <li>Show understanding of how e-safety has to be considered in all software design.</li> </ul>	<ul style="list-style-type: none"> <li>Understand concepts of User Interface design</li> <li>Understand considerations for UI accessibility.</li> </ul>	<ul style="list-style-type: none"> <li>Able to combine different computing skills to create software</li> <li>Design, review and evaluate</li> </ul>	<ul style="list-style-type: none"> <li>Use advanced desktop publishing techniques to communicate with an audience</li> <li>Use advanced presentation techniques to communicate with a specific audience.</li> </ul>
Key Assessments						
Important literacy and numeracy developed this year	<p><b>Literacy:</b></p> <p><b>Numeracy:</b></p>					
Wider Skills						
How you can help your child at home						

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<p><b>Number: Place Value</b></p> <ul style="list-style-type: none"> <li>Recap place value knowledge from year 5.</li> <li>Read write and represent numbers to 10 million</li> <li>Compare and order whole numbers to 10 million</li> <li>Round numbers within and up to 10,000</li> <li>Rounding numbers within 10 million.</li> <li>Find intervals across zero</li> <li>Negative numbers</li> <li>Use place value and number facts to reason and solve problems.</li> </ul> <p><b>Number: Addition and Subtraction, Multiplication &amp; Division</b></p> <ul style="list-style-type: none"> <li>Multiply up to a 4 digit number by 2 digit whole number using the long written method of long multiplication.</li> <li>Divide up to a 4 digit number by a 2 digit number using both the formal written method for short and long division.</li> <li>Perform mental calculations</li> <li>Identify common factors, common multiples and prime numbers</li> <li>Use knowledge of order of operations to carry out calculations using the four operations</li> <li>Solve addition and subtraction multi-step problems and problems involving addition, subtraction, multiplication and division.</li> <li>Use estimation to check calculations.</li> </ul> <p><b>Number: Fractions</b></p> <ul style="list-style-type: none"> <li>use common factors to simplify fractions; use common multiples to express fractions in the same denomination</li> <li>compare and order fractions, including fractions &gt; 1</li> <li>add and subtract fractions with different denominators and mixed numbers.</li> <li>multiply simple pairs of proper fractions, writing the answer in its simplest form</li> <li>divide proper fractions by whole numbers</li> </ul> <p><b>Geometry: Position and Direction</b></p> <ul style="list-style-type: none"> <li>Read and draw coordinates in all the four quadrants.</li> <li>Draw and translate simple shapes in all four quadrants.</li> <li>Reflect simple shapes in the x and y axes.</li> </ul>		<p><b>Number: Decimals &amp; Percentages</b></p> <ul style="list-style-type: none"> <li>identify the value of each digit in numbers given to three decimal places</li> <li>multiply one-digit numbers with up to two decimal places by whole numbers</li> <li>Solve problems which require answers to be rounded to specified degrees of accuracy.</li> <li>Recall and use equivalences between simple fractions, decimals and percentages.</li> </ul> <p><b>Number: Algebra</b></p> <ul style="list-style-type: none"> <li>Use simple formulae</li> <li>Generate and describe linear number sequences</li> <li>Express missing number problems algebraically</li> <li>Find pairs of numbers that satisfy an equation with two unknowns.</li> <li>Enumerate possibilities of combinations of two variables.</li> </ul> <p><b>Measurement: Converting Units</b></p> <ul style="list-style-type: none"> <li>solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</li> <li>use, read, write and convert between standard units</li> <li>convert between miles and kilometers.</li> </ul> <p><b>Measurement: Perimeter, Area &amp; Volume</b></p> <ul style="list-style-type: none"> <li>Recognise shapes with the same areas can have different perimeters</li> <li>Calculate the area of parallelograms and triangles</li> <li>Calculate, estimate and compare volume of cubes and cuboids using standard units.</li> <li>Recognise when it is possible to use formulae for area and volume of shapes.</li> </ul> <p><b>Number: Ratio</b></p> <ul style="list-style-type: none"> <li>solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</li> <li>solve problems involving the calculation of percentages and the use of percentages for comparison, similar shapes where the scale factor is known or can be found and involving unequal sharing and grouping</li> </ul>		<p><b>Number: Statistics</b></p> <ul style="list-style-type: none"> <li>Read, draw and interpret line graphs</li> <li>Read, draw and interpret pie charts</li> <li>Use line graphs and pie charts to solve problems</li> <li>Calculate and interpret the mean as an average</li> </ul> <p><b>Geometry: Properties of Shape</b></p> <ul style="list-style-type: none"> <li>Draw 2-D shapes using given dimensions and angles</li> <li>Recognise, describe and build simple 3-D shapes, including making nets</li> <li>compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</li> <li>illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</li> <li>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</li> </ul> <p><b>Consolidation of topics</b> Children revisit skills and curriculum content covered in Key Stage 2 to fill in any missing gaps in their learning before moving to secondary school.</p>	
Key Assessments	Marking and Feedback End of block assessments					
Important literacy and numeracy developed this year	<b>Literacy:</b> Reading and writing complex numbers, reading and understanding complex word problems, understanding mathematical language, symbols and diagrams. <b>Numeracy:</b> N/A					
Wider Skills	Resilience, application to real life, explaining, communication skills, problem solving, perseverance					
How you can help your child at home	My Maths, Timestables Rockstars <a href="https://home.oxfordowl.co.uk/maths/">https://home.oxfordowl.co.uk/maths/</a>					

