



## Medium Term Planning Year 6 - Curriculum

| YEAR 6                       | Journeys of Discovery   | Plymouth in the Blitz<br>(Local Study)                              | Britain – Stone Age to the Iron Age   |
|------------------------------|---|---|---|
| <b>LITERACY<br/>COVERAGE</b> | <b>AUTUMN</b>   | <b>SPRING</b>   | <b>SUMMER</b>   |
|                              | <u>Narrative</u><br>Story Continuation<br>(3 weeks)                                       | <u>Narrative – Reading Unit</u><br>The Giants Necklace<br>(3 weeks) | <u>Narrative</u><br>Myths and Legends<br>(3 weeks)                            |
|                              | <u>Non-Fiction</u><br>Persuasion/Advertising<br>(3 weeks)                                 | <u>Non-Fiction</u><br>Biographies and Letters<br>(2 weeks)          | <u>Narrative</u><br>Description Dragons<br>(3 weeks)                          |
|                              | <u>Non-Fiction</u><br>Non-chronological Reports<br>Letters and Diary Writing<br>(3 weeks) | <u>Non-Fiction</u><br>Newspaper Report<br>(3 weeks)                 | <u>Non-Fiction</u><br>Explanation<br>(3 weeks)                                |
|                              |   | <u>Poetry</u><br>Nonsense Poems<br>(2 weeks)                        | <u>Poetry</u><br>Classic Narrative Poetry<br>Charge of the Light<br>(2 weeks) |
|                              | <u>Key Texts</u><br>The Firework Makers Daughter<br>What Mr. Darwin Saw                   | <u>Key Text</u><br>The Girl of Ink and Stars<br>The Giants Necklace | <u>Key Text</u><br>Hairy Hands<br>Stig of the Dump                            |

**Transcription**

**Grammar**

**Objective: To punctuate accurately**

Develop understanding of writing concepts 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 expanded noun phrases to convey complicated information concisely.
- Using modal verbs or adverbs to indicate degrees of possibility.
- 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 hyphens to avoid ambiguity.
- Using brackets, dashes or commas to indicate parenthesis.
- Using semi-colons, colons or dashes to mark boundaries between independent clauses.
- Using a colon to introduce a list.
- Punctuating bullet points consistently.
- Link ideas across paragraphs using a wide range of cohesive devices: repetition of word or phrase, grammatical connections and ellipsis
- Use layout devices(e.g. headings, sub headings, columns, bullets or tables

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|                    | <b>Spelling</b><br>(See NC Spelling List) | <p><b>Objective: To spell correctly</b></p> <ul style="list-style-type: none"> <li>Use prefixes, applying guidelines for adding them.</li> <li>Spell some words with silent letters (knight, psalm solemn).</li> <li>Distinguish between homophones and other words that are often confused.</li> <li>Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.</li> <li>Use dictionaries to check spelling and meaning of words.</li> <li>Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary.</li> <li>Use a thesaurus.</li> </ul> | <p><b>Objective: To spell correctly</b></p> <ul style="list-style-type: none"> <li>Use prefixes, applying guidelines for adding them.</li> <li>Spell some words with silent letters (knight, psalm solemn).</li> <li>Distinguish between homophones and other words that are often confused.</li> <li>Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.</li> <li>Use dictionaries to check spelling and meaning of words.</li> <li>Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary.</li> <li>Use a thesaurus.</li> </ul> | <p><b>Objective: To spell correctly</b></p> <ul style="list-style-type: none"> <li>Use prefixes, applying guidelines for adding them.</li> <li>Spell some words with silent letters (knight, psalm solemn).</li> <li>Distinguish between homophones and other words that are often confused.</li> <li>Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.</li> <li>Use dictionaries to check spelling and meaning of words.</li> <li>Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary.</li> <li>Use a thesaurus.</li> </ul> |
|                    | <b>Presentation</b>                       | <p><b>Objective: To present neatly.</b></p> <ul style="list-style-type: none"> <li>Write fluently and legibly with a personal style.</li> </ul>  | <p><b>Objective: To present neatly.</b></p> <ul style="list-style-type: none"> <li>Write fluently and legibly with a personal style.</li> </ul>  | <p><b>Objective: To present neatly.</b></p> <ul style="list-style-type: none"> <li>Write fluently and legibly with a personal style.</li> </ul>  |
| <b>Composition</b> | <b>Purpose</b>                            | <p><b>Objective: To write with purpose</b></p> <ul style="list-style-type: none"> <li>Identify the audience for writing.</li> <li>Choose the appropriate form of writing using the main features identified in reading.</li> <li>Note, develop and research ideas.</li> <li>Plan, draft, write, edit and improve.</li> </ul>   | <p><b>Objective: To write with purpose</b></p> <ul style="list-style-type: none"> <li>Identify the audience for writing.</li> <li>Choose the appropriate form of writing using the main features identified in reading.</li> <li>Note, develop and research ideas.</li> <li>Plan, draft, write, edit and improve.</li> </ul>   | <p><b>Objective: To write with purpose</b></p> <ul style="list-style-type: none"> <li>Identify the audience for writing.</li> <li>Choose the appropriate form of writing using the main features identified in reading.</li> <li>Note, develop and research ideas.</li> <li>Plan, draft, write, edit and improve.</li> </ul>   |
|                    | <b>Imaginative Description</b>            | <p><b>Objective: To use imaginative description</b></p> <ul style="list-style-type: none"> <li>Use the techniques that authors use to create characters, settings and plots.</li> <li>Create vivid images by using alliteration, similes, metaphors and personification.</li> <li>Interweave descriptions of characters, settings and atmosphere with dialogue.</li> </ul>   | <p><b>Objective: To use imaginative description</b></p> <ul style="list-style-type: none"> <li>Use the techniques that authors use to create characters, settings and plots.</li> <li>Create vivid images by using alliteration, similes, metaphors and personification.</li> <li>Interweave descriptions of characters, settings and atmosphere with dialogue.</li> </ul>   | <p><b>Objective: To use imaginative description</b></p> <ul style="list-style-type: none"> <li>Use the techniques that authors use to create characters, settings and plots.</li> <li>Create vivid images by using alliteration, similes, metaphors and personification.</li> <li>Interweave descriptions of characters, settings and atmosphere with dialogue.</li> </ul>   |

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|                                 | <b>Organisation</b>          | <p><b>Objective: To organise writing appropriately and use paragraphs</b></p> <ul style="list-style-type: none"> <li>• Guide the reader by using a range of organisational devices, including a range of connectives.</li> <li>• Choose effective grammar and punctuation and propose changes to improve clarity.</li> <li>• Ensure correct use of tenses throughout a piece of writing.</li> <li>• Write paragraphs that give the reader a sense of clarity.</li> <li>• Write paragraphs that make sense if read alone.</li> <li>• Write cohesively at length.</li> </ul> | <p><b>Objective: To organise writing appropriately and use paragraphs</b></p> <ul style="list-style-type: none"> <li>• Guide the reader by using a range of organisational devices, including a range of connectives.</li> <li>• Choose effective grammar and punctuation and propose changes to improve clarity.</li> <li>• Ensure correct use of tenses throughout a piece of writing.</li> <li>• Write paragraphs that give the reader a sense of clarity.</li> <li>• Write paragraphs that make sense if read alone.</li> <li>• Write cohesively at length.</li> </ul> | <p><b>Objective: To organise writing appropriately and use paragraphs</b></p> <ul style="list-style-type: none"> <li>• Guide the reader by using a range of organisational devices, including a range of connectives.</li> <li>• Choose effective grammar and punctuation and propose changes to improve clarity.</li> <li>• Ensure correct use of tenses throughout a piece of writing.</li> <li>• Write paragraphs that give the reader a sense of clarity.</li> <li>• Write paragraphs that make sense if read alone.</li> <li>• Write cohesively at length.</li> </ul> |
|                                 | <b>Sentence Construction</b> | <p><b>Objective: To use sentences appropriately</b></p> <p>Write sentences that include:</p> <ul style="list-style-type: none"> <li>• relative clauses</li> <li>• modal verbs</li> <li>• relative pronouns</li> <li>• brackets</li> <li>• parenthesis</li> <li>• a mixture of active and passive voice</li> <li>• a clear subject and object</li> <li>• hyphens, colons and semi colons</li> <li>• bullet points.</li> </ul>   | <p><b>Objective: To use sentences appropriately</b></p> <p>Write sentences that include:</p> <ul style="list-style-type: none"> <li>• relative clauses</li> <li>• modal verbs</li> <li>• relative pronouns</li> <li>• brackets</li> <li>• parenthesis</li> <li>• a mixture of active and passive voice</li> <li>• a clear subject and object</li> <li>• hyphens, colons and semi colons</li> <li>• bullet points.</li> </ul>   | <p><b>Objective: To use sentences appropriately</b></p> <p>Write sentences that include:</p> <ul style="list-style-type: none"> <li>• relative clauses</li> <li>• modal verbs</li> <li>• relative pronouns</li> <li>• brackets</li> <li>• parenthesis</li> <li>• a mixture of active and passive voice</li> <li>• a clear subject and object</li> <li>• hyphens, colons and semi colons</li> <li>• bullet points.</li> </ul>   |
| <b>Analyse and Presentation</b> | <b>Analysis</b>              | <p><b>Objective: To analyse writing</b></p> <p>Use and understand grammatical terminology when discussing writing and reading</p> <p>Terminology for pupils</p> <ul style="list-style-type: none"> <li>• Subject, object, active, passive, synonym, antonym, ellipse, hyphen, colon, semi-colon, bullet points</li> </ul>  | <p><b>Objective: To analyse writing</b></p> <p>Use and understand grammatical terminology when discussing writing and reading</p> <p>Terminology for pupils</p> <p>Subject, object, active, passive, synonym, antonym, ellipse, hyphen, colon, semi-colon, bullet points</p>   | <p><b>Objective: To analyse writing</b></p> <p>Use and understand grammatical terminology when discussing writing and reading:</p> <p>Terminology for pupils</p> <p>Subject, object, active, passive, synonym, antonym, ellipse, hyphen, colon, semi-colon, bullet points</p>  |
|                                 | <b>Presentation</b>          | <p><b>Objective: To present writing</b></p> <ul style="list-style-type: none"> <li>• Perform compositions, using appropriate intonation and volume.</li> </ul>   | <p><b>Objective: To present writing</b></p> <ul style="list-style-type: none"> <li>• Perform compositions, using appropriate intonation and volume.</li> </ul>   | <p><b>Objective: To present writing</b></p> <ul style="list-style-type: none"> <li>• Perform compositions, using appropriate intonation and volume.</li> </ul>   |

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| <b>Reading</b> | <p><b>Essential Opportunities</b></p> <ul style="list-style-type: none"> <li>• Read and listen to a wide range of styles of text, including fairy stories, myths and legends.</li> <li>• Listen to and discuss a wide range of texts.</li> <li>• Learn poetry by heart.</li> <li>• Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.</li> <li>• Take part in conversations about books.</li> <li>• Learn a wide range of poetry by heart.</li> <li>• Use the school and community libraries.</li> <li>• Look at classification systems.</li> <li>• Look at books with a different alphabet to English.</li> <li>• Read and listen to whole books.</li> </ul> |   |   |
|                | <b>Accuracy</b>  | <p><b>Objective: To read words accurately</b></p> <ul style="list-style-type: none"> <li>• Apply knowledge of root words, prefixes and suffixes.</li> </ul> <p>(Note: this should be through normal reading rather than direct teaching.)</p> | <p><b>Objective: To read words accurately</b></p> <ul style="list-style-type: none"> <li>• Apply knowledge of root words, prefixes and suffixes.</li> </ul> <p>(Note: this should be through normal reading rather than direct teaching.)</p> |

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| <b>Understanding Texts</b> | <b>Objective: To understand texts</b>   | <b>Objective: To understand texts</b>   | <b>Objective: To understand texts</b>   |
|                            | <ul style="list-style-type: none"> <li>• Recommend books to peers, giving reasons for choices.</li> <li>• Identify and discuss themes and conventions in and across a wide range of writing.</li> <li>• Make comparisons within and across books.</li> <li>• Learn a wide range of poetry by heart.</li> <li>• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> <li>• Check that the book makes sense, discussing understanding and exploring the meaning of words in context.</li> <li>• Ask questions to improve understanding.</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Predict what might happen from details stated and implied.</li> <li>• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>• Retrieve and record information from non-fiction.</li> <li>• Participate in discussion about books, taking turns and listening and responding to what others say.</li> </ul> | <ul style="list-style-type: none"> <li>• Recommend books to peers, giving reasons for choices.</li> <li>• Identify and discuss themes and conventions in and across a wide range of writing.</li> <li>• Make comparisons within and across books.</li> <li>• Learn a wide range of poetry by heart.</li> <li>• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> <li>• Check that the book makes sense, discussing understanding and exploring the meaning of words in context.</li> <li>• Ask questions to improve understanding.</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Predict what might happen from details stated and implied.</li> <li>• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>• Retrieve and record information from non-fiction.</li> <li>• Participate in discussion about books, taking turns and listening and responding to what others say.</li> </ul> | <ul style="list-style-type: none"> <li>• Recommend books to peers, giving reasons for choices.</li> <li>• Identify and discuss themes and conventions in and across a wide range of writing.</li> <li>• Make comparisons within and across books.</li> <li>• Learn a wide range of poetry by heart.</li> <li>• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> <li>• Check that the book makes sense, discussing understanding and exploring the meaning of words in context.</li> <li>• Ask questions to improve understanding.</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Predict what might happen from details stated and implied.</li> <li>• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>• Retrieve and record information from non-fiction.</li> <li>• Participate in discussion about books, taking turns and listening and responding to what others say.</li> </ul> |
| <b>Listening</b>           | <b>Objective: To listen carefully and understand</b>  | <b>Objective: To listen carefully and understand</b>  | <b>Objective: To listen carefully and understand</b>  |
|                            | <ul style="list-style-type: none"> <li>• Understand how to answer questions that require more than a yes/no or single sentence response.</li> <li>• Recognise and explain some idioms</li> <li>• Understand irony (when it is obvious).</li> </ul>  | <ul style="list-style-type: none"> <li>• Understand how to answer questions that require more than a yes/no or single sentence response.</li> <li>• Recognise and explain some idioms</li> <li>• Understand irony (when it is obvious).</li> </ul>  | <ul style="list-style-type: none"> <li>• Understand how to answer questions that require more than a yes/no or single sentence response.</li> <li>• Recognise and explain some idioms</li> <li>• Understand irony (when it is obvious).</li> </ul>  |

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| <b>Communication</b> | <b>Developing vocabulary</b> | <p><b><u>Objective: To develop a wide and interesting vocabulary</u></b></p> <ul style="list-style-type: none"> <li>• Use adventurous and sophisticated vocabulary.</li> <li>• Explain the meaning of words, offering alternatives.</li> <li>• Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity.</li> </ul> | <p><b><u>Objective: To develop a wide and interesting vocabulary</u></b></p> <ul style="list-style-type: none"> <li>• Use adventurous and sophisticated vocabulary.</li> <li>• Explain the meaning of words, offering alternatives.</li> <li>• Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity.</li> </ul> | <p><b><u>Objective: To develop a wide and interesting vocabulary</u></b></p> <ul style="list-style-type: none"> <li>• Use adventurous and sophisticated vocabulary.</li> <li>• Explain the meaning of words, offering alternatives.</li> <li>• Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity.</li> </ul> |
|                      | <b>Speaking</b>              | <p><b><u>Objective: To speak with clarity</u></b></p> <ul style="list-style-type: none"> <li>• Vary the length and structure of sentences.</li> <li>• Ask questions and make suggestions to take an active part in discussions.</li> <li>• Comment on the grammatical structure of a range of spoken and written accounts.</li> </ul>   | <p><b><u>Objective: To speak with clarity</u></b></p> <ul style="list-style-type: none"> <li>• Vary the length and structure of sentences.</li> <li>• Ask questions and make suggestions to take an active part in discussions.</li> <li>• Comment on the grammatical structure of a range of spoken and written accounts.</li> </ul>   | <p><b><u>Objective: To speak with clarity</u></b></p> <ul style="list-style-type: none"> <li>• Vary the length and structure of sentences.</li> <li>• Ask questions and make suggestions to take an active part in discussions.</li> <li>• Comment on the grammatical structure of a range of spoken and written accounts.</li> </ul>   |
|                      | <b>Story Telling</b>         | <p><b><u>Objective: To tell stories with structure</u></b></p> <ul style="list-style-type: none"> <li>• Narrate detailed and exciting stories.</li> <li>• Use the conventions and structure appropriate to the type of story being told.</li> <li>• Interweave action, character descriptions, settings and dialogue.</li> </ul>  | <p><b><u>Objective: To tell stories with structure</u></b></p> <ul style="list-style-type: none"> <li>• Narrate detailed and exciting stories.</li> <li>• Use the conventions and structure appropriate to the type of story being told.</li> <li>• Interweave action, character descriptions, settings and dialogue.</li> </ul>  | <p><b><u>Objective: To tell stories with structure</u></b></p> <ul style="list-style-type: none"> <li>• Narrate detailed and exciting stories.</li> <li>• Use the conventions and structure appropriate to the type of story being told.</li> <li>• Interweave action, character descriptions, settings and dialogue.</li> </ul>  |
|                      | <b>Conversation</b>          | <p><b><u>Objective: To hold conversations and debates</u></b></p> <ul style="list-style-type: none"> <li>• Negotiate and compromise by offering alternatives.</li> <li>• Debate, using relevant details to support points.</li> <li>• Offer alternative explanations when others don't understand.</li> </ul>   | <p><b><u>Objective: To hold conversations and debates</u></b></p> <ul style="list-style-type: none"> <li>• Negotiate and compromise by offering alternatives.</li> <li>• Debate, using relevant details to support points.</li> <li>• Offer alternative explanations when others don't understand.</li> </ul>   |   |

**Place value within 10,000,000**

- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across zero
- solve number and practical problems that involve all of the above

**Four operations (1)**

- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context

**Four operations (2)**

- recognise and use square numbers and cube numbers, and the notation for squared (<sup>2</sup>) and cubed (<sup>3</sup>)
- perform mental calculations, including with mixed operations and large numbers
- identify common factors, common multiples and prime numbers
- use their knowledge of the order of operations to carry out calculations involving the four operations
- solve problems involving addition, subtraction, multiplication and division

**Fractions (1)**

- 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

**Decimals**

- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8]
- identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- multiply one-digit numbers with up to two decimal places by whole numbers
- use written division methods in cases where the answer has up to two decimal places
- solve problems which require answers to be rounded to specified degrees of accuracy

**Percentages**

- compare and order fractions, including fractions > 1
- multiply simple pairs of proper fractions, writing the answer in its simplest form [for example,  $1/4 \times 1/2 = 1/8$ ]
- multiply one-digit numbers with up to two decimal places by whole numbers
- 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
- solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison

**Algebra**

- use simple formulae
- generate and describe linear number sequences
- express missing number problems algebraically
- find pairs of numbers that satisfy an equation with two unknowns
- enumerate possibilities of combinations of two variables

**Geometry - Properties of Shapes**

- 3-D shapes, including cubes and other cuboids, from 2-D representations
- draw 2-D shapes using given dimensions and angles
- recognise, describe and build simple 3-D shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

**Problem Solving**

- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- solve number and practical problems that involve all of the above
- use their knowledge of the order of operations to carry out calculations involving the four operations
- solve problems involving addition, subtraction, multiplication and division
- use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
- 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
- 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
- describe positions on the full coordinate grid (all four quadrants)



### **Fractions (2)**

- use their knowledge of the order of operations to carry out calculations involving the four operations
- 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 [for example,  $1/4 \times 1/2 = 1/8$ ]
- divide proper fractions by whole numbers [for example,  $1/3 \div 2 = 1/6$ ].
- use written division methods in cases where the answer has up to two decimal places

### **Geometry - position and direction**

- describe positions on the full coordinate grid (all four quadrants)
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes

### **Measure - Imperial and Metric Measures**

- solve problems involving the calculation and conversion of units of measure, using decimal notation 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

### **Measure - Perimeter, Area and Volume**

- recognise that shapes with the same areas can have different perimeters and vice versa
- 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 ( $\text{cm}^3$ ) and cubic metres ( $\text{m}^3$ ), and extending to other units [for example,  $\text{mm}^3$  and  $\text{km}^3$ ]

### **Ratio and Proportion**

- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving similar shapes where the scale factor is known or can be found
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

### **Statistics**

- solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average

**Objective: To investigate places**

- Collect and analyse statistics and other information in order to draw clear conclusions about locations.
- Identify and describe how the physical features affect the human activity within a location.
- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
- Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps)
- Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers

**To investigate patterns**

- Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
- Understand some of the reasons for geographical similarities and differences between countries.
- Describe how locations around the world are changing and explain some of the reasons for change.
- Describe geographical diversity across the world.
- .

**To communicate geographically**

Describe and understand key aspects of:

- **physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
- Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land)
- .

**Objective: To investigate places**

- Identify and describe how the physical features affect the human activity within a location.
- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
- Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.

**To investigate patterns**

- Describe how countries and geographical regions are interconnected and interdependent.

**To communicate geographically**

- Describe and understand key aspects of:

**Objective: To investigate places**

- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
- Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps)
- key topographical features and land-use patterns; and understand how some of these aspects have changed over time.

**To communicate geographically**

- Describe and understand key aspects of:
  - **human geography**, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.
- Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world

**Journeys of Discovery – Charles Darwin****Objective: To investigate and interpret the past**

- Seek out and analyse a wide range of evidence in order to justify claims about the past.

**Objective: To understand chronology**

- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- Use dates and terms accurately in describing events.

**Local Study - Plymouth in the Blitz****Objective: To investigate and interpret the past**

- Use sources of evidence to deduce information about the past.
- Seek out and analyse a wide range of evidence in order to justify claims about the past.
- Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.
- Refine lines of enquiry as appropriate.

**Objective: To build an overview of world history**

- Identify continuity and change in the history of the locality of the school
- Give a broad overview of life in Britain and some major events from the rest of the world
- Compare some of the times studied with those of the other areas of interest around the world.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

**Objective: To understand chronology**

- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- Identify periods of rapid change in history and contrast them with times of relatively little change.
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
- Use dates and terms accurately in describing events.

**Britain Stone Age to Iron Age****Objective: To investigate and interpret the past**

- Use sources of evidence to deduce information about the past.
- Select suitable sources of evidence, giving reasons for choices.
- Use sources of information to form testable hypotheses about the past.

**Objective: To build an overview of world history**

- Describe the social, ethnic, cultural or religious diversity of past society.

**Objective: To understand chronology**

- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- Identify periods of rapid change in history and contrast them with times of relatively little change.
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.  
Use dates and terms accurately in describing events.

**Objective: To communicate historically**

Use appropriate historical vocabulary to communicate, including:

- dates
  - time period
  - era
  - chronology
  - continuity
  - change
  - century
  - decade
  - legacy.
- Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.
  - Use original ways to present information and ideas.

- Use dates and terms accurately in describing events.

**Objective: To communicate historically**

Use appropriate historical vocabulary to communicate, including:

- dates
  - time period
  - era
  - chronology
  - continuity
  - change
  - century
  - decade
  - legacy.
- Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.
  - Use original ways to present information and ideas.

**Evolution and Inheritance**  
**Animals Including Humans**

**Objective: To work scientifically**

- Plan enquiries, including recognising and controlling variables where necessary.
- Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.
- Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.
- Present findings in written form, displays and other presentations.
- Use test results to make predictions to set up further comparative and fair tests.
- Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.

**Light**  
**Electricity**

**Objective: To work scientifically**

- Plan enquiries, including recognising and controlling variables where necessary.
- Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision.
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- Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.

**Living Things in their Habitats**

**Objective: To work scientifically**

- Plan enquiries, including recognising and controlling variables where necessary.
- Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.
- Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.
- Present findings in written form, displays and other presentations.
- Use test results to make predictions to set up further comparative and fair tests.
- Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.

**Objective: To understand evolution and inheritance**

- Identify how plants and animals, including humans, resemble their parents in many features.
- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
- Recognise how and why the human skeleton has changed over time, since we separated from other primates.

**Objective: To understand animals and humans**

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Describe the ways in which nutrients and water are transported within animals, including humans.

**Objective: To understand light and seeing**

- 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 eyes.
- 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.
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.

**Objective: To understand electrical**

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
- Use recognised symbols when representing a simple circuit in a diagram

**Objective: To investigate Living Things in their Habitats**

- Explain the classification of living things into broad groups according to common, observable characteristics and based on similarities and differences, including plants, animals and micro-organisms.
- Give reasons for classifying plants and animals based on specific characteristics.

**Objective: To understand animals and humans**

- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Describe the ways in which nutrients and water are transported within animals, including humans.

**Beliefs and Questions**

- To describe what personal beliefs are held and why.
- To consider and express questions about beliefs which may not have answers
- To know the central place of the Torah in the Synagogue and identify some content of the Torah.
- To describe and explore the real importance of the Torah for Jews
- To identify special relationships in their own lives.
- To understand the significance of the story of 'The Exodus' for Jewish people today
- To identify qualities involved in leadership from the story.
- To understand the importance of Passover for Jews
- To reflect on their feelings and the feelings of Jewish people within events of celebrations.
- To identify and describe the main features of Shabbat
- To describe and question what Shabbat contributes to the Jewish pattern of life.
- To describe the similarities and differences between synagogues
- To explore appropriate questions about Jewish people's beliefs and practices.
- To describe key events linked to the Holocaust
- To explore how the events of the Holocaust affected the Jewish faith and beliefs
- To ask questions about who they are and where they belong

**Beliefs in Action in the World**

- That humans make decisions about how they live their lives.
- That we make choices based on our beliefs and values.
- That Jesus gave 2 particular sayings which Christians try to follow in life.
- 
- That stories can be used to teach something beyond their face value.
- To reflect on the key meaning of the story.
- That beliefs lead to particular actions.
- That the teachings of Jesus are intended to be reflected in the lives of Christians.
- That Jesus' teachings have modern day implications and guide Christians today.
- 
- Identify key passages from the Torah (10 commandments, Deuteronomy 5 and Micah 6:8)
- That both Judaism and Christianity stress the importance of love for God and 'love for your neighbour'
- To understand and reflect upon a belief system that is not religious.
- That Humanism offers another way of living and contains key beliefs and values.

**Journey of the Life and Death**

- To reflect on the key memories children have from birth to present day using a timeline, with highs and lows.
- To consider how special moments in life can be marked by religious ceremonies, eg child to adult, funerals.
- To investigate what happens in 'maturing ceremonies' in Christianity and Judaism.
- To understand similarities and differences between Christianity and Judaism in terms of maturing ceremonies.
- To reflect upon maturing ceremonies as a key ritual in life and consider what they believe to be the key differences
- between childhood and adulthood.
- To consider some of the rituals and promises associated with confirmation in Christianity and Bar/Bat Mitzvah in Judaism.
- To reflect on their own ideas concerning similarities
- and differences between childhood and adulthood.
- To reflect on the key feelings associated with loss.
- To develop their understanding of Christian and Jewish beliefs about life after death.
- To consider the power of feelings associated with loss.
- To reflect on and, where appropriate, share their own feelings about loss.

**To code**

- Motion - Set IF conditions for movements. Specify types of rotation giving the number of degrees.
- Looks - Change the position of objects between screen layers (send to back, bring to front).
- Sound - Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.
- Draw - Combine the use of pens with movement to create interesting effects.
- Events - Set events to control other events by 'broadcasting' information as a trigger.
- Control - Use IF THEN ELSE conditions to control events or objects.
- Sensing - Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.
- Operators - Use the Boolean operators

() < ()                      ()and()

() = ()                        ()or()

() > ()                        Not()

to define conditions

- Use the Reporter operators

() + ()                        Pick Random () to ()                        Round ()

() - ()                        Join () ()                        () of ().

() \* ()                        Letter () of ()

() / ()                        Length of ()

to perform calculations.                        () Mod () This reports the remainder after a division calculation

- Variables and lists - Use lists to create a set of variables

**To connect**

- Collaborate with others online on sites approved and moderated by teachers.
- Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.
- Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.
- Understand the effect of online comments and show responsibility and sensitivity when online.
- Understand how simple networks are set up and used.

**To communicate**

- Choose the most suitable applications and devices for the purposes of communication.
- Use many of the advanced features in order to create high quality, professional or efficient communications.

**To collect**

- Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner



### **Unit 1: To Code**

#### **Crumble Programming – Similar to Switched on Unit 6.2 We are Computational Thinkers**

- Motion - Set IF conditions for movements. Specify types of rotation giving the number of degrees.
- Looks - Change the position of objects between screen layers (send to back, bring to front).
- Sound - Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.
- Draw - Combine the use of pens with movement to create interesting effects.
- Events - Set events to control other events by 'broadcasting' information as a trigger.
- Control - Use IF THEN ELSE conditions to control events or objects.
- Sensing - Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.
- Variables and lists - Use lists to create a set of variables

#### **Expectations**

- Children are able to build, write and test instructions for a robot
- Children are able to adapt their programming to ensure their robot moves effectively

### **Unit 2: To Connect/ Communicate**

#### **Switched on Unit 6.6 We are Publishers**

- Collaborate with others online on sites approved and moderated by teachers.
- Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.
- Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.
- Understand how simple networks are set up and used.
- Choose the most suitable applications and devices for the purposes of communication.
- Use many of the advanced features in order to create high quality, professional or efficient communications.

#### **Expectations**

- Children are able to work collaboratively to create a year book
- Children are able to consider others ideas
- Children are able to draw on a range of computing skills/ software and hardware to develop their year book
- Children are able to save, evaluate, design and print their document

### **Unit 3: To Code**

#### **Knowsley City Learning Planning – The Ministry of Crazy Code (We are Game Developers)**

- Operators - Use the Boolean operators  
() < ()                      () and()  
() = ()                      () or()  
() > ()                      Not()  
to define conditions
- Use the Reporter operators  
() + ()    Pick Random () to ()    Round ()    () - ()  
Join () ()    () of ().    () \* ()    Letter () of ()    () / ()  
Length of ()    to perform calculations  
() Mod () This reports the remainder after a division calculation
- Variables and lists - Use lists to create a set of variables

#### **Expectations**

- Children understand the reasoning behind using code
- Children have a better understanding of how computers are programmed
- Children can type in and debug code, running commands.
- Children can develop their own game using code and present their game to their peers.

Knowsley City Learning Resources

[https://www.dropbox.com/sh/prexpk8xn609sig/AADsepsU\\_pi1CdQ6IYz3r8XFa](https://www.dropbox.com/sh/prexpk8xn609sig/AADsepsU_pi1CdQ6IYz3r8XFa)

**Objective: to master practical skills****Materials**

- Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).
- Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).

**Construction**

- Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding)

**Electricals and electronics**

- Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips)

**Computing**

- Write code to control and monitor models or products
- Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment.

**Objective: to design, make evaluate and improve**

- Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).
- Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.
- Create innovative designs that improve upon existing products.
- Make products through stages of prototypes, making continual refinements.
- Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.
- Ensure products have a high quality finish, using art skills where appropriate.
- Evaluate the design of products so as to suggest improvements to the user experience.

**Objective: to master practical skills****Textiles**

- Know a 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.
- understand Fabrics can be strengthened, stiffened and reinforced where appropriate.
- Experience various stitching, joining textiles and finishing techniques.
- Experience making and using simple pattern pieces.
- Create objects (such as a cushion) that employ a seam allowance.
- Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).
- Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).

**Objective: to design, make evaluate and improve**

- Generate innovative ideas by carrying out research including surveys, interviews and questionnaires.
- Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.
- Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer-aided design.
- Make products through stages of prototypes, making continual refinements.
- Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.

**Objective: to take inspiration from design throughout history**

- Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.
- Create innovative designs that improve upon existing products.
- Evaluate the design of products so as to suggest improvements to the user experience.

**Objective: to master practical skills****Food**

- Understand about seasonality in relation to food products and the source of different food products.
- Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms)
- Write a step-by-step recipe, including a list of ingredients, equipment and utensils
- Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.
- Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.
- Demonstrate a range of baking and cooking techniques.
- Create and refine recipes, including ingredients, methods, cooking times and temperatures.

**Objective: to design, make evaluate and improve**

- Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).
- Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.
- Evaluate the design of products so as to suggest improvements to the user experience.
- Ensure products have a high quality finish, using art skills where appropriate.
- Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.
- Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.

**Objective: to take inspiration from design throughout history**

- Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification that improves upon existing products.
- Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.
- Understand how key chefs have influenced eating habits to promote varied and healthy diets.

**Objective: to master practical skills****Materials**

- Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).
- Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).

**Construction**

- Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding)

**Electricals and electronics**

- Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips)

**Computing**

- Write code to control and monitor models or products
- Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment.

**Objective: to design, make evaluate and improve**

- Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).
- Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.
- Create innovative designs that improve upon existing products.
- Make products through stages of prototypes, making continual refinements.
- Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.
- Ensure products have a high quality finish, using art skills where appropriate.
- Evaluate the design of products so as to suggest improvements to the user experience.

**Objective: to master practical skills****Mechanics – Pulleys and Gears**

- Convert rotary motion to linear using cams.
- Use innovative combinations of electronics (or computing) and mechanics in product designs
- Understand that mechanical and electrical systems have an input, process and an output.
- Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.
- Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team.
- Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.

**Objective: to design, make evaluate and improve**

- Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).
- Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources.
- Develop and communicate ideas through discussion, annotated drawings, exploded drawings, drawings from different views and computer aided designs to represent designs.
- Make products through stages of prototypes, making continual refinements.
- Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.
- Consider the views of others to improve work.

**Objective: to take inspiration from design throughout history**

- Investigate famous manufacturing and engineering companies relevant to the project.
- Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.
- Create innovative designs that improve upon existing products.
- Evaluate the design of products so as to suggest improvements to the user experience.

**Objective: to master practical skills****Food**

- Understand about seasonality in relation to food products and the source of different food products.
- Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms)
- Write a step-by-step recipe, including a list of ingredients, equipment and utensils
- Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.
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**Objective: to take inspiration from design throughout history**

- Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification that improves upon existing products.
- Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.
- Understand how key chefs have influenced eating habits to promote varied and healthy diets.

**Objective: To develop ideas (these objectives over-arch all units)**

- Develop and imaginatively extend ideas from starting points throughout the curriculum.
- Collect information, sketches and resources and present ideas imaginatively in a sketch book.
- Use the qualities of materials to enhance ideas.

**Painting**

- Sketch (lightly) before painting to combine line and colour.
- Create a colour palette based upon colours observed in the natural or built world.
- Use the qualities of watercolour and acrylic paints to create visually interesting pieces.
- Combine colours, tones and tints to enhance the mood of a piece.
- Use brush techniques and the qualities of paint to create texture.
- Develop a personal style of painting, drawing upon ideas from other artists.

**Fossils**

*Use sketchbook page to explore fossils linked to Darwin – Evolution Theory. Sketch lightly to replicate form and shape of fossil. Use a variety media and the qualities of materials to re-create fossils on an individual basis. Line and pattern. Paint and water-colour*

**Collage**

Mix textures (rough and smooth, plain and patterned).

- Combine visual and tactile qualities.

*Use tissue paper for overlaying.*

**Objective: To master techniques**

**Drawing**

- Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).
- Use a choice of techniques to depict movement, perspective, shadows and reflection.
- Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).
- Use lines to represent movement.

**World War II Figures in Action (2019 – Mayflower – figures in action)**

*Gather information. Learn to draw figures using ovals and develop figures moving to different positions. Observe figures in action using world war 2 images. Develop a picture of figures in a setting. Create figures in wire.*

**Sculpture**

Use frameworks (such as wire or moulds) to provide stability and form

**Objective: To take inspiration from the greats (classic and modern)**

- Give details (including own sketches) about the style of some notable artists, artisans and designers.
- Show how the work of those studied was influential in both society and to other artists.
- Create original pieces that show a range of influences and styles.

**Create own designs in the style of Martin Proctor linked to topic on Dartmoor. Explore the landscape of Dartmoor.**

**Objective: To master techniques**

**Print**

- Build up layers of colours.
- Create an accurate pattern, showing fine detail.
- Use a range of visual elements to reflect the purpose of the work.

*Build up own work taking inspiration from his ideas to create a collage print, string print, object print, screen print /press print (incorporating all learnt techniques).*

**Jazz Unit 2 (Charanga)**

- Sing or play from memory with confidence
- Perform solos or as part of an ensemble
- Sing or play expressively and in tune
- Create songs with verses and a chorus

**Song writer (Blues) (Music Express, Year 6)**

- Sing or play from memory with confidence
- Perform solos or as part of an ensemble
- Sing or play expressively and in tune
- Create songs with verses and a chorus

**Developing Music Skills Part 2 (Music Express Resource)  
(Hey, Mr Miller / WWII songs)**

- Sing or play from memory with confidence
- Perform solos or as part of an ensemble
- Sing or play expressively and in tune
- Sing a harmony part confidently and accurately
- Perform with controlled breathing (voice) and skilful playing (instrument)
- Convey the relationship between the lyrics and melody
- Describe how lyrics often reflect the cultural context of music and have social meaning
- Choose from a wide range of musical vocabulary to accurately describe and appraise music including
  - Pitch, dynamics, timbre
  - Tempo, texture, harmonies, accompaniments, drones
  - Cyclic patterns
  - Lyrics, melody
  - Expressive
  - Solo
  - Combination of musical elements

**Cyclic Patterns (Music Express Year 6, Unit 4)**

- Sing or play from memory with confidence
- Perform solos or as part of an ensemble
- Sing or play expressively and in tune
- Thoughtfully select elements for a piece in order to gain a defined effect
- Use symbols to indicate how many beats to play
- Use and understand simple time signature
- Choose from a wide range of musical vocabulary to accurately describe and appraise music including
  - Pitch, dynamics, timbre
  - Tempo, texture, harmonies, rounds, accompaniments, drones
  - Cyclic patterns
  - Lyrics, melody
  - Expressive
  - Solo
  - Combination of musical elements

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|----|--|---|--|
| PE | <p><b><u>Objective: To develop practical skills in order to participate, compete and lead a healthy lifestyle</u></b></p> <p><b><u>Term 1 Premier Sports (Tag Rugby)</u></b><br/> <b><u>Term 2 Invasion Games Hockey (Val Sabin)</u></b></p> <ul style="list-style-type: none"> <li>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</li> <li>Work alone, or with team mates in order to gain points or possession.</li> <li>Strike a bowled or volleyed ball with accuracy.</li> <li>Use forehand and backhand when playing racket games.</li> <li>Field, defend and attack tactically by anticipating the direction of play.</li> <li>Choose the most appropriate tactics for a game.</li> <li>Uphold the spirit of fair play and respect in all competitive situations.</li> <li>Lead others when called upon and act as a good role model within a team.</li> </ul> | <p><b><u>Objective: To develop practical skills in order to participate, compete and lead a healthy lifestyle</u></b></p> <p><b><u>Term 3 Premier Coaching Dodgeball</u></b><br/> <b><u>Term 4 Invasion Games basketball, tag rugby (Val Sabin)</u></b></p> <ul style="list-style-type: none"> <li>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</li> <li>Work alone, or with team mates in order to gain points or possession.</li> <li>Strike a bowled or volleyed ball with accuracy.</li> <li>Use forehand and backhand when playing racket games.</li> <li>Field, defend and attack tactically by anticipating the direction of play.</li> <li>Choose the most appropriate tactics for a game.</li> <li>Uphold the spirit of fair play and respect in all competitive situations.</li> <li>Lead others when called upon and act as a good role model within a team.</li> </ul> | <p><b><u>Objective: To develop practical skills in order to participate, compete and lead a healthy lifestyle</u></b></p> <p><b><u>Term 5 Striking and Fielding Games (Val Sabin)</u></b></p> <ul style="list-style-type: none"> <li>To develop the consistency and accuracy of their striking and fielding skills</li> <li>To select and use skills appropriately in a games situation</li> <li>To play a wide range of striking and fielding games</li> </ul> <p><b><u>Term 6 Argyle Coaching Tennis</u></b></p> |
|    | <p><b><u>REAL PE – Unit 1 and 2</u></b></p>  | <p><b><u>Dance- Radio 2 ‘Street Dance’</u></b></p> <ul style="list-style-type: none"> <li>Compose creative and imaginative dance sequences.</li> <li>Perform expressively and hold a precise and strong body posture.</li> <li>Perform and create complex sequences.</li> <li>Express an idea in original and imaginative ways.</li> <li>Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</li> </ul> <p><b><u>REAL PE Unit 3 and 4</u></b></p>  | <p><b><u>REAL PE Unit 5 and 6</u></b></p>  |

**To read fluently**

- Read and understand the main points and some of the detail in short written texts.
- Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.
- Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.
- Show confidence in reading aloud, and in using reference materials

**To write imaginatively**

- Write short texts on familiar topics.
- Use knowledge of grammar to enhance or change the meaning of phrases.
- Use dictionaries or glossaries to check words.
- Refer to recent experiences or future plans, as well as to everyday activities.
- Include imaginative and adventurous word choices.
- Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).
- Use dictionaries or glossaries to check words.

**To speak confidently**

- Understand the main points and opinions in spoken passages.
- Give a short prepared talk that includes opinions.
- Take part in conversations to seek and give information.
- Refer to recent experiences or future plans, everyday activities and interests.
- Vary language and produce extended responses.
- Be understood with little or no difficulty.

**To understand the culture of the countries in which the language is spoken**

- Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.
- Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.

**Being Me in My World**

- I can identify my goals for this year, understand my fears and worries about the future and know how to express them
- I know that there are universal rights for all children but for many children these rights are not met
- I understand that my actions affect other people locally and globally
- I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities
- I understand how an individual's behaviour can impact on a group
- I understand how democracy and having a voice benefits the school community

**Celebrating Difference**

- I understand there are different perceptions about what normal means
- I understand how having a disability could affect someone's life
- I can explain some of the ways in which one person or a group can have power over another
- I know some of the reasons why people use bullying behaviours
- I can give examples of people with disabilities who lead amazing lives I can explain ways in which difference can be a source of conflict and a cause for celebration

**Dreams & Goals**

- I know my learning strengths and can set challenging but realistic goals for myself
- I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these
- I can identify problems in the world that concern me and talk to other people about them
- I can work with other people to help make the world a better place
- I can describe some ways in which I can work with other people to help make the world a better place
- I know what some people in my class like or admire about me and can accept their praise

**Healthy Me**

- I know the impact of food on the body
- I know about different types of drugs and their uses and their effects on the body particularly the liver and heart
- I can evaluate when alcohol is being used responsibly, anti-socially or being misused
- I know and can put into practice basic emergency aid procedures (e.g. the recovery position) and know how to get help in emergency situations
- I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness
- I can recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse

**Relationships**

- I can identify the most significant people to be in my life so far
- I know some of the feelings we can have when someone dies or leaves
- I understand that there are different stages of grief and that there are different types of loss that cause people to grieve
- I can recognise when people are trying to gain power or control
- I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening
- I can use technology positively and safely to communicate with my friends and family

**Changing Me**

- I am aware of my own self-image and how my body image fits into that
- I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally
- I can ask the questions I need answered about changes during puberty
- I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born
- understand how being physically attracted to someone changes the nature of the relationship
- I can identify what I am looking forward to and what worries me about the transition to secondary school