



			British Monarchs		
Value				Trust	
No Outsiders			The Island To challenge the causes of racism		
	Visits and Enrichmorphics Apperiences	ent	RE trip		
Subject	Week		National Curriculum Objective	Knowledge	Skills
English	Instructions	-identifyi appropri own draft and -using a paragrap evaluate -proposii effects ar -ensuring writing Develop Appendi: -recognis speech a -using the lindicate graining co-using see -using s	ould be taught to plan their writing by: Ing the audience for and purpose of the writing, selecting the atte form and using other similar writing as models for their write by: wide range of devices to build cohesion within and across his and edit by: Ing changes to vocabulary, grammar and punctuation to enhance and clarify meaning If the consistent and correct use of tense throughout a piece of their understanding of the concepts set out in English	To know the key features of an instruction text. To know what time adverbials are. To know what parenthesis. To know how to use organisational and presentational devices to structure a text and to guide the reader. To know what adverbs are and how they can be used within the context of instructions. To know how to use colons to introduce a list. To know how to use commas to avoid ambiguity. To know how to use semi-colons to mark boundaries between independent clauses and for a list.	To identify the key features of an instruction text in comparison to other pieces of writing. To use time adverbials at the beginning of sentences to build cohesion within writing. To apply knowledge of structure of instructions to own writing. To use colons to introduce a list. To use semi-colons to mark boundaries between independent clauses and in a list. To use dictionaries to check the spelling and meaning of words To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary To use a thesaurus.
	2 Formal Letter	Pupils sh -identifyi appropri own draft and -using a paragrap -using fu text and underlini evaluate -proposii effects ar -ensuring writing -ensuring plural, di choosing appropri Develop Appendii -recognis speech a	ther organisational and presentational devices to structure to guide the reader [for example, headings, bullet points, ing] and edit by: ng changes to vocabulary, grammar and punctuation to enhance id clarify meaning generated the consistent and correct use of tense throughout a piece of generated consistent and correct use of tense throughout a piece of generated consistent and correct use of speech and writing and stinguishing between the language of speech and writing and the acter register their understanding of the concepts set out in English (2 by: ing vocabulary and structures that are appropriate for formal and writing, including subjunctive forms ssive verbs to affect the presentation of information in a	To know the key features of a formal letter. To know the difference between formal and informal language. To know how to maintain formality throughout a piece of writing. To know how to use sub-heading to guide the reader. To know how to punctuate bullet points accurately. To know how to build cohesion within and across paragraphs.	To identify the key features of a formal letter in comparison to other pieces of writing. To use time adverbials at the beginning of sentences to build cohesion within writing. To apply knowledge of structure of instructions to own writing. To use colons to introduce a list. To use semi-colons to mark boundaries between independent clauses and in a list. To use dictionaries to check the spelling and meaning of words To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary To use a thesaurus. To use formal language.



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писреписациез	Newspaper	-proof-read for spelling and punctuation errors Pupils should be taught to plan their writing by: -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own draft and write by: -using a wide range of devices to build cohesion within and across paragraphs -using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] -selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning evaluate and edit by: -proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -ensuring the consistent and correct use of tense throughout a piece of writing -ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Develop their understanding of the concepts set out in English Appendix 2 by: -recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms -using passive verbs to affect the presentation of information in a sentence -using the perfect form of verbs to mark relationships of time and cause -using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Indicate grammatical and other features by: -using commas to clarify meaning or avoid ambiguity in writing -using brackets, dashes or commas to indicate parenthesis	newspaper report. To know the layout features of a newspaper report. To know how to write a concise introduction including the 5Ws. To know the difference between reported and direct speech. To know how to build cohesion within and across paragraphs to guide the reader. To know what pictures and captions are. To know how to maintain formality throughout a newspaper report.	a newspaper report in comparison to other pieces of writing. To use time adverbials at the beginning of sentences to build cohesion within writing. To apply knowledge of structure of instructions to own writing. To use colons to introduce a list. To use semi-colons to mark boundaries between independent clauses and in a list. To use dictionaries to check the spelling and meaning of words To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary To use a thesaurus. To use formal, factual language. To use direct and indirect



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-using a colon to introduce a list		
-punctuating bullet points consistently		
-proof-read for spelling and punctuation errors		
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Film commentary Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar throughout a piece of writing. To know how to use sub-heading to guide the reader. To know how to build cohesion within cohesion.	dentify the key features of n commentary in parison to other pieces of ing. use time adverbials at the nning of sentences to build esion within writing. upply knowledge of curre of instructions to
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S Non- chronological report • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • Noting and developing initial ideas, drawing on reading and research where necessary. To draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] To proofread for spelling and punctuation errors To develop understanding of the concepts set out in English appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	
SPaG / Phonics I To develop understanding of the concepts set out in English Appendix 2 To know the different types of word classes (nouns, verbs, adjectives, senten	dentify word classes within ences.



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Converting tractions to percentages To recall and use edulvalences of fractions to percentages.	Maths	'	Converting fractions to percentages To recall and use equivalences	fractions to percentages.	puzzles involving fractions,
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		between simple FDP including in different contexts.	Find equivalent fractions, decimals and	decimals and percentages.
		Equivalent FDP - To recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.	percentages, and convert between them. Order and compare decimals, percentages and fractions, including those which are greater than 1.	,
		Multi-step problems with fractions and percentages	Know strategies to solve multi-step problems with fractions and percentages.	
		Measure – imperial and metric measures solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places convert between miles and kilometres	read, write and recognise all metric measures for length, mass and capacity Convert between metric units of measurement, including measurements that involve decimals. solve a range of problems using all four operations in the context of metric measures. learn the 5:8 ratio between miles and kilometres	To solve problems involving imperial and metric measures.
	2	Measure – perimeter, area and volume □ recognise that shapes with the same areas can have different perimeters and viceversa □ recognise when it is possible to use formulae for area and volume of shapes □ calculate the area of parallelograms and triangles □ calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units[for example, mm3 and km3].	find the area of shapes by counting individual squares apply their knowledge of perimeter to find missing lengths and will calculate the area of squares, rectangles and rectilinear shapes. Calculate the area of a parallelogram. Calculate the areas of a triangle. apply their knowledge of area to solve problems, in particular when calculating the area of a composite shape or when finding missing measurements for a given area. calculate the volume of cuboids	Solve problems involving perimeter, area and volume.
	3	Geometry – properties of shapes *Draw 2-D shapes using given dimensions and angles * Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons *Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles * Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius * Recognise, describe and build simple 3-D shapes, including making nets	To know the names of 2D shapes. To know how to compare and classify 2D shapes based on properties. To know what a polygon is. To know how to draw 2D shapes using given dimensions. To know the rules of angles. To know the parts of a circle. To know that the diameter is twice the radius.	To solve problems involving 2D shapes. To solve problems involving angles. To solve problems involving circles.
	4 5	* Calculate and interpret the mean as an average * Interpret and construct pie charts and line graphs and use these to solve problems	To know what the mean is. To know how a pie chart works. To know how to draw a pie chart. To know how to calculate fractions and percentages.	To solve problems involving statistics.
	ı	Light - explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes	To know the parts of the eye. To know that we see things through our eyes because light travels from light sources to our eyes or from light sources to objects and then to our eyes.	To draw and label parts of the eye accurately. To explain the different parts of the ey and why they are important.
Science	2	Light - recognise that light appears to travel in straight lines - use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye - explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes	To know that light travels in a straight line from light sources to our eyes and from light sources to objects and then to our eyes.	To draw scientific diagrams to explain how light travels.
	3	Light - recognise that light appears to travel in straight lines - use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye - explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes	To know that mirrors reflect light and to know how they help us see objects.	To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. To take measurements, using a range of scientific equipment,



				with increasing accuracy and precision, taking repeat readings when appropriate.
	4	Light - recognise that light appears to travel in straight lines	To know what refraction is. To know how refraction changes the direction in which light travels. To know what a prism is and how it changes a ray of light.	To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
	5	Light - use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them - explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Light - use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them - explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes	To know how light enables us to see colour. To know how shadows are formed. To know why shadows have the same shape as the object that casts them.	To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
	I	The ongoing skills and attitudes listed are central to the study of Religion and World Views and should be reflected in learning opportunities, throughout all stages of learning. These also link to our	To know what sacraments are and why they are important to Christians. To know what denominations are.	
	2	'My Personal Best' and 'No Outsiders' work.	To know what the main features of a baptism are. To know how these features are practised in different Christian denominations. To know the similarities and differences between baptisms performed by different denominations.	
RE	3		To know what the last supper is. To know what the Eucharist is. To know the links between the last supper and the eucharist in the church. To know what holy communion is.	
	5		To know the different types of prayer. To know the different ways that Christians worship collectively. To know what liturgical, non-liturgical and informal worship are. To know what the Lord's Prayer is. Consolidation	
PE Dance And swimming	1-5	Dance perform dances using a range of movement patterns. compare their performances with previous ones and demonstrate improvement to achieve their personal best. Swimming Swimming and water safety	Dance: Pupils can perform accurately and convin actions. Pupils can perform with flow and dynamic. Key Success Criteria Pupils will evaluate their own and others' performa decision making as they construct their s apply life skills such as cooperation and e successfully with others to execute their performance. Pupils will demonstrate life responsibility as they support others to i their own performances. Swimming Perform safe self-rescue in different water Swim competently, confidently and profit 25 metres Use a range of strokes effectively, for exceptions.	d include a change of level and consolidate their ability to nees. Pupils will apply effective equences. Pupils can consistently incouragement as they work sequences and group skills such as resilience and improve and accept feedback on er based situations ciently over a distance of at least
Geography and History	I	History - Tudors and the Royal Family -a study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066	and breaststroke To know some features of schooling during this time.	Research beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings



	2		To know some features of crime and punishment during this time	Research beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings
	3		To know why people believed in witches during this time and what happened during a witch hunt	Research beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings
	4		To know similarities and differences between Tudor life and life today. Compare the use of Westminster Palace during Tudor times and how it	Make comparisons between changes from different times in the past Compare beliefs and
			is used today. Locate Westminster Palace on a map.	behaviour with another time studied Use an OS map.
	5		To know the key events of the Tudor period	Place current study on time line in relation to other studies Use relevant dates and terms
	2	Art and design – Hans Holbein Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	To demonstrate a wide variety of ways to make different marks with dry and wet media. To demonstrate a range of different methods to apply colour using a variety of tools and techniques to express mood or emotion, with increasing independence	Demonstrate a wide variety of ways to make different marks with dry and wet media. Develop ideas using different or mixed media, using a sketchbook Choose appropriate paint,
	4	about great artists, architects and designers in history.	To know how to build up layers, colours and textures.	paper and implements to adapt and extend their work. Show an awareness of how
Art and Design (I full afternoon fortnightly)	5		To know how to evaluate their work analytically to adapt, extend and justify their work.	paintings are created (composition). Demonstrate a wide variety of ways to make different marks with dry and wet media. Develop ideas using different
				or mixed media, using a sketchbook Choose appropriate paint,
				paper and implements to adapt and extend their work. Show an awareness of how paintings are created (composition). Evaluate the impact their work has on other people and adapt if necessary



Design Technology	Day I	Pesign -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make - select from and use a wider range of tools and equipment to perform practical tasks - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Technical knowledge - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	To know which tools to use for specific products with support To understand and use mechanical systems in their products e.g. gears, pulleys, cams, levers and linkage To understand how key events and individuals in DT have helped shaped the world To know how carrying out research, using surveys, interviews, questionnaires and web-based resources can be used to create products and how to use this research to target a specific group of people. To identify the needs, wants, preferences and values of particular individuals and groups. To know how to develop a simple design specification to guide their thinking To know how to predict and assess the level of risk in different situations.	Communicate their ideas through detailed labelled drawings Develop a design specification Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways Plan the order of their work, choosing appropriate materials, tools and techniques Select appropriate tools, materials, components and techniques Assemble components make working models Use tools safely and accurately Construct products using permanent joining techniques Make modifications as they go along Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests to inform a new design To understand what a risk is.
PSHE Keeping and Staying Healthy & A World Without Judgement	2 3 4 5 6 7	All schools should make provision for PSHE, drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education. The current sex and relationships education statutory guidance includes personal, social, health and economic education (PSHE).	To know the terms conception and reproduction. To know and understand the male and female reproductive systems. To know about how a baby is made. To know about the stages of pregnancy.	To explain the terms conception and reproduction. To understand the functions of the male and female reproductive organs. To understand the different stages in pregnancy. To understand the differences in males and females. To understand how bodies grow and develop.
Computing	1 2 3 4 5	-use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. -understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	To know the difference between the World Wide Web and the internet. To know how the school network works. To know who Tim Berners-Lee is. To know some major changes in technology which have taken place during their lifetime and the lifetime of an adult.	Explain in some depth the difference between the internet and the World Wide Web. Explain what a WAN and LAN are. Describe how they access the Internet in school.

