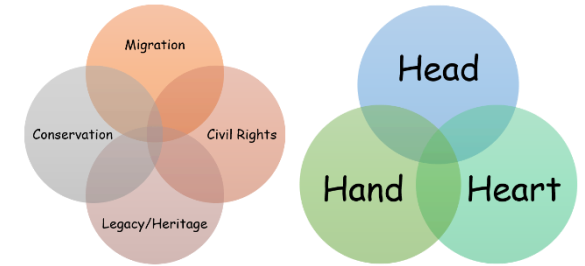


# Riversdale Primary School

## Medium Term Planning



|            |          |
|------------|----------|
| Year Group | Year 6   |
| Term       | Autumn 1 |

| Learning Overview                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p>Pupils will explore the Ancient Greek civilisation this half term, exploring its location and how this influenced its development. They will expand on this further with an exploration of different city-states, comparing and contrasting everyday life, culture, and beliefs. Being a science, technology and engineering focused term, the pupils will also explore how Ancient Greek belief systems influenced their architecture, particularly the development of temples and how this in turn has impacted modern-day Britain. In Science they will continue developing their understanding of bodily processes related to health and wellbeing, exploring the significance of the circulatory system. The pupils will also begin the academic year discussing online safety and re-establishing the expectations for keeping ourselves safe as well as where to seek support and guidance from.</p> |

| Quality Stimulus Text(s)                                                                                |                                                                                      |
|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• First week themed book</li><li>• Who Let the Gods Out</li></ul> |  |

| Significant People Past & Present:                                                                |
|---------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>William Paley (RE)</li> <li>Thomas Aquinas (RE)</li> </ul> |

| Relevant UNCRC Articles                                                                                                                                                                                                                                                                     |
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| <ul style="list-style-type: none"> <li>Article 2: Non-discrimination</li> <li>Article 12: Respect for the views of the child</li> <li>Article 13: Freedom of expression</li> <li>Article 17: Access to information from the media</li> <li>Article 31: Leisure, play and culture</li> </ul> |

| Subject         | <b>Consolidating:</b><br>What skills specific to this topic are being built upon?<br>What knowledge specific to this topic is being consolidated?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Head*</b><br>What substantive KNOWLEDGE should the children learn?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Hand*</b><br>What disciplinary knowledge and SKILLS should the children learn?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Heart*</b><br>What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?                                                                                                                                                                                                                                                                                             |
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| <b>Writing:</b> | <p>Year 5:</p> <ul style="list-style-type: none"> <li>Know that the introduction and conclusion should be developed to include an elaborated personal response, expressing thoughts and feelings.</li> <li>Recognise that events should be described in a detailed and engaging way to bring the experience to life.</li> <li>Understand that information must be organised chronologically, with clear signals to the reader about time, place, and personal response.</li> <li>Identify that sentence length should be varied, using shorter sentences for impact and longer ones for detail.</li> <li>Know that relative clauses should be used to add extra detail about people, places, or events.</li> <li>Recognise that a wide range of subordinate conjunctions should be used to ensure cohesion and sentence complexity.</li> <li>Understand that embedded subordinate clauses can be used to emphasise key details or condense information efficiently.</li> <li>Know that expanded noun phrases add specificity and detail to descriptions.</li> <li>Recognise that modal verbs should be used to indicate possibility, obligation, or certainty.</li> <li>Understand that verbs can be modified using prefixes to alter meaning.</li> <li>Identify that adjectives should be carefully selected to convey</li> </ul> | <p><u>DIARY ENTRY:</u></p> <ul style="list-style-type: none"> <li>Know that recounts should be well constructed by detailing events chronologically and with a clear reference to the writer's thoughts, feelings and viewpoints.</li> <li>Explain why description of events must be detailed and engaging.</li> <li>Recognise that verb forms are controlled and precise.</li> <li>Know that diary entries are written in a combination of persons (1st, 2nd and 3rd) depending on the context of the sentence.</li> <li>Know that diary entries are always written in the past tense, with some examples of present tense using modal verbs for future reference, where appropriate.</li> <li>Know that modifiers are used to intensify or qualify.</li> <li>Discuss how sentence length and type varied according to purpose.</li> <li>Identify that fronted adverbials use to clarify writer's position.</li> <li>Recall that complex noun phrases and prepositional phrases are used to add detail.</li> <li>Define active voice as when the subject of the sentence does the action.</li> <li>Define passive voice as when the subject of the sentence has the action done to it.</li> <li>Explain that diary entries use a wide range of conjunctions to ensure cohesion and vary sentence complexity.</li> <li>Discuss how complex punctuation can be used in a diary entry such as:</li> </ul> | <p>Pupils to apply grammar, purpose for writing and specific text type features in <b>Writing to Inform</b>:</p> <ul style="list-style-type: none"> <li>A diary entry written from either the perspective of Virgo or Elliot based on the events of Chapters 1 – 3 (Who Let the Gods Out).</li> <li>A non-chronological report about life in an Ancient Greek city-state of the pupil's choice, including attitudes and beliefs.</li> </ul> <p>Pupils to apply grammar, purpose for writing and specific text type features in <b>Writing to Entertain</b>:</p> <ul style="list-style-type: none"> <li>1st Person adventure narrative, based on an Ancient Greek myth involving a mythical creature.</li> </ul> <p>Handwriting:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Composition:</p> <ul style="list-style-type: none"> <li>Plan by identifying the audience for and purpose of the writing, and desired impact upon the audience.</li> <li>Plan by noting and developing initial ideas, drawing on reading where necessary.</li> <li>Draft and write by selecting appropriate grammar and vocabulary for the desired impact.</li> <li>Edit own work independently, applying current learning around spelling, punctuation and grammar.</li> </ul> | <ul style="list-style-type: none"> <li>Work collaboratively, listening to one another and sharing ideas.</li> <li>Enjoying writing and listening to stories.</li> <li>Building confidence in reading and writing.</li> <li>Reflect on own writing and set targets for improvement, with support.</li> <li>Respect the work of others and show empathy when providing feedback.</li> </ul> |

