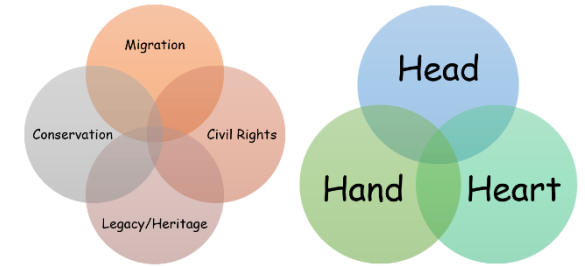


Riversdale Primary School

Medium Term Planning



Year Group	Year 6
Term	Autumn 2

Learning Overview

In history, this half term, pupils will continue their exploration of the Ancient Greeks, building on the knowledge developed last half term. They will look at how the Ancient Greek civilisation grew into the Macedon empire, leading to the spread of Hellenism throughout the world. In relation to this, pupils will identify the legacy of the Ancient Greeks, specifically how they have influenced modern Britain in relation to democracy, theatre and sport. In science, the pupils will further develop their knowledge of classifying living things, through an examination of the five major kingdoms. They will look more closely at sorting invertebrates (animalia) and non-flowering plants (plantae) by observable characteristics, as well as beginning to develop an understanding of microorganisms, including fungi and bacteria. Computing will introduce a new concept to the pupils; artificial intelligence. They will explore what it is and how it functions, as well as delving into the ethical perspectives surrounding this modern topic.

Engaging Starting Points/Hooks

- A trip to the British Museum to explore the Ancient Greek exhibits.
- A VR tour of Athens, modern and/or ancient.

Quality Stimulus Text(s)

<ul style="list-style-type: none"> • Greek Myths & Legends (selected) 	
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Significant People Past & Present

<ul style="list-style-type: none"> • Carolus Linnaeus (Science) • Frida Kahlo (Art) 	<ul style="list-style-type: none"> • Alexander the Great (History) • Phillip II (History)
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Relevant UNCRC Articles

- Article 2: Non-discrimination
- Article 12: Respect for the views of the child
- Article 13: Freedom of expression
- Article 17: Access to information from the media
- Article 31: Leisure, play and culture
- Article 38: War and armed conflict

Subject	Consolidating: What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	Head* What substantive KNOWLEDGE should the children learn?	Hand* What disciplinary knowledge and SKILLS should the children learn?	Heart* What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
English:	Year 5: <ul style="list-style-type: none"> • Text type features of a character description (linked to story/narrative) • Text type features of instructional writing. • Text type features of a persuasive letter. • Text type feature of a formal letter. • Recognising and applying the grammatical concepts of: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, past perfect tense. • Recognising and applying the word structures: <ul style="list-style-type: none"> - Converting nouns or adjectives into verbs using suffixes. - Verb prefixes. Year 6: <ul style="list-style-type: none"> • Define expanded noun phrases and how more complex forms can be used for precise detail. • Explain the impact of varying sentence length and type in narrative writing. • Define adverbials and how they can be used to clarify a character's perspective. 	<ul style="list-style-type: none"> • Understand the text read as a class, extracting key details, events, and emotions. <p><u>CHARACTER DESCRIPTION:</u></p> <ul style="list-style-type: none"> • Explain the format and structure of a setting and/or character description. • Recall a wide range of devices used in descriptive writing from previous years, including expanded noun phrases, prepositional phrases, adverbs and adverbials. <p><u>INSTRUCTIONS/RECIPE:</u></p> <ul style="list-style-type: none"> • Explain the format and structure of instructional/procedural writing. • Identify a range of complex adverbials of time to support the progression of the instructions and link ideas across sentences and/or paragraphs. E.g. "Once the glue has dried,". • Recognise that imperative verbs are sometimes used at the start of an instructional sentence. • Explain how colons can be used to link two independent yet related clauses, where the second explains or expands upon the first. • Consider how prior taught concepts such as modal verbs, 	Pupils to apply grammar, purpose for writing and specific text type features in Writing to Entertain: <ul style="list-style-type: none"> • A character description of a mythical creature from Greek Mythology, e.g. Medusa or the Minotaur. (Sentence Stacking) • A character description of a mythical creature developed from the pupil's own imagination. (Independent) Pupils to apply grammar, purpose for writing and specific text type features in Writing to Inform: <ul style="list-style-type: none"> • A recipe for a healthy Greek inspired dish, including introductory paragraph. Pupils to apply grammar, purpose for writing and specific text type features in Writing to Persuade: <ul style="list-style-type: none"> • A formal letter from Orpheus, persuading Hades to release his wife from the underworld. Handwriting: <ul style="list-style-type: none"> • Write increasing legibly, fluently and with increasing speed through improving choices of which the shape of a letter to use when given choices and deciding whether or not to join specific letters. Composition:	<ul style="list-style-type: none"> • Work collaboratively, listening to one another and sharing ideas. • Enjoying writing and listening to stories. • Building confidence in reading and writing. • Reflect on own writing and set targets for improvement, with support. • Respect the work of others and show empathy when providing feedback.

relative clauses and prepositional phrases, as well as a range of punctuation marks might be applied to instructions.