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<p><b>Locational knowledge</b> use maps to locate the world’s countries - focus on Eastern Europe and South America, their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><b>Geography skills &amp;field work</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features</p>	<p><b>Locational knowledge</b> name and locate counties and cities of the UK - physical features, including mountains, and rivers, and land-use patterns; showing change over time</p> <p><b>Geography skills &amp;field work</b> use the eight points of a compass</p>	<p><b>Locational knowledge</b> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map</p> <p><b>Geography skills &amp;field work</b> Use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)</p>	<p><b>Locational knowledge</b> use key vocabulary : atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.</p> <p><b>Geography skills &amp;field work</b> use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs</p>	<p><b>Place knowledge</b> understand the geographical similarities and differences of human geography of a region of the United Kingdom, a region of Eastern Europe and South America</p> <p><b>Human and physical</b> climate zones, biomes and vegetation belts, mountains and the water cycle</p> <p><b>Geography skills &amp;field work</b> Use key vocabulary: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey</p>	<p><b>Place Knowledge</b> study a region of the UK, a region of Eastern Europe and South America use key vocabulary : latitude, Arctic Circle, climate etc</p> <p><b>Human and Physical</b> human geography, including: types of settlement and land use, economic activity including trade links,</p> <p><b>Geography skills &amp;field work</b> See Summer 1</p>
Key Assessments	N/A	N/A	N/A	N/A	N/A	N/A
Important literacy and numeracy developed this year	<p><b>Literacy:</b> spelling tier 2 words in context, extended writing in paragraphs, reading – non fiction</p> <p><b>Numeracy:</b> direction, numbers using larger digits (population, sizes) negative numbers (temperature)</p>					
Wider Skills	Understanding locations , map reading, directions					
How you can help your child at home	<p>National Geographic - <a href="https://www.natgeokids.com/uk/teacher-category/geography">https://www.natgeokids.com/uk/teacher-category/geography</a></p> <p>BBC - <a href="https://www.bbc.co.uk/programmes/b006vj4c">https://www.bbc.co.uk/programmes/b006vj4c</a> KS2 <a href="https://www.bbc.co.uk/programmes/b006vj4c">https://www.bbc.co.uk/programmes/b006vj4c</a></p>					

## Subject: RE

*“Teach a youth about the way he should go;  
even when he is old he won’t depart from it ” Proverbs 22:6*