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|  | <p>emotions and experiences effectively.</p> <ul style="list-style-type: none"> <li>• Know that a range of fronted adverbials should be used to guide the reader through the sequence of events.</li> <li>• Recognise that adverbials of time, place, and number help to structure the recount clearly.</li> <li>• Understand that adverbials can be used to indicate degrees of possibility.</li> <li>• Identify that relative pronouns should be used to introduce relative clauses.</li> <li>• Know that tense should be correct and consistent, typically using past tense for recounting events, with present tense where appropriate for reflection.</li> <li>• Recognise that brackets, dashes, and commas can be used for parenthesis to add extra information.</li> <li>• Understand that commas should be used to avoid ambiguity in complex sentences.</li> <li>• Know that a non-chronological report is written to inform the reader about a topic without following a time order.</li> <li>• Identify that non-chronological reports need an engaging title to hook the reader.</li> <li>• Recognise that the introduction should clearly state the subject and give a general overview.</li> <li>• Know that the conclusion should summarise key points or offer final thoughts about the topic.</li> <li>• Identify the layout features of a non-chronological report (e.g. subheadings, paragraphs, bullet points, diagrams).</li> <li>• Know how to organise information into clear sections using</li> </ul> | <ul style="list-style-type: none"> <li>- Semi-colons for clause demarcation.</li> </ul> <p><u>NON-CHRONOLOGICAL REPORT:</u></p> <ul style="list-style-type: none"> <li>• Know that a non-chronological report is written to inform the reader about a topic without following a time order.</li> <li>• Identify that non-chronological reports need an engaging title to hook the reader.</li> <li>• Recognise that the introduction should clearly state the subject and give a general overview.</li> <li>• Know that the conclusion should summarise key points or offer final thoughts about the topic.</li> <li>• Identify the layout features of a non-chronological report (e.g. subheadings, paragraphs, bullet points, diagrams).</li> <li>• Know how to organise information into clear sections using generalised questions or statements as subheadings.</li> <li>• Recognise and use formal and technical language to convey information accurately.</li> <li>• Know when and how to include informal language to interest or engage the reader (e.g. "Did you know...").</li> <li>• Recall that factual accuracy and technical detail are essential for describing a topic effectively.</li> <li>• Recognise how to vary sentence length to create impact and support reader understanding.</li> <li>• Know how to use short sentences for emphasis and longer sentences for detail or explanation.</li> <li>• Identify and use relative clauses to add extra detail about the subject.</li> <li>• Recognise and use a range of subordinate conjunctions (e.g. whilst, although, because, despite).</li> </ul> |  |  |
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|  | <p>generalised questions or statements as subheadings.</p> <ul style="list-style-type: none"> <li>• Recognise and use formal and technical language to convey information accurately.</li> <li>• Know when and how to include informal language to interest or engage the reader (e.g. "Did you know...").</li> <li>• Recall that factual accuracy and technical detail are essential for describing a topic effectively.</li> <li>• Recognise how to vary sentence length to create impact and support reader understanding.</li> <li>• Know how to use short sentences for emphasis and longer sentences for detail or explanation.</li> <li>• Identify and use relative clauses to add extra detail about the subject.</li> <li>• Recognise and use a range of subordinate conjunctions (e.g. whilst, although, because, despite).</li> <li>• Know how to embed subordinate clauses within a sentence to make writing more efficient or emphasised.</li> <li>• Identify and use complex noun phrases to add descriptive detail.</li> <li>• Know that the sequence of the plot may be disrupted for effect, such as using a flashback to reveal key details.</li> <li>• Recognise that the opening and resolution should shape the story, ensuring a clear structure.</li> <li>• Understand that structural features of narrative, such as repetition, can be used to create emphasis or build tension.</li> <li>• Identify that paragraphs should vary in length and structure to control pacing and engage the reader.</li> </ul> | <ul style="list-style-type: none"> <li>• Know how to embed subordinate clauses within a sentence to make writing more efficient or emphasised.</li> <li>• Identify and use complex noun phrases to add descriptive detail.</li> </ul> <p><u>NARRATIVE:</u></p> <ul style="list-style-type: none"> <li>• Identify the specific characteristics of an adventure narrative and how these differ from other narratives.</li> <li>• Recognise that the sequence of plot may be disrupted for effect. For example, using flashback to reveal an interesting event to the reader.</li> <li>• Know that the opening and resolution shape the story.</li> <li>• Suggest a range of structural features of narrative, such as repetition for effect.</li> <li>• Know that paragraphs varied in length and structure, but continue to remain focused on time, place, person, theme etc.</li> <li>• Know that pronouns can be used to hide the doer of the action for suspense.</li> <li>• Recognise that dialogue is used to move the action on or to heighten empathy for central character.</li> <li>• Where applicable, deliberate ambiguity is set up in the mind of the reader until later in the text.</li> <li>• Know that figurative language can be used to build up description.</li> <li>• Know that modifiers are used to intensify or qualify.</li> <li>• Discuss how sentence length and type varied according to purpose.</li> <li>• Identify that fronted adverbials use to clarify writer's position.</li> <li>• Recall that complex noun phrases and prepositional phrases are used to add detail.</li> </ul> |  |  |
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|  | <ul style="list-style-type: none"> <li>• Know that sentence length and complexity should vary, with shorter sentences for impact and longer ones for detail.</li> <li>• Recognise that relative clauses add extra information about a noun, enhancing description and characterisation.</li> <li>• Understand that a wide range of subordinate conjunctions should be used to create varied and complex sentences.</li> <li>• Identify that embedded subordinate clauses can be used for emphasis or to condense information efficiently.</li> <li>• Know that figurative language, such as similes and personification, can enhance description and atmosphere.</li> <li>• Recognise that repetition can be used for effect, reinforcing key themes or emotions in the narrative.</li> <li>• Understand that precise vocabulary choices should reflect the intended impact on the reader and be appropriate for the genre.</li> <li>• Identify that pronouns can be used to hide the doer of an action, creating suspense.</li> <li>• Know that expanded noun phrases add detail and specificity to descriptions.</li> <li>• Recognise that modal verbs can be used to indicate possibility or certainty within the story.</li> <li>• Understand that verbs can be modified using prefixes to alter meaning.</li> <li>• Identify that adjectives should be carefully selected to create a strong visual impact.</li> <li>• Know that a range of fronted adverbials should be used to structure sentences effectively.</li> </ul> | <ul style="list-style-type: none"> <li>• Define active voice as when the subject of the sentence does the action.</li> <li>• Define passive voice as when the subject of the sentence has the action done to it.</li> <li>• Explain that narratives use a wide range of conjunctions to ensure cohesion and vary sentence complexity.</li> <li>• Discuss how complex punctuation can be used in a narrative such as: <ul style="list-style-type: none"> <li>- Semi-colons for clause demarcation.</li> </ul> </li> </ul> |  |  |
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|                 | <ul style="list-style-type: none"> <li>Recognise that adverbials of time, place, and number help to guide the reader through the narrative.</li> <li>Understand that relative pronouns should be used to introduce relative clauses for additional detail.</li> <li>Identify that brackets, dashes, and commas can be used for parenthesis, particularly in relative clauses.</li> <li>Know that commas should be used to avoid ambiguity in complex sentences.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Reading:</b> | <p>Year 5:</p> <ul style="list-style-type: none"> <li>Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Increase their familiarity with a wide range of books, including modern fiction, myths and legends and books from other cultures and traditions.</li> <li>Read books that are structured in different ways and read for a range of purposes.</li> <li>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging some views.</li> <li>Retrieve, record and present some information from fiction and non-fiction.</li> <li>Identify and discuss themes and conventions in and across a wide range of writing.</li> <li>Identify how language, structure and presentation contribute to meaning.</li> <li>Learn a wider range of age-appropriate poetry by heart.</li> <li>Prepare poems and plays to read aloud and to perform, showing</li> </ul> | <p>Ready, Steady Read Together Scheme:</p> <p>Fiction:</p> <ul style="list-style-type: none"> <li>The Wolves of Wiloughby Chase</li> </ul> <p>Non-Fiction:</p> <ul style="list-style-type: none"> <li>Women in Science</li> </ul> <p>Poetry:</p> <ul style="list-style-type: none"> <li>The Final Year</li> </ul> <p>Comprehension:</p> <ul style="list-style-type: none"> <li>Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Increase their familiarity with a wide range of books, including modern fiction, fiction from our literary heritage and traditional tales.</li> <li>Read books that are structured in different ways and read for a range of purposes.</li> <li>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views.</li> <li>Retrieve, record and present information from fiction and non-fiction.</li> </ul> | <p>Reading Skills:</p> <ul style="list-style-type: none"> <li>Make meaning from words and sentences, including knowledge of phonics, word roots, word families.</li> <li>Make meaning from text organisation.</li> <li>Make meaning by drawing on prior knowledge.</li> <li>Read increasingly complex texts independently for sustained periods.</li> <li>Find the main idea of a paragraph and text.</li> <li>Identify how punctuation relates to sentence structure and how meaning is constructed in multi-clause and complex sentences.</li> <li>Read closely, annotating for specific purposes.</li> <li>Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases.</li> <li>Connecting prior knowledge and textual information to make inferences and predictions.</li> <li>Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity.</li> </ul> | <p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> <li>Pupils will respect the range of viewpoints and traditions presented in texts from literary heritage, modern fiction, and other cultures. They will listen respectfully and engage thoughtfully with others' ideas in discussions and debates.</li> <li>Pupils will confidently express their own interpretations of complex texts, justify their opinions with evidence, and develop a personal reading voice through critical reflection on themes, characters, and language.</li> <li>Pupils will value how authors use language and structure to convey meaning and will appreciate a wide range of literary forms—including poetry, fiction, non-fiction, and plays—for their style, purpose, and impact.</li> <li>Pupils will take ownership of their reading by independently tackling complex texts, using close reading and annotation strategies, and applying advanced reading skills</li> </ul> |