PERSUASIVE LETTER:

- Understand that for a letter to be well-constructed it must that make a clear argument.
- Know that in persuasive letters, the writer should show an understanding of the impact of their request and think about the reader's response.
- Prioritise information according to importance and a frame of response set up for the reply/action from the reader.
- Know that points should be supported with facts.
- Explain how semi-colons can be used to link two independent yet related clauses into one, without a conjunction.
- Know that for formality, verb forms must be controlled and precise.
- Know that modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally
- Recognise that sentence length and type should be varied according to purpose.
- Know that fronted adverbials are used to clarify writers' position.
- Building on previous years, use: hyperbole, repetition, rhetorical question, alliteration, flattery etc as persuasive techniques.
- Articulate how to link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis.

- Plan by identifying the audience for and purpose of the writing, and desired impact upon the audience.
- Plan by noting and developing initial ideas, drawing on reading where necessary.
- Draft and write by selecting appropriate grammar and vocabulary for the desired impact.
- Edit own work independently, applying current learning around spelling, punctuation and grammar.

<p>Mathematics:</p>	<p>Year 5:</p> <ul style="list-style-type: none"> • Compare and order fractions whose denominators are all multiples of the same number. • Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. • Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number. • Add and subtract fractions with the same denominator and denominators that are multiples of the same number. • Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. • Read and write decimal numbers as fractions. • Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. • Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place. • Read, write, order and compare numbers with up to 3 decimal places. • Solve problems involving number up to 3 decimal places. • Recognise the per cent symbol (%) and understand that per cent relates to “number of parts per 100”, and write percentages as a fraction with denominator 100, and as a decimal fraction. • Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and fractions with a 	<p>Fractions, Decimals & Percentages:</p> <ul style="list-style-type: none"> • Understand the concept of a fraction, numerator, and denominator. • Know what common factors are and how to use them to simplify fractions. • Recall common multiples and use them to express fractions with the same denominator. • Understand the concept of comparison in relation to fractions. • Know that the larger the denominator, the smaller each portion of the whole is. • Identify that both the numerator and denominator need to be looked at together to determine if it is greater than or less than another. • Explain the terms ascending and descending. • Know that multiples and factors can be used to find equivalent fractions. • Understand that to add and subtract fractions the denominators must be the same. • Understand the concept of mixed numbers. • Explain the term simplest form. • Know that multiplying fractions is done by multiplying the numerators and denominators. • Understand the concept of division as the inverse of multiplication. • Understand that a fraction represents a division operation. • Recall decimal equivalents for common fractions. • Understand the place value system for numbers. • Identify the value of digits in numbers up to three decimal places. 	<p>Fractions, Decimals & Percentages:</p> <ul style="list-style-type: none"> • Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. • Compare and order fractions, including fractions > 1. • Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. • Multiply simple pairs of proper fractions, writing the answer in its simplest form. • Divide proper fractions by whole numbers. • Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction. • Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers are up to three decimal places. • Multiply one-digit numbers with up to 2 decimal places by whole numbers. • Use written division methods in cases where the answer has up to 2 decimal places. • Solve problems which require answers to be rounded to specified degrees of accuracy. • Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. <p>Measurement:</p> <ul style="list-style-type: none"> • Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 2 decimal places where appropriate. • Use, read, write and convert between standard units, 	<ul style="list-style-type: none"> • Working collaboratively with partners and in groups. • Using appropriate listening skills and turn taking in group discussion. • Showing empathy and kindness by helping each other to understand. • Knowing that giving your partner the answer is not helpful but explaining it is. • To recognise the value in making mistakes. • To identify the importance of resilience in problem solving. • To find different ways to solve the same problem.
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	<p>denominator of a multiple of 10 or 25.</p> <ul style="list-style-type: none"> Convert between different units of metric measure. Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. Solve problems involving converting between units of time. 	<ul style="list-style-type: none"> Explain that multiplying and dividing numbers by 10, 100, and 1,000 affects the placement of decimal points. Understand the rules for counting decimal places in the product. Explain how to perform long division. Keep track of decimal places when performing division. Identify the meaning of rounding. Explain the concept of degrees of accuracy. Make links between decimals and percentages using place value knowledge. <p>Measurement:</p> <ul style="list-style-type: none"> Recall units for length: millimetres (mm), centimetres (cm), meters (m), kilometres (km). Recall units for mass: grams (g), kilograms (kg). Recall units for volume: millilitres (mL), litres (L). Recall units for time: seconds, minutes, hours, and days. Recall that the prefix “centi” refers to 1 hundredth. Recall that the prefix “milli” refers to 1 thousandth. Recognise that to convert between measurements, multiplication by 10, 100 or 1000 will be required. Know that to convert miles into kilometres you first multiply by 8 then divide by 5. Know that to convert from kilometres to miles, do the opposite – multiply by 5 then divide by 8. 	<p>converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places.</p> <ul style="list-style-type: none"> Convert between miles and kilometres. 	
<p>Science:</p>	<p>Year 1:</p> <ul style="list-style-type: none"> Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, 	<p>Living Things and Their Habitats:</p> <ul style="list-style-type: none"> There are five major kingdoms used in biological classification: Animalia (animals), Plantae 	<p>Ask Questions:</p> <ul style="list-style-type: none"> Recognise how secondary sources can be used to answer questions that cannot be answered through practical work. 	<p>Values: Reflect, Respect, Individuality, Value, Democracy</p> <ul style="list-style-type: none"> Reflect on and show respect for the contributions of Carolus