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<p>To understand beliefs and teachings.</p> <p>Explain how some teachings and beliefs are shared between religions.</p> <p>Explain how religious beliefs shape the lives of individuals and communities.</p>	<p>To understand practices and lifestyles</p> <p>Explain the practices and lifestyles involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. Show an understanding of the role of a spiritual leader.</p>	<p>To understand how beliefs are conveyed</p> <p>Explain some of the different ways that individuals show their beliefs.</p>	<p>To reflect</p> <p>Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</p> <p>Explain their own ideas about the answers to ultimate questions.</p> <p>Explain why their own answers to ultimate questions may differ from those of others.</p>	<p>To understand values</p> <p>Explain why different religious communities or individuals may have a different view of what is right and wrong.</p>	<p>To understand values</p> <p>Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).</p> <p>Express their own values and remain respectful of those with different values.</p>
Key Assessments	N/A	N/A	N/A	N/A	N/A	Teacher assessment
Important literacy and numeracy developed this year	<p><b>Literacy:</b> Writing in full sentences using correct Grammar, punctuation and spelling. Develop vocabulary skills</p> <p><b>Numeracy:</b> Times and dates in RE context</p>					
Wider Skills	Considering others opinions and beliefs. Sharing own ideas. Speaking and listening,					
How you can help your child at home	<p><a href="https://www.natre.org.uk/resources">https://www.natre.org.uk/resources</a></p> <p>BBC bite sized – BBC RE</p>					

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<p><b>Multi &amp; Core Skills</b></p> <p>Running, Jumping, Throwing, catching. Relays, small sided games and baseline activities</p> <p>Movement in space, spatial awareness, being aware of and making use of space around you to progress the game.</p> <p>Teamwork, cooperation, independence, leadership, listening and resilience.</p> <p>Learning how to work alongside and with your class</p>	<p><b>Gymnastics</b></p> <p>Body movement and exploring the body different environments, rolls, jumps, travelling and linking actions, shapes and balances, performing to best of ability</p> <p>Watching own and others performance identifying strengths and improvements</p> <p>Create own sequence including a variety of skills and equipment, including height and flight.</p>	<p><b>Dance</b></p> <p>Exploring dance and the body through movement, travel, locomotion, speed, style and linking skills.</p> <p>Learning a motif; copy and remember.</p> <p>Linking different skills together through copying or remembering, showing own sense of style.</p> <p>Make own short routine / sequence showing sense of style</p> <p>Perform the routine with pride</p>	<p><b>Team Games</b></p> <p>Throwing, catching, passing and bouncing.</p> <p>Follow rules and conditions of conditioned activities.</p> <p>Participate in a simple conditioned activity.</p> <p>Work together to score and beat opposition. Learning the rules of the game and use them in competitive situations.</p>	<p><b>Striking and Fielding Games</b></p> <p>Throwing, catching and bowling.</p> <p>Striking the ball and batting.</p> <p>Work together to get the ball back to the bowler.</p> <p>Target practice.</p> <p>Learning how to work together to try and beat their opponent</p> <p>Learning the rules of the game and abiding by them. Using basic rules in a game situation.</p>	<p><b>Athletics</b></p> <p>Running for distance and running for speed.</p> <p>Throwing – underarm and overarm. Different distances and targets.</p> <p>Jumping for height and distance</p> <p>Learning more specific techniques of running, jumping and throwing.</p> <p>Trying your best to compete and looking at your best performance. Performing at your best when it counts. Looking at your strength and areas for improvement through technique and event. Learning and enjoying your best event.</p>
Key Assessments	Mini assessment in core skills	Create, develop and show a gymnastics routine, including key skills	Create and show a dance routine / sequence	Participate in isolated drills / activities and conditioned games	Participate in isolated drills/ activities and conditioned games	Assessment of knowledge and understanding, technique and performance (times/distances)
Important literacy and numeracy developed this year	<p><b>Literacy:</b> Keywords for each unit of work with key words leading through: run, jump, move, catch, bounce, team, score and performance.</p> <p><b>Numeracy:</b> Basic counting and comparing of numbers where appropriate, power, distance, height.</p>					
Wider Skills	Teamwork, resilience, exploring how to body works in different situations and environments and learning how the body works and reacts to exercise.					
How you can help your child at home	Be active at home, play different sports and activities, make use of technology to help you keep active as a family/household. Learning how the body responds to exercise, both physically and mentally, promoting the positive effects of exercise. Encourage healthy eating and guide food choices and balance of health and unhealthy foods.					