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|  | <p>understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied.</li> <li>• Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>• With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Ask questions to improve their understanding.</li> <li>• With support, locate relevant information in a text, summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas.</li> <li>• Make comparisons within and across books e.g. plot, genre and theme.</li> <li>• Provide reasoned justifications for their views.</li> <li>• Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader.</li> <li>• Distinguishing between statements of fact and opinion.</li> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</li> <li>• Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word</li> </ul> | <ul style="list-style-type: none"> <li>• Identify and discuss themes and conventions in and across a wide range of writing.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Learn a wider range of poetry by heart.</li> <li>• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> <li>• Predict what might happen from details stated and implied.</li> <li>• Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Ask questions to improve their understanding.</li> <li>• Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas.</li> <li>• Make comparisons within and across books e.g. plot, genre and theme.</li> <li>• Provide reasoned justifications for their views.</li> <li>• Discuss and evaluate how authors use language, including figurative language considering the impact on the reader. Distinguishing between statements of fact and opinion.</li> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates,</li> </ul> | <ul style="list-style-type: none"> <li>• Summarising a text.</li> <li>• Secure responses and understanding through re-reading and cross-check information.</li> <li>• Confidently use a range of strategies for finding and locating information e.g. skimming scanning for detail.</li> <li>• Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning.</li> </ul> | <p>such as summarising and comparing texts.</p> <ul style="list-style-type: none"> <li>• Pupils will reflect on how authors use figurative language and sentence structure to influence meaning and mood. They will make comparisons across books, evaluate language choices, and use re-reading to deepen understanding.</li> <li>• Pupils will share their understanding through formal presentations and debates, prepare and perform poetry and play scripts with fluency and expression, and contribute clearly and confidently to discussions.</li> <li>• Pupils will engage in democratic dialogue by building on others' ideas, respectfully challenging viewpoints, and supporting their opinions with evidence during group tasks, debates, and comparative reading.</li> <li>• Pupils will aspire to read with insight and independence, develop a deeper understanding of literary techniques, and challenge themselves with texts that include layered meaning and sophisticated vocabulary.</li> <li>• Pupils will demonstrate a love of reading through sustained engagement with literature, enjoyment of performance, and thoughtful discussions about the deeper meanings within texts.</li> <li>• Pupils will show empathy by drawing inferences about characters' motives and feelings, evaluating how authors create emotional impact, and responding sensitively to the experiences and perspectives of others in texts.</li> </ul> |
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|                     | <p>families, syntax, text organisation and prior knowledge of context.</p> <ul style="list-style-type: none"> <li>• Self-correction, including re-reading and reading ahead.</li> <li>• Reading widely and frequently for pleasure and information.</li> <li>• Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences.</li> <li>• Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning.</li> <li>• Connecting prior knowledge and textual information to make inferences and predictions.</li> <li>• Scan to find specific details using graphic and textual organisers, e.g. sub-headings, diagrams etc.</li> <li>• Use information on-screen and on paper.</li> <li>• Connecting prior knowledge and textual information to make inferences and predictions.</li> <li>• Read closely, annotating for specific purposes.</li> <li>• Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases.</li> <li>• Identify features of texts, e.g. introduction to topic, sequence, illustrations, degree of formality and formality through language choices.</li> <li>• Finding the main idea of a text.</li> </ul> | <p>maintaining a focus on the topic and using notes where necessary.</p> <p><i>Vocabulary:</i><br/> <i>figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare</i></p> |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                          |
| <b>Mathematics:</b> | <p>Number &amp; Place Value:</p> <ul style="list-style-type: none"> <li>• Read, write, order, and compare numbers to at least 1,000,000 and determine the value of each digit.</li> <li>• Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Number &amp; Place Value:</p> <ul style="list-style-type: none"> <li>• Explain the place value system, where each digit's position indicates its value.</li> <li>• Identify the meaning of expanded form (e.g., 3,450,209 = 3,000,000 +</li> </ul>    | <p>Number &amp; Place Value:</p> <ul style="list-style-type: none"> <li>• Read, write, order, and compare numbers up to 10 000 000 and determine the value of each digit.</li> <li>• Round any whole number to a required degree of accuracy.</li> </ul> | <ul style="list-style-type: none"> <li>• Working collaboratively with partners and in groups.</li> <li>• Using appropriate listening skills and turn taking in group discussion.</li> <li>• Showing empathy and kindness by helping each other to understand.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000.</li> <li>Solve number problems and practical problems that involve all of the above.</li> <li>Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.</li> </ul> <p>Addition &amp; Subtraction:</p> <ul style="list-style-type: none"> <li>Add and subtract whole numbers with more than 4 digits, including using formal written methods.</li> <li>Add and subtract numbers mentally with increasingly large numbers.</li> <li>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</li> <li>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</li> </ul> <p>Multiplication &amp; Division:</p> <ul style="list-style-type: none"> <li>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</li> <li>Know and use the vocabulary of prime numbers, prime factors, and composite (non-prime) numbers.</li> <li>Establish whether a number up to 100 is prime and recall prime numbers up to 19.</li> <li>Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.</li> <li>Multiply and divide numbers mentally drawing upon known facts.</li> <li>Divide numbers up to 4 digits by a one-digit number using the formal written method of short division</li> </ul> | <p>400,000 + 50,000 + 9,000 + 200 + 9).</p> <ul style="list-style-type: none"> <li>Explain the meaning of rounding as well as its real-life applications.</li> <li>Explain the rounding rules with a clear connection to place value.</li> </ul> <p>Addition, Subtraction, Multiplication &amp; Division:</p> <ul style="list-style-type: none"> <li>Explain the process of multiplication and the importance of place value in the process.</li> <li>Explain the steps involved in long multiplication, including renaming.</li> <li>Understand the process of division and the role of place value in the process.</li> <li>Explain the steps involved in long division, including remainders.</li> <li>Know that remainders can be interpreted in different ways, including whole numbers, fractions, and decimals.</li> <li>Understand the principles of short division.</li> <li>Identify the meaning of factors and multiples.</li> <li>Recognise prime numbers as those with only two factors: 1 and themselves.</li> <li>Explain why 1 is not a prime number.</li> <li>Identify what the Order of Operations is and why it is used.</li> <li>Know that Addition and Subtraction are of equal importance.</li> <li>Know that Multiplication and Division are of equal importance.</li> <li>Explain how to use estimation to quickly assess if answers are reasonable.</li> </ul> | <ul style="list-style-type: none"> <li>Solve number and practical problems that involve all of the above.</li> </ul> <p>Addition, Subtraction, Multiplication &amp; Division:</p> <ul style="list-style-type: none"> <li>Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.</li> <li>Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.</li> <li>Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.</li> <li>Perform mental calculations, including with mixed operations and large numbers.</li> <li>Identify common factors, common multiples, and prime numbers.</li> <li>Use their knowledge of the order of operations to carry out calculations involving the 4 operations.</li> <li>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</li> <li>Solve problems involving addition, subtraction, multiplication, and division.</li> <li>Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</li> </ul> <p>Fractions:</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> </ul> | <ul style="list-style-type: none"> <li>Knowing that giving your partner the answer is not helpful but explaining it is.</li> <li>To recognise the value in making mistakes.</li> <li>To identify the importance of resilience in problem solving.</li> <li>To find different ways to solve the same problem.</li> </ul> |
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|                 | <p>and interpret remainders appropriately for the context.</p> <ul style="list-style-type: none"> <li>• Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000.</li> <li>• Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).</li> <li>• Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares, and cubes.</li> <li>• Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.</li> <li>• Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</li> <li>• Compare and order fractions whose denominators are all multiples of the same number.</li> <li>• Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.</li> <li>• Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt; 1</math> as a mixed number.</li> <li>• Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</li> </ul> |                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Compare and order fractions, including fractions <math>&gt; 1</math>.</li> <li>• Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</li> </ul> |                                                                                                                                                                                                              |
| <b>Science:</b> | <p>Year 2:</p> <ul style="list-style-type: none"> <li>• When we exercise, our hearts beat faster.</li> </ul> <p>Year 3:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Animals Including Humans:</p> <ul style="list-style-type: none"> <li>• The circulatory system is made of the heart, blood vessels, and blood.</li> </ul> | <p>Ask Questions:</p> <ul style="list-style-type: none"> <li>• Recognise how secondary sources can be used to answer questions that cannot be answered through practical work.</li> </ul>                                                                 | <p>Values: Value, Empathy, Respect, Reflect, Aspire, Individuality, Democracy, Share</p> <ul style="list-style-type: none"> <li>• Recognising the value of blood as a crucial part of our bodies.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>Eating a balanced diet is important in maintaining a healthy body.</li> </ul> <p>Year 4:</p> <ul style="list-style-type: none"> <li>Digestion is the process of breaking down food to be absorbed into the blood.</li> <li>Nutrients are absorbed into the small intestine.</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>Recognise how secondary sources can be used to answer questions that cannot be answered through practical work.</li> <li>Given a wide range of resources decide for themselves how to gather evidence to answer a scientific question.</li> <li>Choose a type of enquiry to carry out and justify this choice.</li> <li>Recognise the need for control variables where necessary and identify these.</li> <li>Carry out fair tests, recognising and controlling variables.</li> <li>Decide what observations or measurements to make over time and for how long.</li> <li>Look for patterns and relationships using a suitable sample.</li> <li>Decide how to record and present evidence.</li> <li>Record observations, for example: using annotated photographs, videos, labelled diagrams, labelled scientific diagrams or writing.</li> <li>Answer own and others' questions based on information gained from secondary sources.</li> <li>In conclusions: identify causal relationships and patterns in the natural world from evidence; identify results that do not fit the overall pattern; and explain findings using own subject knowledge.</li> </ul> | <ul style="list-style-type: none"> <li>The circulatory system is needed to transport oxygen, nutrients, and water.</li> <li>Blood includes red and white blood cells, platelets, and plasma.</li> <li>Red blood cells carry oxygen, whilst white cells fight infections.</li> <li>The heart has four chambers, two atria and two ventricles.</li> <li>The walls of the heart are made of muscle which contracts (gets smaller) to pump blood around our bodies.</li> <li>Blood vessels include arteries, veins and capillaries.</li> <li>Capillaries allow oxygen, nutrients, water, and waste to pass between blood and body cells.</li> <li>Regular exercise enhances the health of the heart and vessels and muscle strength.</li> <li>Smoking and unhealthy habits can harm our heart and blood vessels, leading to heart diseases.</li> </ul> <p><i>Vocabulary:</i><br/> <i>circulatory System, heart, blood, blood vessel, vein, artery, capillaries, pulse, oxygen, Carbon Dioxide.</i></p> | <ul style="list-style-type: none"> <li>Given a wide range of resources decide for themselves how to gather evidence to answer a scientific question.</li> <li>Choose a type of enquiry to carry out and justify this choice.</li> <li>Recognise the need for control variables where necessary and identify these.</li> </ul> <p>Enquiry:</p> <ul style="list-style-type: none"> <li>Carry out fair tests, recognising and controlling variables.</li> <li>Decide what observations or measurements to make over time and for how long.</li> <li>Look for patterns and relationships using a suitable sample.</li> </ul> <p>Record/Present:</p> <ul style="list-style-type: none"> <li>Decide how to record and present evidence.</li> <li>Record observations, for example: using annotated photographs, videos, labelled diagrams, labelled scientific diagrams or writing.</li> </ul> <p>Conclusions:</p> <ul style="list-style-type: none"> <li>Answer own and others' questions based on information gained from secondary sources.</li> <li>In conclusions: identify causal relationships and patterns in the natural world from evidence; identify results that do not fit the overall pattern; and explain findings using own subject knowledge.</li> </ul> <p>Communicate:</p> <ul style="list-style-type: none"> <li>Communicate findings to an audience using relevant scientific language and illustrations.</li> </ul> | <ul style="list-style-type: none"> <li>Developing empathy for the importance of blood and its components in maintaining health and how some people's bodies do not function correctly.</li> <li>Respecting the complexity and significance of the heart's role in the body.</li> <li>Reflecting on the intricacies of the heart's structure and function.</li> <li>Understanding the circulatory system's role in distributing nutrients and oxygen.</li> <li>Reflecting on the intricate network of blood vessels and their contribution to overall health.</li> <li>Valuing the role of nutrients and water in nourishing our bodies.</li> <li>Aspiring to make healthy food choices to support bodily functions.</li> <li>Recognising that dietary needs and exercise preferences vary for individuals.</li> <li>Developing empathy for others that cannot make the healthy choices due to personal circumstances.</li> <li>Understanding the impact of lifestyle choices on personal well-being and health.</li> <li>Sharing knowledge about the benefits of balanced diets and exercise for the heart.</li> </ul> |
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|             | <ul style="list-style-type: none"> <li>Communicate findings to an audience using relevant scientific language and illustrations.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Art:</b> | <p>Year 5:</p> <ul style="list-style-type: none"> <li>Use a sketchbook to collect and record visual information from different sources as well as experimentations/ planning/trying out ideas for future works.</li> <li>Express thoughts and feelings about their own work and that of others through clear and well explained annotations</li> <li>Use a sketchbook to make notes on how they can adapt and improve their work, throughout the creative process.</li> <li>Discuss and review own and others work, expressing thoughts and feelings with clear explanations that are supported by their knowledge or artists and techniques.</li> <li>Reflect on own work identifying modifications that can be made, in relation to styles and approaches to develop this further.</li> <li>Explore a wide range of great artists and designers, identifying those that have worked in a similar way to their own work.</li> <li>Work in a sustained and independent way to create a detailed drawing.</li> <li>Apply different techniques learnt for different purposes.</li> <li>Begin to develop an awareness of scale and proportion.</li> <li>Develop perspective in their drawing through one-point or two-point perspective.</li> <li>Confidently compose drawings building on prior knowledge.</li> </ul> | <p>Drawing – Introduction to Drawing 6:</p> <ul style="list-style-type: none"> <li>Viewfinders frame areas for observation and aid composition.</li> <li>They support with developing detail.</li> <li>Perspective techniques, like one-point and two-point perspective, create depth and dimension in drawings.</li> <li>Coloured pencils allow layering and blending of colours to create depth through shades, tones, and tints.</li> <li>Experimentation with different media and tonal contrasts allows us to develop our own individual style.</li> <li>The grid method helps us to break up a drawing into smaller, more manageable parts.</li> </ul> <p><i>Vocabulary:</i><br/> <i>tonal contrast, blending, tone, shade, tint, 3D, depth, detail, composition, perspective, observation, viewfinder, scale, proportion</i></p> | <p>Exploring &amp; Developing Ideas:</p> <ul style="list-style-type: none"> <li>Use a sketchbook to collect and record visual information from different sources as well as experimentations/ planning/trying out ideas for future works.</li> <li>Express thoughts and feelings about their own work and that of others through clear and well explained annotations</li> <li>Make notes to indicate their intentions/purpose of a piece of work.</li> <li>Use a sketchbook to explain how they can adapt and improve their work, throughout the creative process based on their intentions.</li> </ul> <p>Responding to Art:</p> <ul style="list-style-type: none"> <li>Discuss and review own and others work, with clear explanations that are supported by their knowledge or artists and techniques.</li> <li>Reflect on own work identifying modifications that can be made, in relation to styles and approaches to develop this further.</li> </ul> <p>Drawing:</p> <ul style="list-style-type: none"> <li>Select appropriate media and learned techniques to achieve a desired outcome.</li> <li>Work in a sustained and independent way to create a detailed drawing over a number of sessions.</li> <li>Work from a variety of sources including observation, photographs and digital images.</li> <li>Continue to explore the combination of different art media in their artwork, developing their own personal style.</li> </ul> | <p>Values: Reflect, Value, Individuality, Share</p> <ul style="list-style-type: none"> <li>Reflect on skills and techniques previously learnt and improvements that could be made this term.</li> <li>Reflect on skills and techniques previously learnt and improvements that could be made this term.</li> <li>The use of a new technique and how it can help progress drawing skills.</li> <li>Value the importance of planning and research when creating a piece of work.</li> <li>Show their individuality in their exploration of media and drawings.</li> <li>Reflect and share on how well they have done in their work and how it connects back to the artist.</li> </ul> |

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|                                                | <ul style="list-style-type: none"> <li>• Work from a variety of sources including observation, photographs and digital images.</li> <li>• Develop close observation skills using a variety of view finders.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Adapt drawings over time, based on self and peer assessment giving clear reasons behind decisions.</li> </ul>                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Computing:<br/>First Week of<br/>Autumn</b> | <p>Year 5:</p> <ul style="list-style-type: none"> <li>• Identifying possible dangers online and learning how to stay safe.</li> <li>• Explain the pros and cons of online communication.</li> <li>• Recognise that information on the internet might not be true or correct.</li> <li>• Identify ways of checking validity.</li> <li>• Know what bullying is and that it can occur both online and in the real world.</li> <li>• Explain what to do if they experience bullying online.</li> <li>• Understand that passwords need to be strong and that apps require some form of passwords.</li> <li>• Recognise different types of online communication</li> <li>• Go to a responsible adult if they need help with any communication matters online.</li> <li>• Search for simple information about a person, such as their birthday or key life moments.</li> <li>• Recognise when health and wellbeing are being affected in either a positive or negative way through online use.</li> <li>• Offer a couple of advice tips to combat the negative effects of online use.</li> </ul> | <p>Kapow Computing Scheme:</p> <p>Online Safety:</p> <ul style="list-style-type: none"> <li>• To know that a digital footprint means the information that exists on the internet as a result of a person's online activity.</li> <li>• To know what steps are required to capture bullying content as evidence.</li> <li>• To understand that it is important to manage personal passwords effectively.</li> <li>• To understand what it means to have a positive online reputation.</li> <li>• To know some common online scams.</li> </ul> <p><i>Vocabulary:</i><br/> <i>anonymity, antivirus, biometrics, block, consent, digital footprint, digital personality, financial information, hacking, inappropriate, malware, online bullying, online reputation, password, personal information, phishing, privacy settings, private, reliable source, report, respect, scammers, screen grab, screenshot, secure, selfie, software updates, two-factor authentication, URL, username</i></p> | <p>Online Safety:</p> <ul style="list-style-type: none"> <li>• Learning about the positive and negative impacts of sharing online.</li> <li>• Learning strategies to create a positive online reputation.</li> <li>• Understanding the importance of secure passwords and how to make them.</li> <li>• Learning strategies to capture evidence of online bullying to seek help.</li> <li>• Recognising that updated software can help to prevent data corruption and hacking.</li> </ul> | <p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> <li>• Respecting others' privacy and personal boundaries online.</li> <li>• Using respectful language and behaviour in digital communications.</li> <li>• Respect the uniqueness of each individual's online presence and the importance of expressing oneself while staying safe.</li> <li>• Create strong, unique passwords and usernames to protect personal accounts.</li> <li>• Explore the value of personal information and the potential consequences of sharing it recklessly.</li> <li>• Evaluate the reliability and credibility of online sources.</li> <li>• Ensure trustworthiness online, including how to identify trustworthy websites and individuals.</li> <li>• Address the risks and benefits of sharing personal information with others on the internet.</li> <li>• Reflect on online activities and interactions to identify risks.</li> <li>• Critically analysing online content before sharing or believing it.</li> <li>• Be responsible when sharing content online, including images, videos, and personal information.</li> <li>• Know the consequences of oversharing and how to set appropriate boundaries.</li> </ul> |

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| <b>Computing:<br/>Remainder of<br/>Autumn 1</b> | <p>Year 5:</p> <ul style="list-style-type: none"> <li>• To know that Mars Rover is a motor vehicle that collects data from space by taking photos and examining samples of rock.</li> <li>• To know what numbers using binary code look like and be able to identify how messages can be sent in this format.</li> <li>• To know what simple operations can be used to calculate bit patterns.</li> <li>• Understanding how data is collected in remote or dangerous places.</li> <li>• Understanding how data might be used to tell us about a location.</li> </ul> | <p>Kapow Computing Scheme:</p> <p>Big Data (Lessons 1, 3, 4 &amp; 5 only).</p> <ul style="list-style-type: none"> <li>• Data contained within barcodes and QR codes can be used by computers.</li> <li>• Infrared waves are a way of transmitting data.</li> <li>• Radio Frequency Identification (RFID) is a more private way of transmitting data.</li> <li>• Data is often encrypted so that even if it is stolen it is not useful to the thief.</li> </ul> <p><i>Vocabulary:</i><br/> <i>algorithm, barcode, Boolean, brand, chip, commuter, contactless, data, encrypt, infrared, proximity, QR code, QR scanner, radio waves, RFID, signal, spreadsheet, systems analyst, transmission, wireless</i></p> | <ul style="list-style-type: none"> <li>• Understanding and identifying barcodes, QR codes and RFID.</li> <li>• Identifying devices and applications that can scan or read barcodes, QR codes and RFID.</li> <li>• Understanding how barcodes, QR codes and RFID work.</li> <li>• Gathering and analysing data in real time.</li> <li>• Creating formulas and sorting data within spreadsheets.</li> <li>• Learning how 'big data' can be used to solve a problem or improve efficiency.</li> </ul> | <p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Empathy</p> <ul style="list-style-type: none"> <li>• Emphasise the importance of respecting others' privacy and data security.</li> <li>• Highlight the uniqueness of data related to individuals.</li> <li>• Discuss how technology can cater to individual needs while maintaining privacy.</li> <li>• Connect the idea of valuing data by treating it as an important asset that needs protection.</li> <li>• Discuss how accurate and reliable data adds value to decision-making and problem-solving.</li> <li>• Teach students about the responsibility that comes with being entrusted with others' data.</li> <li>• Explain how encryption and secure data transmission methods, like RFID, are ways to protect that trust.</li> <li>• Encourage students to reflect on the ethical implications of using data and technology.</li> <li>• Discuss the importance of sharing data responsibly.</li> <li>• Teach students to consider how their use of technology affects others.</li> </ul> |
| <b>DT:</b>                                      | <p>Year 5:</p> <ul style="list-style-type: none"> <li>• Continue to build on understanding of fruits and</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>CONTEXT:<br/> <i>"Hi, my name is Vanessa and my partner's family are from Greece. They are coming</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Cooking &amp; Nutrition:</p> <ul style="list-style-type: none"> <li>• Exploring how UK diets have changed as a result of food</li> </ul>                                                                                                                                                                                                                                                                                                                                                        | <p>Value: Share, Reflect, Respect</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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|                 | <p>vegetables grown in the UK, exploring the concept of seasonality.</p> <ul style="list-style-type: none"> <li>Identify foods for different seasons in the UK.</li> <li>Know that foods are often processed into ingredients that can be eaten or used in cooking.</li> <li>Investigate different processing procedures.</li> <li>Evaluating Existing Products: <ul style="list-style-type: none"> <li>how much products cost to make,</li> <li>how sustainable the materials in products are,</li> <li>how well products have been made,</li> <li>why materials have been chosen,</li> <li>what methods of construction have been used,</li> <li>how well products achieve their purposes,</li> <li>how well products meet user needs and wants.</li> </ul> </li> </ul> | <p><i>over at Christmas and I wanted to make them a welcome meal with some healthy and authentic Greek foods to make them feel at home. Can you help me design and make something for them?"</i></p> <p>Mediterranean Foods (Lessons 1 – 3):</p> <ul style="list-style-type: none"> <li>Before the increase in food imports, the UK diet focused on local, seasonal and staple foods.</li> <li>Importing gives us access to foods that might not grow in our country.</li> <li>Importing foods even when they are not in season in our country.</li> <li>Importing foods can make food prices higher.</li> <li>Transporting food can harm the environment due to increased pollution.</li> <li>Foods with high “food miles” can lose freshness so may not be as nutritious.</li> <li>Preserving foods helps them stay fresh during transport.</li> <li>Food commonly imported from mainland Europe include: olives, tomatoes, citrus fruits, peppers.</li> </ul> <p><i>Vocabulary:</i><br/>diet, import, export, traditional, produce, preserve, food miles, Mediterranean</p> | <p>imports, including the impact on seasonality.</p> <ul style="list-style-type: none"> <li>Understanding that some foods are imported/exported.</li> <li>Identify benefits and limitations of importing and exporting foods.</li> <li>Identify common foods imported from mainland Europe.</li> <li>Identify how foods are preserved in preparation for export.</li> <li>Recognise that foods have “miles” and that some common foods eaten have very high mileage.</li> </ul> <p>Evaluating:</p> <ul style="list-style-type: none"> <li>Existing Products: <ul style="list-style-type: none"> <li>how much products cost to make,</li> <li>how sustainable the materials in products are,</li> <li>how well products have been made,</li> <li>why materials have been chosen,</li> <li>what methods of construction have been used,</li> <li>how well products achieve their purposes,</li> <li>how well products meet user needs and wants.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Encourage pupils to see how cultural exchange through imports have positively impacted the UK food market.</li> <li>Support pupils in reflecting on the positive and negative aspects of food imports allowing them to make informed decisions later in life.</li> <li>Support pupils in respecting other cultural foods and widening their world experiences.</li> </ul> |
| <b>History:</b> | <p>Year 4:</p> <ul style="list-style-type: none"> <li>Recognise the difference between an empire and a civilization.</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>Continue to develop a chronologically secure knowledge and understanding of British, local and world history.</li> <li>Establish clear narratives within and across the periods studied.</li> <li>Make links between events and changes within and across different time periods/societies.</li> </ul>                                                                                                                                                                                                                                                                              | <p>Great Builders: The Ancient Greeks (General)</p> <ul style="list-style-type: none"> <li>Ancient Greeks lived in the eastern Mediterranean region in Europe.</li> <li>The mountainous geography, as well as the many islands influenced the development of city-states.</li> <li>It existed from around 2,000 BCE to 146 BCE.</li> <li>This was at the same time as the later part of the Ancient Egyptian civilization.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Chronology:</p> <ul style="list-style-type: none"> <li>Continue to develop a chronologically secure knowledge and understanding of British, local and world history.</li> <li>Establish clear narratives within and across the periods studied.</li> </ul> <p>Change and Continuity:</p> <ul style="list-style-type: none"> <li>Make links between events and changes within and across different time periods/societies.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Values: Individuality, Democracy, Entrust, Value, Respect</p> <ul style="list-style-type: none"> <li>Support pupils in developing an understanding that the civilization developed as a result of specific contributing factors, making it truly individual and unique.</li> <li>Understand the concept of people having a voice, however, understanding that in Ancient Greece this was limited.</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• Give reasons why changes may have occurred supported by evidence.</li> <li>• Identify a range of causes of major events in history.</li> <li>• Using a range of sources to find out about a particular aspect of the past.</li> <li>• Know that the most reliable sources are primary sources which were created for official purposes.</li> <li>• Evaluate the usefulness and accuracy of different sources of evidence.</li> <li>• Form own opinions about historical events from a range of sources.</li> <li>• Analyse a wide range of evidence to justify claims about the past.</li> <li>• Suggest plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</li> <li>• Recognise that secondary sources are influenced by the beliefs, cultures and time of the author.</li> <li>• Describe the most significant features of past societies and periods.</li> <li>• Recognise that secondary sources are influenced by the beliefs, cultures and time of the author.</li> <li>• Describe similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</li> <li>• Describe the significant features of the past, including ideas, beliefs, attitudes and experiences of men, women, and children.</li> <li>• Explain a range of similarities and differences between daily lives of people in the past and today.</li> </ul> | <ul style="list-style-type: none"> <li>• Athens was known for valuing education, philosophy and the arts.</li> <li>• The Athenian society was divided into different classes: citizens, women, metics, and slaves.</li> <li>• Athens was governed by a democratic system.</li> <li>• Sparta was a militaristic society emphasising discipline and military training.</li> <li>• Spartan women enjoyed many freedoms whilst Athenian women did not.</li> <li>• Sparta was governed by an oligarchy.</li> <li>• The Ancient Greeks were polytheistic.</li> <li>• The most important gods were part of the Olympian pantheon.</li> <li>• Mythology was significant as it explained the world and human existence.</li> <li>• Temples were built as the dwelling places of deities.</li> <li>• They contained statues which were believed to embody the god or goddess.</li> <li>• Cities were planned and developed around temples and other religious sites.</li> </ul> <p><i>Vocabulary:</i><br/> <i>city-state, philosophy, democracy, agriculture, trade, military, oligarchy, polytheism, ritual, architecture</i></p> | <ul style="list-style-type: none"> <li>• Give reasons why changes may have occurred supported by evidence.</li> </ul> <p>Cause and Consequence:</p> <ul style="list-style-type: none"> <li>• Identify a range of causes of major events in history.</li> </ul> <p>Using Sources for Enquiry:</p> <ul style="list-style-type: none"> <li>• Using a range of sources to find out about a particular aspect of the past.</li> <li>• Know that the most reliable sources are primary sources which were created for official purposes.</li> <li>• Evaluate the usefulness and accuracy of different sources of evidence.</li> <li>• Form own opinions about historical events from a range of sources.</li> </ul> <p>Historical Interpretation:</p> <ul style="list-style-type: none"> <li>• Analyse a wide range of evidence to justify claims about the past.</li> <li>• Suggest plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</li> <li>• Recognise that secondary sources are influenced by the beliefs, cultures and time of the author.</li> </ul> <p>Similarities and Differences:</p> <ul style="list-style-type: none"> <li>• Describe the most significant features of past societies and periods.</li> <li>• Recognise that secondary sources are influenced by the beliefs, cultures and time of the author.</li> <li>• Describe similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</li> </ul> <p>Historical Significance:</p> <ul style="list-style-type: none"> <li>• Describe the significant features of the past, including ideas, beliefs, attitudes and experiences of men, women, and children.</li> </ul> | <ul style="list-style-type: none"> <li>• Explore the concept of being trusted by your community to protect and serve.</li> <li>• Discuss which concepts we value most and how these fit with Athenian or Spartan viewpoints.</li> <li>• Reverence for beliefs and traditions of other cultures but also how each of the gods had their own personality.</li> <li>• Awe and inspiration from cultural achievements as well as appreciating the beauty and historical significance of ancient architecture. Possible link to the British Museum debate?</li> </ul> |
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| <b>Music:</b> | <p>Year 5:</p> <ul style="list-style-type: none"> <li>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</li> <li>Comparing, discussing and evaluating music using detailed musical vocabulary.</li> <li>Developing confidence in using detailed musical vocabulary to discuss and evaluate their own and others' work.</li> <li>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments.</li> <li>Improvising coherently within a given style.</li> <li>Combining rhythmic patterns into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</li> <li>Using staff notation to record rhythms and melodies.</li> <li>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</li> <li>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</li> <li>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others</li> </ul> | <p>Kapow Music Scheme:</p> <p>Dynamics, Pitch &amp; Texture:</p> <ul style="list-style-type: none"> <li>To know that the conductor beats time to help the performers work well together.</li> <li>To understand that improvisation means making up music 'on the spot'.</li> <li>To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</li> <li>To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright.</li> </ul> <p><i>Vocabulary:</i><br/> <i>classical, characterise, composition, conductor, depict, dynamics, ensemble, graphic score, improvisation, notation, orchestra, pitch, texture</i></p> | <ul style="list-style-type: none"> <li>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.</li> <li>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</li> <li>Using musical vocabulary correctly when describing and evaluating the features of a piece of music.</li> <li>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</li> <li>Improvising coherently and creatively within a given style, incorporating given features.</li> <li>Composing a multi-layered piece of music from a given stimulus with voices, bodies, and instruments.</li> <li>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch, and texture.</li> <li>Recording own composition using appropriate forms of notation and/or technology.</li> <li>Constructively critiquing their own and others' work, using musical vocabulary.</li> <li>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.</li> </ul> | <p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> <li>Appreciate the skills and efforts of their peers and musicians.</li> <li>Respect for the instruments and equipment used in music-making.</li> <li>Express individual creativity through music composition and performance.</li> <li>Explore different instruments and musical roles.</li> <li>Maintain individual responsibilities in group performances, ensemble rehearsals, and collaborative projects.</li> <li>Lead, make decisions, and contribute to the musical process.</li> <li>Engage in reflective practices after performances, analysing what went well and areas for improvement.</li> <li>Share musical talents and skills through performances.</li> <li>Share ideas, insights, and responsibilities.</li> <li>Engage in discussions about the selection of repertoire and the organisation of musical events.</li> <li>Set musical goals, whether related to technique, theory, or performance.</li> <li>Aim for higher levels of musical proficiency and expression.</li> <li>Develop a love for music through exposure to various genres and styles.</li> <li>Nurture emotional connections to music and express and interpret emotions through performance.</li> </ul> |

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|            | <p>and communicating with the group.</p> <ul style="list-style-type: none"> <li>Performing with accuracy and fluency from graphic and simple staff notation.</li> <li>Playing a simple chord progression with accuracy and fluency.</li> </ul>                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Performing a solo or taking a leadership role within a performance.</li> <li>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</li> <li>Performing by following a conductor's cues and directions.</li> </ul>                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Develop empathy by understanding the emotions conveyed in different pieces.</li> <li>Listen to and understand each other in teamwork.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>PE:</b> | <p>Year 5:</p> <ul style="list-style-type: none"> <li>Identify tactics that help to keep possession of the ball.</li> <li>Explain way to send and receive with control in games.</li> <li>Define the terms speed, agility and coordination.</li> <li>Being able to use control within a game</li> <li>Carry out warm up activities independently.</li> </ul>                                                                                                                                                             | <ul style="list-style-type: none"> <li>Express the importance of control in relation to sending and receiving.</li> <li>Know how to manipulate the game by thinking tactically.</li> <li>Develop an understanding of how to improve in different physical activities and sports.</li> <li>Learn necessary vocabulary to evaluate and recognise their own success</li> <li>Make links between the content of the lesson and the possible warm-ups that might be utilised.</li> </ul>                                                 | <ul style="list-style-type: none"> <li>Identify and use tactics to help their team keep the ball and take it towards the opposition's goal/basket.</li> <li>Close down opponents with the ball and help each other in defence.</li> <li>Carry out warm up activities that use exercises that relate to invasion games</li> </ul>                                                                                                                                                                                                                        | <p>Values: Respect, Value, Entrust, Reflect, Share, Democracy, Aspire, Empathy</p> <ul style="list-style-type: none"> <li>Carry out activities to improve their work and understand why they are useful.</li> <li>Come up with and share sensible solutions, given time to think about their actions.</li> <li>Work collaboratively to improve individual and team member skills, showing aspiration.</li> <li>Value the efforts of others and show empathy when providing peer-assessment/feedback.</li> <li>Entrust each other to be kind and supportive, showing good sportsmanship.</li> <li>Show resilience when receiving feedback and reflect on how this can be used.</li> </ul> |
| <b>RE:</b> | <p>Year 5:</p> <ul style="list-style-type: none"> <li>Describe some reasons for why people belong to religions.</li> <li>Explain how similarities and differences between religions can make a difference to the lives of individuals and communities.</li> <li>Use a wider religious vocabulary.</li> <li>Begin to suggest reasons for similarities and differences in the answers given to moral questions.</li> <li>Begin to explain how religious sources are used to provide answers to moral questions.</li> </ul> | <p>Do You Have to Believe in God?</p> <ul style="list-style-type: none"> <li>Argument from Design: the world is so complex it must have been designed by God. <ul style="list-style-type: none"> <li>Argument against: nature can be explained by science without needing a designer.</li> </ul> </li> <li>Argument from First Cause: everything has a cause, so the universe must have had a first cause — God. <ul style="list-style-type: none"> <li>Argument against: some people ask, "Who caused God?"</li> </ul> </li> </ul> | <p>Learning about Religion &amp; Beliefs:</p> <ul style="list-style-type: none"> <li>Describe some reasons for why people belong to religions.</li> <li>Explain how similarities and differences between religions can make a difference to the lives of individuals and communities.</li> <li>Use a wider religious vocabulary.</li> <li>Begin to suggest reasons for similarities and differences in the answers given to moral questions.</li> <li>Begin to explain how religious sources are used to provide answers to moral questions.</li> </ul> | <p>Values: Respect, Reflect, Entrust, Empathy, Value, Share</p> <ul style="list-style-type: none"> <li>Pupils will listen to and respect different beliefs and ideas about life, God, and the world, recognising that not everyone believes the same things.</li> <li>Pupils will reflect on whether the complexity of the world suggests design and consider how different beliefs respond to this idea.</li> <li>Pupils will explore the idea of trusting in explanations about the universe's origin, whether those</li> </ul>                                                                                                                                                        |