	<p>birds, and mammals, including pets).</p> <p>Year 2:</p> <ul style="list-style-type: none"> Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats. <p>Year 4:</p> <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. <p>Year 5 & 6:</p> <ul style="list-style-type: none"> Independently ask scientific questions, stimulated by a scientific experience or to ask further questions to developed understanding following an enquiry. Recognise how secondary sources can be used to answer questions that cannot be answered through practical work. Decide how to record and present evidence. Record classifications, for example: using tables, Venn diagrams, Carroll diagrams and classification keys. Present the same data in different ways in order to help with answering the question, using scientific language. Answer own and others' questions based on information gained from secondary sources. Talk about how new discoveries change scientific understanding. 	<p>(plants), Fungi (fungi), Protista (protists), and Monera (bacteria).</p> <ul style="list-style-type: none"> Invertebrates include the following: <ul style="list-style-type: none"> Insects have six legs and a three-segment body. Arachnids have eight legs and a two-segment body. Crustaceans are aquatic animals with jointed legs and a hard shell. Molluscs have soft bodies. Some have hard shells. Worms have two identical sides of the body. Non-flowering plants include: <ul style="list-style-type: none"> Mosses grow on rock and trees in shady areas. Coniferous trees have cones instead of flowers. Microorganisms are tiny living things. Microorganisms include: <ul style="list-style-type: none"> Bacteria cannot be seen without a microscope. Good bacteria support digestion and protect our bodies against disease. Fungi do not move; they absorb nutrients from their environment. Algae is a protist; a microorganism that usually lives around water. <p>Significant People: Carolus Linnaeus</p> <ul style="list-style-type: none"> Swedish scientist known as the "Father of Taxonomy". Developed a system to classify and name living organisms. Introduced binomial nomenclature. <p><i>Vocabulary:</i> <i>taxonomy, kingdom, binomial nomenclature, microorganism</i></p>	<p>Enquiry:</p> <ul style="list-style-type: none"> Look for patterns and relationships using a suitable sample. <p>Record/Present:</p> <ul style="list-style-type: none"> Record classifications, for example: using tables, Venn diagrams, Carroll diagrams and classification keys. Present the same data in different ways in order to help with answering the question, using scientific language. <p>Conclusions:</p> <ul style="list-style-type: none"> Talk about how own scientific ideas change due to new evidence gathered. Answer own and others' questions based on observations made, measurements taken, or information gained from secondary sources. <p>Communicate:</p> <ul style="list-style-type: none"> Communicate findings to an audience using relevant scientific language and illustrations. 	<p>Linnaeus to this field of science and for the systematic approach to understanding and categorising living things.</p> <ul style="list-style-type: none"> Recognise and celebrate the individual characteristics and traits of living things within each kingdom. Show appreciation for each species and the importance of preserving biodiversity of the UK. Foster discussion, collaboration, and diverse perspectives, mirroring the principles of democracy, when classifying living things from around the world. Explore the importance of microorganisms including that some of which are beneficial and some harmful. Focus on how microorganisms are important to the balance of the ecosystem.
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	<ul style="list-style-type: none"> In conclusions: identify causal relationships and patterns in the natural world from evidence and explain findings using own subject knowledge. Communicate findings to an audience using relevant scientific language and illustrations. 			
Art:	<p>Year 5:</p> <ul style="list-style-type: none"> Discuss how their colour selection has an impact on the mood within their artwork, using appropriate colour theory vocabulary. Mix colours, shades, tones and tints with confidence, building on prior knowledge. Confidently select specific brush strokes for different purposes and control the types of marks made. Refine brush techniques of layering and texturing. Confidently compose paintings building on prior knowledge. Explore the combination of different art media in their artwork. <p>Year 6:</p> <ul style="list-style-type: none"> Use a sketchbook to collect and record visual information from different sources as well as experimentations/planning/trying out ideas for future works. Express thoughts and feelings about their own work and that of others through clear and well explained annotations Make notes to indicate their intentions/purpose of a piece of work. Use a sketchbook to explain how they can adapt and improve their work, throughout the creative process based on their intentions. Develop own style based on learning around artists and 	<p>Painting:</p> <ul style="list-style-type: none"> Lighter tones create a sense of openness, joy, or optimism. Darker tones create feelings of mystery, sadness, or seriousness. Reds can symbolise passion, love, and pain. Blues can signify sadness and the unconscious mind. Greens can represent nature, fertility, and growth. Brown tones depict the earth and stability. Yellow symbolises vitality, energy, and spirituality. Oranges can represent creativity and joy. The rule of thirds helps to make compositions: <ul style="list-style-type: none"> more interesting and dynamic, and asymmetrical. <p>Significant People:</p> <p>Frida Kahlo</p> <ul style="list-style-type: none"> Mexican painter known for her self-portraits. Used vibrant colours, symbolism, and surreal elements. Paintings reflect her culture and struggle with identity and physical health. <p><i>Vocabulary:</i> <i>surrealism, culture, style, mixed media, elements, composition, asymmetrical, intention, tone, mood</i></p>	<p>Exploring & Developing Ideas:</p> <ul style="list-style-type: none"> Use a sketchbook to collect and record visual information from different sources as well as experimentations/ planning/trying out ideas for future works. Develop own style based on learning around artists and techniques, including mixed media. Make notes to indicate their intentions/purpose of a piece of work. Express thoughts and feelings about their own work and that of others through clear and well explained annotations. Use a sketchbook to explain how they can adapt and improve their work, throughout the creative process based on their intentions. <p>Responding to Art:</p> <ul style="list-style-type: none"> Recognise the art of key artists and continue to place them in key movements or historical events. Identify artists who have worked in a similar way to their own work and explain the intended impact on the viewer. Discuss and review own and others work, with clear explanations that are supported by their knowledge or artists and techniques. Reflect on own work identifying modifications that can be made, in 	<p>Values: individuality, Aspire, Reflect, Value, Share, Respect.</p> <ul style="list-style-type: none"> Emphasise how Kahlo expressed her individuality through her artwork, encouraging students to embrace their own unique artistic voices. Inspire students to aspire to develop their own personal style, encouraging them to explore different mediums and techniques to express themselves authentically. Encourage students to reflect on their artistic intentions and how they can communicate them clearly through their paintings, fostering critical thinking and self-reflection. Highlight the value of experimentation and creativity in art, encouraging students to explore new techniques and perspectives. Encourage students to share their progress and ideas with their peers as they work on their paintings, fostering a sense of collaboration in the classroom. Foster a culture of respect and appreciation for each student's painting during the final review process, encouraging constructive feedback and admiration for their peers' work.