	<b>Autumn 1 We're all stars</b>	<b>Autumn 2 Be Friendly Be Wise</b>	<b>Spring 1 Daring to be Different</b>	<b>Spring 2 Living Long Living Strong</b>	<b>Summer 1 Dear Diary</b>	<b>Summer 2 Daring to be Different</b>
Skills and knowledge	<ol style="list-style-type: none"> <li>1. Devising a class charter.</li> <li>2. Gifts and talents</li> <li>3. Exploring feelings</li> <li>4. Working cooperatively</li> <li>5. Communication skills</li> <li>6. Role models</li> </ol>	<ol style="list-style-type: none"> <li>1. Different types of friends</li> <li>2. Conflict resolution</li> <li>3. Managing anger</li> <li>4. Anti-bullying</li> <li>5. First aid</li> <li>6. E-safety and cyber-bullying</li> </ol>	<ol style="list-style-type: none"> <li>1. Understanding the physical changes at puberty (boys)</li> <li>2. Understanding the physical changes at puberty (girls)</li> <li>3. Recognising different types of relationships</li> <li>4. The concept of well-being</li> <li>5. Being an effective learner</li> <li>6. Role models</li> </ol>	<ol style="list-style-type: none"> <li>1. Differences of opinion</li> <li>2. Agreeing and disagreeing</li> <li>3. Risky choices</li> <li>4. Standing out from the crowd</li> <li>5. Being assertive</li> <li>6. Anti-bullying</li> </ol>	<ol style="list-style-type: none"> <li>1. Knowing where to go for help</li> <li>2. Managing uncomfortable feelings – embarrassment</li> <li>3. Put-downs and boost-ups</li> <li>4. Breaking friends</li> <li>5. Forgiveness</li> <li>6. Supporting each other</li> </ol>	<ol style="list-style-type: none"> <li>1. Anti-social behaviour and the consequences of crime</li> <li>2. Rules and laws</li> <li>3. The local courts</li> <li>4. Voting and debating</li> <li>5. Having a say in the school community</li> <li>6. Fund raising</li> </ol>
Year B	<b>IT'S OUR WORLD</b>	<b>SAY NO! (Drugs education)</b>	<b>MONEY MATTERS</b>	<b>WHO LIKES CHOCOLATE?</b>	<b>PEOPLE AROUND US</b>	<b>GROWING UP</b>
	<ol style="list-style-type: none"> <li>1. Devising a class charter</li> <li>2. Understanding democracy</li> <li>3. Environmental awareness and responsibility</li> <li>4. Climate change – greenhouse gases</li> <li>5. Climate change – carbon footprint</li> <li>6. Sustainability issues</li> </ol>	<ol style="list-style-type: none"> <li>1. Risk taking and dealing with pressure</li> <li>2. Legal and illegal drugs</li> <li>3. Say no to smoking</li> <li>4. Attitudes to alcohol</li> <li>5. Keeping safe in my local area: say no to knives</li> <li>6. Anti-bullying</li> </ol>	<ol style="list-style-type: none"> <li>1. Earning money</li> <li>2. Value for money</li> <li>3. Lending and borrowing money</li> <li>4. Achieving goals</li> <li>5. Deductions and expenses</li> <li>6. Poverty</li> </ol>	<ol style="list-style-type: none"> <li>1. Rich and poor nations</li> <li>2. Trade across the world</li> <li>3. Global footprints</li> <li>4. Food shortages and hunger</li> <li>5. Fairness and responsibility</li> <li>6. Reporting the news</li> </ol>	<ol style="list-style-type: none"> <li>1. National, religious and ethnic identities in the UK</li> <li>2. Different types of relationships</li> <li>3. Stereotyping and judgement</li> <li>4. Put-downs and conflict</li> <li>5. Enduring friendships</li> <li>6. Forgiveness</li> </ol>	<ol style="list-style-type: none"> <li>1. Body changes in puberty</li> <li>2. Where do babies come from?</li> <li>3. Being a parent</li> <li>4. The costs of being a parent</li> <li>5. Common responses to change</li> <li>6. Transition and moving on</li> </ol>
Key Assessments	Practical based assessment Summative and formative assessment					
Important literacy and numeracy developed this year	<b>Literacy:</b> Writing in full sentences using correct Grammar, punctuation and spelling. Develop vocabulary skills acting out scenario ,speaking and listening to each other <b>Numeracy:</b> Timings, ordering, counting					
Wider Skills	Considering others opinions and beliefs. Sharing own ideas. Speaking and listening,					
How you can help your child at home	Watching videos from the link provided based around topics in school. Key Stage 2 PSHE <a href="https://www.bbc.co.uk/bitesize/subjects/zmpfb9g">https://www.bbc.co.uk/bitesize/subjects/zmpfb9g</a> Talking about the topics, teaching independence, reinforcing the “fundamental British values” as <b>democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths.</b>					

