English Curriculum					
Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**

PoR: Journey to the River Sea
 	
Writing Opportunities/genre coverage:
 	
  ➢ *Information text*
  ➢ *Recount writing: Diary entry*
  ➢ *Report writing: Newspaper report*
  ➢ *Narrative: Descriptive writing*
  ➢ *Persuasive writing:*
  ➢ *Formal letter:*
  ➢ *Report writing*
  ➢ *Narrative: Alternative ending*
	POR: The Adventures of Odysseus
	
	Writing Opportunities/genre coverage:
	
	  ➢ *Persuasive writing: Travel brochure*
	  ➢ *Narrative- Odysseus' dream*
	  ➢ *Narrative- The sack of winds*
	  ➢ *Poetry*
	  ➢ *Explanation text*
	  ➢ *Narrative: Myth/Legend*
		POR: African Tales
		
		Writing Opportunities/genre coverage:
		
		  ➢ *Informal letter*
		  ➢ *Farewell message*
		  ➢ *Poetry*
		  ➢ *Narrative*
		  ➢ *Non chronological report*

Spelling:

- Endings which sound like /ʃəs/ spelt –cious or –tious
- Endings which sound like /ʃəl
- Words ending in –ant, –ance/–ancy, –ent, –ence/–ency
- Words ending in –able and –ible Words ending in –ably and –ibly
- Adding suffixes beginning with vowel letters to words ending in –fer
- Use of the hyphen
- Words with the /i:/ sound spelt ei after c
- Words containing the letter-string ough
- Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
- Homophones and other words that are often confused
- Common exception words

Writing:

Transcription:
Spelling (see English Appendix 1)
Pupils should be taught to:
▪ use further prefixes and suffixes and understand the guidance for adding them
▪ spell some words with 'silent' letters [for example, knight, psalm, solemn]

 continue to distinguish between homophones and other words which are often confused
 use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
 use dictionaries to check the spelling and meaning of words
 use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
 use a thesaurus.

Handwriting and presentation:
Pupils should be taught to:
 write legibly, fluently and with increasing speed by:
 choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
 choosing the writing implement that is best suited for a task.

Composition:
Pupils should be taught to:
 plan their writing by:
 identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 noting and developing initial ideas, drawing on reading and research where necessary
 in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
 draft and write by:
 selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 précising longer passages
 using a wide range of devices to build cohesion within and across paragraphs
 using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
 evaluate and edit by:
 assessing the effectiveness of their own and others' writing
 proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 ensuring the consistent and correct use of tense throughout a piece of writing
 ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
 proof-read for spelling and punctuation errors
 perform their own compositions, using appropriate intonation, volume, and
movement so that meaning is clear.

Vocabulary, grammar and punctuation:
Pupils should be taught to:

 develop their understanding of the concepts set out in English Appendix 2 by:
 recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 using passive verbs to affect the presentation of information in a sentence
 using the perfect form of verbs to mark relationships of time and cause
 using expanded noun phrases to convey complicated information concisely
 using modal verbs or adverbs to indicate degrees of possibility
 using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
 learning the grammar for years 5 and 6 in English Appendix 2
 indicate grammatical and other features by:
 using commas to clarify meaning or avoid ambiguity in writing
 using hyphens to avoid ambiguity
 using brackets, dashes or commas to indicate parenthesis
 using semi-colons, colons or dashes to mark boundaries between independent clauses
 using a colon to introduce a list
 punctuating bullet points consistently
 use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Reading:

Word reading:
Pupils should be taught to:
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.

Comprehension:
Pupils should be taught to:
 maintain positive attitudes to reading and understanding of what they read by:
 continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 reading books that are structured in different ways and reading for a range of purposes
 increasing 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
 recommending books that they have read to their peers, giving reasons for their choices
 identifying and discussing themes and conventions in and across a wide range of writing
 making comparisons within and across books
 learning a wider range of poetry by heart
 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
 understand what they read by:
 checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

🗆 asking questions to improve their understanding

🗆 drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

🗆 predicting what might happen from details stated and implied

🗆 summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

🗆 identifying how language, structure and presentation contribute to meaning

🗆 discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

🗆 distinguish between statements of fact and opinion

🗆 retrieve, record and present information from non-fiction

🗆 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

🗆 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

🗆 provide reasoned justifications for their views.

Maths Curriculum					
Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Number an 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. **Calculations** -multiply multi-digit numbers up to 4 digits by a two-digit whole	**Measurement:** •Convert between miles and kilometres. •Recognise that shapes with the same areas can have different perimeters and vice versa. •Recognise when it is possible to use formulae for area and volume of shapes. •Calculate the area of parallelograms and triangles. •Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm3, m3 and extending	**Ratio and proportion** -solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts 🗆 solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison 🗆 solve problems involving similar shapes	**Algebra** 🗆 use simple formulae 🗆 generate and describe linear number sequences 🗆 express missing number problems algebraically 🗆 find pairs of numbers that satisfy an equation with two unknowns 🗆 enumerate possibilities of combinations of two variables.	**Geometry** draw 2-D shapes using given dimensions and angles 🗆 recognise, describe and build simple 3-D shapes, including making nets 🗆 compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons 🗆 illustrate and name parts of circles, including radius, diameter and circumference and know	**Statistics** -interpret and construct pie charts and line graphs and use these to solve problems 🗆 calculate and interpret the mean as an average.

number using the formal written method of long multiplication ⬚ divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context ⬚ divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context ⬚ use their knowledge of the order of operations to carry out calculations involving the four operations ⬚ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why -solve problems involving addition, subtraction,	to other units (mm3, km3) **Fractions, Decimals and Percentages** •use common factors to simplify fractions; use common multiples to express fractions in the same denomination •compare and order fractions •add, subtract, multiply and divide fractions • solve problems which require answers to be rounded to specified degrees of accuracy •recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.	where the scale factor is known or can be found ⬚ solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.		that the diameter is twice the radius ⬚ recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. - describe positions on the full coordinate grid (all four quadrants) ⬚ draw and translate simple shapes on the coordinate plane, and reflect them in the axes.	

multiplication and division ▢ use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy				

Science Curriculum				
Term 1	**Term 2**	**Term 3**	**Term 4/Term 5**	**Term 6**
Living things and their habitats **LO:** To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals **LO:** To give reasons for classifying plants and animals based on specific characteristics.	**Electricity** **LO:** To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. **LO:** 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. **LO:** To use recognised symbols when representing a simple circuit in a diagram	**Animals including humans** **LO:** To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. **LO:** To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function **LO:** To describe the ways in which nutrients and water are transported within animals, including humans.	**Light** **LO:** To recognise that light appears to travel in straight lines. **LO:** 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. **LO:** 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. **LO:** To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	**Evolution and Inheritance** **LO:** 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. **LO:** To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. **LO:** To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

History/Geography Curriculum

Year 6 Yearly Subject Overviews

Term 1/2	Term 3/4	Term 5/6
The Americas ⬛ a non-European society that provides contrasts with British history ⬛ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) ⬛ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	**Victorians** ⬛ a local history study ⬛ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	**Africa** ⬛ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ⬛ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Religion Curriculum

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
The Kingdom of God	Justice	Exploring the Mass	Jesus the Messiah	The transforming Spirit	Called to Serve

P.E Curriculum

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Basketball Hockey	Badminton Gymnastics	Netball Rugby	Kwik cricket Dance/gymnastics	Football Athletics	Tennis Dodgeball

The Arts Curriculum

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Music: Drumming **Music Express: World Unite** **DT: Frida Kahlo -Clay monkeys** **Art: Beatriz Milhazes – Tropical collage**		**Music: Drumming** **Art: William Morris designs** **DT: William Morris Textiles** **Music: Music express** **Recreate the Sirens Song** **Growth-Street dance/flash mob performance**		**DT: Cook regional savoury dishes from Africa.** **Art: A study of regions that inspired African artwork in book.** **Music: Learning and performing songs as part of an ensemble and independently as a solo.**	

Computing

Year 6 Yearly Subject Overviews

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Using computers Independently select, use and combine a variety of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting data and information

Design and create a range of programs, systems and content for a given audience

Independently select, use and combine a variety of software to collect, analyse, evaluate and present data and information

I can use more than one piece of software to complete a task

I can design a program for a given audience

I can use software to help me analyse and present data and information | **Networks** Understand how computer networks enable computers to communicate and collaborate

Begin to use internet services within his/her own creations to share and transfer data to a third party

I understand how computers are able to communicate and share information

I can use and combine services on the internet to share information | **Using computers** Independently select, use and combine a variety of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting data and information

Design and create a range of programs, systems and content for a given audience

Independently select, use and combine a variety of software to collect, analyse, evaluate and present data and information

I can use more than one piece of software to complete a task

I can design a program for a given audience

I can use software to help me analyse and present data and information | **Net Searching** Be discerning when evaluating digital content

Use filters in search technologies effectively and is discerning when evaluating digital content

I can recognise trustworthy sources of information on the internet

I can use a broad range of resources online to find exactly what I'm looking for | | **Coding** Include use of sequences, selection and repetition with the hardware used to explore real world systems

Solves problems by decomposing them into smaller parts

Create programs which use variables

Use variables, sequence, selection, and repetition in programs

Use logical reasoning to explain how increasingly complex algorithms work and to detect and correct errors in algorithms and programs efficiently

I can combine software and hardware to solve real life problems

I can break code up into related instructions, making debugging easier and quicker |

					I can store and retrieve variables in a program I can use loops, variables and IF statements to alter the way my programs run I can use logical thinking to identify and solve potential bugs during coding
Jigsaw					
Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Being me in my world	**Celebrating Difference**	**Dreams and Goals**	**Healthy Me**	**Relationships**	**Journey in Love**
French					
Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Les vêtements		**J'habite**		**Un pays francophone**	