	<p>techniques, including mixed media.</p> <ul style="list-style-type: none"> • Discuss and review own and others work, with clear explanations that are supported by their knowledge or artists and techniques. • Reflect on own work identifying modifications that can be made, in relation to styles and approaches to develop this further. • Identify artists who have worked in a similar way to their own work and explain the intended impact on the viewer. • Recognise the art of key artists and continue to place them in key movements or historical events. 		<p>relation to styles and approaches to develop this further.</p> <p>Painting:</p> <ul style="list-style-type: none"> • Select and mix specific colours and colour combinations making clear how these link to their artwork's intent. • Continue to explore the combination of different art media in their artwork, developing their own personal style. • Purposefully select specific brush strokes for different purposes and control the types of marks made, layering paint over time to add depth and texture. • Experiment with advanced composition techniques such as the rule of thirds and the golden ratio. • Experiment with non-traditional compositions and perspectives. 	
<p>Computing</p>	<p>Year 5:</p> <ul style="list-style-type: none"> • To know how search engines work. • To understand that anyone can create a website and therefore we should take steps to check the validity of websites. • To understand what copyright is. • To know the difference between ROM and RAM. • To know different ways that we communicate online. • To understand how online information can be used to form judgements. • To know that apps require permission to access private information and that you can alter the permissions. • Learning that external devices can be programmed by a separate computer. • Recognising that computers transfer data in binary and 	<p>Kapow Computing Scheme:</p> <p>Exploring AI (Lessons 1, 2 and 5 only):</p> <ul style="list-style-type: none"> • AI is artificial intelligence and is used in everyday life. • AI is trained on data to recognise patterns and generate outputs. • AI can be used to generate written content. • AI can be used to create visual content like pictures. • AI can help generate basic HTML code to create the structure and layout of a website. • There are ethical issues surrounding AI, including data privacy, bias and responsible use. <p><i>Vocabulary:</i> <i>AI, AI-generated image, AI-generated text, algorithm, applications, authenticity, code, considerations, debate, ethical, fake, generate, HTML, implications, instructions,</i></p>	<ul style="list-style-type: none"> • Identify different types of AI and their applications in everyday life. • Exploring text-based and image-based AI tools to understand how they generate content. • Applying coding skills like decomposition and pattern recognition to interact with AI applications. • Analysing the effectiveness of prompts and refining them for improved AI outputs. • Exploring ethical considerations around AI use and its impact on society. 	<p>Values: Value, Individuality, Aspire, Reflect, Empathy</p> <ul style="list-style-type: none"> • Recognise the role of AI in enhancing our lives, valuing technology as a tool for progress and improvement. • Understand that different AI tools foster creativity and encourages us to appreciate diverse methods of content creation. • Encouraging pupils to pursue understanding and mastery of coding as a pathway to innovation. • Emphasise critical thinking and self-assessment, as students reflect on their prompts to enhance their engagement with AI, fostering a mindset of continuous improvement. • Consider the ethical perspectives and impacts on various communities, promoting compassion and understanding.

