



Riversdale Primary School

MEDIUM TERM PLANNING

YEAR GROUP	Year 6
TERM	Autumn 2

CLASS READER	VEHICLE TEXT(S) FOR READING & WRITING

LEARNING OVERVIEW
This half term, Year 6 will continue exploring the impact and legacy of the Second World War in History, examining the Blitz, D-Day and how the conflict shaped both local communities and wider society. In Science, pupils will delve into the diversity of living things, using the work of Carl Linnaeus to explore how organisms, including microorganisms, are classified. Creativity and independence will be developed through Art, where pupils will take inspiration from Frida Kahlo to explore colour, symbolism and personal expression, while in Computing they will extend their Python programming skills through increasingly complex code and debugging. In Design and Technology, pupils will bring their playground designs to life, applying their understanding of strong frame structures to create safe and accessible equipment. They will explore how lyrics and musical choices can communicate powerful messages in Music, develop tactical thinking and teamwork through rugby in PE, and deepen their understanding of Jewish identity, beliefs and traditions in Religious Education. Through RHW, pupils will consider diversity, discrimination, healthy friendships and personal strengths, while Spanish will develop their confidence in discussing and expressing opinions about school life.

SIGNIFICANT PEOPLE PAST & PRESENT	
• Carolus Linnaeus (Science) • Frida Kahlo (Art)	• Abraham (RE) • Moses (RE)

UNCRC LINKED ARTICLES	
- Article 2 – Non-discrimination - Article 14 – Freedom of thought, belief and religion - Article 19 – Protection from violence, abuse and neglect - Article 23 – Children with disabilities	- Article 29 – Goals of education - Article 30 – Culture, language and religion - Article 31 – Leisure, play and culture

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 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 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	Ready, Steady Read Together Scheme: Fiction: - The Island at the End of Everything - The House with Chicken Legs Non-Fiction: - Women in Science - The Place for Me Poetry: - The Final Year - 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.	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.	- 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,

	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. • Make meaning from words and sentences, including knowledge of phonics, word roots, word families. • Make meaning from text organisation.	• 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. • 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	• 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.	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. • 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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	• 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.	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>		
WRITING:	Year 5: • Convert nouns or adjectives into verbs using suffixes, for example -ate, -ise and -ify.	Ready Steady Write Scheme: Vehicle Texts: • The Lost Book of Undersea Adventure • Rescuing Titanic	Pupils to apply grammar, purpose for writing and specific text type features in Writing to Narrate: • An adventure narrative.	• 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.

	• Use expanded noun phrases to convey complicated information concisely. • Use devices to build cohesion within a paragraph, for example then, after that, this, firstly. • Link ideas across paragraphs using adverbials of time, place and number, or tense choices. • Ensure the consistent and correct use of tense throughout a piece of writing. • Use commas to clarify meaning or avoid ambiguity in writing. • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	Grammar: Word • Develop understanding of how words are related by meaning as synonyms and antonyms. • Develop understanding and recognise the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. • Converting nouns or adjectives into verbs using suffixes (Y5 consolidation). Grammar: Sentence • Use expanded noun phrases to convey complicated information precisely. Grammar: Text • Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials. • Accurate tense choices throughout the writing. Grammar: Punctuation • Using the colon to mark the boundary between independent clauses • Using the colon to introduce a list • Using hyphens to avoid ambiguity • Using the semi-colon to mark the boundary between independent clauses <i>Vocabulary:</i> <i>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</i>	Pupils to apply grammar, purpose for writing and specific text type features in Writing to Recount: • A letter. 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 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.	• Pupils will take responsibility for their writing by trying their best, using the resources available to them and making careful choices 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.
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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. • 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 $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$,	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. • 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.	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. • 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.	• Pupils will show respect by listening carefully to others' mathematical ideas and explanations. • 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,
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	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.	• 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. • Recall that the prefix “milli” refers to 1 thousandth. • Recognise that to convert between measurements, multiplication by 10, 100 or 1000 will be required. • Know that to convert miles into kilometres you first multiply by 8 then divide by 5. • Know that to convert from kilometres to miles, do the opposite – multiply by 5 then divide by 8.	• 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.	reasoning or problems are challenging. • Pupils will develop resilience by trying a different strategy when 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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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 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	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. - 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".	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.	- Pupils will reflect on how Linnaeus' ideas changed the way scientists classify, name and communicate information about living things. - Pupils will demonstrate responsibility by using agreed scientific criteria and terminology accurately when organising living things into groups. - Pupils will develop reflection by comparing observable characteristics and using evidence to justify how animals are classified. - Pupils will reflect on similarities and differences between plants and use these characteristics to make accurate classification decisions. - Pupils will develop respect for the diversity of living things by recognising that microorganisms have different characteristics and roles, including beneficial ones. - Pupils will take responsibility for using observations and evidence carefully to classify native organisms and justify their decisions scientifically
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	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.	• Developed a system to classify and name living organisms. • Introduced binomial nomenclature. <i>Vocabulary:</i> taxonomy, kingdom, binomial nomenclature, microorganism		
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: • 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	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: - more interesting and dynamic, and - asymmetrical. Significant People: Frida Kahlo • Mexican painter known for her self-portraits.	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 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	• Pupils will show respect by exploring how Kahlo's culture, identity and personal experiences influenced her artwork and recognising the importance of individual artistic expression. • Pupils will reflect on aspects of Kahlo's work and consider how these can influence, rather than simply be copied into, their own developing style. • Pupils will take responsibility for their creative choices by planning clear intentions around mood, symbolism, colour and technique. • Pupils will develop resilience by experimenting with different compositions, adapting ideas and accepting that effective outcomes may require several attempts. • Pupils will critically reflect on their own artwork, identify strengths and next steps, and make purposeful improvements linked to their intentions. • Pupils will show respect by giving thoughtful, specific and constructive feedback that helps a

	• 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.	• 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>	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.	peer develop their work while valuing their individual artistic choices.
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.	Kapow Computing Scheme: Programming: Exploring Python: Lessons 4 – 5 To know: • Typing and spacing are very important in text-based languages and can cause errors in code if used incorrectly.	• Typing and spacing are very important in text-based languages and can cause errors in code if used incorrectly. • Running a program to identify errors should be done before checking the code. • Errors in a program could be because of forgetting to 'end' a loop.	• Pupils will develop resilience by breaking complex programming problems into manageable steps and persevering when their first solution is unsuccessful. • Pupils will systematically test and reflect on their code, identifying bugs, explaining how the program works and making considered improvements.

	• Running a program to identify errors should be done before checking the code. • 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.	• Running a program to identify errors should be done before checking the code. • Errors in a program could be because of forgetting to 'end' a loop. <i>Vocabulary:</i> <i>loop, nested loop, syntax</i>		
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DT:	Year 6: - 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. Year 5 & 6: - 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. - Make design decisions, taking account of constraints such as time, resources and cost. - Select tools and equipment suitable for the task. - Confidently explain their choice of tools and equipment in relation to the skills and techniques they will be using. - Select materials and components suitable for the task. - Confidently explain their choice of materials and components according to functional properties and aesthetic qualities. - Produce appropriate lists of tools, equipment and materials that they need. - Formulate step-by-step plans as a guide to making.	Playground Apparatus (Frame Structures): Lessons 4 – 6 CONTEXT: <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> - Frame structures support larger objects as they can bear weight well. - Diagonal beams (called struts) to be 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. - Strengthening joints through gusset plates, triangle shapes which are connected to the beams, improves stability. - Strong materials such as wood or metal would be best suited to the construction of playground equipment. Vocabulary: <i>frame, beams, compression, strut, triangulation, joints, strengthen, rigidity</i>	Structures: - Select appropriate materials to develop a chosen idea giving clear reasoning in relation to the intended purpose. - Apply the concept of triangulation to increase rigidity of a frame structure. Designing: - 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. - Make design decisions, taking account of constraints such as time, resources and cost. Making: - Select tools and equipment suitable for the task. - Confidently explain their choice of tools and equipment in relation to the skills and techniques they will be using. - Select materials and components suitable for the task. - Confidently explain their choice of materials and components according to functional properties and aesthetic qualities. - Produce appropriate lists of tools, equipment and materials that they need. - Formulate step-by-step plans as a guide to making. - Follow procedures for safety and hygiene. - Use a wider range of materials and components than KS1,	- Make responsible design decisions that take account of safety, accessibility, materials and the needs of the intended users. - Respond positively to practical challenges, adapting the design and construction methods when problems arise. - Evaluate the finished product honestly against the design specification and identify purposeful improvements.
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	- Follow procedures for safety and hygiene. - Use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components. - Accurately measure, mark out, cut and shape materials and components. - Accurately assemble, join and combine materials and components. - Accurately apply a range of finishing techniques, including those from art and design. - 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.		including construction materials and kits, textiles, food ingredients, mechanical components and electrical components. - Accurately measure, mark out, cut and shape materials and components. - Accurately assemble, join and combine materials and components. - Accurately apply a range of finishing techniques, including those from art and design. - 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.	
HISTORY:	Year 5 & 6: Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing	Wandsworth's War Lessons 7 – 10: The Blitz was a sustained night-time bombing campaign conducted by the German Luftwaffe.	Chronology: Continue to develop a chronologically secure knowledge and understanding of British, local and world history.	Pupils will consider the resilience shown by civilians as they adapted to bombing raids, disrupted sleep, air-raid warnings and the need to seek shelter.

	clear narratives within and across period they study. • Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Use a wide variety of sources of information to form testable hypotheses about the past. • Discuss the impact and causes of historical change in Britain identifying and contrasting changes and trends between different periods. • Identify short- and long-term causes of major events in history. • Understand the effect on society within a time period, relating to the effect/impact today.	• It began on 7th September 1940 and ended on 11th May 1941. • Sirens would sound, signalling for people to seek shelter. • Many roads, buildings and homes in London were damaged or destroyed and many lives were lost. • In the local area, the corner where Smeaton Road and Lainson Street meet suffered the most damage. • The primary D-Day invasion took place on the beaches of Normandy. • D-Day was a key military operation specifically on 6th June 1944, and considered a turning point in WW2. • World War 2 officially ended on 2nd September 1945, when the last Axis Power (Japan) surrendered. • The legacy of WW2 includes a change in the view of women's roles and the formation of the UN. <i>Vocabulary:</i> <i>Allied Forces, Axis Power, Luftwaffe, Blitz, invasion, operation, unconditional surrender, Normandy, society, United Nations (UN), legacy</i>	• Establish clear narratives within and across the periods they study. • Order an increasing number of significant events and movements on a timeline using dates accurately. Change & Continuity: • Discuss the reasons behind historical changes in British society and their impact. • Make links between events and changes within and across different time periods/societies. • Give reasons why changes may have occurred, backed up with evidence. • Describe how and why some changes within past societies are maintained and still affect us today. Cause & Consequence: • Identify a range of causes of major events in history. • Begin to analyse reasons for, and results of these historical events, including long-term changes in society. Using Sources for Enquiry: • Use 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. • Select reliable sources of evidence, giving reasons for choices. • Evaluate the usefulness and accuracy of different sources of evidence.	• Pupils will develop reflection by examining historical maps, first-hand accounts and other sources to understand how the Blitz affected their local area. • Pupils will show respect by recognising the experiences, contributions and sacrifices of those involved in D-Day, including the significant human cost of the operation. • Pupils will consider the responsibility societies have to learn from the past, including the development of international cooperation through the United Nations and changes within British society. • Pupils will take responsibility for demonstrating what they have learned accurately and independently.
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MUSIC:	Year 5/6: • The names of a range of instruments and understand the 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). • 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. • 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. • 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).	Kapow Music Scheme: Songs That Speak: Lyrics and Messages Listening and Evaluating To know: • Different styles of music follow different structures. • Contrast is created by changing elements, such as dynamics, tempo or instruments. • New musical styles are always developing, often inspired by existing styles. • Music is shaped by historical and social influence. Inter-related dimensions To know: • Rhythms can be organised into bars and different time signatures. • Musical styles often follow particular structures. <i>Vocabulary:</i> <i>4/4-time, accented beat, accompaniment, bar, chord, chord sequence, chorus, confidence, control, create expression, in time, leader, lyrics, melody, mistakes, mood, non-verbal cue, perform, practise, rehearse, repeat, stage awareness, structure, theme, verse</i>	Listening and Evaluating • Explaining their responses to music, using a range of musical features and personal experiences. • 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. • Using knowledge of genre and style when talking about music they hear. Creating Sound • Maintaining an independent singing part within an ensemble. • Singing songs that include leaps. Singing melodies following a verse-chorus structure. • Beginning to play a simple pattern of chords. • Maintaining the beat on their instrument whilst being aware of other musicians. Improvising and Composing • Writing lyrics to fit a melody, carefully matching syllables to the rhythm. • Improvising or composing music to represent a stimulus and create a specific mood or atmosphere. Performing • 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. • Giving balanced feedback relating to specific elements of the performance.	• Pupils will reflect on how lyrics, musical style and social context communicate ideas, themes and emotions to an audience. • Pupils will develop reflection by identifying how structure, dynamics, tempo and instrumentation create contrast and shape the effect of a song. • Pupils will take responsibility for their creative choices by writing purposeful lyrics that fit the melody and communicate an intended message appropriately. • Pupils will develop resilience by practising their individual part, responding to cues and recovering from mistakes while maintaining the flow of the music. • Pupils will show respect by listening carefully to others' performances and giving balanced, constructive feedback using appropriate musical vocabulary.
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	• Using knowledge of genre and style when talking about music they hear. • 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 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. • Offering constructive thoughts and opinions of peer performances, using musical vocabulary and reasoning.		• Performing confidently and independently in time with a backing track or ensemble. • 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 within a group. • Recognising and responding to cues within a performance to enter, such as signalling entries, endings or changes.	
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	- 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. - 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.	Invasion Games (Rugby) Learn that: - Tactical adaptations depend on opponents. - Positioning affects attacking and defensive balance.	- Refine control, speed, agility and technical execution under pressure. - Adapt tactics strategically according to opponents and game situations.	- Pupils will show respect by demonstrating sportsmanship during competitive situations, recognising the efforts of teammates and opponents. - Pupils will show respect by communicating constructively,

	- 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.	- 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>	- Analyse gameplay critically and adapt performance independently. - Lead others positively and demonstrate sportsmanship and self-regulation.	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 & 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.	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.	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	- Pupils will show respect by recognising that Jewish identity can involve religion, culture, family and tradition, and that people express their identity in different ways. - Pupils will reflect on the ideas of faith, trust and covenant and consider why Abraham is significant within Judaism.

	• 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.	• 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 • 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	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.	• Pupils will reflect on how choices and actions can have consequences and consider how Moses' experiences shaped what happened next. • Pupils will consider the resilience shown by Moses in returning to Egypt to face a difficult situation and act on what he believed was right. • Pupils will show respect by understanding the significance of the Exodus story and Passover within Jewish belief and tradition. • Pupils will consider how rules and moral teachings can guide people's choices and encourage responsibility towards others.
RHW:	Year 5: • How the 24 Character Strengths are organised into 6 key Virtues: Wisdom, Courage, Humanity, Justice, Temperance, and Transcendence.	MyHappyWorld: Protecting Our Communities (Lessons 1 - 3): Respecting self and others: • The shared responsibilities everyone has to care for other people and living things; how to	MyHappyWorld: Protecting Our Communities • Demonstrate respect, care, and concern for others through their words and actions. • Take responsibility for supporting others and caring for living things.	MyHappyWorld: Protecting Our Communities • Pupils will demonstrate respect by valuing diversity, challenging stereotypes and discrimination,

	• That Strengths Spotting shows children how strengths can be used in different ways. • That they still have all 24 Character Strengths but, when 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.	show respect, care and concern for others. • About diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect. • What stereotypes are and how they can be unfair; how stereotypes can negatively influence behaviours and attitudes towards others, including leading to bullying; strategies for challenging stereotypes. • About prejudice and discrimination; to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help. Personal safety and first aid: • About the role of rules and laws in keeping people safe. <i>Vocabulary:</i> <i>rules, laws, human rights, rights, responsibilities, respect, debate, community, values, diversity, challenge, fair and unfair, prejudice, discrimination, stereotypes</i> MyHappyRelationships: Friendships and Showing Respect (Lesson 1) Friendships: • About the importance of friendships; that positive friendships support wellbeing. • What constitutes a positive, healthy friendship (e.g. mutual	• Identify and express aspects of their personal identity, including their interests, beliefs, and experiences. • Recognise and celebrate similarities and differences between themselves and others. • Challenge stereotypes by questioning assumptions and using evidence to counter unfair generalisations. • Identify examples of prejudice and discrimination in everyday situations. • Use appropriate strategies to challenge discriminatory language or behaviour safely and respectfully. • Report concerns about bullying or discrimination to a trusted adult. • Listen and respond respectfully to people with different backgrounds, beliefs, and perspectives. • Apply rules and laws to make safe and responsible decisions in everyday situations. MyHappyRelationships: Friendships and Showing Respect • Build and maintain positive friendships by demonstrating kindness, honesty, trust, and mutual respect. • Offer support to friends experiencing difficulties while recognising when it is appropriate to seek adult help. • Recognise and manage peer pressure by making independent decisions and confidently saying no when necessary. • Use strategies to resolve disagreements and manage	and treating others fairly and with dignity. • Pupils will take responsibility for their actions, show care for others and living things, and follow rules that protect themselves and their community. • Pupils will reflect on their own identity, attitudes, and assumptions, considering how these can influence the way they treat others. MyHappyRelationships: Friendships and Showing Respect • Pupils will demonstrate respect by building and maintaining positive friendships, recognising personal boundaries, valuing others' feelings, and communicating appropriately both online and offline. MyHappyMind: Celebrate • Pupils will reflect on how their strengths have helped them so far and how they can use them in the future. • Pupils will recognise that their strengths can be developed further and used to help them approach and overcome new challenges. • Pupils will value their own unique qualities and recognise the different strengths and qualities of others.
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		respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties); that truthfulness and loyalty are also part of this, but when these might be less appropriate. • Strategies for recognising and managing peer influence and the desire for peer approval in friendships. • That friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships. • How to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage this and ask for help if necessary. • Online life and safety - safe and respectful behaviour online: Similarities and differences between communicating with someone online and offline; the importance of meaningful in-person relationships; that while online communication might enhance some relationships, purely online relationships may be less fulfilling. <i>Vocabulary:</i> <i>healthy friendships, online, offline, safe, unsafe, peer pressure, uncomfortable</i> 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.	changes in friendships respectfully. • Identify warning signs of unhealthy friendships and establish appropriate personal boundaries. • Communicate their feelings and concerns about friendships and seek support from trusted adults when needed. • Compare online and offline communication and make informed choices about how to maintain meaningful relationships. • Demonstrate safe and respectful behaviour online, including recognising the limitations and potential risks of online friendships. MyHappyMind: 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).	
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		• 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> <i>wisdom, courage, humanity, justice, temperance, transcendence, virtues, strengths spotting, top strengths, neuroplasticity, Team H-A-P, dopamine, habits, neural pathways, cortisol</i>	• Explaining how strengths are transferable to different environments. • Evaluating personal progress by thinking about how strengths have supported them in the past.	
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 grammatical structures to deduce unknown vocabulary. • Planning, asking and answering extended questions.	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. • Using existing knowledge of vocabulary and phrases to create new sentences. • Constructing a short text on a familiar topic.	• Pupils will show respect by listening carefully when others speak Spanish. • 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,

	• 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.		• Recognising and using a wide range of descriptive phrases.	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. • Pupils will develop resilience by continuing to communicate when they cannot recall every word. • Pupils will develop resilience by learning from mistakes in pronunciation, grammar and vocabulary. • Pupils will develop resilience by practising unfamiliar language until they can use it with increasing fluency and independence.
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