

Year 6 Curriculum Plan: Two Year Cycle

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
(Geography /History)	<p>History – The History of Civil Rights</p> <p>The aim of this unit is to develop an understanding of the history of the Civil Rights movements. The children develop a chronological awareness of these key events of world history. They will understand how three significant figures within history (Martin Luther-King, Rosa Parks and Nelson Mandela) fought for change and the impact that they had on the lives of others.</p>	<p>Geography – The Americas</p> <p>This unit will involve the children developing and understanding of the physical geographical features of America. They will learn about the different environments and the key physical features such as the rivers, mountains, earthquakes and volcanoes. Whilst studying North and South America, the children will use atlases to locate some other geographical features of the Earth such as the Equator and the Tropics of Cancer and Capricorn.</p>	<p>History – Flight</p> <p>The aim of this unit is to develop an understanding of a key event in world history – the way in which the technology of flight has been discovered and developed. The children will devise questions about the change and significance that this technology has had on the world. They will learn about the significant people involved in the invention and development of flight and will describe the impact that this has had on life today.</p>	<p>Geography – Settlements in Modern Britain</p> <p>In this unit, the children will learn about the main cities of the UK. They will use maps and atlases to locate the capital cities before learning about the human geography of each city. Through research, the children will explore the land use, economic activity and the types of settlement. They will think about what attracts people to these cities and what it might be like to live there.</p>		
English	Writing genres will be taken from the Long Term Genre Progression document and will depend on the children needs and interests. Genres will be taken from the following lists:					

	<p>Fiction: character description, setting description, adventure, dilemma, stories from other cultures/countries, legends, myths, fantasy, mystery, play scripts and science fiction.</p> <p>Non-fiction: instructions, non-chronological reports, recounts, reviews, persuasive, explanatory, speeches, discussion and biography.</p> <p>Poetry: free-verse, narrative, rhyming couplets, kennings, haiku, calligram, list poems, Tanka, soliloquy, limerick and monologue.</p>					
SPaG	<p>Revision of previous learning (word classes, clauses, punctuation). Using relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.</p> <p>Using brackets, dashes or commas to indicate parenthesis.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p>	<p>Use of semi-colon, colon and dash to mark the boundary between independent clauses.</p> <p>Use of colon to introduce a list and use of semi-colons within a list.</p> <p>Bullet points to list information.</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (the use of question tags or the use of subjunctive forms).</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use of the passive to affect the presentation of information in a sentence.</p>	<p>Using the perfect form of verbs to mark relationships of time and cause.</p> <p>Using commas to clarify meaning or avoid ambiguity in writing.</p> <p>How hyphens can be used to avoid ambiguity.</p>	<p>Throughout these half terms, SPaG objectives will be revised and children will be using these in their writing.</p>		
Guided Reading	High quality texts will be chosen based on the children's interests.					
Maths	<p>Place Value Read, write, order and compare numbers up to 10,000,000 and</p>	<p>Addition, Subtraction, Multiplication and Division Perform mental calculations, including</p>	<p>Fractions, Decimals and Percentages Multiply simple pairs of proper fractions, writing</p>	<p>Measurement Use, read and write and convert between standard units, converting</p>	<p>Revision of previous learning before SATs</p>	<p>Revision of previous learning through practical problem solving activities.</p>

	<p>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.</p> <p>Addition, Subtraction, Multiplication and Division</p> <p>Multiply 4 digit numbers by 2 digit numbers using long multiplication. Divide 4 digit numbers by 2 digit numbers using long division and short division and interpret remainders. Add and subtract numbers with more than 4 digits using column addition and subtraction. Use their knowledge of the order of operations to carry out calculations involving the four operations.</p>	<p>with mixed operations and large numbers. 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.</p> <p>Factors, Multiples and Prime Numbers</p> <p>Identify common factors, common multiples and prime numbers.</p> <p>Fractions and Decimals</p> <p>Associate a fraction with division and calculate decimal fraction equivalents (for example $0.375 = 3/8$). Use common factors to simplify fractions and use common multiples to express fractions in the same denomination. Compare and order fractions, including fraction >1. Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</p>	<p>the answer in its simplest form. Divide proper fractions by whole numbers.</p> <p>Shape</p> <p>Recognise, describe and build simple 3D shapes, including making nets. Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. 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. Find missing angles.</p> <p>Ratio and Proportion</p> <p>Solve problems involving similar shapes where the scale factor is</p>	<p>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. Recognise that shapes with the same areas can have different perimeters and vice versa. Calculate the area of parallelograms and triangles. Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Recognise when it is possible to use formulae for area and volume of shapes. Calculate, estimate and compare volume</p>		<p>Business Challenge!</p>
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	<p>Solve problems involving addition, subtraction, multiplication and division.</p> <p>Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p> <p>Shape</p> <p>Draw 2d shapes using given dimensions and angles.</p> <p>Compare and classify geometric shapes based on their properties and sizes.</p>	<p>Identify the value of each digit in numbers given to three decimal places.</p> <p>Multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.</p> <p>Use written division methods in cases where the answer has up to two decimal places.</p> <p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p>Algebra</p> <p>Use simple formulae</p> <p>Generate and describe linear number sequences</p> <p>Express missing number problems algebraically</p> <p>Find pairs of missing numbers that satisfy an equation with two unknowns</p> <p>Enumerate possibilities of combinations of two variables</p> <p>Position and Direction</p> <p>Describe positions on the full coordinate grid (all four quadrants).</p> <p>Draw and translate simple shapes on the</p>	<p>known or can be found.</p> <p>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.</p> <p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>	<p>of cubes and cuboids using standard units, including cubic centimetres and cubic meters, and extending to other units (mm^3 and km^3).</p> <p>Statistics</p> <p>Interpret and construct pie charts and line graphs and use these to solve problems.</p> <p>Calculate and interpret the mean as an average.</p> <p>Ratio and Proportion</p> <p>Solve problems involving the calculation of percentages and the use of percentages for comparison.</p>		
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		coordinate plane, and reflect them in the axes.				
Science	<p>Light</p> <p>During this unit, the children will explore the way that light behaves. They will explore light sources, reflections and shadows and will be able to talk about what they notice. They will be able to explain how light travels and why this allows us to see objects. They will draw scientific diagrams to show this. They will also explore how shadows are cast.</p>	<p>Electricity</p> <p>In this unit, the children will have the opportunity to construct their own simple series circuits. They will use these to answer questions about what happens when they try different components. They will go on to learn how to accurately represent their circuit using recognised symbols.</p>	<p>Animals including Humans</p> <p>During this half term, the children will engage in a research project, gathering facts and information about the human circulatory system. They will present this in a fact file/non-chronological report which they will share with their peers. They will then create a human model to show the way in which blood is pumped around the body. Finally, we will explore the impact poor diet and lifestyle can have on the body and its organs and how this can affect the way the body functions.</p>	<p>Living Things and Their Habitats</p> <p>The children will start by classifying animals into their own groups and explain the reasoning behind their choices. They will then build upon their prior knowledge of the broad groups that animals can be classified in to (mammals, amphibians, reptiles etc.). After this, they will learn about classification keys and how they can be used to classify animals and plants.</p>	<p>States of Matter</p> <p>During this unit, the children will learn about states of matter and reversible and irreversible changes. They will recap their prior learning about the properties of solids, liquids and gasses and will sort materials into these groups. They will also explore materials that may have properties of more than one state of matter. The children will go on to learn about changes to materials and will investigate reversible and irreversible changes.</p>	<p>Evolution and Inheritance</p> <p>In this half term, the children will understand the key terms ‘evolution’ and ‘inheritance’. They will learn how over time, living things have changed and will think about the information we can gain from studying fossils. The children will explore how certain animals are suited to their habitat. They will use this knowledge to invent their own animal, explaining the ways in which it is suited to its habitat.</p>
PHSE (Jigsaw)	Healthy Me		Dreams and Goals		Changing Me	Relationships

	<p>During this unit, the children will discuss taking responsibility for their own physical and emotional health and the choices linked to this. They will talk about different types of drugs and the effects they can have on people's bodies. The children will go on to discuss gang culture and the associated risks. When discussing emotional health, the children will talk about how to recognise triggers that they might be feeling stressed or overwhelmed and strategies to support them with these feelings.</p>		<p>In this unit, the children will talk about their own strengths and how to stretch themselves further by setting challenges and realistic goals. They will go on to discuss how to set out the learning steps needed to reach their goals and how to stay motivated along the journey. The children will also discuss what they think their classmates like and admire about them as well as working on giving others compliments and praise.</p>		<p>During this unit, the children will learn about the changes that girls' and boy's bodies go through during puberty and will understand the importance of looking after themselves both physically and emotionally. The children will also learn about how a baby develops from conception, throughout the nine months and how a baby is born. The children will go on to talk about relationships and how being physically attracted to someone can change the nature of a relationship. Alongside this, the children will discuss the importance of self-esteem and ways to develop this.</p>	<p>In this unit, the children will learn about the idea of mental health and the importance of taking care of their own mental well-being. They will then go on to learn about online safety and how to judge if something is safe and helpful. The children will discuss some of the dangers of being online. Finally, they will talk about positive ways of communicating with friends and family.</p>
<p>Music (Charanga)</p>		<p>You've Got a Friend In this unit of work, the children will learn the song You've Got a Friend by Carole King. They will learn the lyrics to the</p>		<p>Happy In this unit, the children will study the song Happy by Pharrell Williams. They will learn about</p>		

		<p>song as well as learning how to play the recorder and tin whistle accompaniment to the song. Within this unit, the children will appraise the song, reflecting on how it makes them feel and what they like about the song. They will also learn the structure and composition of You've Got a Friend – the children will be able to describe this using correct language. As well as listening to You've Got a Friend, the children will also be listening to and appraising other songs by Carole King such as The Loco-Motion, One Fine Day and Up On the Roof. They will make comparisons between these songs.</p>		<p>the genres of Pop and Motown. The children will think about the emotions that songs can make you feel and will appraise other Pop songs about being happy, such as Top of the World by The Carpenters and Walking on Sunshine by Katrina and The Waves. The children will build on their knowledge of musical terms such as pulse, rhythm and tone and will play different games to help them identify these in different songs. After learning to sing the song, the children will learn how to play the glockenspiels to the song. Finally, they will have a go at composing their own riff for the song using their instrument.</p>		
French (Language Angels)	Le Week-end In this unit, children will learn to discuss	A l'École In this unit, children will learn how to talk	Manger et Bouger In this unit, children will learn	Moi Dans le Monde In this unit, children will learn about the	Les Verbes – Réguliers In this unit, children will learn how to	Les Verbes – Irréguliers

	<p>the activities they enjoy doing at the weekend. They will begin by learning how to ask what the time is and then tell the time accurately, in French. After learning how to say the activities they enjoy taking part in at the weekend, they will learn how to use connectives in their work.</p>	<p>confidently about school. They will learn the vocabulary for discussing school and the subjects they are taught. The children will also learn how to say which subjects they prefer learning and explain why. Finally, they will use time vocabulary to describe when (on the hour) they have different lessons.</p>	<p>how to talk about healthy lifestyles. They will begin by learning how to say the names of foods and drinks that are considered healthy and not so healthy. They will also learn to describe the types of physical activity they enjoy taking part in. Finally, the children will have a go at following a healthy recipe, written in French.</p>	<p>wider world. They will begin by learning about the different countries around the world that speak French. They will go on to learn about different religious, and non-religious, festivals around the world. They will end this unit by learning about the environment and describe things they can do to help protect our planet.</p>	<p>recognise and understand what a pronoun and verb is in both English and French and be able to say what the key personal pronouns are in French. They will learn how to work out the endings for regular verbs and conjugate regular –ER, -IR and-RE verbs.</p>	<p>In this unit, children will build on their learning about verbs and pronouns from the previous unit and go on to learn translations for masculine and feminine pronouns. They will learn how to conjugate most of the irregular verbs – AVOIR, ÊTRE, ALLER and FAIRE.</p>
<p>Computing - Purple Mash</p>	<p>Online Safety Within this unit, the children will identify the benefits and risks of mobile devices and social media. They will also explore the idea of having a digital footprint and how to protect this online. The children will also explore the idea of balancing screen time</p>	<p>Blogging During this unit, the children will identify the purpose of writing a blog and the features of a successful blog. They will then learn how to write a blog and will consider the impact that the presentation of information can have on the audience. The children will explore ways in which to maintain the</p>	<p>Spreadsheets This unit will give the opportunity for the children to see how spreadsheets can be used in real-life situations. They will begin by exploring what a spreadsheet is and the different functions they can have. They will create formulae to</p>	<p>Text Adventures In this unit, the children will be working towards coding their own text-based adventure story. They will use 2Code to do this. Prior to this, the children will explore text adventures and learn how they work. They will use 2Connect to</p>	<p>Quizzing In this unit, children will explore a range of different question types and quizzes. They will explore different examples before having a go at constructing their own quizzes, in the style of the examples. Finally, they will work collaboratively to create an 'Are you</p>	<p>Coding Within this unit, the children will learn how to plan and design program. They will learn how to assign different actions to different objects and how to debug their program when things don't run as expected. They will then start to understand and use functions and will</p>

	<p>with other parts of their lives.</p> <p>Networks In this topic, the children will learn about how computer networks work, including the internet. They will learn how networks can provide multiple services and will explore how networks can be used for communication and collaboration. Finally, they will consider some of the major changes in technology which have taken place during their lifetime and the lifetime of their parents.</p>	<p>audience's interest and engagement.</p>	<p>convert between different units of measure and to calculate the area and perimeter of different shapes. The children will go on to learn how to use a spreadsheet to perform calculations. Finally, the children will use these skills to create a spreadsheet to help them plan an event.</p>	<p>plan their own and 2Create to bring their story to life.</p>	<p>smarter than a 10-year-old?' quiz in the style of a game show. They will make a scoreboard which adds up the scores alongside the quiz.</p>	<p>organise their code into functions. The children will also learn how to code a program which can take text input from the user. Finally, the children will use this learning to code their own text-based adventure game.</p>
<p>Religious Education Emmanuel Project UKS2</p>		<p>Christianity Should believing in the resurrection change how Christians view life and death?</p>		<p>Humanism Why do Humanists say happiness is the goal of life?</p>	<p>Christianity How do Christians show their belief that Jesus is God incarnate?</p>	
<p>Art</p>			<p>Drawing – Perspectives Through Landscapes The aim of this unit is for the children to develop their drawing</p>			<p>Texture and Form – Exploring Sculpture In this unit the children will explore the technique of sculpture. They will gain an understanding of how different</p>

			<p>techniques. The children will explore the concept of perspective and how it can be used to make artwork look more realistic. They will learn about the work of Lowry and how he used perspective in his artwork. The children will create a final piece, using the techniques they have learnt.</p>			<p>materials can be used to create different textures and how different materials are used to create sculptures. The children will research the work of sculptor, Cathy Miles. They will evaluate and analyse her work using the key language taught. The children will then work collaboratively to create a sculpture from wire. They will add other materials to their wire sculpture to create texture.</p>
<p>Design Technology</p>	<p>Programming Pioneers Children will focus on designing, developing, testing and prototyping computer controlled electronic systems for rooms such as motion-sensor activated alarms, door buzzer entry systems or even 'smart home' automatic lights! Children will work with computing resources, electronic components</p>				<p>Pasta Meal In this unit, the children will about the versatile food of pasta. They will begin by learning about the history of pasta, including where and when it was first made and how it has changed over time. Before designing their own pasta sauce, the children will learn about seasonality and will explore the</p>	

	and computer programming software and learn about influential computer scientists through history who have shaped the world around us.				vegetables that are in season at the time. They will design their own pasta sauce around these vegetables. Finally, the children will learn the process of making and cooking pasta before making their own and evaluating their dish.	
P.E.	<p>Rugby</p> <p>In this unit the children will learn the skills and techniques needed to play rugby. The children will refine their skills of throwing and catching and then apply this to passing and receiving a rugby ball whilst moving. The children will also practice their attacking and defending skills. They will use these in games of rugby and will regularly reflect on how they can improve their technique. The importance of team work and effective communication will be discussed throughout the unit.</p>	<p>Dance</p> <p>The aim of this unit is for children to learn a dance which involves a range of movement patterns. They will learn about the history and background of the traditional Haka before practicing the dance. They will then collaboratively to choreograph their own dance inspired by the Haka. The children will think about what makes for an effective performance and will give and take on board constructive feedback which they will use to improve their performance.</p>	<p>Gymnastics</p> <p>In this unit, children will build on previous skills, working both on the floor and on apparatus. They will continue to develop their flexibility, control and balance. Within the unit, the children will practice different jumps, rolls, movements and static positions. They will work collaboratively to put together a sequence on apparatus to perform to an audience.</p>	<p>Cricket</p> <p>In this unit, the children will learn the various skills needed to play a game of cricket. The lessons will be based on the skills of bowling, batting and fielding. The fundamental skill of throwing and catching will be practiced before the children learn the further techniques needed. Throughout the unit, the importance of communication and team work will be discussed.</p>	<p>Tennis</p> <p>The children will go to the tennis courts in Wortham, where they will have a series of tennis sessions taught by a coach. They will practice and refine their skills and take part in matches.</p>	<p>Athletics</p> <p>In this unit, children will have the opportunity to develop their skills across a range of different sporting events. They will practice their technique in running, jumping and throwing activities and will evaluate their own success before thinking about ways to improve. The children will work collaboratively in some areas and will get the opportunity to enjoy competing against each other.</p>

Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
(History/ Geography)	<p>History – Lands of Myths and Legend – Life in Ancient Greece The aim of this unit is for the children to gain an understanding of what life was like in Ancient Greece. They will study a range of sources and think about what we can learn from them. The children will study Greek life, as well as the achievements of the Ancient Greeks. They will learn about the influence that the Ancient Greeks had on the western world.</p>	<p>Geography – Natural Disasters In this unit, the children will learn about three different types of natural disaster: earthquakes, volcanoes and tsunamis. They will learn what tectonic plates are and how their movement can cause these disasters to occur. They will learn about some specific case studies and make comparisons between them. The children will think about the effect that these disasters had on their surrounding areas and what can be done to minimise the effect that these disasters can have.</p>	<p>History – Roman London The aim of this unit is to develop an understanding of what life was like in Roman London. The children will gain a chronological awareness of when the Romans conquered Britain and will be able to place this on a timeline of other historical events. They will devise their own questions about what life was like during this period and make comparisons with other historical periods. The children will also study a range of sources and think about what we can learn from these.</p>	<p>Geography – Travelling Through This unit will involve the children carrying out geographical fieldwork. They will be learning about their local town, Diss. The fieldwork will be focussed around the topic of transport and the children will carry out traffic surveys in the town. They will reflect on the transport issues that arise in the town and possible solutions to these. Finally, the children will explore the transport links that the town has with other areas of the UK.</p>		

English	<p>Writing genres will be taken from the Long Term Genre Progression document and will depend on the children needs and interests. Genres will be taken from the following lists:</p> <p>Fiction: character description, setting description, adventure, dilemma, stories from other cultures/countries, legends, myths, fantasy, mystery, play scripts and science fiction.</p> <p>Non-fiction: instructions, non-chronological reports, recounts, reviews, persuasive, explanatory, speeches, discussion and biography.</p> <p>Poetry: free-verse, narrative, rhyming couplets, kennings, haiku, calligram, list poems, Tanka, soliloquy, limerick and monologue.</p>			
SPaG	<p>Revision of previous learning (word classes, clauses, punctuation). Using relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun. Using brackets, dashes or commas to indicate parenthesis. Use modal verbs or adverbs to indicate degrees of possibility.</p>	<p>Use of semi-colon, colon and dash to mark the boundary between independent clauses. Use of colon to introduce a list and use of semi-colons within a list. Bullet points to list information. The difference between structures typical of informal speech and structures appropriate for formal speech and writing (the use of question tags or the use of subjunctive forms). Use expanded noun phrases to convey complicated information concisely. Use of the passive to affect the presentation of information in a sentence.</p>	<p>Using the perfect form of verbs to mark relationships of time and cause. Using commas to clarify meaning or avoid ambiguity in writing. How hyphens can be used to avoid ambiguity.</p>	<p>Throughout these half terms, SPaG objectives will be revised and children will be using these in their writing.</p>

Guided reading	High quality texts will be chosen based on the children's interests.					
Maths	<p>Place Value Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit. Round any whole number to a required degree of accuracy. Use negative numbers in context and calculate intervals across zero. Solve number and practical problems that involve all of the above.</p> <p>Addition, Subtraction, Multiplication and Division Multiply 4 digit numbers by 2 digit numbers using long multiplication. Divide 4 digit numbers by 2 digit numbers using long division and short division and interpret remainders. Add and subtract numbers with more than 4 digits using column addition and subtraction.</p>	<p>Addition, Subtraction, Multiplication and Division Perform mental calculations, including with mixed operations and large numbers. 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.</p> <p>Factors, Multiples and Prime Numbers Identify common factors, common multiples and prime numbers.</p> <p>Fractions and Decimals Associate a fraction with division and calculate decimal fraction equivalents (for example $0.375 = \frac{3}{8}$). Use common factors to simplify fractions and use common multiples to express</p>	<p>Fractions, Decimals and Percentages Multiply simple pairs of proper fractions, writing the answer in its simplest form. Divide proper fractions by whole numbers.</p> <p>Shape Recognise, describe and build simple 3D shapes, including making nets. Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. 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. Find missing angles.</p> <p>Ratio and Proportion Solve problems involving similar</p>	<p>Measurement Use, read and 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. Recognise that shapes with the same areas can have different perimeters and vice versa. Calculate the area of parallelograms and triangles. Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Recognise when it is possible to use</p>	Revision of previous learning before SATs	Revision of previous learning through practical problem solving activities. Business Challenge!

	<p>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, an appropriate degree of accuracy.</p> <p>Shape Draw 2d shapes using given dimensions and angles. Compare and classify geometric shapes based on their properties and sizes.</p>	<p>fractions in the same denomination. Compare and order fractions, including fraction >1. Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. Identify the value of each digit in numbers given to three decimal places. Multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places. Use written division methods in cases where the answer has up to two decimal places. Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p>Algebra Use simple formulae</p>	<p>shapes where the scale factor is known or can be found. 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.</p>	<p>formulae for area and volume of shapes. Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres and cubic meters, and extending to other units (mm^3 and km^3).</p> <p>Statistics Interpret and construct pie charts and line graphs and use these to solve problems. Calculate and interpret the mean as an average.</p> <p>Ratio and Proportion Solve problems involving the calculation of percentages and the use of percentages for comparison.</p>		
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		<p>Generate and describe linear number sequences</p> <p>Express missing number problems algebraically</p> <p>Find pairs of missing numbers that satisfy an equation with two unknowns</p> <p>Enumerate possibilities of combinations of two variables</p> <p>Position and Direction</p> <p>Describe positions on the full coordinate grid (all four quadrants).</p> <p>Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p>				
Science	<p>Light</p> <p>During this unit, the children will explore the way that light behaves. They will explore light sources, reflections and shadows and will be able to talk about what they notice. They will be able to explain how light travels and</p>	<p>Electricity</p> <p>In this unit, the children will have the opportunity to construct their own simple series circuits. They will use these to answer questions about what happens when they try different components. They will go on to</p>	<p>Animals including Humans</p> <p>During this half term, the children will engage in a research project, gathering facts and information about the human circulatory system. They will present this in a fact file/non-chronological report</p>	<p>Living Things and Their Habitats</p> <p>The children will start by classifying animals into their own groups and explain the reasoning behind their choices. They will then build upon their prior knowledge of the broad groups that animals can be</p>	<p>States of Matter</p> <p>During this unit, the children will learn about states of matter and reversible and irreversible changes. They will recap their prior learning about the properties of solids, liquids and gasses and will sort materials into these</p>	<p>Evolution and Inheritance</p> <p>In this half term, the children will understand the key terms 'evolution' and 'inheritance'. They will learn how over time, living things have changed and will think about the information we can gain from</p>

	<p>why this allows us to see objects. They will draw scientific diagrams to show this. They will also explore how shadows are cast.</p>	<p>learn how to accurately represent their circuit using recognised symbols.</p>	<p>which they will share with their peers. They will then create a human model to show the way in which blood is pumped around the body. Finally, we will explore the impact poor diet and lifestyle can have on the body and its organs and how this can affect the way the body functions.</p>	<p>classified in to (mammals, amphibians, reptiles etc.). After this, they will learn about classification keys and how they can be used to classify animals and plants.</p>	<p>groups. They will also explore materials that may have properties of more than one state of matter. The children will go on to learn about changes to materials and will investigate reversible and irreversible changes.</p>	<p>studying fossils. The children will explore how certain animals are suited to their habitat. They will use this knowledge to invent their own animal, explaining the ways in which it is suited to its habitat.</p>
<p>PSHE (Jigsaw)</p>	<p>Being Me in My World During this unit, the children will think about setting goals for their year ahead. They will also discuss rights and responsibilities and will learn about the children's universal rights. From this, the children will learn about the lives of children in other parts of the world. Finally, the children will learn about democracy and how having a voice benefits the school community.</p>		<p>Celebrating Difference In this unit, the children will explore the idea of there being different perceptions of 'being normal' and where these might come from. They will learn about some inspirational people who have overcome difficulties and have gone on to lead amazing lives. The children will discuss bullying and how people can have power over others within a group. Finally, they will talk about strategies for dealing</p>		<p>Changing Me During this unit, the children will learn about the changes that girls' and boy's bodies go through during puberty and will understand the importance of looking after themselves both physically and emotionally. The children will also learn about how a baby develops from conception, throughout the nine months and how a baby is born. The children will go on to talk about relationships and how</p>	<p>Relationships In this unit, the children will learn about the idea of mental health and the importance of taking care of their own mental well-being. They will then go on to learn about online safety and how to judge if something is safe and helpful. The children will discuss some of the dangers of being online. Finally, they will talk about positive ways of communicating with friends and family.</p>

			with different bullying issues.		being physically attracted to someone can change the nature of a relationship. Alongside this, the children will discuss the importance of self-esteem and ways to develop this.	
Music (Charanga)		<p>You've Got a Friend In this unit of work, the children will learn the song You've Got a Friend by Carole King. They will learn the lyrics to the song as well as learning how to play the recorder and tin whistle accompaniment to the song. Within this unit, the children will appraise the song, reflecting on how it makes them feel and what they like about the song. They will also learn the structure and composition of You've Got a Friend – the children will be able to describe this using correct language. As well as listening to You've Got a Friend,</p>		<p>Happy In this unit, the children will study the song Happy by Pharrell Williams. They will learn about the genres of Pop and Motown. The children will think about the emotions that songs can make you feel and will appraise other Pop songs about being happy, such as Top of the World by The Carpenters and Walking on Sunshine by Katrina and The Waves. The children will build on their knowledge of musical terms such as pulse, rhythm and tone and will play different games to help them identify these in different songs. After</p>		

		the children will also be listening to and appraising other songs by Carole King such as The Loco-Motion, One Fine Day and Up On the Roof. They will make comparisons between these songs.		learning to sing the song, the children will learn how to play the glockenspiels to the song. Finally, they will have a go at composing their own riff for the song using their instrument.		
French (Language Angels)	Le Week-end In this unit, children will learn to discuss the activities they enjoy doing at the weekend. They will begin by learning how to ask what the time is and then tell the time accurately, in French. After learning how to say the activities they enjoy taking part in at the weekend, they will learn how to use connectives in their work.	A l'École In this unit, children will learn how to talk confidently about school. They will learn the vocabulary for discussing school and the subjects they are taught. The children will also learn how to say which subjects they prefer learning and explain why. Finally, they will use time vocabulary to describe when (on the hour) they have different lessons.	Manger et Bouger In this unit, children will learn how to talk about healthy lifestyles. They will begin by learning how to say the names of foods and drinks that are considered healthy and not so healthy. They will also learn to describe the types of physical activity they enjoy taking part in. Finally, the children will have a go at following a healthy recipe, written in French.	Moi Dans le Monde In this unit, children will learn about the wider world. They will begin by learning about the different countries around the world that speak French. They will go on to learn about different religious, and non-religious, festivals around the world. They will end this unit by learning about the environment and describe things they can do to help protect our planet.	Les Verbes – Réguliers In this unit, children will learn how to recognise and understand what a pronoun and verb is in both English and French and be able to say what the key personal pronouns are in French. They will learn how to work out the endings for regular verbs and conjugate regular –ER, -IR and -RE verbs.	Les Verbes – Irréguliers In this unit, children will build on their learning about verbs and pronouns from the previous unit and go on to learn translations for masculine and feminine pronouns. They will learn how to conjugate most of the irregular verbs – AVOIR, ÊTRE, ALLER and FAIRE.
Computing (Purple Mash)	Online Safety Within this unit, the children will identify	Blogging During this unit, the children will identify	Spreadsheets This unit will give the opportunity for the	Text Adventures In this unit, the children will be	Quizzing In this unit, children will explore a range of	Coding Within this unit, the children will learn how

	<p>the benefits and risks of mobile devices and social media. They will also explore the idea of having a digital footprint and how to protect this online. The children will also explore the idea of balancing screen time with other parts of their lives.</p> <p>Networks In this topic, the children will learn about how computer networks work, including the internet. They will learn how networks can provide multiple services and will explore how networks can be used for communication and collaboration. Finally, they will consider some of the major changes in technology which have taken place during their lifetime and the lifetime of their parents.</p>	<p>the purpose of writing a blog and the features of a successful blog. They will then learn how to write a blog and will consider the impact that the presentation of information can have on the audience. The children will explore ways in which to maintain the audience's interest and engagement.</p>	<p>children to see how spreadsheets can be used in real-life situations. They will begin by exploring what a spreadsheet is and the different functions they can have. They will create formulae to convert between different units of measure and to calculate the area and perimeter of different shapes. The children will go on to learn how to use a spreadsheet to perform calculations. Finally, the children will use these skills to create a spreadsheet to help them plan an event.</p>	<p>working towards coding their own text-based adventure story. They will use 2Code to do this. Prior to this, the children will explore text adventures and learn how they work. They will use 2Connect to plan their own and 2Create to bring their story to life.</p>	<p>different question types and quizzes. They will explore different examples before having a go at constructing their own quizzes, in the style of the examples. Finally, they will work collaboratively to create an 'Are you smarter than a 10-year-old?' quiz in the style of a game show. They will make a scoreboard which adds up the scores alongside the quiz.</p>	<p>to plan and design program. They will learn how to assign different actions to different objects and how to debug their program when things don't run as expected. They will then start to understand and use functions and will organise their code into functions. The children will also learn how to code a program which can take text input from the user. Finally, the children will use this learning to code their own text-based adventure game.</p>
Religious Education -		Christianity Should believing in the resurrection change		Humanism	Christianity How do Christians show their belief that	

Emmanuel Project UKS2		how Christians view life and death?		Why do Humanists say happiness is the goal of life?	Jesus is God incarnate?	
Art			<p>Drawing – Perspectives Through Landscapes</p> <p>The aim of this unit is for the children to develop their drawing techniques. The children will explore the concept of perspective and how it can be used to make artwork look more realistic. They will learn about the work of Lowry and how he used perspective in his artwork. The children will create a final piece, using the techniques they have learnt.</p>			<p>Texture and Form – Exploring Sculpture</p> <p>In this unit the children will explore the technique of sculpture. They will gain an understanding of how different materials can be used to create different textures and how different materials are used to create sculptures. The children will research the work of sculptor, Cathy Miles. They will evaluate and analyse her work using the key language taught. The children will then work collaboratively to create a sculpture from wire. They will add other materials to their wire sculpture to create texture.</p>
Design Technology	<p>Programming Pioneers</p> <p>Children will focus on designing, developing,</p>				<p>Pasta Meal</p> <p>In this unit, the children will about the versatile food of pasta.</p>	

	<p>testing and prototyping computer controlled electronic systems for rooms such as motion-sensor activated alarms, door buzzer entry systems or even 'smart home' automatic lights!</p> <p>Children will work with computing resources, electronic components and computer programming software and learn about influential computer scientists through history who have shaped the world around us.</p>				<p>They will begin by learning about the history of pasta, including where and when it was first made and how it has changed over time. Before designing their own pasta sauce, the children will learn about seasonality and will explore the vegetables that are in season at the time. They will design their own pasta sauce around these vegetables. Finally, the children will learn the process of making and cooking pasta before making their own and evaluating their dish.</p>	
P.E.	<p>Rugby</p> <p>In this unit the children will learn the skills and techniques needed to play rugby. The children will refine their skills of throwing and catching and then apply this to passing and receiving a rugby ball whilst moving. The children will also practice their</p>	<p>Dance</p> <p>The aim of this unit is for children to learn a dance which involves a range of movement patterns. They will learn about the history and background of the traditional Haka before practicing the dance. They will then collaboratively to choreograph their</p>	<p>Gymnastics</p> <p>In this unit, children will build on previous skills, working both on the floor and on apparatus. They will continue to develop their flexibility, control and balance. Within the unit, the children will practice different jumps, rolls, movements and static</p>	<p>Cricket</p> <p>In this unit, the children will learn the various skills needed to play a game of cricket. The lessons will be based on the skills of bowling, batting and fielding. The fundamental skill of throwing and catching will be practiced before the</p>	<p>Tennis</p> <p>The children will go to the tennis courts in Wortham, where they will have a series of tennis sessions taught by a coach. They will practice and refine their skills and take part in matches.</p>	<p>Athletics</p> <p>In this unit, children will have the opportunity to develop their skills across a range of different sporting events. They will practice their technique in running, jumping and throwing activities and will evaluate their own</p>

	<p>attacking and defending skills. They will use these in games of rugby and will regularly reflect on how they can improve their technique. The importance of team work and effective communication will be discussed throughout the unit.</p>	<p>own dance inspired by the Haka. The children will think about what makes for an effective performance and will give and take on board constructive feedback which they will use to improve their performance.</p>	<p>positions. They will work collaboratively to put together a sequence on apparatus to perform to an audience.</p>	<p>children learn the further techniques needed. Throughout the unit, the importance of communication and team work will be discussed.</p>		<p>success before thinking about ways to improve. The children will work collaboratively in some areas and will get the opportunity to enjoy competing against each other.</p>
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