	<p>understanding simple binary addition.</p> <ul style="list-style-type: none"> • Developing searching skills to help find relevant information on the internet. • To know some common online scams. 	<p><i>modify, output, prompt, refine, response, trained</i></p>		
<p>DT:</p>	<p>Year 5:</p> <ul style="list-style-type: none"> • Clearly describe the purpose of their products. • Indicate the design features of their products that will appeal to intended users, with clear reasoning. • Carry out research, using surveys, interviews, questionnaires and web-based resources. • Identify the needs, wants, preferences and values of particular individuals and groups. • Develop a simple design specification to guide their thinking. • Make design decisions, taking account of constraints such as time, resources and cost. • Model their ideas using prototypes and pattern pieces. • Formulate step-by-step plans as a guide to making. • Confidently explain their choice of tools and equipment in relation to the skills and techniques they will be using. • Produce appropriate lists of tools, equipment and materials that they need. • Follow procedures for safety and hygiene. • Accurately measure, mark out, cut and shape materials and components. • Accurately assemble, join and combine materials and components. 	<p>Mediterranean Foods (Lessons 4 – 6):</p> <ul style="list-style-type: none"> • Before the increase in food imports, the UK diet focused on local, seasonal and staple foods. • Importing gives us access to foods that might not grow in our country. • Importing foods even when they are not in season in our country. • Importing foods can make food prices higher. • Transporting food can harm the environment due to increased pollution. • Foods with high “food miles” can lose freshness so may not be as nutritious. • Preserving foods helps them stay fresh during transport. • Food commonly imported from mainland Europe include: olives, tomatoes, citrus fruits, peppers. • Frying is a method that involves cooking food in hot oil/fat. <p><i>Vocabulary:</i> <i>diet, import, export, traditional, produce (noun), preserve, food miles, Mediterranean</i></p>	<p><u>Designing:</u></p> <ul style="list-style-type: none"> • Clearly describe the purpose of their products. • Indicate the design features of their products that will appeal to intended users, with clear reasoning. • Carry out research, using surveys, interviews, questionnaires and web-based resources. • Identify the needs, wants, preferences and values of particular individuals and groups. • Develop a simple design specification to guide their thinking. • Make design decisions, taking account of constraints such as time, resources and cost. • Model their ideas using prototypes and pattern pieces. <p><u>Making:</u></p> <ul style="list-style-type: none"> • Formulate step-by-step plans as a guide to making. • Confidently explain their choice of tools and equipment in relation to the skills and techniques they will be using. • Produce appropriate lists of tools, equipment and materials that they need. • Follow procedures for safety and hygiene. • Accurately measure, mark out, cut and shape materials and components. 	<p>Value: Aspire, Entrust, Empathy, Reflect, Democracy</p> <ul style="list-style-type: none"> • Encourage pupils to aspire to create healthy and delicious meals using Mediterranean and Greek inspirations. • This lesson involves entrusting pupils with the responsibility of preparing and cooking their dishes safely and hygienically. • Foster empathy by considering the end user’s experience with the product. • Encourage reflection on the design process and promote democratic principles by incorporating feedback and considering diverse viewpoints in evaluating the product.

	<ul style="list-style-type: none"> • Use techniques that involve a number of steps. • Demonstrate resourcefulness when tackling practical problem. • Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make. • Identify the strengths and areas for development in their ideas and products, making clear links to the design criteria. • Consider the views of others, including intended users, to improve their work, making clear links to the design criteria. • Evaluate their ideas and products against their original design specification. 		<ul style="list-style-type: none"> • Accurately assemble, join and combine materials and components. • Use techniques that involve a number of steps. • Demonstrate resourcefulness when tackling practical problem. <p><u>Evaluating:</u></p> <ul style="list-style-type: none"> • Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make. • Identify the strengths and areas for development in their ideas and products, making clear links to the design criteria. • Consider the views of others, including intended users, to improve their work, making clear links to the design criteria. • Evaluate their ideas and products against their original design specification. <p><u>Cooking & Nutrition:</u></p> <ul style="list-style-type: none"> • Continue to apply the full range of safe and hygienic cooking practice previously learnt. • Select the correct cutting board for the selected ingredient. • Select, design and prepare healthy and savoury foods for a particular purpose. • Confidently follow instructions/recipes, making appropriate adaptations to suit a given purpose. • Accurately weigh and measure ingredients with minimal support. • Cut, peel, grate, slice, chop, whisk and/or mix a range of ingredients. • Confidently apply cutting/chopping techniques (bridge hold and claw grip). • Develop simple cooking techniques: frying. 	
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<p>History:</p>	<p>Year 5 & 6:</p> <ul style="list-style-type: none"> Chronologically summarise the main events from a time period, with relation to specific historical concepts (e.g. Change and Continuity/Cause and Consequence etc.) Establish clear narratives within and across the periods studied. Suggest plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Recognise that secondary sources are influenced by the beliefs, cultures and time of the author. Describe how and why some changes within past societies are maintained and still affect us today. Explain a range of similarities and differences between daily lives of people in the past and today. Using a range of sources to find out about a particular aspect of the past. Know that the most reliable sources are primary sources which were created for official purposes. Evaluate the usefulness and accuracy of different sources of evidence. Describe the significant features of the past, including ideas, beliefs, attitudes and experiences of men, women, and children. Describe the social and cultural significance of a past society, for example their impact on Britain, using evidence to support reasoning. <p>Year 6:</p> <ul style="list-style-type: none"> Ancient Greeks lived in the eastern Mediterranean region in Europe. 	<p>Great Builders: The Ancient Greeks (Legacy)</p> <ul style="list-style-type: none"> Athens is credited with the invention of democracy. In Athens, only citizens could participate in decision-making. Women, children and slaves were not considered citizens. Modern democracies, like the UK, draw inspiration from the Athenian model, for example all adult citizens can vote. Ancient Greeks developed the concept of theatre, as a form of religious worship. Modern theatre and drama are influenced by Greek traditions, including tragedy and comedy. The ancient Olympic Games began in Olympia, Greece, around 776 BCE. The modern Olympic Games, started in 1896. It promotes cooperation and sportsmanship. <p>Significant People:</p> <p>Philip II</p> <ul style="list-style-type: none"> Born in 382 BCE and died in 336 BCE. King of Macedon. Known for uniting most of the Greek city-states under his rule. Father of Alexander the Great. <p>Alexander the Great</p> <ul style="list-style-type: none"> Born in 356 BCE and died in 323 BCE. Was a skilled military strategist and leader. Conquered territories, creating one of the largest empires in history and spreading Greek culture. <p><i>Vocabulary:</i></p>	<p><u>Chronology</u></p> <ul style="list-style-type: none"> Chronologically summarise the main events from a time period, with relation to specific historical concepts (e.g. Change and Continuity/Cause and Consequence etc.) Establish clear narratives within and across the periods studied. <p><u>Historical Interpretation</u></p> <ul style="list-style-type: none"> Suggest plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Recognise that secondary sources are influenced by the beliefs, cultures and time of the author. <p><u>Change and Continuity</u></p> <ul style="list-style-type: none"> Describe how and why some changes within past societies are maintained and still affect us today. <p><u>Similarities and Differences</u></p> <ul style="list-style-type: none"> Explain a range of similarities and differences between daily lives of people in the past and today. <p><u>Using Sources for Enquiry</u></p> <ul style="list-style-type: none"> Using a range of sources to find out about a particular aspect of the past. Know that the most reliable sources are primary sources which were created for official purposes. Evaluate the usefulness and accuracy of different sources of evidence. <p><u>Historical Significance</u></p> <ul style="list-style-type: none"> Describe the significant features of the past, including ideas, beliefs, attitudes and experiences of men, women, and children. Describe the social and cultural significance of a past society, for example their impact on Britain, using evidence to support reasoning. 	<p>Values: Aspire, Individuality, Democracy, Empathy, Share</p> <ul style="list-style-type: none"> Historical figures set their own goals and strived for greatness. Highlight the individuality and extraordinary achievements of Alexander the Great. It emphasises that individuals can make a significant impact on the world. This lesson directly connects to the value of democracy as it explores the historical roots of democracy in Ancient Greece and its influence on modern political systems. Understand the power of storytelling in exploring humanity, emotion etc. Identify that nations come together to share their athletic achievements, celebrating sportsmanship and unity.
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	<ul style="list-style-type: none"> • It existed from around 2,000 BCE to 146 BCE. • The mountainous geography, as well as the many islands influenced the development of city-states. • The Athenian society was divided into different classes: citizens, women, metics, and slaves. • Athens was governed by a democratic system. 	<i>city-state, empire, conquest, citizen, culture, democracy, theatre, Olympics, impact, legacy</i>		
Music:	<p>Year 6:</p> <ul style="list-style-type: none"> • Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. • Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. • Using musical vocabulary correctly when describing and evaluating the features of a piece of music. • Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. • Improvising coherently and creatively within a given style, incorporating given features. • Composing a multi-layered piece of music from a given stimulus with voices, bodies, and instruments. • Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch, and texture. • Recording own composition using appropriate forms of notation and/or technology. 	<p>Kapow Music Scheme</p> <p>Film Music:</p> <ul style="list-style-type: none"> • A film soundtrack includes the background music and any songs in a film. • ‘Major’ key signatures use note pitches that sound cheerful and upbeat. • ‘Minor’ key signatures use note pitches that can suggest sadness and tension. • ‘Graphic notation’ means writing music down using your choice of pictures or symbols but ‘staff notation’ means music written more formally on the special lines called ‘staves’. <p><i>Vocabulary:</i> <i>accelerando, body percussion, brass, characteristics, chords, chromatics, clashing, composition, conversation, convey, crescendo, descending, dynamics, emotion, evoke, features, imagery, improvise, interpret, interval, major, melodic, military, minor, modulate, orchestral, pitch, polished, sequence, solo, soundtrack, symbol, timpani, tension, texture, tremolo, unison, urgency</i></p>	<ul style="list-style-type: none"> • Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. • Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. • Identifying the way that features of a song can complement one another to create a coherent overall effect. • Use musical vocabulary correctly when describing and evaluating the features of a piece of music. • Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. • Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. • Improvising coherently and creatively within a given style, incorporating given features. • Recording own composition using appropriate forms of notation and/or technology. • Constructively critique their own and others’ work, using musical vocabulary. 	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> • Appreciate the skills and efforts of their peers and musicians. • Respect for the instruments and equipment used in music-making. • Express individual creativity through music composition and performance. • Explore different instruments and musical roles. • Maintain individual responsibilities in group performances, ensemble rehearsals, and collaborative projects. • Lead, make decisions, and contribute to the musical process. • Engage in reflective practices after performances, analysing what went well and areas for improvement. • Share musical talents and skills through performances. • Share ideas, insights, and responsibilities. • Engage in discussions about the selection of repertoire and the organisation of musical events. • Set musical goals, whether related to technique, theory, or performance.

