

Text-led approach	Writing	Reading	Maths	Geography	French	ICT	P.E
Sky Hawk by Gill Lewis	<p>Handwriting focus</p> <p>Review of prior grammar knowledge in relation to word type and sentence structure. Develop accuracy of previously taught structures.</p> <p>Description - noun phrases as gr focus.</p> <p>Explanation text - link to geography and threat to wildlife.</p> <p>Information text - link to science and adaptations for animal of choice.</p>	<p>Apply their growing knowledge of root words prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Recommend books they have read to their peers, giving reasons for their choices</p> <p>Maintain positive attitudes to reading</p> <p>Ask questions to improve their understanding</p> <p>Predict what might happen from details stated and implied</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p>	<p>Following White Rose Scheme</p> <p>Place value and number</p> <p>To determine the value of each digit in numbers up to 10,000,000</p> <p>To use negative numbers in context, and calculate intervals across zero</p> <p>To solve number problems and practical problems with the above</p> <p>To round any whole number to a required degree of accuracy</p> <p>To read, write, order and compare numbers up to 10,000,000</p> <p>To identify common factors, common multiples and prime numbers</p> <p>To multiply multi-digit numbers up to 4 digits by a 2 digit whole number using the formal written method of long multiplication</p> <p>To divide numbers up to 4 digits by a 2 digit number using the formal written method of short division where appropriate</p> <p>To use my knowledge of the order of operations to carry out calculations involving the four operations</p> <p>To use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</p> <p>To solve problems involving addition, subtraction, multiplication and division</p> <p>To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>To perform mental calculations, including with mixed operations and large numbers</p> <p>To divide numbers up to 4 digits by a 2 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.</p>	<p>Location and capital cities of:</p> <p>England, Scotland</p> <p>Wales</p> <p>N Ireland</p> <p>S Ireland</p> <p>Map skills</p> <p>Using online and paper maps</p> <p>6 figure grid references</p> <p>8 points of a compass skills</p> <p>Symbols and keys</p> <p>Planning and drawing routes</p>	<p>At the start of every new school year, to introduce the children to 'France' as a country linked to your Geography outcomes.</p> <p>Eg: Locate France on a world map, (using interactive maps too),</p> <p>To locate France in terms of the Equator, Tropic of Cancer and Tropic of Capricorn</p> <p>To know that France is a European country</p> <p>To know that Paris is the capital city</p> <p>To know that the English Channel links England to France</p> <p>To know the River Seine is the river in Paris</p> <p>To know what France is famous for</p> <p>To compare the weather in London and Paris</p> <p>Places</p> <p>(Numbers 1-31 to be revised at the start of the lesson)</p> <p>To hear, say and recognise vocab for buildings/amenities</p>	<p>• Be able to set up a spreadsheet with appropriate headings</p> <p>• Be able to use a simple formula eg SUM</p> <p>• Use a spreadsheet to investigate eg cost of foods / drinks: Which is the best value drink?</p> <p>Be able to choose and combine the use of appropriate ICT tools to complete a task</p> <p>Describe and discuss their work and explain how and why they have used ICT</p> <p>Annotate their work samples using questions as prompts</p>	<p>Orienteering and Fitness</p> <p>(Kingswood visit)</p> <p>Invasion games (Football)</p> <p>Officiating, match play/selecting teams (leadership).</p> <p>Peer support to Year 5.</p>
	<p>Music</p> <p>Control sounds through playing Recorders</p> <p>Sing or play from memory with confidence.</p> <p>Accurately maintain own part in a round/ play accurately and confidently with awareness of what others are playing.</p> <p>Take turns to lead a group and provide suggestions to others.</p> <p>Read and play at least 3 notes on an instrument (recorder) with confidence and accuracy.</p> <p>Improvise and compose</p> <p>Compose using 3 -5 notes</p> <p>Record composition using standard notation</p> <p>Listening and appraising</p> <p>Identify and move to the pulse with ease</p> <p>Think about the message of songs.</p> <p>Listen to music of different genres (jazz, classical, blues etc) and compare and contrast the different styles.</p> <p>Compare 2 songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Use musical vocabulary confidently to describe music.</p> <p>CCL - Sky Hawk</p> <p>Florence and the machines</p> <p>Bird Song</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Retrieve, record and present information from nonfiction</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p>	<p>Science</p> <p>Living things and their habitat</p> <p>To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</p> <p>To give reasons for classifying plants and animals based on specific characteristic</p> <p>To know what all living things need to survive</p> <p>CCL - Text Sky Hawk</p> <p>Characteristics of birds</p> <p>Scientific enquiry</p> <p>To record data and results of increasing complexity using classification keys.</p> <p>To plan a scientific enquiry to answer questions, including recognising and controlling variables where necessary</p> <p>To use test results to make predictions to set up further comparative and fair tests</p> <p>CCL PE the aims of fair testing - variable work</p>	<p>Personal Education</p> <p>Living in the wider world</p> <p>Belonging to a community</p> <p>Valuing diversity; challenging discrimination and stereotypes</p> <p>To know what prejudice and discrimination means to differentiate between them</p> <p>To know how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</p> <p>Relationships</p> <p>Respecting ourselves and others</p> <p>Expressing opinions and respecting other points of view, including discussing topical issues</p> <p>To know what a positive role model is and about the link between values and behaviour</p> <p>To know how to listen to and respect other points of view and be respectful to others</p> <p>To know to constructively challenge points of view they disagree with</p>	<p>Art</p> <p>Painting/draw</p> <p>Birds</p> <p>Use a wide range of techniques in their paintings.</p> <p>Use painting tools and media with confidence and skill.</p> <p>Produce work which shows a range of techniques and media used to create form and texture.</p> <p>Create observational drawings which are proportioned accurately with colour and tone used to effectively show form.</p>	<p>RE</p> <p>Believing</p> <p>What do religions say to us when life gets hard?</p> <p>Express ideas about how and why religion can help believers when times are hard, giving examples</p> <p>Outline Christian, Hindu and/or nonreligious beliefs about life after death</p> <p>Explain some similarities and differences between beliefs about life after death</p> <p>Explain some reasons why Christians and Humanists have different ideas about an afterlife</p>	<p>RE</p> <p>DT</p> <p>Making</p> <p>Fastening materials</p> <p>To use knowledge of how materials can be combined and mixed to create more useful properties</p> <p>To measure, mark out, cut and shape a range of materials accurately, using appropriate tools, equipment and techniques.</p> <p>To assemble these component parts to make working models.</p> <p>To construct products using temporary or permanent joining techniques.</p> <p>Investigating bird houses</p> <p>Materials, features and diagrams</p> <p>Woodwork Skills</p> <p>Designing a bird house</p> <p>Constructing a bird house</p> <p>Evaluate</p> <p>CCL - Maths 3D shapes, measuring, scale factor</p>

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Skellig by David Almond	To persuade - house advert. To describe - character profile of chosen character.	Apply their growing knowledge of root words prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. Recommend books they have read to their peers, giving reasons for their choices Maintain positive attitudes to reading Ask questions to improve their understanding Predict what might happen from details stated and implied Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Retrieve, record and present information from nonfiction Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.	Following the White Rose Scheme Fractions To add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions To multiply simple pairs of proper fractions, writing the answer in the simplest form To use common factors to simplify fractions and use common multiples to express fractions in the same denomination To recall and use equivalences between simple fractions, decimals and percentages, including in different contexts To divide proper fractions by whole numbers To compare and order fractions, including fractions >1 Position and direction To describe positions on the full co-ordinate grid (all four quadrants) To draw and translate simple shapes on the co-ordinate plane, and reflect them in the axes.	Skills and fieldwork Local study Human Features Town trail Economic activity Settlement and land use Transport links Links to the railways Map skills To know where Doncaster is in relation to the UK, Europe and the World. Use digital and paper maps To follow routes To plan and draw routes	Directions (Number recall to continue) To hear, say, recognise vocab relating to directions To write directions to a specific place	Algorithms and programming - Scratch <ul style="list-style-type: none"> Design a program to accomplish a specific goal Write a program to accomplish a specific goal Explain why programs may fail and debug these Control physical systems Control computer systems 	Indoor athletics SLJ, Vertical J, Soft Javelin, Sitting throw, Sprint, Hurdles, Speed Bounce, Parlof, Relay Netball Doncaster School Games girls' football finals. STW pyramid netball competition. Basketball competition. Dodgeball Competition Doncaster School Games football finals. Doncaster School Games swimming gala.
					PSHE Health and Wellbeing Keeping safe Keeping personal information safe; regulations and choices; the media To know how and why to protect personal information online (strategies for dealing with requests for personal information or images of themselves) To identify types of images that are appropriate to share with others and those which might not be appropriate To know that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be To know what to do if they take, share or come across an image which may upset, hurt or embarrass them or others To know about the different age rating systems for social media, T.V, films, games and online gaming Relationships Safe relationships Recognising and managing pressure; consent in different situations To compare the features of a healthy and unhealthy friendship To know about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong To know strategies to respond to pressure from friends including online ('challenges' and 'dares') To know how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable To know how to get advice and report concerns about personal safety, including online To know what consent means and how to seek and give/not give permission in different situations	RE Expressing Is it better to express your religion in arts and architecture or in charity and generosity? DT Continued construction objective from the previous half term. To assemble these component parts to make working models. To construct products using temporary or permanent joining techniques.	National weeks Events / Visits /Visitors
		Science Evolution and inheritance To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. CCL - Text links to evolution, survival and adaptation Skellig Scientific Enquiry To plan a scientific enquiry to answer questions, including recognising and controlling variables where necessary To use test results to make predictions to set up further comparative and fair tests		Music Control sounds through playing Sing or play from memory with confidence. Accurately maintain own part in a round/ play accurately and confidently with awareness of what others are playing. Take turns to lead a group and provide suggestions to others. Read and play at least 3 notes on an instrument (recorder) with confidence and accuracy. Improvise and compose			

Text-led approach	Writing	Reading	Maths	Geography	History	Computing	P.E
Once	<p>1. Diary entry - to entertain</p> <p>2. Propaganda related writing ie. radio broadcast - to persuade</p> <p>3. Chronological report - to inform</p> <p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p>	<p>Maintain positive attitudes to reading Recommend books they have read to their peers, giving reasons for their choices Identify and discuss themes and conventions in and across a wide range of writing Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Make comparisons within and across books Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Distinguish between statements of fact and opinion Provide reasoned justifications for their views Ask questions to improve their understanding Predict what might happen from details stated and implied Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>SCIENCE</p> <p>Light To recognise that light appears to travel in straight lines To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <i>CCL History</i> <i>How lights were used in WWII prove light travels in a straight line.</i> <i>How shadows may have informed the enemy of where someone is.</i></p> <p>Scientific enquiry To plan a scientific enquiry to answer questions, including recognising and controlling variables where necessary To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate To use test results to make predictions to set up further tests</p>	<p>Following White Rose Scheme</p> <p>Decimals and Percentages To associate a fraction with division to calculate decimal fractions equivalents for a simple fraction To solve problems which require answers to be rounded to specified degrees of accuracy To use written division methods in cases where the answer has up to 2 decimal places To multiply 1-digit numbers with up to 2 decimal places by whole numbers To identify the value of each digit to 3 decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to 3 decimal places</p> <p>Algebra To enumerate possibilities of combinations of two variables To express missing number problems algebraically To find pairs of numbers that satisfy an equation with two unknowns To generate and describe linear number sequences To use a simple formulae</p> <p>Converting measure To convert between miles and kilometres To 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 of up to 3 decimal places To solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate</p> <p>PHSE Evaluating media sources; sharing things online To know about the benefits of safe internet use e.g. learning, connecting and communicating • To know how and why images online might be manipulated, altered, or faked and how to recognise when images might have been altered • To know why people, choose to communicate through social media and some of the risks and challenges of doing so • To know why social media sites have age restrictions and regulations for use (inappropriate content) • To know about rules and laws for sharing things online how to recognise (what is appropriate) • To know how to report inappropriate online content or contact</p>	<p>To locate the world's countries, using maps to focus on Europe (including major countries linked to WW2), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern and Southern hemisphere, the Topics of Cancer and Capricorn, Arctic and Antarctic Circle, prime Meridian and time zones.</p> <p>Music</p> <p>Listening and applying knowledge and understanding WWII music Think about the message of songs. Listen to music of different genres (jazz, classical, blues etc) and compare and contrast the different styles. Compare 2 songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Use musical vocabulary confidently to describe music. Describe different purposes of music in history / other cultures. Describe how music can be used to create expressive effects and convey emotion created. Improvising and Composing Compose and perform melodies using 5 or more notes. Create music reflecting given intention. Record compositions using standard notation. Create complex rhythmic patterns using a variety of instrumentation with an awareness of timbre and duration (length of notes and intervals.) Improvise 5 or more notes to compose and perform melodies.</p>	<p>Chronology Order significant events, movements and dates on a timeline. Place current study on a timeline in relation to other studies. Identify and compare changes within and across different periods. Make comparisons between different times in the past. Sequence up to 10 events on a timeline.</p> <p>Range and depth of historical knowledge Study different aspects of lives of different people - differences between men and women. Examine causes and results of great events and the impact on people. Compare an aspect of life with the same aspect in another period. Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shared the same views and feelings. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied.</p> <p>Interpretations of history Compare accounts of events from different sources. Offer some reasons for different versions of events. Link sources and work out how conclusions are arrived at. Consider ways of checking the accuracy of interpretations - fact or fiction and opinion. Be aware that different evidence will lead to different conclusions Confidently use the internet and library for research.</p> <p>Historical enquiry Use documents, printed sources (e.g. archive materials) the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visit to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer.</p> <p>French To be able to say which hobbies they like and dislike</p> <p>Art Drawing skills - Barbed wire To produce work which shows a range of techniques and media used to create form and texture. To create observational drawings which are proportioned accurately with colour and tone used to effectively show form.</p>	<p>Digital Literacy and E-safety</p> <p>Be able to critically evaluate the suitability of information for a range of purposes</p> <ul style="list-style-type: none"> • Discuss how to protect devices from virus threats. • Explore using the safe and responsible use of online communication tools e.g. blogs, messaging, social media. • Be able to discuss moral and criminal responsibility when posting online. <p>RE</p> <p>Living What matters most to Christians and humanists? How should we care for others and the world, and why does it matter? What can we learn from religions about deciding right and wrong? Does religion help people to be good?</p> <p>DT</p> <p>Fastening material (Full project) To communicate their ideas through detailed labelled drawings. To develop a design specification. To explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways. Suggest alternative methods of making if the first attempts fail; annotating alterations while working. To plan the order of their work, choosing appropriate materials, tools and techniques. To communicate their design ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. To select appropriate materials, tools, components and techniques for making their products based on research and testing. To pin, sew and stitch materials together to create a product. To make modifications as they go along to ensure a quality product is made that has a quality finish. To disassemble and evaluate familiar products. To record their evaluations using drawings with labels. To evaluate against their original criteria and suggest ways that their product could be improved. To design and make a bag to hold a book. Evaluate products which would hold a book Research and review some products Review fabrics, fastening etc Practise stitches Design a bag Make bag Evaluate bag <i>CCL - Once Felix's book</i></p>	<p>Indoor athletics SLJ, Vertical J, Soft Javelin, Sitting throw, Sprint, Hurdles, Speed Bounce, Parlof, Relay</p> <p>National weeks Drugs / Red Ribbon Day (Jan)</p> <p>Events / Visits /Visitors Holocaust Museum</p>

Text-led approach	Writing	Reading	Maths	Geography	History	Computing	P.E
Once	<ol style="list-style-type: none"> 1. Blitz focus - Formal report with informal first hand recounts.- to inform 2. War poetry - to entertain 3. Radio broadcast - to persuade British public 	<p>Maintain positive attitudes to reading Recommend books they have read to their peers, giving reasons for their choices Identify and discuss themes and conventions in and across a wide range of writing Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Make comparisons within and across books Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Distinguish between statements of fact and opinion Provide reasoned justifications for their views Ask questions to improve their understanding Predict what might happen from details stated and implied Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Follow White Rose Maths</p> <p>Volume, Area and Perimeter To calculate, estimate and compare volume of cubes and cuboids, using standard units To calculate the area of parallelograms and triangles To recognise that shapes with the same areas can have different perimeters and vice versa To recognise when it is possible to use the formulae for the area of shapes To recognise when it is possible to use the formulae for the volume of shapes</p> <p>Ratio To solve problems involving the calculation of percentages and the use of percentage comparisons To solve problems involving the relative sizes of two quantities, where missing values can be found using integer multiplication and division facts To solve problems involving unequal sharing and grouping using knowledge of fractions and multiples To can solve problems involving similar shapes where the scale factor is known or can be found</p> <p>Statistics To calculate and interpret the mean as an average To interpret and construct pie charts and line graphs and use these to solve problems</p>	<p>NA</p>	<p>World War II What was the Holocaust? Who was Anne Frank? How is discrimination still about today?</p> <p>Interpretations of history Compare accounts of events from different sources. Offer some reasons for different versions of events. Link sources and work out how conclusions are arrived at. Consider ways of checking the accuracy of interpretations - fact or fiction and opinion. Be aware that different evidence will lead to different conclusions Confidently use the internet and library for research.</p> <p>Historical enquiry · Use documents, printed sources (e.g. archive materials) the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visit to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer.</p>	<p>IT - Audacity · Be able to record and edit sound on the computer · Use a range of musical instruments in their compositions · Be able to use the sound files in other applications use more sophisticate music software to plan, create, edit and play their own compositions · Use more sophisticated music software to plan, create, evaluate, edit and play their own compositions</p>	<p>Invasion Games (Tag rugby and hockey)</p>
						RE	
						What matters most to Christians and humanists?	
						DT	
							National weeks
							Drugs / Red Ribbon Day (Jan)
							Events / Visits /Visitors
		<p>Science</p> <p>Electricity To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit To 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. CCL - history the use of light and sound in WWII as warnings.</p> <p>Scientific enquiry To plan a scientific enquiry to answer questions, including recognising and controlling variables where necessary To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate To use test results to make predictions to set up further comparative and fair tests To report and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations To identifying scientific evidence that has been used to support or refute ideas or arguments</p>	<p>PHSE</p> <p>Living in the wider world Money and Work</p> <p>Influences and attitudes to money; money and financial risks To know about the role that money plays in people's lives To know how companies, encourage customers to buy things and why it is important to be a critical consumer To know how having or not having money can impact on a person's emotions, health and wellbeing (risks- debt, gambling, fraud etc) To know how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</p>				
				Music			
				Composition Compose and perform music Create music reflecting given intention. Record compositions using symbols. Create complex rhythmic patterns using a variety of instrumentation with an awareness of timbre and duration (length of notes and intervals.)			
					French		
					The school Day Time (Number recall to continue.) 1.To hear, say and recognise the vocab for school subjects. 2.To hear, say and recognise numbers 1-10 and counting in 5s up to 60. 3.To say a sentence to tell the time. (o'clock/half past) 4.To write a sentence to tell the time. (o'clock/half past) 5.To ask and answer questions about my day.		
					Art		

Year 6 Summer A - The Ancient Mayans

Text-led approach	Writing	Reading	Maths	Geography	History	Computing	P.E					
Holes by Louis Sachar	<ol style="list-style-type: none"> Heart related - Formal report including subject specific vocabulary. Holes - letter to Mom. Chn decide whether to relay the truth or fictional events. Holes narrative. 	<p>Maintain positive attitudes to reading</p> <p>Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Preparing 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</p> <p>Learn a wider range of poetry by heart</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Read books that are structured in different ways and reading for a range of purposes</p> <p>Ask questions to improve their understanding</p> <p>Predict what might happen from details stated and implied</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Following White Rose Scheme</p> <p>Properties of shape</p> <p>To find unknown angles in any triangles, quadrilaterals and regular polygons</p> <p>To draw 2D shapes given dimensions and angles</p> <p>To describe simple 3D shapes</p> <p>To compare and classify geometric shapes based on the properties and sizes</p> <p>To know the diameter is twice the radius</p> <p>To recognise and build simple 3D shapes, including making nets</p> <p>To illustrate and name parts of circles, including radius, diameter and circumference</p> <p>To recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles</p> <p>Calculation</p> <p>To use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</p> <p>To solve problems involving addition, subtraction, multiplication and division</p> <p>To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>To perform mental calculations, including with mixed operations and large numbers</p> <p>To divide numbers up to 4 digits by a 2 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</p>	<p>Where was the Maya? What does that look like today? Compare old and new maps. Explore land types, explore temperature and rainfall and compare to UK.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the <u>United Kingdom, a region in Central America - Mexico.</u></p>	<p>When did they live? How does this link to England at the time?</p> <p>Mayan achievements and inventions (discovery session) and impact on today. Cultural hierarchy and links to today eg. Slavery. Study of houses/ palaces/ headdresses.</p> <p>Order significant events, movements and dates on a timeline. Place current study on a timeline in relation to other studies. Identify and compare changes within and across different periods.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shared the same views and feelings.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p>	<p>Algorithms and Programming - Microbit</p> <ul style="list-style-type: none"> Design a program to accomplish a specific goal Write a program to accomplish a specific goal Explain why programs may fail and debug these Control physical systems Control computer systems 	<p>Basketball</p> <p>Athletics/sportsday (Running, throwing, jumping) (Sports day events)</p> <p>SLJ, Soft Javelin, Shot Putt, Relay, Sprint, High Jump, LDR</p>					
								Science	Music	RE	National weeks	
								<p>Animals including humans</p> <p>To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>To describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>CCL - Text Holes</p>	<p>Listen and apply knowledge and understanding</p> <p>Explore the possible types of instruments in the Maya</p> <p>The use of music in the Maya</p> <p>Use musical vocabulary to describe Mayan music</p>	<p>Understand different reasons why some buildings are sacred Find out about some great examples of religious architecture</p>	<p>Events / Visits /Visitors</p> <p>STW pyramid football tournament.</p> <p>Doncaster School Games swimming gala.</p>	
								<p>Scientific enquiry</p> <p>Take accurate measurements and repeat</p> <p>Record information on a line graph</p> <p>Identify if scientific evidence is accurate</p>	<p>PHSE</p> <p>Health and wellbeing</p> <p>Physical health and Mental wellbeing</p>	<p>DT</p>	<p>Crucial Crew visit</p>	
									<p>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p> <p>To know that mental health is just as important as physical health and that both need looking after</p> <p>To know that there are situations when someone may experience mixed or conflicting feelings</p> <p>To recognise that if someone experiences feelings that are not so good (most or all of the time) - help and support is available</p> <p>To identify where they and others can ask for help and support with mental wellbeing in and outside school (link with new school)</p>	<p>French</p>	<p>Seasons</p> <p>1.To hear, say and recognise and respond to the months of the year</p> <p>2.To correctly order the months of the year</p> <p>3.To recognise and recall the seasons</p> <p>4.To answer questions about the seasons using a modeled sentence about the seasons(verbally)</p> <p>5.I can answer questions about the seasons by writing a sentence.</p>	<p>Pig heart</p>
										<p>Art</p> <p>Sculpture</p> <p>Lizards</p> <p>Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas in 3D art forms looking at focus on form, shape, pattern, texture, colour.</p>		

Year 6 Summer B - Holes

Text-led approach	Writing	Reading	Maths	History	PSHCE	ICT	P.E
Holes by Louis Sachar	<ol style="list-style-type: none"> Transition writing project as requested by STW. Instructional writing - to make splosh Explanation text - linked to geography 	<p>Maintain positive attitudes to reading Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Preparing 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 Learn a wider range of poetry by heart Identify how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Read books that are structured in different ways and reading for a range of purposes Ask questions to improve their understanding Predict what might happen from details stated and implied Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Following White Rose Maths</p> <p>Consolidations, Investigations and Preparation for KS3</p> <p>Priorities to be based on knowledge of pupils</p> <p>Use four operations with mass, length, time, money and other measures, including with decimal quantities and relate to other areas of the curriculum.</p>	<p>Mayan Gods and religions</p> <p>Mayan daily life</p> <p>Mayan writing</p> <p>The end of the Mayan civilisation</p>	<p>Relationships Families and friendships Attraction to others; romantic relationships; civil partnership and marriage To know what it means to be attracted to someone and different kinds of loving relationships To know that people who love each other can be of any gender, ethnicity or faith the difference between gender identity and sexual orientation To know about the qualities of healthy relationships To know ways in which couples show their love and commitment to one another, including those who are not married or who live apart (sex education)</p> <p>To know what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults (right to choose who you marry and that forcing is illegal) To know how and where to report forced marriage or ask for help if they are worried</p> <p>Health and Wellbeing Growing and changing Human reproduction and birth; increasing independence; managing Transitions To recognise some of the changes as they grow up (increasing independence, responsibility) To consider the transition to secondary school and how this may affect their feelings To know about how relationships may change as they grow up or move to secondary school To know practical strategies that can help to manage times of change and transition (practising the bus route to secondary school) To identify the links between love, committed relationships and conception To know what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults To know ow pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb To know that pregnancy can be prevented with contraception² To know about the responsibilities of being a parent or carer and how having a baby changes someone's life</p> <p>Drugs Education CCL Science Preventing Early Use -Cannabis -VSAand getting help -Help, advice and support</p>	<p>Algorithms and programming - K'Nex</p> <p>Design a program to accomplish a specific goal</p> <ul style="list-style-type: none"> Write a program to accomplish a specific goal Explain why programs may fail and debug these Control physical systems Control computer systems 	<p>Dance</p> <p>Striking and fielding</p> <p>Cricket, Rounder's and Tri golf</p>
				<p>Music</p> <p>Control sounds through singing Sing from memory Maintain own part (leavers)</p>			
		<p>Science</p> <p>Animals including humans To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function CCL - PHSE Drugs education</p> <p>Working Scientifically To record data and results of increasing complexity using: scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs To identifying scientific evidence that has been used to support or refute ideas or arguments</p>	<p>Geography</p> <p>Where is South America?</p> <p>Countries</p> <p>Climate</p> <p>Human geography</p> <p>Country study</p> <p>Comparisons with UK</p> <p>Why are times different across the world?</p>	<p>Art</p> <p>Painting - Stancee Wedd Georgia OKeefe Landscapes SAmerica Develop skills and techniques in using acrylic paints to create different effects eg. use a range of tools to apply paint to a variety of surfaces; diluting paint; dry paint; layering paint etc Show how an artist has influenced their art work eg. in choice of subject matter, colour palette, style, media, technique etc</p>	<p>French</p> <p>Weather (Number recall to continue. To begin to broaden knowledge of larger numbers up to 100) To hear, say and recognise vocab to describe the weather. To speak in a sentence to describe the weather. To write a sentence describing the weather. To present a weather forecast to a range of audiences. To hear, say and recognise numbers up to 100 Using previous number knowledge, to describe the weather and temperatures from around the world.</p>	<p>DT</p> <p>Food Technology To apply the rules for basic food hygiene and other safe practices, eg. hazards relating to the use of ovens. To weigh and measure accurately (time, dry ingredients, liquids). To understand and apply the principles of a healthy and varied diet. To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>A healthy drink/smoothie Sploosh CCL - measures ml, ratio, science</p>	<p>National weeks</p> <p>Drugs / Red Ribbon Day (Jan)</p> <p>Events / Visits /Visitors</p> <p>STW pyramid cricket tournament.</p> <p>Doncaster School Games cricket competition.</p> <p>Doncaster School Games netball tournament.</p> <p>Doncaster School Games athletics event.</p> <p>Doncaster School Games rounders tournament.</p> <p>Secondary school transition</p> <p>Leavers evening</p>