## Subject: Science

*“The important thing is not to stop questioning.  
Curiosity has its own reason for existing.” Albert Einstein”*

	Year 6: Autumn Term 1&2	Year 6: Spring Term 1&2	Year 6: Summer Term 1&2
Skills and knowledge	<ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>Give reasons for classifying plants and animals based on specific characteristics</li> <li>Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood</li> <li>Recognise the impact of diet exercise, drugs and lifestyle on the way their bodies function</li> <li>Describe the ways in which nutrients and water are transported within animals including humans</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago</li> <li>Recognise that living things produce off offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> <li>Recognise that light appears to travel in straight lines</li> <li>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</li> <li>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</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the object that casts them</li> </ul>	<ul style="list-style-type: none"> <li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>Compare and give reasons for vibrations in how components function, including the brightness of bulbs, the loudness of buzzers and on/off position of switches</li> <li>Use recognised symbols when representing a simple circuit in a diagram</li> </ul>
Key Assessments	Practical based assessment Summative and formative assessment	Practical based assessment Summative and formative assessment	Practical based assessment Summative and formative assessment
Important literacy and numeracy developed this year	<b>Literacy: Link to writing up experiments and hypothesis</b> <b>Numeracy: Chemistry – ratios and proportions</b>		
Wider Skills	Environmental studies		
How you can help your child at home	<a href="https://www.bbc.co.uk/bitesize/subjects/z7nygk7">https://www.bbc.co.uk/bitesize/subjects/z7nygk7</a> BBC bitesize		

	Autumn Term 1&2	Spring Term 1&2	Summer Term 1&2
	<p><b>Year 5:</b> Biscuits for Charity Story scene in a shoe box</p> <p><b>Year 6:</b> Re-cap - Electrical circuits using buzzers, switches. Create a moving or light up model</p>	<p><b>Year 5:</b> Viking long boats Shield designs</p> <p><b>Year 6:</b> Switched on Unit 6 We are pop up cafe designers</p>	<p><b>Year 5:</b> We are Lighting designers Create moving robots-enter commands &amp; use sensors</p> <p><b>Year 6:</b> Food technology-create a dish using example of rations from WW2</p>
Skills and knowledge	<ul style="list-style-type: none"> <li>To design purposeful, functional appealing products.</li> <li>To be able to improve ideas by refining design work.</li> <li>To be able to make products using a range of tools.</li> <li>To be able to take inspiration from design throughout history.</li> <li>To be able to evaluate a range of products against a design criteria.</li> <li>To be able to use technical knowledge to build structures, exploring ways to make them more stable.</li> <li>To be able to master practical skills including:</li> </ul> <p><b>Food:</b> prepare ingredients, use measuring equipment and understand basic principles of a healthy and varied diet. To be able to safely use cooking equipment and follow a simple recipe. To be able to understand the correct storage/handling of ingredients.</p> <p><b>Electricals and electronics:</b> to diagnose faults in battery operated devices and create series/parallel circuits. Assemble electronic kits such as LED’s, resistors, transistors and chips).</p> <p><b>Construction:</b> To practice essential skills including; drilling, screwing, gluing, nailing and sanding materials to make and strengthen products. To be able to strengthen materials using suitable techniques.</p>	<ul style="list-style-type: none"> <li>To design purposeful, functional appealing products.</li> <li>To be able to improve ideas by refining design work.</li> <li>To be able to make products using a range of tools.</li> <li>To be able to take inspiration from design throughout history.</li> <li>To be able to evaluate a range of products against a design criteria.</li> <li>To be able to use technical knowledge to build structures, exploring ways to make them more stable.</li> <li>To be able to master practical skills including:</li> </ul> <p><b>Materials:</b> to be able to use a range of equipment and cutting/shaping techniques. To be able to take measurements and mark out to the nearest mm. Refine the finish of products ensuring they are fit for purpose ie. Sanding.</p> <p><b>Construction:</b> To practice essential skills including; drilling, screwing, gluing, nailing and sanding materials to make and strengthen products. To be able to strengthen materials using suitable techniques.</p> <p><b>Textiles:</b> to be able to join materials using templates and stitching. To be able to select the correct method to decorate textiles. To be able to create products such as a pillow and understand the importance of seam allowance.</p>	<ul style="list-style-type: none"> <li>To design purposeful, functional appealing products.</li> <li>To be able to improve ideas by refining design work.</li> <li>To be able to make products using a range of tools.</li> <li>To be able to take inspiration from design throughout history.</li> <li>To be able to evaluate a range of products against a design criteria.</li> <li>To be able to use technical knowledge to build structures, exploring ways to make them more stable.</li> <li>To be able to master practical skills including:</li> </ul> <p><b>Computing:</b> to model designs using software designed for purpose and to write codes of control.</p> <p><b>Mechanics:</b> to create products using levers, wheels and winding mechanisms. To be able to apply scientific knowledge to design and technology including converting rotary motion to linear (using cams).</p> <p><b>Electricals and electronics:</b> to diagnose faults in battery operated devices and create series/parallel circuits. Assemble electronic kits such as LED’s, resistors, transistors and chips).</p> <p><b>Food:</b> prepare ingredients, use measuring equipment and understand basic principles of a healthy and varied diet. To be able to safely use cooking equipment and follow a simple recipe. To be able to understand the correct storage/handling of ingredients.</p>
Key Assessments	Practical based assessment Summative and formative assessment	Practical based assessment Summative and formative assessment	Practical based assessment Summative and formative assessment
Important literacy and numeracy developed this year	<p><b>Literacy:</b> To be able to write instructions in cooking or making a design.</p> <p><b>Numeracy:</b> Maths using measurements and numbers.</p>		
Wider Skills	<p>Computing: Using LEGO and animation.</p> <p>History: learning about Vikings.</p> <p>Art: Making your own shield and decorating.</p> <p>PSHE: PSHE: Charity, what this means by helping others.</p>		
How you can help your child at home	<p>Watching videos from the link provided based around topics done in school.</p> <p>Key Stage 2 D&amp;T: <a href="https://www.bbc.co.uk/bitesize/subjects/z9r9wmn">https://www.bbc.co.uk/bitesize/subjects/z9r9wmn</a></p>		

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<b>The Maya</b>		<b>Victorians inventions and discoveries (Science Link)</b>		<b>World War II and the Battle of Britain.</b>	
	<p><b>Pupils will know;</b></p> <ul style="list-style-type: none"> <li>Who the Mayan’s were and how did they live?</li> <li>Where the Mayans lived? (Geography link)</li> <li>The invention of the calendar and how it impacted the future.</li> <li>The importance of buildings and architecture</li> <li>Historical terms linked to the topic- e.g. Meso American, codex/ codices, pagan, archaeology, pyramid, temple, scribe.</li> <li>How the Mayans impacted today’s society and culture. (Chocolate, Maths, Food)</li> </ul> <p><b>Pupils will be able to;</b></p> <ul style="list-style-type: none"> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> <li>Note connections, contrasts and trends over time.</li> <li>Accurately, order an increasing number of events on a timeline</li> <li>Identify and note connections, contrasts and trends over time in the everyday lives of people</li> <li>Understand that some historical periods occurred concurrently.</li> </ul>		<p><b>Pupils will know:</b></p> <ul style="list-style-type: none"> <li>Who the Victorians are</li> <li>How they lived</li> <li>Who reigned during the Victorian times.</li> <li>What the famous inventions and discoveries were during the Victorian era. (transport, lightbulb, telephone) and the famous inventors.</li> </ul> <p><b>Pupils will be able to;</b></p> <ul style="list-style-type: none"> <li>Find and analyse a wide range of evidence about the past.</li> <li>Accurately, order an increasing number of events on a timeline</li> <li>Understand and describe the main changes in a period of history</li> <li>Examine causes and results of events and the impact it had on people</li> <li>Identify and note connections, contrasts and trends over time in the everyday lives of people</li> </ul>		<p><b>Pupils will know:</b></p> <ul style="list-style-type: none"> <li>When WW2 and the Battle of Britain occurred?</li> <li>What the home front was</li> <li>Who Winston Churchill was and why he was so important</li> <li>How we celebrate VE Day and the changes over time.</li> <li>Who Anne Frank was and why she was important.</li> <li>Recognise and examine how the war impacted on the community.</li> <li>What the Holocaust was.</li> </ul> <p><b>Pupils will be able to</b></p> <ul style="list-style-type: none"> <li>Show an awareness of the concept of propaganda.</li> <li>Know that people in the past represent events or ideas in a way that may be to persuade others.</li> <li>Accurately, order an increasing number of events on a timeline</li> <li>Accurately use dates to describe historical events</li> </ul>	
Key Assessments	Teacher Assessment		Teacher Assessment		Teacher Assessment	
Important literacy and numeracy developed this year	<p><b>Literacy:</b> present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing plan and present a self-directed project or research about the time period</p> <p><b>Numeracy:</b> Times and Dates related to topic in History.</p>					
Wider Skills	Speaking and Listening, critical thinking and reasoning, interpreting historical evidence.					
How you can help your child at home	BBC Bitesize- History History books and TV programmes. Visiting historical places / Museums.					

## Subject: Music – delivered by County music

*“Music education opens doors that help children pass from school into the world around them – a world of work, culture, intellectual activity, and human involvement.*

*The future of our nation depends on providing our children with a complete education that includes music.” – Gerald Ford*

	Perform	Compose	Compose	Describe	Transcribe
Skills and knowledge	<p>Sing or play from memory confidently.</p> <p>Perform solos or as part of an ensemble.</p> <p>Sing or play expressively and in tune.</p> <p>Hold a part within a round. Sing a harmony part confidently and accurately. Sustain a drone or a melodic ostinato (repeated rhythm) to accompany singing.</p> <p>Perform with controlled breathing (voice) and skillful playing (instrument).</p>	<p>Create songs with verses and a chorus.</p> <p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Combine a variety of musical devices, including melody, rhythm and chords.</p> <p>Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>Use drones and melodic ostinati (based on the pentatonic scale).</p>	<p>Convey the relationship between the lyrics and the melody.</p> <p>Use digital technologies to compose, edit and refine pieces of music.</p>	<p>Use a wide range of musical vocabulary when listening to music. Describe how lyrics often reflect the cultural context of music and have social meaning. pitch dynamics tempo timbre texture lyrics and melody sense of occasion expressive solo rounds harmonies accompaniments drones cyclic patterns combinations</p>	<ul style="list-style-type: none"> <li>• Devise non-standard symbols to indicate when to play and rest.</li> <li>• Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</li> <li>• Read and create notes on the musical stave.</li> <li>• Understand and use the # (sharp) and b (flat) symbols.</li> <li>• Use and understand simple time signatures.</li> </ul>
Key Assessments	Lessons delivered by Warwickshire County Music service.				
Important literacy and numeracy developed this year	<p><b>Literacy:</b> vocabulary of musical terms</p> <p><b>Numeracy:</b> counting</p>				
Wider Skills	Being able to give opinions, work together, practice with an instrument, overcome barriers				
How you can help your child at home	<p><a href="https://www.bbc.co.uk/teach/bring-the-noise">https://www.bbc.co.uk/teach/bring-the-noise</a></p> <p>Listening to music from different composers, performers, time periods.</p>				

## Subject: MFL

*“One language sets you in a corridor for life.  
Two languages open every door along the way.” — Frank Smith*

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	To listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	To engage in conversations; ask and answer questions; express opinions and respond to those of others. To speak in sentences, using familiar vocabulary, phrases and basic language structures.	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • To present ideas and information orally to a range of audiences. • To read carefully and show understanding of words, phrases and simple writing.	To broaden their vocabulary and develop their ability to understand new words. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions orally and in writing. • To understand basic grammar	To write phrases from memory. Describe people, places, things and actions orally and in writing. Understand basic grammar appropriate to the language being studied.	To appreciate stories, songs, poems and rhymes in the language.
Key Assessments	N/A	N/A	N/A	N/A	N/A	Teacher judgement
Important literacy and numeracy developed this year	<p><b>Literacy:</b> Spelling, grammar, punctuation</p> <p><b>Numeracy:</b> Vocabulary around numbers and counting</p>					
Wider Skills	Speaking and listening.					
How you can help your child at home	KS2 French BBC bite sized. Lingascope					