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|             | <ul style="list-style-type: none"> <li>Say what religions teach about some of the big questions of life and begin to use more sources to explain different views.</li> <li>Give own views and describe the views of others on questions about identity and the meaning of life.</li> <li>Use brief reasons and some references to sources of wisdom, such as inspirational people.</li> <li>Begin to express much clearer opinions on matters of religion and belief and use some examples to support their views.</li> </ul> | <ul style="list-style-type: none"> <li>Argument from Experience: people believe in God because they feel awe or wonder (numinous) in worship or nature. <ul style="list-style-type: none"> <li>Argument against: these feelings could come from emotions or the brain, not from God.</li> </ul> </li> <li>Argument from Morality: people know right from wrong because God gave us a conscience. <ul style="list-style-type: none"> <li>Argument against: non-religious people can be good without believing in God.</li> </ul> </li> <li>Argument from Society: religion helps people come together to celebrate and feel part of a community. <ul style="list-style-type: none"> <li>Argument against: non-religious people also celebrate, so community life doesn't prove God exists.</li> </ul> </li> </ul> <p><b>Significant People</b><br/>William Paley:</p> <ul style="list-style-type: none"> <li>Was a Christian thinker who lived in the 1700s.</li> <li>Suggested that the world is so detailed it must have a designer, and that designer is God.</li> </ul> <p>Thomas Aquinas:</p> <ul style="list-style-type: none"> <li>Was a Christian thinker from the Middle Ages.</li> <li>Said everything must have a cause, and the first cause of everything was God.</li> </ul> <p><i>Vocabulary:</i><br/><i>belief, faith, religious, atheist, agnostic, humanist, big bang, numinous, morality, conscience</i></p> | <ul style="list-style-type: none"> <li>Say what religions teach about some of the big questions of life and begin to use more sources to explain different views.</li> </ul> <p>Learning from Religion &amp; Beliefs:</p> <ul style="list-style-type: none"> <li>Give own views and describe the views of others on questions about identity and the meaning of life.</li> <li>Use brief reasons and some references to sources of wisdom, such as inspirational people.</li> <li>Begin to express much clearer opinions on matters of religion and belief and use some examples to support their views.</li> </ul> | <p>are based in religion, science, or a combination of both.</p> <ul style="list-style-type: none"> <li>Pupils will develop empathy by exploring how people describe powerful spiritual or emotional experiences and what these mean to them.</li> <li>Pupils will explore what people value in life (such as fairness, kindness or justice) and how both religious and non-religious people use these values to guide their behaviour.</li> <li>Pupils will understand how people (religious and non-religious) share important life events and celebrations, and how this brings communities together.</li> </ul> |
| <b>RSE:</b> | <p>Year 5:</p> <ul style="list-style-type: none"> <li>The difference between their brain and mind.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>My Happy... Scheme:</p> <p>My Happy Mind: Meet Your Brain Lessons 1 - 3</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>My Happy Mind: Meet Your Brain</p> <ul style="list-style-type: none"> <li>Recognise signs that their brain is calm, focused, or stressed.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>My Happy Mind: Meet Your Brain</p> <p>Values: Reflect, Entrust, Value</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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|  | <ul style="list-style-type: none"> <li>• More detail about each part of the brain and why they work the way they do.</li> <li>• How they can train their brains in times of stress by using Happy Breathing when their Amygdala gets triggered.</li> <li>• About how others react differently to them and that we all have different triggers that cause us to Fight, Flight or Freeze.</li> <li>• About how to more intentionally look after their brains to keep them healthy.</li> <li>• About the hormones in their brain and how they can manage them, including Dopamine and Cortisol.</li> <li>• That mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</li> <li>• About strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</li> <li>• To recognise that feelings can change over time and range in intensity.</li> <li>• About everyday things that affect feelings and the importance of expressing feelings.</li> <li>• A varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</li> <li>• Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.</li> </ul> | <p>To Learn:</p> <ul style="list-style-type: none"> <li>• About our brain and how it works.</li> <li>• How our feelings impact our brain.</li> <li>• Different ways to look after our brains so we can be our best selves.</li> <li>• How to develop healthy habits to look after our minds.</li> </ul> <p><i>Vocabulary:</i><br/> <i>brain, cells, hippocampus, amygdala, prefrontal cortex, mind, focus, neuroplasticity, neuron, neural pathway, happy breathing, 'fight, flight, freeze', oxygen, real danger, perceived danger, trigger</i></p> <p>My Happy Mind Places: Lessons 1 – 4</p> <p>To Recap:</p> <ul style="list-style-type: none"> <li>• That mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</li> <li>• About strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</li> <li>• To recognise that feelings can change over time and range in intensity.</li> <li>• About everyday things that affect feelings and the importance of expressing feelings.</li> <li>• A varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</li> <li>• Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately</li> </ul> | <ul style="list-style-type: none"> <li>• Use Happy Breathing to regulate their emotions during moments of stress.</li> <li>• Reflect on daily choices that support brain health and wellbeing.</li> <li>• Plan and commit to specific actions that help them look after their brain each day.</li> <li>• Create their own calming (Happy Breathing) routines or exercises.</li> <li>• Apply understanding of emotional regulation to daily life situations.</li> <li>• Develop and maintain habits that support a healthy mind and emotional wellbeing.</li> </ul> <p>My Happy Mind: Places</p> <ul style="list-style-type: none"> <li>• Use vocabulary to name and express a range of feelings with increasing accuracy.</li> <li>• Recognise when feelings change or become more intense and respond appropriately.</li> <li>• Choose and apply strategies to help regulate strong or conflicting emotions.</li> <li>• Practise and engage in daily habits that support mental wellbeing (e.g. rest, movement, connection).</li> <li>• Talk about feelings with a trusted adult when they need help or support.</li> <li>• Recognise signs that they or someone else might need support with mental health.</li> <li>• Use problem-solving steps to manage emotional challenges or change.</li> <li>• Express feelings related to grief, loss, or transition in healthy and appropriate ways.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will reflect on how their brain feels, how they have looked after it, and what they can do to support it.</li> <li>• Pupils will trust in their ability to manage emotions and take responsibility for their mental wellbeing.</li> <li>• Pupils will value the importance of caring for their brain through healthy habits and calming strategies.</li> </ul> <p>My Happy Mind: Places</p> <p>Values: Love, Entrust</p> <ul style="list-style-type: none"> <li>• Pupils will show care and kindness to themselves and others when experiencing strong or difficult emotions.</li> <li>• Pupils will trust that it is safe and important to talk to a trusted adult about their mental health and feelings.</li> </ul> |
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|                 | <ul style="list-style-type: none"> <li>To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</li> <li>To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult.</li> <li>About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.</li> <li>Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.</li> </ul>                       | <ul style="list-style-type: none"> <li>and proportionately in different situations.</li> <li>To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</li> <li>To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult.</li> <li>About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.</li> <li>Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.</li> </ul> <p><i>Vocabulary:</i><br/> <i>feelings, emotions, facial expressions, physical health, brain, strategies, happy place, middle place, busy place, trusted adult, support network, team H-A-P, hippocampus, amygdala, prefrontal cortex</i></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Spanish:</b> | <p>Year 5:</p> <ul style="list-style-type: none"> <li>To know that phonic knowledge can be applied to pronounce unfamiliar words correctly.</li> <li>To know that plural nouns referring to nouns of mixed gender always take the masculine form.</li> <li>To know that I can use más or menos que to make comparisons.</li> <li>To know whether to use the pronouns el 'he' or ella 'she' (or the gender-neutral pronoun elle) when describing someone.</li> <li>To know that the ending of an adjective often changes according to the gender and number of the noun it describes.</li> <li>To know how to form the first person, second person and third</li> </ul> | <p>Kapow Spanish Scheme:</p> <p>Clothes in Spain:<br/>Grammar:</p> <ul style="list-style-type: none"> <li>To know that if a word is plural, we cannot use un or una and instead use unos and unas – some.</li> <li>To know the rules for changing the ending of an adjective according to the gender and number of the noun it describes.</li> <li>To know that porque – because, can be used to extend a sentence and give a justification.</li> </ul> <p><i>Vocabulary:</i><br/> <i>unos – some, unas – some, lleva - he/she is wearing, ¿Qué lleva? - What is he/she wearing?, porque – because, bonito – pretty,</i></p>                                                                                                                                                                                                                                                                                                                         | <p>Language Comprehension:</p> <ul style="list-style-type: none"> <li>Identifying and extracting key information in a range of authentic texts.</li> <li>Using a bilingual dictionary to select alternative vocabulary for independent sentence building.</li> <li>Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.</li> </ul> <p>Language Production:</p> <ul style="list-style-type: none"> <li>Planning, asking and answering extended questions.</li> <li>Developing extended sentences to justify a fact or opinion.</li> <li>Planning and giving a short oral presentation.</li> </ul> | <ul style="list-style-type: none"> <li>To feel confident to speak Spanish.</li> <li>Compare the lifestyles between England and Spain, appreciating individuality within this.</li> <li>Appreciate similarities and differences between languages and cultures.</li> <li>Respect pronunciation and the importance of accuracy in communicating in different languages.</li> <li>Reflect on own progress and aspire for highest quality possible.</li> </ul> |

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|  | <p>person of the verb tener, llamarse and gustar.</p> <ul style="list-style-type: none"> <li>• To know that when expressing likes and dislikes about a noun, me gusta is followed by the definite article (el or la) then the noun.</li> <li>• To know that when expressing likes and dislikes about plural nouns, me gustan is followed by the definite articles (los or las).</li> <li>• To know that there is no possessive apostrophe in Spanish.</li> <li>• To know that you can make a statement into a question simply by changing your intonation and punctuation.</li> <li>• To know that when the preposition a is followed by el, the contraction al is used.</li> <li>• Listening and selecting information from short audio passages to give an appropriate response.</li> <li>• Reading and responding to a range of authentic texts.</li> <li>• Identifying key information in simple writing.</li> <li>• Using a range of language detective strategies to decode new vocabulary including context and text type.</li> <li>• Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.</li> <li>• Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.</li> <li>• Forming a question in order to ask for information.</li> <li>• Presenting factual information in extended sentences.</li> <li>• Beginning to use conversational phrases for purposeful dialogue.</li> <li>• Beginning to predict spelling patterns.</li> </ul> | <p><i>cómodo – comfortable, deportivo – sports, elegante - elegant/stylish/smart, formal – formal, impermeable – waterproof, suelto - loose/baggy, tradicional - traditional</i></p> | <ul style="list-style-type: none"> <li>• Speaking and reading aloud with increasing confidence and fluency.</li> <li>• Using existing knowledge of vocabulary and phrases to create new sentences.</li> <li>• Recognising and using a wide range of descriptive phrases.</li> <li>• Giving a presentation drawing upon learning from a number of previous topics.</li> </ul> |  |
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|  | <ul style="list-style-type: none"> <li>• Rehearsing and recycling extended sentences orally.</li> <li>• Speaking in full sentences using known vocabulary.</li> <li>• Recognising key phonemes in an unfamiliar context, applying pronunciation rules.</li> <li>• Using intonation and gesture to differentiate between statements and questions.</li> <li>• Formulating their own strategies to remember and apply pronunciation rules.</li> <li>• Speaking and reading aloud with increasing confidence and fluency.</li> <li>• Creating and presenting a monologue, dialogue or role-play.</li> <li>• Giving a presentation drawing upon learning from a number of previous topics.</li> <li>• Adapting model sentences to express different ideas.</li> <li>• Writing a short text using a model or scaffold.</li> <li>• Selecting the correct form of an adjective that agrees with the singular or plural noun it is describing.</li> <li>• Using adapted phrases to describe an object or person.</li> </ul> |  |  |  |
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\*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage