



Riversdale Primary School

MEDIUM TERM PLANNING

YEAR GROUP	Year 6
TERM	Autumn 1

CLASS READER	VEHICLE TEXT(S) FOR READING & WRITING

LEARNING OVERVIEW
This half term, Year 6 will step back into wartime Wandsworth, discovering how evacuation, rationing, air raids and the changing role of women shaped the lives of local people during the Second World War. Alongside this, pupils will investigate how the heart and circulatory system keep the body working and the benefits of making healthy choices. They will put their creativity and problem-solving to the test by designing safe and accessible playground structures, developing expressive drawing techniques and beginning to programme in Python. Pupils will also explore thought-provoking religious and non-religious views about belief in God, experience the energy of performing four-chord pop music as a band, and build their confidence, teamwork and tactical awareness through football.

SIGNIFICANT PEOPLE PAST & PRESENT	
William Paley (RE)	Thomas Aquinas (RE)

UNCRC LINKED ARTICLES	
- Article 12 – Respect for the views of the child - Article 14 – Freedom of thought, belief and religion - Article 24 – Health and health services	- Article 29 – Goals of education - Article 31 – Leisure, play and culture - Article 38 – War and armed conflicts

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?
READING:	Year 5: - 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, myths and legends and books from other cultures and traditions. - 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 some views. - Retrieve, record and present some 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 age-appropriate 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.	Ready, Steady Read Together Scheme: Fiction: - The Wolves of Willoughby Chase - Black Beauty Non-Fiction: - Anne Frank: The Diary of a Young Girl - Survivors Poetry: - Digging for Victory - Poems from the Second World War 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.	Reading Skills: - 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 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	- Pupils will develop respect by engaging thoughtfully with texts from literary heritage, modern fiction and other cultures, recognising the value of different viewpoints, traditions and experiences. - Pupils will show respect during discussions, debates and comparative reading by listening carefully, building on others' ideas and challenging viewpoints appropriately. - Pupils will develop responsibility by taking ownership of their reading, independently tackling complex texts and applying strategies such as close reading, annotation, summarising, comparing and re-reading. - Pupils will show responsibility by preparing carefully for formal presentations, debates, poetry performances and play scripts, contributing clearly and confidently with evidence from the text. - Pupils will develop reflection by considering how authors use language, structure, figurative language and sentence choices to shape meaning, mood, characterisation and emotional impact. - Pupils will show reflection by forming personal interpretations of complex texts, justifying their opinions with evidence and refining their thinking through discussion and critical response.

	• With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Ask questions to improve their understanding. • 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. • Make comparisons within and across books e.g. plot, genre and theme. • Provide reasoned justifications for their views. • 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. • 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. • Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context. • Self-correction, including re-reading and reading ahead. • Reading widely and frequently for pleasure and information.	• 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. • 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>	understanding of sentence structure and punctuation help make meaning.	• Pupils will develop reflection by comparing themes, characters, language choices and authorial techniques across books, considering how meaning can be layered and interpreted in different ways. • Pupils will develop resilience by challenging themselves with sophisticated vocabulary, complex sentence structures, layered meaning and unfamiliar literary forms. • Pupils will show resilience by persevering when texts are demanding, using re-reading, discussion and independent strategies to deepen comprehension and confidence. • Pupils will develop respect and reflection by empathising with characters, inferring motives and feelings, and responding sensitively to the experiences and perspectives represented in texts. • Pupils will develop responsibility and resilience by sustaining a love of reading, engaging with increasingly challenging literature and developing independence, insight and confidence as mature readers.
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	- Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences. - Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning. - Connecting prior knowledge and textual information to make inferences and predictions. - Scan to find specific details using graphic and textual organisers, e.g. sub-headings, diagrams etc. - Use information on-screen and on paper. - Connecting prior knowledge and textual information to make inferences and predictions. - 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. - Identify features of texts, e.g. introduction to topic, sequence, illustrations, degree of formality and formality through language choices. - Finding the main idea of a text.	<i>figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare</i>		
WRITING:	Year 5: - Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. - Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	Ready Steady Write Scheme: Vehicle Text: - One Day Grammar: Word - Understand how words are related by meaning as synonyms and antonyms. - The difference between vocabulary of informal speech and	Pupils to apply grammar, purpose for writing and specific text type features in Writing to Recount: - A diary entry. Pupils to apply grammar, purpose for writing and specific text type features in Writing to Describe: - A letter. Handwriting:	- Pupils will show respect by listening carefully to one another's ideas, taking turns to speak and valuing the different stories, sentences and vocabulary choices shared by others. - Pupils will take responsibility for their writing by trying their best, using the resources available to them and making careful choices

	- Identify the audience and purpose of writing, selecting the appropriate form. - Ensure the consistent and correct use of tense throughout a piece of writing. - Ensure correct subject and verb agreement when using singular and plural. - Distinguish between the language of speech and writing and choose the appropriate register. - Use devices to build cohesion within a paragraph. - Link ideas across paragraphs using adverbials of time, place and number, or tense choices. - Use commas to clarify meaning or avoid ambiguity. - Use brackets, dashes or commas to indicate parenthesis.	vocabulary appropriate to formal speech and writing. - Formal and informal vocabulary choices Grammar: Sentence - The difference between structures typical of informal speech and structures appropriate to formal. - The use of question tags in informal speech. - Develop understanding of the passive to affect the presentation of information in a sentence. Grammar: Text - Using a wider range of cohesive devices – adverbials. Grammar: Punctuation - Semi-colons within detailed lists. - Indicate grammatical features using the semi-colon to mark the boundary between independent clauses. - Dashes and commas to indicate parenthesis. <i>Vocabulary:</i> <i>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</i>	- 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 to join specific letters. Composition: - 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.	about words, punctuation and presentation. - Pupils will take responsibility when working with a partner or group by sharing ideas, helping others and contributing positively to writing tasks. - Pupils will develop reflection by reading back their own writing, noticing what they have done well and identifying simple ways to improve with support. - Pupils will use reflection to respond to feedback, edit their writing and begin to set small targets for improvement. - Pupils will show resilience by building confidence as writers, having a go at new vocabulary, sentence structures and spelling patterns, and continuing even when writing feels challenging. - Pupils will show resilience by learning that writing improves through practice, drafting, editing and trying again. - Pupils will develop a positive attitude towards writing by enjoying stories, poems and non-fiction texts, and using these as inspiration for their own writing. - Pupils will show respect and kindness when responding to the work of others, giving feedback in a supportive way and recognising the effort that has gone into each piece of writing.
MATHEMATICS:	Number & Place Value: Read, write, order, and compare numbers to at least 1,000,000 and determine the value of each digit.	Number & Place Value: - Explain the place value system, where each digit's position indicates its value. - Identify the meaning of expanded form (e.g., 3,450,209 = 3,000,000	Number & Place Value: - Read, write, order, and compare numbers up to 10 000 000 and determine the value of each digit. - Round any whole number to a required degree of accuracy.	Pupils will show respect by listening carefully to others' mathematical ideas and explanations.

	- Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000. - Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000. - Solve number problems and practical problems that involve all of the above. - Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals. Addition & Subtraction: - Add and subtract whole numbers with more than 4 digits, including using formal written methods. - Add and subtract numbers mentally with increasingly large numbers. - Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. - Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. Multiplication & Division: - Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. - Know and use the vocabulary of prime numbers, prime factors, and composite (non-prime) numbers. - Establish whether a number up to 100 is prime and recall prime numbers up to 19. - 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.	+ 400,000 + 50,000 + 9,000 + 200 + 9). - Explain the meaning of rounding as well as its real-life applications. - Explain the rounding rules with a clear connection to place value. Addition, Subtraction, Multiplication & Division: - Explain the process of multiplication and the importance of place value in the process. - Explain the steps involved in long multiplication, including renaming. - Understand the process of division and the role of place value in the process. - Explain the steps involved in long division, including remainders. - Know that remainders can be interpreted in different ways, including whole numbers, fractions, and decimals. - Understand the principles of short division. - Identify the meaning of factors and multiples. - Recognise prime numbers as those with only two factors: 1 and themselves. - Explain why 1 is not a prime number. - Identify what the Order of Operations is and why it is used. - Know that Addition and Subtraction are of equal importance. - Know that Multiplication and Division are of equal importance. - Explain how to use estimation to quickly assess if answers are reasonable.	- Solve number and practical problems that involve all of the above. Addition, Subtraction, Multiplication & Division: - Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. - 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. - 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. - Perform mental calculations, including with mixed operations and large numbers. - Identify common factors, common multiples, and prime numbers. - Use their knowledge of the order of operations to carry out calculations involving the 4 operations. - Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. - Solve problems involving addition, subtraction, multiplication, and division. - Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. Fractions:	- Pupils will show respect by taking turns when discussing and solving problems collaboratively. - Pupils will show respect by recognising that different methods can be equally valid. - Pupils will show respect by agreeing, questioning and challenging ideas appropriately. - Pupils will demonstrate responsibility by selecting appropriate methods, equipment and resources. - Pupils will demonstrate responsibility by explaining their mathematical thinking rather than simply giving others the answer. - Pupils will demonstrate responsibility by checking their calculations and correcting errors. - Pupils will demonstrate responsibility by contributing positively when working with a partner or group. - Pupils will develop reflection by reviewing their methods and considering whether their answers are reasonable. - Pupils will develop reflection by learning from mistakes and using feedback to improve. - Pupils will develop reflection by comparing different strategies and identifying efficient approaches. - Pupils will develop reflection by explaining what they have learned and identifying their next steps. - Pupils will develop resilience by persevering when calculations, reasoning or problems are challenging. - Pupils will develop resilience by trying a different strategy when
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	• Multiply and divide numbers mentally drawing upon known facts. • Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context. • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000. • Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3). • Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares, and cubes. • Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. • Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. • 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		• 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.	their first approach is unsuccessful. • Pupils will develop resilience by breaking complex problems into smaller, manageable steps. • Pupils will develop resilience by recognising that mistakes and misconceptions are an important part of mathematical learning.
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	denominators that are multiples of the same number.			
SCIENCE:	Year 2: - When we exercise, our hearts beat faster. Year 3: - Eating a balanced diet is important in maintaining a healthy body. Year 4: - Digestion is the process of breaking down food to be absorbed into the blood. - Nutrients are absorbed into the small intestine. Year 5: - Recognise how secondary sources can be used to answer questions that cannot be answered through practical work. - Given a wide range of resources decide for themselves how to gather evidence to answer a scientific question. - Choose a type of enquiry to carry out and justify this choice. - Recognise the need for control variables where necessary and identify these. - Carry out fair tests, recognising and controlling variables. - Decide what observations or measurements to make over time and for how long. - Look for patterns and relationships using a suitable sample. - Decide how to record and present evidence. - Record observations, for example: using annotated photographs, videos, labelled diagrams, labelled scientific diagrams or writing.	Animals Including Humans: - The circulatory system is made of the heart, blood vessels, and blood. - The circulatory system is needed to transport oxygen, nutrients, and water. - Blood includes red and white blood cells, platelets, and plasma. - Red blood cells carry oxygen, whilst white cells fight infections. - The heart has four chambers, two atria and two ventricles. - The walls of the heart are made of muscle which contracts (gets smaller) to pump blood around our bodies. - Blood vessels include arteries, veins and capillaries. - Capillaries allow oxygen, nutrients, water, and waste to pass between blood and body cells. - Regular exercise enhances the health of the heart and vessels and muscle strength. - Smoking and unhealthy habits can harm our heart and blood vessels, leading to heart diseases. <i>Vocabulary:</i> <i>circulatory System, heart, blood, blood vessel, vein, artery, capillaries, pulse, oxygen, Carbon Dioxide.</i>	Ask Questions: - Recognise how secondary sources can be used to answer questions that cannot be answered through practical work. - Given a wide range of resources decide for themselves how to gather evidence to answer a scientific question. - Choose a type of enquiry to carry out and justify this choice. - Recognise the need for control variables where necessary and identify these. Enquiry: - Carry out fair tests, recognising and controlling variables. - Decide what observations or measurements to make over time and for how long. - Look for patterns and relationships using a suitable sample. Record/Present: - Decide how to record and present evidence. - Record observations, for example: using annotated photographs, videos, labelled diagrams, labelled scientific diagrams or writing. Conclusions: - Answer own and others' questions based on information gained from secondary sources. - 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.	- Recognise the vital role of blood and respect that some people experience conditions that affect how their blood functions. - Reflect on how the structure of each part of the heart enables it to perform its function. - Consider how the heart, blood and blood vessels work together as an interconnected system. - Recognise our responsibility to provide the body with the nutrients and water it needs to function effectively. - Understand how informed choices about diet and physical activity can support health and bodily function. - Recognise that maintaining healthy habits requires commitment, perseverance and the ability to make positive changes over time.

	• Answer own and others' questions based on information gained from secondary sources. • 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. • Communicate findings to an audience using relevant scientific language and illustrations.		Communicate: • Communicate findings to an audience using relevant scientific language and illustrations.	
ART:	Year 5: • 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. • Use a sketchbook to make notes on how they can adapt and improve their work, throughout the creative process. • Start to develop own style based on learning around artists and techniques, including mixed media. • Discuss and review own and others work, expressing thoughts and feelings 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.	Drawing – Introduction to Drawing 6: • Each medium can create different types of lines and textures. • Graphite is good for detailed work, as it creates fine lines, and smooth shading. • Charcoal creates bold, dark lines and is good for expressive drawings. • Smudges easily for shading. • Ink produces sharp, strong lines. • Can be diluted with water for tonal variation. • Soft pastels include vibrant colours and are easy to blend. • Coloured pencils can be layered for depth. • A combination of media and techniques makes each piece unique. • Using a grid method helps maintain proportion. • Shading techniques include smudging, layering, hatching and cross-hatching • High contrast photos are easier to turn into dramatic drawings. • Photos allow artists to focus on specific details without the subject moving.	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. • 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. Responding to Art: • 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,	• Persevere when applying familiar drawing techniques, recognising that accuracy and control develop through repeated practice. • Compare the effects created by different media and reflect on which materials and techniques are most effective for a particular purpose. • Respect and value the different artistic choices, preferences and personal styles expressed by individual artists. • Take responsibility for making purposeful choices about source material, composition, media and the intended outcome of the artwork. • Give thoughtful, constructive feedback and respond respectfully to the observations and ideas of others. • Evaluate artistic decisions, identify areas for improvement and make considered refinements to strengthen the final piece.

	- Explore a wide range of great artists and designers, identifying those that have worked in a similar way to their own work. - Recognise the art of key artists and begin to place them in key movements or historical events. - Work in a sustained and independent way to create a detailed drawing. - Apply different techniques learnt for different purposes. - Begin to develop an awareness of scale and proportion. - Develop perspective in their drawing through one-point or two-point perspective. - Confidently compose drawings building on prior knowledge. - Work from a variety of sources including observation, photographs and digital images. - Develop close observation skills using a variety of view finders. - Explore the combination of different art media in their artwork.	<i>Vocabulary:</i> <i>cross-hatching, stippling, blending, contour lines, proportion, media, mixed media, source material, tonal contrast</i>	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. Drawing: - Select appropriate media and learned techniques to achieve a desired outcome. - Work in a sustained and independent way to create a detailed drawing over a number of sessions. - Work from a variety of sources including observation, photographs and digital images. - Continue to explore the combination of different art media in their artwork, developing their own personal style. - Adapt drawings over time, based on self and peer assessment giving clear reasons behind decisions.	
COMPUTING:	Year 5: - Code may sometimes need to be downloaded onto a physical system/device. - Devices with sensors (such as pedometers, security systems, thermostats and light sensors) are often programmed to perform specific tasks in reaction to the input from the sensors. - Running a program to identify errors should be done before checking the code.	Kapow Computing Scheme: Programming: Exploring Python: Lessons 1 – 3 To know: - Code may sometimes need to be downloaded onto a physical system/device. - Programmers often save time when creating code by taking code from one program and turning it into another.	- Recognising a wider range of text-based programming languages. - Making links between different programming interfaces that they are faced with. - Recognising examples of programming elements in real-life applications. - Decomposing a program independently when given a specific outcome or task to achieve.	- Pupils will reflect on the similarities and differences between programming languages and interfaces, making links with their prior coding knowledge. - Pupils will take responsibility for writing code carefully, recognising that accurate typing, spacing, brackets and indentation help a program run correctly. - Pupils will respect the work and ideas of other programmers by using existing code appropriately

	- Errors in a program could be a result of forgetting to 'end' a loop. - Typing and spacing are very important in text-based languages and can cause errors in code if used incorrectly. - Making links between different programming interfaces that they are faced with. - Recognising examples of programming elements in real-life applications (e.g. live loops in music or variables in pedometers). - Planning a program to be downloaded to a physical system/device to solve a particular problem. - Decomposing a program independently when given a specific outcome or task to achieve. - Programming a physical system that has the capability for sensory input. - Independently using loops to make code more efficient in text-based or block-based programs. - Using nested loops to make code more efficient. - Explaining what a program does and how it works, referring to the inputs and outputs. - Becoming more efficient and effective at debugging their programs. - Systematically identifying mistakes, problems or 'bugs' in a program.	- Nested loops are loops within loops. - It is important to follow the syntax rules in a programming language so that the computer understands what we are trying to tell it, but that we do not need to remember all these rules. - Many text-based coding languages use brackets or indentation to show which code belongs to a particular function or loop. <i>Vocabulary:</i> <i>loop, nested loop, syntax</i>	- Live coding (improvising with code). - Independently using loops to make code more efficient in text-based or block-based programs. - Using nested loops to make code more efficient.	and adapting it purposefully to achieve a new outcome.
DT:	Year 2: A freestanding structure is one that stands on its own foundation or base.	Playground Apparatus (Frame Structures): Lessons 1 – 3 CONTEXT:	Structures: Confidently use appropriate vocabulary for tools, materials and their properties.	Understand that designers and engineers are responsible for creating structures that are stable, safe and fit for purpose.

	- As a structure's centre of gravity rises it becomes less stable. - Increasing the base of a structure helps to spread the weight. - Buttresses prevent a structure from collapsing under its own weight. - Frame structures and shell structures can be freestanding. Years 5 & 6: - Work confidently within a range of contexts, such as the home, school, leisure, local community, culture, enterprise, industry and the wider environment. - Clearly describe the purpose of their products. - Indicate the design features of their products that will appeal to intended users, with clear reasoning. - Explain how particular parts of their products work. - Carry out research, using surveys, interviews, questionnaires and web-based resources. - Identify the needs, wants, preferences and values of individuals and groups. - Develop a simple design specification to guide their thinking. - Share and clarify ideas through discussion. - Model their ideas using prototypes and pattern pieces. - Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas. - Generate innovative ideas, drawing on research.	<i>"Hi everyone, my name is Jyoti. I am an architect working for a local park. They want their playground to be fun, safe, and accessible, with equipment that children can climb, swing, or balance on. But they've had problems with some equipment in the past breaking and wobbling, so they're worried about safety. Can you help me design and make something for the children?"</i> - Famous frame structures include: - The Eiffel Towers (designed by Stephen Sauvestre). - The Iron Bridge (designed by Thomas Farnolls Pritchard). - Frame structures support larger objects as they can bear weight well. - Diagonal beams (called struts) to are added to square or rectangular structures to create triangles. - Triangulation strengthens a structure by distributing weight effectively and improving rigidity. - Triangulation reduces compression. - It is important to ensure structures have stable joints, otherwise they may fall apart. - Gusset plates, triangle shapes which are connected to the beams, improves stability. <i>Vocabulary:</i> <i>frame, beams, compression, strut, triangulation, joints, strengthen, rigidity</i>	- Recognise that frame structures combine beams, columns and slabs to resist heavy loads/compression. - Experiment with different techniques for constructing simple frame structures. - Investigate ways of strengthening a frame structure, including struts. - Investigate ways of strengthening joints, including gusset plates. - Apply the concept of triangulation to increase rigidity of a frame structure. Designing: - Work confidently within a range of contexts, such as the home, school, leisure, local community, culture, enterprise, industry and the wider environment. - Clearly describe the purpose of their products. - Indicate the design features of their products that will appeal to intended users, with clear reasoning. - Explain how particular parts of their products work. - Carry out research, using surveys, interviews, questionnaires and web-based resources. - Identify the needs, wants, preferences and values of individuals and groups. - Develop a simple design specification to guide their thinking. Evaluating: - Discuss: - how well products have been designed, - how innovative products are,	- Persevere when testing different construction methods and use unsuccessful attempts to strengthen and improve a structure. - Respect the different needs, preferences and abilities of playground users when evaluating existing products.
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	• Make design decisions, taking account of constraints such as time, resources and cost. • Evaluate existing products.		- how sustainable the materials in products are, - how well products have been made, - why materials have been chosen, - what methods of construction have been used, - how well products work, - how well products achieve their purposes, - how well products meet user needs and wants.	
HISTORY:	Year 5 & 6: • Chronologically summarise the main events from a period, with relation to specific historical concepts (e.g. Change and Continuity/Cause and Consequence etc.) • Continue to develop a chronologically secure knowledge and understanding of British, local and world history. • Establish clear narratives within and across the periods studied. • Identify a range of causes of major events in history. • Begin to analyse the reasons for, and results of these historical events, including long-term changes in society. • Discuss the reasons behind historical changes in British society and their impact. • Give reasons why changes may have occurred supported by evidence. • Describe how and why some changes within past societies are maintained and still affect us today.	Wandsworth's War Lessons 1 – 6: • Adolf Hitler used economic and political instability to rise to power. • World War Two began with Germany's invasion of Poland in 1939. • In anticipation of war, Britain constructed air raid shelters, implemented blackout measures, and formed the Home Guard. • Children were systematically evacuated to rural areas as a precautionary measure. • Evacuation had immediate and lasting effects on evacuees and their families. • Some Evacuees had positive experiences whilst others had very negative ones. • The government introduced rationing to ensure a fair distribution of essential items like food and clothing. • People received ration books stating their allocated amounts of essential goods. • "Dig for Victory" encouraged citizens to grow their own food in "victory gardens".	Chronology • Chronologically summarise the main events from a period, with relation to specific historical concepts (e.g. Change and Continuity/Cause and Consequence etc.) • Continue to develop a chronologically secure knowledge and understanding of British, local and world history. • Establish clear narratives within and across the periods studied. Cause & Consequence • Identify a range of causes of major events in history. • Begin to analyse the reasons for, and results of these historical events, including long-term changes in society. Change & Continuity • Discuss the reasons behind historical changes in British society and their impact. • Give reasons why changes may have occurred supported by evidence. • Describe how and why some changes within past societies are	• Reflect on how political decisions, economic instability and the actions of individuals can have significant and lasting consequences. • Explore how individuals and communities took responsibility for protecting themselves and others through measures such as blackouts, air-raid shelters and the Home Guard. • Respect and consider the different experiences and emotions of evacuees, their families and the people who welcomed them into their homes. • Understand the shared responsibility to use limited resources so that essential goods were available to everyone. • Recognise how people responded resourcefully to shortages by adapting, repairing and reusing what they had. • Recognise and value the diverse and essential contributions made by women during the war.

	- Analyse a wide range of evidence to justify claims about the past. - Suggest plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. - Know that some evidence is propaganda, opinion, or misinformation and that this affects interpretations of history. - Using a range of sources to find out about a particular aspect of the past. - Form own opinions about historical events from a range of sources. - 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 most significant features of past societies and periods. - Explain a range of similarities and differences between daily lives of people in the past and today.	- Clothing books allowed people to buy one new set of clothes each year. 'Make Do & Mend,' encouraged people to repair and reuse items. - Women's contributions were diverse and essential for supporting the war effort. <i>Vocabulary:</i> <i>invasion, economic, political, instability, air raid, blackout, evacuation, rationing, propaganda, munitions, military, intelligence</i>	maintained and still affect us today. Historical Interpretation - Analyse a wide range of evidence to justify claims about the past. - Suggest plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. - Know that some evidence is propaganda, opinion, or misinformation and that this affects interpretations of history. Using Sources for Enquiry - Using a range of sources to find out about a particular aspect of the past. - Form own opinions about historical events from a range of sources. - 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. Similarities & Differences - Describe the most significant features of past societies and periods. - Explain a range of similarities and differences between daily lives of people in the past and today.	
MUSIC:	Year 5: - A range of instruments and understand the roles they play within a piece of music. - Different styles of music follow different structures. - To know that new musical styles are always developing, often inspired by existing styles.	Kapow Music Scheme: Four-Chord Pop: Playing in a Band Listening and Evaluating To know: The names of a range of instruments and understand the	Listening and Evaluating - Listening and noticing relevant details with increasing independence and focusing on a range of musical features. - Explaining their responses to music, using a range of musical features and personal experiences.	- Pupils will show respect by listening to and valuing how music can express different experiences, create shared feelings and connect communities. - Pupils will demonstrate responsibility by maintaining their own harmony part accurately

	• Structure: To know that musical styles often follow particular structures (e.g. verse-chorus, theme and variation). • Harmony: To know that chords and harmony support melody and add depth to music. • Giving increasingly critical appraisals of music using appropriate musical vocabulary and referring to specific elements and sections of a piece. • Using musical vocabulary when describing music and its effect on the listener. • Using knowledge of genre and style when talking about music they hear. • Maintaining an independent singing part within an ensemble. • Singing melodies following a verse-chorus structure. • Developing technique to project their voice clearly and confidently. • Demonstrating the correct posture when singing. • Singing with consistent clarity and control, articulating words accurately. • Maintaining the beat on their instrument while being aware of other musicians. • Beginning to play a simple pattern of chords. • Improvising or composing music to represent a stimulus and create a specific mood or atmosphere. • Confidently developing melodic ideas, exploring different pitches and rhythms. • Considering the structure of a composition to reflect a style of music.	roles they play within a piece of music. • That different styles of music follow different structures. • That music is shaped by historical and social influences (e.g. rap, samba). Inter-related Dimensions • Rhythm: To know that rhythms can be organised into bars and different time signatures. • Structure: To know that musical styles often follow particular structures (e.g. verse-chorus, theme and variation). • Melody: To know that melodic ideas can be repeated, developed or varied. • Harmony: To know that chords and harmony support melody and add depth to music. <i>Vocabulary:</i> <i>bass line, chord, harmony, lyrics, melody, structure, tempo, unison</i>	• Considering how the composer uses rhythm and pitch to create a mood. • Using musical vocabulary when describing music and its effect on the listener. • Developing an understanding of the history and social context of a diverse range of music, (e.g. samba, rap, the music of some African countries). • Using knowledge of genre and style when talking about music they hear. Creating Sound • Competently singing songs with an octave pitch range. • Maintaining an independent singing part within an ensemble. • Singing songs that include leaps (e.g. jumping between notes rather than moving by step). • Singing melodies following a verse-chorus structure. • Singing in harmony, maintaining an independent part with accuracy. • Developing technique to project their voice clearly and confidently (e.g. open mouth, tall posture, facing the audience). • Accurately pitching their voice to sing a broad range of songs with varied pitch ranges. • Demonstrating the correct posture when singing. • Singing with consistent clarity and control, articulating words accurately. • Controlling breath to sustain phrases and support tone quality. • Recognising how different playing actions change the way an instrument sounds (e.g. bouncing	while supporting the balance and quality of the ensemble. • Pupils will develop resilience by practising challenging rhythmic patterns, following the structure carefully and continuing when mistakes occur. • Pupils will show respect by listening closely and adjusting their playing so that they remain in time with the other members of the band. • Pupils will demonstrate responsibility by remaining focused, responding to performance cues and contributing reliably throughout the performance.
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	• Offering constructive thoughts and opinions on peer performances, using musical vocabulary and reasoning. • Evaluating their performance by identifying strengths and suggesting next steps for improvement. • Performing confidently and independently in time with a backing track or ensemble. • Applying simple techniques to improve rehearsal and performance. • Performing with stage awareness, showing confidence, focus and engagement with the audience. • Recovering smoothly from mistakes while maintaining the flow of the performance. • Maintaining an individual part (e.g. bass, chords, melody) within a group.		the beater on the glockenspiel creates a longer sound). • Maintaining the beat on their instrument whilst being aware of other musicians. • Beginning to play a simple pattern of chords. Performing • Offering constructive thoughts and opinions of peer performances, using musical vocabulary and reasoning. • Evaluating their performance by identifying strengths and suggesting next steps for improvement. • Giving balanced feedback relating to specific elements of the performance (e.g. 'I liked how you used a crescendo to build excitement but next time you could get faster too'). • Performing confidently and independently in time with a backing track or ensemble. • Applying simple techniques to improve rehearsal and performance (e.g. making eye contact during a rehearsal; looking at the audience during a performance). • Performing with stage awareness, showing confidence, focus and engagement with the audience. • Recovering smoothly from mistakes while maintaining the flow of the performance. • Maintaining an individual part (e.g. bass, chords, melody) within a group. • Recognising and responding to cues within a performance to enter, stop or change sections.	
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			Using non-verbal communication confidently to coordinate ensemble performance, such as signalling entries, endings or changes.	
PE:	Year 5: - Tactical adaptations depend on opponents. - Positioning affects attacking and defensive balance. - Anticipation supports decision-making. - Team shape influences performance. - Different tactics suit different situations. - Communication and leadership improve team effectiveness. - Refine control, speed, agility and technical execution under pressure. - Adapt tactics strategically according to opponents and game situations. - Analyse gameplay critically and adapt performance independently. - Lead others positively and demonstrate sportsmanship and self-regulation.	Invasion Games (Football) Learn that: - Tactical adaptations depend on opponents. - Positioning affects attacking and defensive balance. - Anticipation supports decision-making. - Team shape influences performance. - Different tactics suit different situations. - Communication and leadership improve team effectiveness. <i>Vocabulary:</i> <i>possession, space, attack, defence, positioning, team shape, tactics, transition, anticipation, communication, control, marking</i>	- Refine control, speed, agility and technical execution under pressure. - Adapt tactics strategically according to opponents and game situations. - Analyse gameplay critically and adapt performance independently. - Lead others positively and demonstrate sportsmanship and self-regulation.	- Pupils will show respect by demonstrating sportsmanship during competitive situations, recognising the efforts of teammates and opponents. - Pupils will show respect by communicating constructively, listening to others' ideas and supporting fair play during cricket activities. - Pupils will develop responsibility by making thoughtful decisions about risk and reward when batting, fielding and responding to game situations. - Pupils will develop responsibility by taking on leadership roles, helping to organise their team and contributing positively to attacking and defensive strategies. - Pupils will use reflection by analysing their tactical and technical performance and identifying how to improve their striking, bowling and fielding. - Pupils will use reflection by adapting strategies independently in response to opponents, feedback and changing gameplay situations. - Pupils will build resilience by maintaining focus, self-regulation and effort when playing under pressure. - Pupils will build resilience by responding positively to mistakes, setbacks and competitive

				challenges, using them to refine performance.
RE:	Year 5: - 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.	Do You Have to Believe in God? - Argument from Design: the world is so complex it must have been designed by God. - Argument against: nature can be explained by science without needing a designer. - Argument from First Cause: everything has a cause, so the universe must have had a first cause — God. - Argument against: some people ask, “Who caused God?”. - Argument from Experience: people believe in God because they feel awe or wonder (numinous) in worship or nature. - Argument against: these feelings could come from emotions or the brain, not from God. - Argument from Morality: people know right from wrong because God gave us a conscience. - Argument against: non-religious people can be good without believing in God. - Argument from Society: religion helps people come together to celebrate and feel part of a community. - Argument against: non-religious people also celebrate, so community life doesn't prove God exists. Significant People William Paley: - Was a Christian thinker who lived in the 1700s.	Learning about Religion & Beliefs: - 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. Learning from Religion & Beliefs: - 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.	- Listen to and respect different religious and non-religious beliefs, recognising that people may reach different conclusions about life, God and the world. - Consider the strengths and limitations of the argument from design and reflect on different explanations for the complexity of the natural world. - Engage thoughtfully with difficult questions that may not have simple or universally accepted answers. - Respect the significance that spiritual, emotional and numinous experiences may hold for other people, even when we interpret them differently. - Recognise personal responsibility for making moral choices and consider how religious teachings, conscience, empathy and reason can guide behaviour. - Reflect on how religious and non-religious people may find shared meaning, belonging and connection through traditions and celebrations.

		- Suggested that the world is so detailed it must have a designer, and that designer is God. Thomas Aquinas: - Was a Christian thinker from the Middle Ages. - Said everything must have a cause, and the first cause of everything was God. <i>Vocabulary:</i> <i>belief, faith, religious, atheist, agnostic, humanist, big bang, numinous, morality, conscience</i>		
RHW:	Year 5: - The difference between their brain and mind. - More detail about each part of the brain and why they work the way they do. - How they can train their brains in times of stress by using Happy Breathing when their Amygdala gets triggered. - About how others react differently to them and that we all have different triggers that cause us to Fight, Flight or Freeze. - About how to more intentionally look after their brains to keep them healthy. - About the hormones in their brain and how they can manage them, including Dopamine and Cortisol. - That mental health, just like physical health, is part of daily life; the importance of taking care of mental health. - About strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community	My Happy Mind: Meet Your Brain Lessons 1 - 3 To Learn: - About our brain and how it works. - How our feelings impact our brain. - Different ways to look after our brains so we can be our best selves. - How to develop healthy habits to look after our minds. <i>Vocabulary:</i> <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>	My Happy Mind: Meet Your Brain - Recognise signs that their brain is calm, focused, or stressed. - Use Happy Breathing to regulate their emotions during moments of stress. - Reflect on daily choices that support brain health and wellbeing. - Plan and commit to specific actions that help them look after their brain each day. - Create their own calming (Happy Breathing) routines or exercises. - Apply understanding of emotional regulation to daily life situations. - Develop and maintain habits that support a healthy mind and emotional wellbeing.	- Pupils will develop reflection by recognising how their brain responds when they are calm, focused or stressed and considering how emotions affect their thinking and behaviour. - Pupils will take responsibility for their emotional regulation by using strategies such as Happy Breathing and applying them appropriately in everyday situations. - Pupils will develop resilience by creating and maintaining healthy habits and calming routines that help them manage challenges and support their long-term wellbeing.

	groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing. • To recognise that feelings can change over time and range in intensity. • About everyday things that affect feelings and the importance of expressing feelings. • A varied vocabulary to use when talking about feelings; about how to express feelings in different ways. • Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. • To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others. • 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. • About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement. • Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.			
SPANISH:	Year 5: • To know that the ending of an adjective often changes according	Kapow Spanish Scheme: Clothes in Spanish Grammar	Language Comprehension • Identifying and extracting key information in a range of authentic texts.	• Pupils will show respect by listening carefully when others speak Spanish.

	to the gender and number of the noun it describes. • To know that a statement can be made into a question simply by changing your intonation and punctuation, e.g. ¿Tiene ojos azules? ¿Es Ana? • Listening and selecting information from short audio passages to give an appropriate response. • Using a range of language detective strategies to decode new vocabulary, including context. • Identifying key information in simple writing. • Forming a question in order to ask for information. • Speaking in full sentences using known vocabulary. • Using intonation and gestures to differentiate between statements and questions. • Selecting the correct form of an adjective that agrees with the singular or plural noun it is describing. • Using adapted phrases to describe an object or person. • Using adjectives with correct placement and agreement.	• 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. <i>Vocabulary:</i> <i>unos - some</i> <i>unas - some</i> <i>lleva - he/she is wearing</i> <i>¿Qué lleva? - What is he/she wearing?</i> <i>porque - because</i> <i>bonito - pretty</i> <i>cómodo - comfortable</i> <i>deportivo - sports</i> <i>elegante - elegant/stylish/smart</i> <i>formal - formal</i> <i>impermeable - waterproof</i> <i>suelto - loose/baggy</i> <i>tradicional - traditional</i>	• Using a bilingual dictionary to select alternative vocabulary for independent sentence building. • Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary. Language Production • 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.	• Pupils will show respect by recognising that languages and cultures may communicate ideas in different ways. • Pupils will show respect by responding positively to others' attempts to speak Spanish. • Pupils will show respect by valuing accurate pronunciation and clear communication. • Pupils will demonstrate responsibility by participating actively in speaking, listening, reading and writing activities. • Pupils will demonstrate responsibility by practising vocabulary and language structures regularly. • Pupils will demonstrate responsibility by using resources, such as word banks and dictionaries, appropriately. • Pupils will demonstrate responsibility by contributing positively during paired and group work. • Pupils will develop reflection by considering how Spanish is similar to and different from English and other languages they know. • Pupils will develop reflection by reviewing their pronunciation, vocabulary and grammatical accuracy. • Pupils will develop reflection by using feedback to improve their spoken and written Spanish. • Pupils will develop reflection by recognising the progress they have made as language learners. • Pupils will develop resilience by having the confidence to speak Spanish even when they are unsure.
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