	<ul style="list-style-type: none"> Constructively critiquing their own and others' work, using musical vocabulary. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time, and communicating with the group. Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions. 		<ul style="list-style-type: none"> Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation. 	<ul style="list-style-type: none"> Aim for higher levels of musical proficiency and expression. Develop a love for music through exposure to various genres and styles. Nurture emotional connections to music and express and interpret emotions through performance. Develop empathy by understanding the emotions conveyed in different pieces. Listen to and understand each other in teamwork.
PE:	<p>Year 5:</p> <ul style="list-style-type: none"> Identify and use specific tactics that help to keep possession of the ball in rugby. Explain and use different ways to send and receive with control in games. Explain the use of running, jumping, throwing, and catching in isolation and in combination when playing competitive games e.g., Rugby. Describe warm up activities that relate to invasion games. Explain the choice of warm up activities. 	<ul style="list-style-type: none"> Know how to manipulate the game by thinking tactically. Learn necessary technical vocabulary to evaluate and recognise their own success. <p><i>Key Vocabulary:</i> <i>analyse, evaluate, tactical, advantage, teamwork, jumping, defending, defence, offence, agility, rapid movements, controlled movements, onside, offside, overhead pass, positions, long pass, short pass, goal, score, record, spatial awareness, attack, forward, marking, intercept, try.</i></p>	<ul style="list-style-type: none"> Apply skills already taught and extend: <ul style="list-style-type: none"> Send and receive with control in games. Identify and use tactics to help their team keep the ball and take it towards the oppositions try-line. close down opponents with the ball and help each other in defence. Use technology to assist with performance analysis within the session. 	<p>Values: Respect, Value, Entrust, Reflect, Share, Democracy, Aspire, Empathy</p> <ul style="list-style-type: none"> Carry out activities to improve their work and understand why they are useful. Come up with and share sensible solutions, given time to think about their actions. Work collaboratively to improve individual and team member skills, showing aspiration. Value the efforts of others and show empathy when providing peer-assessment/feedback. Entrust each other to be kind and supportive, showing good sportsmanship. Show resilience when receiving feedback and reflect on how this can be used.
RE:	<p>Year 5 & 6:</p> <ul style="list-style-type: none"> Describe some reasons for why people belong to religions. Explain how similarities and differences between religions can make a difference to the lives of individuals and communities. 	<p>What does it mean to be Jewish:</p> <ul style="list-style-type: none"> Understand that anyone can follow any religion or no religion. Explain why someone may be called Jewish. Recall the main events of Abraham's life. 	<p>Learning About Religion & Belief:</p> <ul style="list-style-type: none"> Describe some reasons for why people belong to religions. Explain how similarities and differences between religions can make a difference to the lives of individuals and communities. 	<p>Values: Respect, Individuality, Value, Reflect, Love, Empathy</p> <ul style="list-style-type: none"> Respect alternative viewpoints that differ from our own.

	<ul style="list-style-type: none"> • Use a wider religious vocabulary. • Begin to suggest reasons for similarities and differences in the answers given to moral questions. • Begin to explain how religious sources are used to provide answers to moral questions. • Say what religions teach about some of the big questions of life and begin to use more sources to explain different views. • Give own views and describe the views of others on questions about identity and the meaning of life. • Use brief reasons and some references to sources of wisdom, such as inspirational people. • Begin to express much clearer opinions on matters of religion and belief and use some examples to support their views. 	<ul style="list-style-type: none"> • Explain Abraham's importance to Jews. • Identify why Moses left Egypt. • Recognise the importance of the 'pass over' to Jews. • Explain the link between the covenant G_d made with Abraham, to that made with Moses • Identify the place of the Torah in Judaism. • Discuss whether a belief in the Torah is necessary to be 'Jewish'. <p><i>Vocabulary:</i> <i>Judaism, Abraham, YHWH, G_d, covenant, Isaac, sacrifice, Moses, Ten Commandments, Torah</i></p>	<ul style="list-style-type: none"> • Use a wider religious vocabulary. • Begin to suggest reasons for similarities and differences in the answers given to moral questions. • Begin to explain how religious sources are used to provide answers to moral questions. • Say what religions teach about some of the big questions of life and begin to use more sources to explain different views. <p>Learning From Religion & Belief:</p> <ul style="list-style-type: none"> • Give own views and describe the views of others on questions about identity and the meaning of life. • Use brief reasons and some references to sources of wisdom, such as inspirational people. • Begin to express much clearer opinions on matters of religion and belief and use some examples to support their views. 	<ul style="list-style-type: none"> • Understand that not all people have a religious belief but may be spiritual. • Value the concept of a promise and the importance of this not only in Judaism but in a non-religious context also. • Know that people who identify with a faith may not identify with all aspects of the faith. • Know that religious belief forms part of a person's identity but is not their whole identity. • Show empathy and love for all members of the global community regardless of similarities or differences.
<p>RSE:</p>	<p>Year 6:</p> <ul style="list-style-type: none"> • How mental and physical health are linked. • What positive friendships are and being involved in activities such as clubs and community groups support wellbeing. • How to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> - how to plan a healthy meal, - how to stay physically active, - how to maintain good dental health, including oral hygiene, food and drink choices, - how to benefit from and stay safe in the sun, - how and why to balance time spent online with other activities, 	<p>Health and Wellbeing:</p> <ul style="list-style-type: none"> • Recognise how legal and illegal drugs (legal and illegal) can affect health • Identify how to manage situations involving legal and illegal drugs. • Recognise the early signs of physical or mental ill-health. • Explain what to do about physical or mental ill-health, including whom to speak to in and outside school. • Explain that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on. • Know that anyone can experience mental ill-health. • Discuss that concerns can be shared with a trusted adult. • Explain that mental health difficulties can usually be resolved 	<ul style="list-style-type: none"> • Looking after ourselves. • Growing up. • Becoming independent. • Taking more responsibility. 	<p>Values: Respect, Individuality, Value, Share, Empathy</p> <ul style="list-style-type: none"> • Respect the guidelines and laws in relation to both legal and illegal drugs. • Know that everybody is different and cope with different situations in their own way. • Recognise that things which may upset one person may not affect another. • Place value in the role of others when supporting mental and physical ill-health. • Emphasise the importance of sharing concerns with a trusted adult.

	<ul style="list-style-type: none"> - how sleep contributes to a healthy lifestyle - the effects of poor sleep, - strategies that support good quality sleep, - how to manage the influence of friends and family on health choices. <ul style="list-style-type: none"> • That habits can be healthy or unhealthy. • Strategies to help change or break an unhealthy habit or take up a new healthy one. 	<p>or managed with the right strategies and support.</p>		
<p>Spanish:</p>	<p>Year 6:</p> <ul style="list-style-type: none"> • To know that if a word is plural, we cannot use un or una and instead use unos and unas – some. • To know the rules for changing the ending of an adjective according to the gender and number of the noun it describes. • To know that porque – because, can be used to extend a sentence and give a justification. • Identifying and extracting key information in a range of authentic texts. • Using a bilingual dictionary to select alternative vocabulary for independent sentence building. • Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary. • Planning, asking and answering extended questions. • Developing extended sentences to justify a fact or opinion. • Planning and giving a short oral presentation. • Speaking and reading aloud with increasing confidence and fluency. • Using existing knowledge of vocabulary and phrases to create new sentences. 	<p>Kapow Spanish Scheme:</p> <p>School Life: Grammar</p> <ul style="list-style-type: none"> • Know that I can express a preference by placing más/menos que between the two items being compared. • Know that some prepositional phrases can function as time adverbials. <p><i>Vocabulary:</i> <i>después del recreo, difícil, divertido, durante el recreo, educativo, el español, en la hora de comer, en la última clase, fácil, interesante, por la mañana, por la tarde</i></p>	<p>Language Comprehension</p> <ul style="list-style-type: none"> • Listening and gisting information from an extended audio passage using language detective skills. • Identifying and extracting key information in a range of authentic texts. <p>Language Production</p> <ul style="list-style-type: none"> • Planning, asking and answering extended questions. • Developing extended sentences to justify a fact or opinion. • Modifying, expressing and comparing opinions. • Recognising key phonemes in an unfamiliar context, applying pronunciation rules. • Recognising and using a wide range of descriptive phrases. • Using existing knowledge of vocabulary and phrases to create new sentences. • Constructing a short text on a familiar topic. • Recognising and using a wide range of descriptive phrases. 	<ul style="list-style-type: none"> • To feel confident to speak Spanish. • Compare the lifestyles between England and Spain, appreciating individuality within this. • Appreciate similarities and differences between languages and cultures. • Respect pronunciation and the importance of accuracy in communicating in different languages. • Reflect on own progress and aspire for highest quality possible.

	<ul style="list-style-type: none">• Recognising and using a wide range of descriptive phrases.• Giving a presentation drawing upon learning from a number of previous topics.			
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*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage