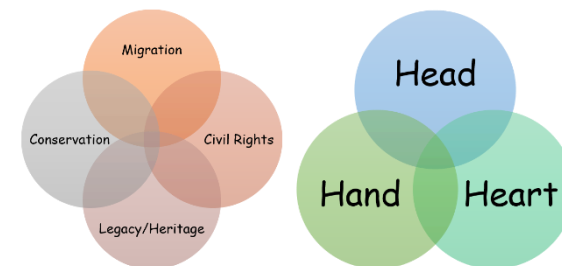


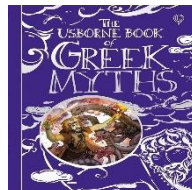
Riversdale Primary School

Medium Term Planning



Year Group	Year 6
Term	Autumn 2

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

Quality Stimulus Text(s)	
Greek Myths & Legends (selected)	

Significant People Past & Present	
• Carolus Linnaeus (Science) • Frida Kahlo (Art) • Alexander the Great (History)	• Phillip II (History) • Abraham (RE) • Moses (RE)

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

Subject	Consolidating: What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	Head* What substantive KNOWLEDGE should the children learn?	Hand* What disciplinary knowledge and SKILLS should the children learn?	Heart* What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
Writing:	Year 5: - Text type features of a character description (linked to story/narrative) - Text type features of instructional writing. - Text type features of a persuasive letter. - Text type feature of a formal letter. - Recognising and applying the grammatical concepts of: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, past perfect tense. - Recognising and applying the word structures: - Converting nouns or adjectives into verbs using suffixes. - Verb prefixes. Year 6: - Define expanded noun phrases and how more complex forms can be used for precise detail. - Explain the impact of varying sentence length and type in narrative writing. - Define adverbials and how they can be used to clarify a character's perspective.	- Understand the text read as a class, extracting key details, events, and emotions. <u>CHARACTER DESCRIPTION:</u> - Explain the format and structure of a setting and/or character description. - Recall a wide range of devices used in descriptive writing from previous years, including expanded noun phrases, prepositional phrases, adverbs and adverbials. <u>INSTRUCTIONS/RECIPE:</u> - Explain the format and structure of instructional/procedural writing. - Identify a range of complex adverbials of time to support the progression of the instructions and link ideas across sentences and/or paragraphs. E.g. "Once the glue has dried,". - Recognise that imperative verbs are sometimes used at the start of an instructional sentence. - Explain how colons can be used to link two independent yet related clauses, where the second explains or expands upon the first. - Consider how prior taught concepts such as modal verbs, relative clauses and prepositional phrases, as well as a range of punctuation marks might be applied to instructions.	Pupils to apply grammar, purpose for writing and specific text type features in Writing to Entertain: - A character description of a mythical creature from Greek Mythology, e.g. Medusa or the Minotaur. Pupils to apply grammar, purpose for writing and specific text type features in Writing to Inform: - A recipe for a healthy Greek inspired dish, including introductory paragraph. Pupils to apply grammar, purpose for writing and specific text type features in Writing to Persuade: - A formal letter from Orpheus, persuading Hades to release his wife from the underworld. INDEPENDENT WRITES: <i>Pupils will be expected to complete an independent write after each sentence stack. This should be the same text type, with a similar theme, allowing them to apply their learning, but the context should be different.</i> Handwriting: - Write increasing legibly, fluently and with increasing speed through improving choices of which the shape of a letter to use when given choices and deciding whether or not to join specific letters. Composition:	- Work collaboratively, listening to one another and sharing ideas. - Enjoying writing and listening to stories. - Building confidence in reading and writing. - Reflect on own writing and set targets for improvement, with support. - Respect the work of others and show empathy when providing feedback.

		<u>PERSUASIVE LETTER:</u> • Understand that for a letter to be well-constructed it must that make a clear argument. • Know that in persuasive letters, the writer should show an understanding of the impact of their request and think about the reader's response. • Prioritise information according to importance and a frame of response set up for the reply/action from the reader. • Know that points should be supported with facts. • Explain how semi-colons can be used to link two independent yet related clauses into one, without a conjunction. • Know that for formality, verb forms must be controlled and precise. • Know that modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally • Recognise that sentence length and type should be varied according to purpose. • Know that fronted adverbials are used to clarify writers' position. • Building on previous years, use: hyperbole, repetition, rhetorical question, alliteration, flattery etc as persuasive techniques. • Articulate how to link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis.	• Plan by identifying the audience for and purpose of the writing, and desired impact upon the audience. • Plan by noting and developing initial ideas, drawing on reading where necessary. • Draft and write by selecting appropriate grammar and vocabulary for the desired impact. • Edit own work independently, applying current learning around spelling, punctuation and grammar.	
Reading:	Year 6: • Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Increase their familiarity with a wide range of books, including	Ready, Steady Read Together Scheme: Fiction: • The Island at the End of Everything Non-Fiction: • Survivors	Reading Skills: • Make meaning from words and sentences, including knowledge of phonics, word roots, word families.	Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy • Pupils will respect the range of viewpoints and traditions

	modern fiction, fiction from our literary heritage and traditional tales. • Read books that are structured in different ways and read for a range of purposes. • 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. • Retrieve, record and present information from fiction and non-fiction. • Identify and discuss themes and conventions in and across a wide range of writing. • Identify how language, structure and presentation contribute to meaning. • Learn a wider range of poetry by heart. • 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. • Predict what might happen from details stated and implied. • Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Ask questions to improve their understanding. • Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas.	Poetry: • Overheard in a Tower Block Comprehension: • Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Increase their familiarity with a wide range of books, including modern fiction, fiction from our literary heritage and traditional tales. • Read books that are structured in different ways and read for a range of purposes. • 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. • Retrieve, record and present information from fiction and non-fiction. • Identify and discuss themes and conventions in and across a wide range of writing. • Identify how language, structure and presentation contribute to meaning. • Learn a wider range of poetry by heart. • 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. • Predict what might happen from details stated and implied. • Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and	• Make meaning from text organisation. • Make meaning by drawing on prior knowledge. • Read increasingly complex texts independently for sustained periods. • Find the main idea of a paragraph and text. • Identify how punctuation relates to sentence structure and how meaning is constructed in multi-clause and complex sentences. • Read closely, annotating for specific purposes. • Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases. • Connecting prior knowledge and textual information to make inferences and predictions. • Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity. • Summarising a text. • Secure responses and understanding through re-reading and cross-check information. • Confidently use a range of strategies for finding and locating information e.g. skimming scanning for detail. • Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning.	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. • 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. • 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. • Pupils will take ownership of their reading by independently tackling complex texts, using close reading and annotation strategies, and applying advanced reading skills such as summarising and comparing texts. • 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. • 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. • Pupils will engage in democratic dialogue by building on others' ideas, respectfully challenging viewpoints, and supporting their opinions with evidence during
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	• Make comparisons within and across books e.g. plot, genre and theme. • Provide reasoned justifications for their views. • Discuss and evaluate how authors use language, including figurative language considering the impact on the reader. Distinguishing between statements of fact and opinion. • 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. • Make meaning from words and sentences, including knowledge of phonics, word roots, word families. • Make meaning from text organisation. • Make meaning by drawing on prior knowledge. • Read increasingly complex texts independently for sustained periods. • Find the main idea of a paragraph and text. • Identify how punctuation relates to sentence structure and how meaning is constructed in multi-clause and complex sentences. • Read closely, annotating for specific purposes. • Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases. • Connecting prior knowledge and textual information to make inferences and predictions. • Increase understanding of how punctuation can vary and affect	justifying inferences with evidence. • Ask questions to improve their understanding. • Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas. • Make comparisons within and across books e.g. plot, genre and theme. • Provide reasoned justifications for their views. • Discuss and evaluate how authors use language, including figurative language considering the impact on the reader. Distinguishing between statements of fact and opinion. • 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. <i>Vocabulary:</i> <i>figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare</i>		group tasks, debates, and comparative reading. • 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. • Pupils will demonstrate a love of reading through sustained engagement with literature, enjoyment of performance, and thoughtful discussions about the deeper meanings within texts. • 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.
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	sentence structure and meaning, help avoid ambiguity. - Summarising a text. - Secure responses and understanding through re-reading and cross-check information. - Confidently use a range of strategies for finding and locating information e.g. skimming scanning for detail. - Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning.			
Mathematics:	Year 5: - Compare and order fractions whose denominators are all multiples of the same number. - Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. - Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number. - Add and subtract fractions with the same denominator and denominators that are multiples of the same number. - Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. - Read and write decimal numbers as fractions. - Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. - Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place.	Fractions, Decimals & Percentages: - Understand the concept of a fraction, numerator, and denominator. - Know what common factors are and how to use them to simplify fractions. - Recall common multiples and use them to express fractions with the same denominator. - Understand the concept of comparison in relation to fractions. - Know that the larger the denominator, the smaller each portion of the whole is. - Identify that both the numerator and denominator need to be looked at together to determine if it is greater than or less than another. - Explain the terms ascending and descending. - Know that multiples and factors can be used to find equivalent fractions. - Understand that to add and subtract fractions the denominators must be the same.	Fractions, Decimals & Percentages: - Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. - Compare and order fractions, including fractions > 1. - Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. - Multiply simple pairs of proper fractions, writing the answer in its simplest form. - Divide proper fractions by whole numbers. - Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction. - Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers are up to three decimal places. - Multiply one-digit numbers with up to 2 decimal places by whole numbers.	- Working collaboratively with partners and in groups. - Using appropriate listening skills and turn taking in group discussion. - Showing empathy and kindness by helping each other to understand. - Knowing that giving your partner the answer is not helpful but explaining it is. - To recognise the value in making mistakes. - To identify the importance of resilience in problem solving. - To find different ways to solve the same problem.

	• Read, write, order and compare numbers with up to 3 decimal places. • Solve problems involving number up to 3 decimal places. • Recognise the per cent symbol (%) and understand that per cent relates to “number of parts per 100”, and write percentages as a fraction with denominator 100, and as a decimal fraction. • Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and fractions with a denominator of a multiple of 10 or 25. • Convert between different units of metric measure. • Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. • Solve problems involving converting between units of time.	• Understand the concept of mixed numbers. • Explain the term simplest form. • Know that multiplying fractions is done by multiplying the numerators and denominators. • Understand the concept of division as the inverse of multiplication. • Understand that a fraction represents a division operation. • Recall decimal equivalents for common fractions. • Understand the place value system for numbers. • Identify the value of digits in numbers up to three decimal places. • Explain that multiplying and dividing numbers by 10, 100, and 1,000 affects the placement of decimal points. • Understand the rules for counting decimal places in the product. • Explain how to perform long division. • Keep track of decimal places when performing division. • Identify the meaning of rounding. • Explain the concept of degrees of accuracy. • Make links between decimals and percentages using place value knowledge. Measurement: • Recall units for length: millimetres (mm), centimetres (cm), meters (m), kilometres (km). • Recall units for mass: grams (g), kilograms (kg). • Recall units for volume: millilitres (mL), litres (L). • Recall units for time: seconds, minutes, hours, and days. • Recall that the prefix “centi” refers to 1 hundredth.	• Use written division methods in cases where the answer has up to 2 decimal places. • Solve problems which require answers to be rounded to specified degrees of accuracy. • Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. Measurement: • Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 2 decimal places where appropriate. • Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places. • Convert between miles and kilometres.	
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Science:	Year 1: - Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, and mammals, including pets). Year 2: - Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. - Identify and name a variety of plants and animals in their habitats, including microhabitats. Year 4: - Recognise that living things can be grouped in a variety of ways. - Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Year 5 & 6: - Independently ask scientific questions, stimulated by a scientific experience or to ask further questions to developed understanding following an enquiry. - Recognise how secondary sources can be used to answer questions	Living Things and Their Habitats: - There are five major kingdoms used in biological classification: Animalia (animals), Plantae (plants), Fungi (fungi), Protista (protists), and Monera (bacteria). - Invertebrates include the following: - Insects have six legs and a three-segment body. - Arachnids have eight legs and a two-segment body. - Crustaceans are aquatic animals with jointed legs and a hard shell. - Molluscs have soft bodies. Some have hard shells. - Worms have two identical sides of the body. - Non-flowering plants include: - Mosses grow on rock and trees in shady areas. - Coniferous trees have cones instead of flowers. - Microorganisms are tiny living things. - Microorganisms include: - Bacteria cannot be seen without a microscope. Good bacteria support digestion and protect our bodies against disease.	Ask Questions: - Recognise how secondary sources can be used to answer questions that cannot be answered through practical work. Enquiry: - Look for patterns and relationships using a suitable sample. Record/Present: - Record classifications, for example: using tables, Venn diagrams, Carroll diagrams and classification keys. - Present the same data in different ways in order to help with answering the question, using scientific language. Conclusions: - Talk about how own scientific ideas change due to new evidence gathered. - Answer own and others’ questions based on observations made, measurements taken, or information gained from secondary sources. Communicate: - Communicate findings to an audience using relevant scientific language and illustrations.	Values: Reflect, Respect, Individuality, Value, Democracy - Reflect on and show respect for the contributions of Carolus Linnaeus to this field of science and for the systematic approach to understanding and categorising living things. - Recognise and celebrate the individual characteristics and traits of living things within each kingdom. - Show appreciation for each species and the importance of preserving biodiversity of the UK. - Foster discussion, collaboration, and diverse perspectives, mirroring the principles of democracy, when classifying living things from around the world. - Explore the importance of microorganisms including that some of which are beneficial and some harmful. Focus on how microorganisms are important to the balance of the ecosystem.

	that cannot be answered through practical work. - Decide how to record and present evidence. - Record classifications, for example: using tables, Venn diagrams, Carroll diagrams and classification keys. - Present the same data in different ways in order to help with answering the question, using scientific language. - Answer own and others' questions based on information gained from secondary sources. - Talk about how new discoveries change scientific understanding. - In conclusions: identify causal relationships and patterns in the natural world from evidence and explain findings using own subject knowledge. - Communicate findings to an audience using relevant scientific language and illustrations.	- Fungi do not move; they absorb nutrients from their environment. - Algae is a protist; a microorganism that usually lives around water. Significant People: Carolus Linnaeus - Swedish scientist known as the "Father of Taxonomy". - Developed a system to classify and name living organisms. - Introduced binomial nomenclature. <i>Vocabulary:</i> <i>taxonomy, kingdom, binomial nomenclature, microorganism</i>		
Art:	Year 5: - Discuss how their colour selection has an impact on the mood within their artwork, using appropriate colour theory vocabulary. - Mix colours, shades, tones and tints with confidence, building on prior knowledge. - Confidently select specific brush strokes for different purposes and control the types of marks made. - Refine brush techniques of layering and texturing. - Confidently compose paintings building on prior knowledge. - Explore the combination of different art media in their artwork. Year 6:	Painting: - Lighter tones create a sense of openness, joy, or optimism. - Darker tones create feelings of mystery, sadness, or seriousness. - Reds can symbolise passion, love, and pain. - Blues can signify sadness and the unconscious mind. - Greens can represent nature, fertility, and growth. - Brown tones depict the earth and stability. - Yellow symbolises vitality, energy, and spirituality. - Oranges can represent creativity and joy. - The rule of thirds helps to make compositions:	Exploring & Developing Ideas: - Use a sketchbook to collect and record visual information from different sources as well as experimentations/ planning/trying out ideas for future works. - Develop own style based on learning around artists and techniques, including mixed media. - Make notes to indicate their intentions/purpose of a piece of work. - Express thoughts and feelings about their own work and that of others through clear and well explained annotations. - Use a sketchbook to explain how they can adapt and improve their	Values: individuality, Aspire, Reflect, Value, Share, Respect. - Emphasise how Kahlo expressed her individuality through her artwork, encouraging students to embrace their own unique artistic voices. - Inspire students to aspire to develop their own personal style, encouraging them to explore different mediums and techniques to express themselves authentically. - Encourage students to reflect on their artistic intentions and how they can communicate them clearly through their paintings, fostering critical thinking and self-reflection.

	- Use a sketchbook to collect and record visual information from different sources as well as experimentations/planning/trying out ideas for future works. - Express thoughts and feelings about their own work and that of others through clear and well explained annotations - Make notes to indicate their intentions/purpose of a piece of work. - Use a sketchbook to explain how they can adapt and improve their work, throughout the creative process based on their intentions. - Develop own style based on learning around artists and techniques, including mixed media. - Discuss and review own and others work, with clear explanations that are supported by their knowledge or artists and techniques. - Reflect on own work identifying modifications that can be made, in relation to styles and approaches to develop this further. - Identify artists who have worked in a similar way to their own work and explain the intended impact on the viewer. - Recognise the art of key artists and continue to place them in key movements or historical events.	- more interesting and dynamic, and - asymmetrical. Significant People: Frida Kahlo - Mexican painter known for her self-portraits. - Used vibrant colours, symbolism, and surreal elements. - Paintings reflect her culture and struggle with identity and physical health. <i>Vocabulary:</i> <i>surrealism, culture, style, mixed media, elements, composition, asymmetrical, intention, tone, mood</i>	work, throughout the creative process based on their intentions. Responding to Art: - Recognise the art of key artists and continue to place them in key movements or historical events. - Identify artists who have worked in a similar way to their own work and explain the intended impact on the viewer. - Discuss and review own and others work, with clear explanations that are supported by their knowledge or artists and techniques. - Reflect on own work identifying modifications that can be made, in relation to styles and approaches to develop this further. Painting: - Select and mix specific colours and colour combinations making clear how these link to their artwork's intent. - Continue to explore the combination of different art media in their artwork, developing their own personal style. - Purposefully select specific brush strokes for different purposes and control the types of marks made, layering paint over time to add depth and texture. - Experiment with advanced composition techniques such as the rule of thirds and the golden ratio. - Experiment with non-traditional compositions and perspectives.	- Highlight the value of experimentation and creativity in art, encouraging students to explore new techniques and perspectives. - Encourage students to share their progress and ideas with their peers as they work on their paintings, fostering a sense of collaboration in the classroom. - Foster a culture of respect and appreciation for each student's painting during the final review process, encouraging constructive feedback and admiration for their peers' work.
Computing	Year 5: - To know how search engines work. - To understand that anyone can create a website and therefore we should take steps to check the validity of websites.	Kapow Computing Scheme: Exploring AI (Lessons 1, 2 and 5 only): AI is artificial intelligence and is used in everyday life.	- Identify different types of AI and their applications in everyday life. - Exploring text-based and image-based AI tools to understand how they generate content.	Values: Value, Individuality, Aspire, Reflect, Empathy Recognise the role of AI in enhancing our lives, valuing technology as a tool for progress and improvement.

	- To understand what copyright is. - To know the difference between ROM and RAM. - To know different ways that we communicate online. - To understand how online information can be used to form judgements. - To know that apps require permission to access private information and that you can alter the permissions. - Learning that external devices can be programmed by a separate computer. - Recognising that computers transfer data in binary and understanding simple binary addition. - Developing searching skills to help find relevant information on the internet. - To know some common online scams.	- AI is trained on data to recognise patterns and generate outputs. - AI can be used to generate written content. - AI can be used to create visual content like pictures. - AI can help generate basic HTML code to create the structure and layout of a website. - There are ethical issues surrounding AI, including data privacy, bias and responsible use. <i>Vocabulary:</i> AI, AI-generated image, AI-generated text, algorithm, applications, authenticity, code, considerations, debate, ethical, fake, generate, HTML, implications, instructions, modify, output, prompt, refine, response, trained	- Applying coding skills like decomposition and pattern recognition to interact with AI applications. - Analysing the effectiveness of prompts and refining them for improved AI outputs. - Exploring ethical considerations around AI use and its impact on society.	- Understand that different AI tools foster creativity and encourages us to appreciate diverse methods of content creation. - Encouraging pupils to pursue understanding and mastery of coding as a pathway to innovation. - Emphasise critical thinking and self-assessment, as students reflect on their prompts to enhance their engagement with AI, fostering a mindset of continuous improvement. - Consider the ethical perspectives and impacts on various communities, promoting compassion and understanding.
DT:	Year 5: - Clearly describe the purpose of their products. - Indicate the design features of their products that will appeal to intended users, with clear reasoning. - Carry out research, using surveys, interviews, questionnaires and web-based resources. - Identify the needs, wants, preferences and values of particular individuals and groups. - Develop a simple design specification to guide their thinking. - Make design decisions, taking account of constraints such as time, resources and cost. - Model their ideas using prototypes and pattern pieces.	CONTEXT: <i>“Hi, my name is Vanessa and my partner’s family are from Greece. They are coming 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> Mediterranean Foods (Lessons 4 – 6): - Before the increase in food imports, the UK diet focused on local, seasonal and staple foods. - Importing gives us access to foods that might not grow in our country. - Importing foods even when they are not in season in our country. - Importing foods can make food prices higher.	Designing: - Clearly describe the purpose of their products. - Indicate the design features of their products that will appeal to intended users, with clear reasoning. - Carry out research, using surveys, interviews, questionnaires and web-based resources. - Identify the needs, wants, preferences and values of particular individuals and groups. - Develop a simple design specification to guide their thinking. - Make design decisions, taking account of constraints such as time, resources and cost. - Model their ideas using prototypes and pattern pieces.	Value: Aspire, Entrust, Empathy, Reflect, Democracy - Encourage pupils to aspire to create healthy and delicious meals using Mediterranean and Greek inspirations. - This lesson involves entrusting pupils with the responsibility of preparing and cooking their dishes safely and hygienically. - Foster empathy by considering the end user’s experience with the product. - Encourage reflection on the design process and promote democratic principles by incorporating feedback and considering diverse viewpoints in evaluating the product.

	• Formulate step-by-step plans as a guide to making. • Confidently explain their choice of tools and equipment in relation to the skills and techniques they will be using. • Produce appropriate lists of tools, equipment and materials that they need. • Follow procedures for safety and hygiene. • Accurately measure, mark out, cut and shape materials and components. • Accurately assemble, join and combine materials and components. • Use techniques that involve a number of steps. • Demonstrate resourcefulness when tackling practical problem. • Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make. • Identify the strengths and areas for development in their ideas and products, making clear links to the design criteria. • Consider the views of others, including intended users, to improve their work, making clear links to the design criteria. • Evaluate their ideas and products against their original design specification.	• Transporting food can harm the environment due to increased pollution. • Foods with high “food miles” can lose freshness so may not be as nutritious. • Preserving foods helps them stay fresh during transport. • Food commonly imported from mainland Europe include: olives, tomatoes, citrus fruits, peppers. • Frying is a method that involves cooking food in hot oil/fat. <i>Vocabulary:</i> <i>diet, import, export, traditional, produce (noun), preserve, food miles, Mediterranean</i>	Making: • Formulate step-by-step plans as a guide to making. • Confidently explain their choice of tools and equipment in relation to the skills and techniques they will be using. • Produce appropriate lists of tools, equipment and materials that they need. • Follow procedures for safety and hygiene. • Accurately measure, mark out, cut and shape materials and components. • Accurately assemble, join and combine materials and components. • Use techniques that involve a number of steps. • Demonstrate resourcefulness when tackling practical problem. Evaluating: • Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make. • Identify the strengths and areas for development in their ideas and products, making clear links to the design criteria. • Consider the views of others, including intended users, to improve their work, making clear links to the design criteria. • Evaluate their ideas and products against their original design specification. Cooking & Nutrition: • Continue to apply the full range of safe and hygienic cooking practice previously learnt. • Select the correct cutting board for the selected ingredient.	
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			• Select, design and prepare healthy and savoury foods for a particular purpose. • Confidently follow instructions/recipes, making appropriate adaptations to suit a given purpose. • Accurately weigh and measure ingredients with minimal support. • Cut, peel, grate, slice, chop, whisk and/or mix a range of ingredients. • Confidently apply cutting/chopping techniques (bridge hold and claw grip). • Develop simple cooking techniques: frying.	
History:	Year 5 & 6: • Chronologically summarise the main events from a time period, with relation to specific historical concepts (e.g. Change and Continuity/Cause and Consequence etc.) • Establish clear narratives within and across the periods studied. • Suggest plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. • Recognise that secondary sources are influenced by the beliefs, cultures and time of the author. • Describe how and why some changes within past societies are maintained and still affect us today. • Explain a range of similarities and differences between daily lives of people in the past and today. • Using a range of sources to find out about a particular aspect of the past.	Great Builders: The Ancient Greeks (Legacy) • Athens is credited with the invention of democracy. • In Athens, only citizens could participate in decision-making. • Women, children and slaves were not considered citizens. • Modern democracies, like the UK, draw inspiration from the Athenian model, for example all adult citizens can vote. • Ancient Greeks developed the concept of theatre, as a form of religious worship. • Modern theatre and drama are influenced by Greek traditions, including tragedy and comedy. • The ancient Olympic Games began in Olympia, Greece, around 776 BCE. • The modern Olympic Games, started in 1896. • It promotes cooperation and sportsmanship. Significant People: Philip II • Born in 382 BCE and died in 336 BCE.	Chronology • Chronologically summarise the main events from a time period, with relation to specific historical concepts (e.g. Change and Continuity/Cause and Consequence etc.) • Establish clear narratives within and across the periods studied. Historical Interpretation • Suggest plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. • Recognise that secondary sources are influenced by the beliefs, cultures and time of the author. Change and Continuity • Describe how and why some changes within past societies are maintained and still affect us today. Similarities and Differences • Explain a range of similarities and differences between daily lives of people in the past and today. Using Sources for Enquiry	Values: Aspire, Individuality, Democracy, Empathy, Share • Historical figures set their own goals and strived for greatness. • Highlight the individuality and extraordinary achievements of Alexander the Great. • It emphasises that individuals can make a significant impact on the world. • This lesson directly connects to the value of democracy as it explores the historical roots of democracy in Ancient Greece and its influence on modern political systems. • Understand the power of storytelling in exploring humanity, emotion etc. • Identify that nations come together to share their athletic achievements, celebrating sportsmanship and unity.

	- Know that the most reliable sources are primary sources which were created for official purposes. - Evaluate the usefulness and accuracy of different sources of evidence. - Describe the significant features of the past, including ideas, beliefs, attitudes and experiences of men, women, and children. - Describe the social and cultural significance of a past society, for example their impact on Britain, using evidence to support reasoning. Year 6: - Ancient Greeks lived in the eastern Mediterranean region in Europe. - It existed from around 2,000 BCE to 146 BCE. - The mountainous geography, as well as the many islands influenced the development of city-states. - The Athenian society was divided into different classes: citizens, women, metics, and slaves. - Athens was governed by a democratic system.	- King of Macedon. - Known for uniting most of the Greek city-states under his rule. - Father of Alexander the Great. Alexander the Great - Born in 356 BCE and died in 323 BCE. - Was a skilled military strategist and leader. - Conquered territories, creating one of the largest empires in history and spreading Greek culture. <i>Vocabulary:</i> city-state, empire, conquest, citizen, culture, democracy, theatre, Olympics, impact, legacy	- Using a range of sources to find out about a particular aspect of the past. - Know that the most reliable sources are primary sources which were created for official purposes. - Evaluate the usefulness and accuracy of different sources of evidence. Historical Significance - Describe the significant features of the past, including ideas, beliefs, attitudes and experiences of men, women, and children. - Describe the social and cultural significance of a past society, for example their impact on Britain, using evidence to support reasoning.	
Music:	Year 6: - Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. - Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. - Using musical vocabulary correctly when describing and evaluating the features of a piece of music.	Kapow Music Scheme Film Music: - A film soundtrack includes the background music and any songs in a film. 'Major' key signatures use note pitches that sound cheerful and upbeat. 'Minor' key signatures use note pitches that can suggest sadness and tension. 'Graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written	- Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. - Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. - Identifying the way that features of a song can complement one another to create a coherent overall effect. - Use musical vocabulary correctly when describing and evaluating the features of a piece of music.	Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy - Appreciate the skills and efforts of their peers and musicians. - Respect for the instruments and equipment used in music-making. - Express individual creativity through music composition and performance. - Explore different instruments and musical roles. - Maintain individual responsibilities in group performances, ensemble

	- Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. - Improvising coherently and creatively within a given style, incorporating given features. - Composing a multi-layered piece of music from a given stimulus with voices, bodies, and instruments. - Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch, and texture. - Recording own composition using appropriate forms of notation and/or technology. - Constructively critiquing their own and others' work, using musical vocabulary. - Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time, and communicating with the group. - Performing a solo or taking a leadership role within a performance. - Performing with accuracy and fluency from graphic and staff notation and from their own notation. - Performing by following a conductor's cues and directions.	more formally on the special lines called 'staves'. <i>Vocabulary:</i> <i>accelerando, body percussion, brass, characteristics, chords, chromatics, clashing, composition, conversation, convey, crescendo, descending, dynamics, emotion, evoke, features, imagery, improvise, interpret, interval, major, melodic, military, minor, modulate, orchestral, pitch, polished, sequence, solo, soundtrack, symbol, timpani, tension, texture, tremolo, unison, urgency</i>	- Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. - Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. - Improvising coherently and creatively within a given style, incorporating given features. - Recording own composition using appropriate forms of notation and/or technology. - Constructively critique their own and others' work, using musical vocabulary. - Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. - Performing with accuracy and fluency from graphic and staff notation and from their own notation.	rehearsals, and collaborative projects. - Lead, make decisions, and contribute to the musical process. - Engage in reflective practices after performances, analysing what went well and areas for improvement. - Share musical talents and skills through performances. - Share ideas, insights, and responsibilities. - Engage in discussions about the selection of repertoire and the organisation of musical events. - Set musical goals, whether related to technique, theory, or performance. - Aim for higher levels of musical proficiency and expression. - Develop a love for music through exposure to various genres and styles. - Nurture emotional connections to music and express and interpret emotions through performance. - Develop empathy by understanding the emotions conveyed in different pieces. - Listen to and understand each other in teamwork.
PE:	Year 5: - Identify and use specific tactics that help to keep possession of the ball in rugby. - Explain and use different ways to send and receive with control in games. - Explain the use of running, jumping, throwing, and catching in	- Know how to manipulate the game by thinking tactically. - Learn necessary technical vocabulary to evaluate and recognise their own success. <i>Key Vocabulary:</i> <i>analyse, evaluate, tactical, advantage, teamwork, jumping, defending, defence,</i>	- Apply skills already taught and extend: - Send and receive with control in games. - Identify and use tactics to help their team keep the ball and take it towards the oppositions try-line.	Values: Respect, Value, Entrust, Reflect, Share, Democracy, Aspire, Empathy - Carry out activities to improve their work and understand why they are useful. - Come up with and share sensible solutions, given time to think about their actions.

	isolation and in combination when playing competitive games e.g., Rugby. - Describe warm up activities that relate to invasion games. - Explain the choice of warm up activities.	<i>offence, agility, rapid movements, controlled movements, onside, offside, overhead pass, positions, long pass, short pass, goal, score, record, spatial awareness, attack, forward, marking, intercept, try.</i>	- close down opponents with the ball and help each other in defence. - Use technology to assist with performance analysis within the session.	- Work collaboratively to improve individual and team member skills, showing aspiration. - Value the efforts of others and show empathy when providing peer-assessment/feedback. - Entrust each other to be kind and supportive, showing good sportsmanship. - Show resilience when receiving feedback and reflect on how this can be used.
RE:	Year 5 & 6: - Describe some reasons for why people belong to religions. - Explain how similarities and differences between religions can make a difference to the lives of individuals and communities. - Use a wider religious vocabulary. - Begin to suggest reasons for similarities and differences in the answers given to moral questions. - Begin to explain how religious sources are used to provide answers to moral questions. - Say what religions teach about some of the big questions of life and begin to use more sources to explain different views. - Give own views and describe the views of others on questions about identity and the meaning of life. - Use brief reasons and some references to sources of wisdom, such as inspirational people. - Begin to express much clearer opinions on matters of religion and belief and use some examples to support their views.	What does it mean to be Jewish? - A person can be Jewish if their mother is Jewish or if they convert. - God promised Abraham that his descendants would become a great nation if they followed his teachings. - Abraham's willingness to sacrifice Isaac showed his faith and obedience for God. - Moses' mother gave him up save him from Pharaoh's order to kill baby boys. - Moses killed an Egyptian who was hurting a Hebrew slave. - Moses saw a burning bush where God told him to lead the Hebrews out of slavery. - God sent ten plagues to Egypt to persuade the Pharaoh to release the Hebrews. - God gave Moses the 10 Commandments on Mount Sinai. Significant People: Abraham - Known as the father of the Jewish people. - Made a special promise (covenant) with God. - Trusted God, even when asked to make difficult choices. Moses	Learning About Religion & Belief: - Describe some reasons for why people belong to religions. - Use a wider religious vocabulary. - Begin to explain how religious sources are used to provide answers to moral questions. - Explain how similarities and differences between religions can make a difference to the lives of individuals and communities. - Begin to suggest reasons for similarities and differences in the answers given to moral questions. - Say what religions teach about some of the big questions of life and begin to use more sources to explain different views. Learning From Religion & Belief: - Give own views and describe the views of others on questions about identity and the meaning of life. - Use brief reasons and some references to sources of wisdom, such as inspirational people. - Begin to express much clearer opinions on matters of religion and belief and use some examples to support their views.	Values: Individuality, Entrust, Reflect, Aspire, Share, Respect - This lesson focuses on the unique aspects of Jewish identity, showing how it can be expressed in various ways—through belief, heritage, or community ties. It encourages pupils to appreciate the individuality of everyone's faith and background. - Abraham's story highlights trust in God's promises and the responsibility of upholding the covenant. Pupils learn the importance of trust and faith in building meaningful relationships and commitments. - Moses' decision to leave Egypt is a moment of self-awareness, reflection, and moral choice. It encourages students to consider the impact of their own choices and actions in difficult situations. - Moses' return to Egypt demonstrates aspiration to fulfil a higher purpose and overcome personal fear to achieve justice. This inspires pupils to aim high and persevere in doing what's right. - The story of the Exodus, particularly the Passover, is about shared liberation and community traditions. Pupils reflect on the

		• A key leader in Judaism. • Helped free the Hebrew slaves from Egypt. • Received the 10 Commandments from God on Mount Sinai. <i>Vocabulary:</i> Judaism, Jew, promise, covenant, sacrifice, Passover, commandments, sabbath, legacy/heritage		importance of sharing experiences and standing together for freedom and justice. • The 10 Commandments emphasise respect for God, parents, and others in the community. Pupils learn how shared rules and respect underpin peaceful and harmonious living.
RHW:	Year 3: • The importance of having compassion towards others. • Shared responsibilities we all have for caring for other people and living things. • How to show care and concern for others. • Ways of carrying out shared responsibilities for protecting the environment in school and at home. • How everyday choices can affect the environment (e.g. Reducing, reusing, recycling, food choices). • How to discuss and debate topical issues, respect other people's points of view and constructively challenge those they disagree with. • About the different groups that make up their community. • What living in a community means. • To value the different contributions that people and groups make to the community. • About diversity: what it means. • The benefits of living in a diverse community.	My Happy World: Shared Responsibility (Lessons 1 – 2) Learn: • To recognise reasons for rules and laws; consequences of not adhering to rules and laws. • To recognise there are human rights, that are there to protect everyone. • About the relationship between rights and responsibilities. • The importance of having compassion towards others. • shared responsibilities we all have for caring for other people and living things. • how to show care and concern for others. • How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with. <i>Vocabulary:</i> rules, laws, human rights, rights, responsibilities, respect, debate My Happy Relationships: Showing Respect and Managing Hurtful Behaviour/Bullying (1 Lesson) Learn:	My Happy World: Shared Responsibility • Show compassion and concern for others and living things. • Take responsibility for their role in caring for others and the environment. • Participate in respectful discussions about topical issues. • Listen to and respect different points of view. • Challenge ideas constructively while maintaining respectful dialogue. My Happy Relationships: Showing Respect and Managing Hurtful Behaviour/Bullying • Recognise different forms of hurtful behaviour, including online bullying and discrimination. • Understand the emotional and social impact of bullying and exclusion. • Use strategies to respond safely and appropriately when experiencing or witnessing hurtful behaviour. • Report concerns to a trusted adult or appropriate platform. • Identify discriminatory behaviour and explain why it is unacceptable. • Challenge discrimination respectfully and confidently.	My Happy World: Shared Responsibility Values: Democracy, Empathy • Pupils will engage in respectful debate, understand rights and responsibilities, and value fairness and shared responsibility. • Pupils will show compassion and care for others and understand the importance of treating people and living things kindly. My Happy Relationships: Showing Respect and Managing Hurtful Behaviour/Bullying Value: Empathy • Pupils will understand how bullying and discrimination affect others and respond with care, compassion, and the courage to challenge unfairness. My Happy Mind: Celebrate Values: Reflect, Aspire, Value • Pupils will reflect on how their strengths have helped them so far and how they can use them in the future.

	- About valuing diversity within communities. Year 4: - About the impact of bullying, including offline and online, and the consequences of hurtful behaviour. - That personal behaviour can affect other people; - To recognise and model respectful behaviour online. - To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; - That everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; - Strategies to improve or support courteous, respectful relationships. - About respecting the differences and similarities between people and recognising what they have in common with others e.g. Physically, in personality or background. - To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. Year 5: - How the 24 Character Strengths are organised into 6 key Virtues: Wisdom, Courage, Humanity, Justice, Temperance, and Transcendence. - That Strengths Spotting shows children how strengths can be used in different ways. - That they still have all 24 Character Strengths but, when	- About the impact of bullying, including offline and online, and the consequences of hurtful behaviour. - Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others). - How to report concerns and get support. - About discrimination: what it means and how to challenge it. <i>Vocabulary:</i> bullying, online, offline, hurtful behaviour, safe, unsafe My Happy Mind: Celebrate (Lessons 1 – 2) - What their top strengths are based on completing an official survey which will rank their Character Strengths from 1-24. - More about what each of the 24 Character Strengths means and how they help them each day. - How to grow their strengths to help them transition and overcome challenges. - How their Character Strengths have helped them get to this point in their lives and how these skills and strengths are transferable to the secondary school environment. <i>Vocabulary:</i> wisdom, courage, humanity, justice, temperance, transcendence, virtues, strengths spotting, top strengths, neuroplasticity, Team H-A-P, dopamine, habits, neural pathways, cortisol My Happy World: Communities	My Happy Mind: Celebrate - Interpreting and understanding data from a personal survey (e.g. ranking of Character Strengths). - Identifying and naming their top personal Character Strengths. - Defining and explaining the meaning of a range of character strengths. - Reflecting on real-life examples of when they have used their strengths. - Recognising how to apply strengths to new or challenging situations. - Setting goals for personal growth by identifying which strengths to develop further. - Making connections between current strengths and future contexts (e.g. secondary school). - Explaining how strengths are transferable to different environments. - Evaluating personal progress by thinking about how strengths have supported them in the past. My Happy World: Communities - Recognise discrimination, prejudice, diversity, and stereotypes. - Challenge discriminatory behaviour or language. - Challenge stereotypes using respectful strategies. - Respond appropriately when witnessing or experiencing discrimination.	- Pupils will aspire to grow their strengths and use them to overcome new challenges. - Pupils will value their unique qualities and how these contribute to who they are and who they are becoming. My Happy World: Communities Value: Respect - Pupils will show respect by valuing diversity, challenging prejudice, and treating all people fairly and with dignity.
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	they use their Top 5, Team H-A-P feels at its best. • How they can move their strengths around and grow strengths by practising them through Neuroplasticity. • That when they stop and reflect on using their strengths, their Hippocampus will store it as a memory. • They will learn that when faced with a similar situation, they can remember how that strength can help. • How Strengths Spotting can help their brains feel happy as when we use our strengths, Dopamine gets released, and we feel confident. • They will also learn that using our strengths can help us manage our Cortisol levels.	(1 Lesson) Learn: • About discrimination: what it means and how to challenge it. • About diversity: what it means. • The benefits of living in a diverse community. • About valuing diversity within communities. • About stereotypes. • How they can negatively influence behaviours and attitudes towards others. • Strategies for challenging stereotypes. • About prejudice. • How to recognise behaviours/actions which discriminate against others. • Ways of responding to it if witnessed or experienced. <i>Vocabulary:</i> <i>community, values, diversity, challenge, fair and unfair, prejudice, discrimination, stereotypes</i>		
Spanish:	Year 6: • To know that if a word is plural, we cannot use un or una and instead use unos and unas – some. • To know the rules for changing the ending of an adjective according to the gender and number of the noun it describes. • To know that porque – because, can be used to extend a sentence and give a justification. • Identifying and extracting key information in a range of authentic texts. • Using a bilingual dictionary to select alternative vocabulary for independent sentence building. • Using further contextual clues and cues, such as awareness of	Kapow Spanish Scheme: School Life: Grammar • Know that I can express a preference by placing más/menos que between the two items being compared. • Know that some prepositional phrases can function as time adverbials. <i>Vocabulary:</i> <i>después del recreo, difícil, divertido, durante el recreo, educativo, el español, en la hora de comer, en la última clase, fácil, interesante, por la mañana, por la tarde</i>	Language Comprehension • Listening and gisting information from an extended audio passage using language detective skills. • Identifying and extracting key information in a range of authentic texts. Language Production • Planning, asking and answering extended questions. • Developing extended sentences to justify a fact or opinion. • Modifying, expressing and comparing opinions. • Recognising key phonemes in an unfamiliar context, applying pronunciation rules. • Recognising and using a wide range of descriptive phrases.	• To feel confident to speak Spanish. • Compare the lifestyles between England and Spain, appreciating individuality within this. • Appreciate similarities and differences between languages and cultures. • Respect pronunciation and the importance of accuracy in communicating in different languages. • Reflect on own progress and aspire for highest quality possible.

	grammatical structures to deduce unknown vocabulary. • Planning, asking and answering extended questions. • Developing extended sentences to justify a fact or opinion. • Planning and giving a short oral presentation. • Speaking and reading aloud with increasing confidence and fluency. • Using existing knowledge of vocabulary and phrases to create new sentences. • Recognising and using a wide range of descriptive phrases. • Giving a presentation drawing upon learning from a number of previous topics.		• Using existing knowledge of vocabulary and phrases to create new sentences. • Constructing a short text on a familiar topic. • Recognising and using a wide range of descriptive phrases.	
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*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage