

AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

MATHS

White Rose
NCETM
NRICH

Number and Place Value

- Read, write, order and compare numbers to ten million, and determine the value of each digit.
- Identify the value of each digit in numbers given to three decimal places.
- Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size (multiply and divide by 10, 100 and 1,000).
- Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and non-standard partitioning.
- Reason about the location of any number up to 10 million, including decimal fractions, in the linear number system.
- Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts.
- Round any number to the required degree of accuracy.
- Solve number and practical problems that involve all of the above.

Addition and Subtraction

- Add and subtract numbers with more than four-digit using columnar methods (Year 5)
- Add and subtract increasingly large numbers mentally (Year 5).
- Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.
- Solve problems with 2 unknowns.

Multiplication and Division

- Multiply up to four-digit numbers by two-digit numbers, using formal written methods.
- Divide numbers up to four digits by a two-digit number and interpret remainders as whole numbers, fractions and decimals, appropriate for the context.
- Use written division methods where answers have up to two decimal places.
- Divide numbers by a two-digit number using formal written methods.
- Multiply and divide numbers by 10, 100 and 1000, with answers up to three decimal places.
- Multiply one-digit numbers with up to two decimal places by whole numbers.
- Perform mental calculations, including with mixed operations and large numbers.

Fractions, Decimals and Percentages

- Multiply simple pairs of proper fractions.
- Divide proper fractions by whole numbers.
- Solve problems which require answers to be rounded to a specified degree of accuracy.
- Associate fractions with division and calculate fraction equivalents. Solve problems involving the calculation of percentages.
- Recall equivalents between simple fractions, decimals and percentages.

Ratio and Proportion

- Solve problems involving ratio relationships.
- Solve problems involving scale factor.
- Solve problems involving the relative sizes of two quantities, where missing values can be found using integer multiplication and division facts.

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.

Area, Perimeter and Volume

- Recognise shapes with the same areas have different perimeters and vice versa.
- Recognise when it is possible to use formulae for the area and volume of shapes.
- Calculate the area of triangles and parallelograms.
- Calculate, estimate and compare volume of cuboids and cubes using standard units.

Position and Direction

- Describe positions on a full coordinates grid (four quadrants).
- Draw and translate shapes on a coordinate plane and reflect them in the axes.

Measurement

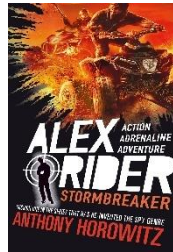
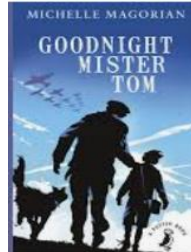
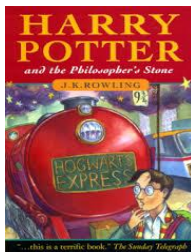
- Use, read, write and convert between standard units, converting measurements of time from a smaller unit of measure to a larger unit and vice versa.
- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places.
- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit, and vice versa, using decimal notation.

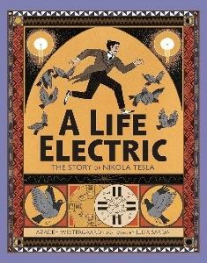
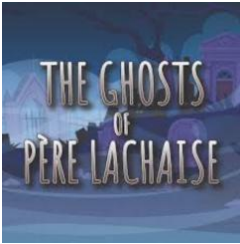
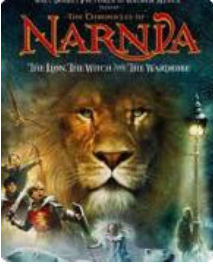
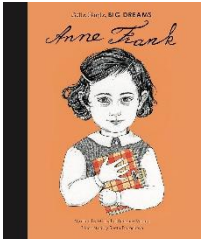
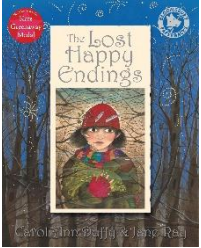
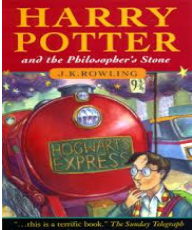
Statistics

Interpret and construct pie charts and line graphs and use these to solve problems.
Calculate and interpret the mean as an average.

Revision and consolidation of all curriculum areas.

Application of curriculum skills and knowledge through projects and events.

	- Use knowledge of order of operations to complete calculations involving the four operations. - Solve multi-step problems involving the four operations. Fractions, Decimals and Percentages - Recognise when fractions can be simplified and use common factors to simplify fractions. - Express fractions in a common denomination and use this to compare fractions that are similar in value. - Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy. - Add and subtract fractions with the same denominators that are multiples of the same number. Geometry - Compare and classify geometric shapes based on properties.	- Convert between miles and kilometres. Geometry - Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems. - Illustrate and name parts of a circle and know that radius is twice the diameter. - Find unknown angles in triangles, quadrilaterals and regular polygons. - Recognise angles where they meet on a point, on a straight line or are vertically opposite and find missing angles.	
ENGLISH I am a Clever Writer Bug Club Penpals No-nonsense spelling Reading Explorers Rising Stars Comprehension	Oracy - Listen carefully and adapt talk to the demands of different contexts, purposes and audiences with increasing confidence. - Ask questions to develop ideas and make contributions that take account of other's views. - Use evidence to support ideas and opinions. - Explain ideas and opinions – elaborating to make meaning explicit. - Show understanding of the main points, significant details and implied meanings in a discussion. - Listen carefully in discussions, contribute and ask questions that responsive to others' ideas and views. - Begin to use Standard English in formal situations. - Begin to use hypothetical language to consider more than one possible language solution. - Perform their own compositions using appropriate intonation and volume so that meaning is clear. - Perform poems or plays memory making careful choices how they convey ideas about characters and situations by adapting expression and tone. - Understand and begin to select the appropriate register according to the context.		
	 Reading Text Stormbreaker by Anthony Horowitz	 Reading Text Goodnight Mister Tom by Michelle Magorian	 Reading Text Harry Potter by J. K. Rowling
	Reading - Apply knowledge of root words, prefixes and suffixes to read aloud words on the Year 5 and 6 statutory list. - Read books that are structured in different ways and across a wide range of genres. - Vary voice for direct or indirect speech. - Recognise clauses in sentences - Checking that the book makes sense to them, by discussing and asking questions to improve their reading of a text. - Draw inferences and justify with evidence from the text. - Predicting what might happen from details stated and implied. - Make comparison within and across two texts.		

	Stimuli for writing:  The Lighthouse - video clip (Setting description)  Francis - video clip (Setting description)  Alma - video clip (Retell)  Harry Potter - video clip (Retell)	Stimuli for writing:  Broken - video clip (Dialogue)  A Life Electric - book (Biography)  The Ghosts of Pere Lachaise - video clip (Retell)	Stimuli for writing:  Sainsbury's Advert - video clip (Diary entry)  Narnia - video clip (Retell)  WWII evacuation - images and recounts (Formal letter)	Stimuli for writing:  Little People, Big Dream: Anne Frank - book (Biography)  The Lost Happy Endings - book (Setting and character description)  Various information texts and sources (Non-chronological report)	Stimuli for writing:  Harry Potter and the Philosopher's Stone - book and video clip (Setting description)  Various information texts and sources (Non-chronological report)	Stimuli for writing:    Little People, Big Dreams - books (Autobiography)
	Writing Year 6 writing statements are taken from the End of Key Stage 2 Teacher Assessment Framework. They have been broken down for greater clarity. Working Towards the Expected Standard • Write for a given purpose (simple form) with some control. • Use paragraphs, though sometimes inconsistently. • Use devices to structure the writing (e.g. headings, sub-headings, bullet points). • Describe settings. • Describe characters. • Use capital letters, full stops, question marks and exclamation marks mostly correctly. • Use some expanded noun phrases. • Use present and past tense mostly correctly and consistently.					

SCIENCE White Rose	• Use coordination (e.g. <i>and</i>, <i>but</i>) and some subordination (e.g. <i>when</i>, <i>if</i>, <i>because</i>). • Use apostrophes for contractions mostly correctly. • Use apostrophes for possession, though sometimes inconsistently. • Segment and spell most common words phonically; some phonically-plausible spellings remain. • Spell many common exception words correctly. • Write legibly, with spacing that does not impair meaning. Working at the Expected Standard • Write effectively for a range of purposes and audiences. • Use paragraphs to organise ideas effectively. • Describe setting in greater detail. • Describe characters in greater detail. • Describe atmosphere. • Use a range of cohesive devices (e.g. pronouns, adverbials, conjunctions). • Use a range of sentence types for effect (simple, compound, complex). • Use mostly accurate capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes (possession and contraction). • Use inverted commas to punctuate direct speech mostly correctly. • Integrate dialogue to advance action or convey character. • Maintain tense consistently and appropriately. • Use varied, adventurous or subject-specific vocabulary choices • Use grammar to enhance meaning and structure sentences appropriately. • Spell most words from the Y3/4 statutory lists correctly. • Spell many from the Y5/6 statutory lists correctly. • Use consistently legible handwriting with appropriate spacing. Working at Greater Depth • Write effectively for a range of purposes and audiences, with assured control of tone, style and register. • Select vocabulary and grammatical structures that enhance meaning and create impact. • Manipulate sentence structures for effect (varied openings, well-judged complexity, controlled pace). • Use a wide range of cohesive devices confidently within and across paragraphs. • Use a full range of punctuation accurately and effectively (including commas for clarity, dashes, colons or semi-colons where appropriate). • Spell almost all words correctly, including words from the Y5/6 list. • Maintain consistently fluent, legible, joined handwriting.					
	Living Things and Their Habitats • 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. • To give reasons for classifying plants and animals based on specific characteristics.	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.	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.	Animals, including Humans • To identify and name the main parts of the human circulatory system. • To describe the functions of the heart, blood vessels and blood. • To recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function. • To describe the ways in which nutrients and water are transported within animals,		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

		To use recognised symbols when representing a simple circuit in a diagram.	To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	including humans.		their environment in different ways and that adaptation may lead to evolution.
	Working Scientifically - Recognise and answers scientific questions using a range of scientific enquiries to explore possible answers. - Classify objects, living things and events creating and using simple tables, keys or data bases with support. - Report and present findings from enquiries, including conclusions, causal relationships and explanations of results in oral and written form such as displays and other presentations. - Gather and present simple scientific data in a variety of ways as Year 3 including tables and bar charts where intervals and ranges agreed through discussion, to help in answering questions. - Recognise significant variables in investigations selecting the most suitable to investigate controlling variables where appropriate. Recognise which type of practical enquiry is most appropriate to the question or idea being investigated, before planning and carrying out the enquiry. - Decide whether it is appropriate to repeat observations or measurements and explain how this impacts on data collection. - Choose and use correctly appropriate equipment to support observation and data collection with increasing accuracy. - Recognise when scientific evidence supports an idea or not and use this to support predictions. Use test results to draw conclusions, recognising that the test may need improvements to improve reliability. Use test results to prompt new questions and make predictions for setting up further tests. - To use recognised symbols when representing a simple circuit in a diagram. - Recognise when scientific evidence is for or against an argument.					
HISTORY World War II			World War II Chronology and Timelines - To understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. - Place current study on timeline in relation to other studies. - Sequence up to 10 events on a timeline. - Compare beliefs and behaviour with another time studied. Historical Enquiry - Confidently use the library and internet for research. - Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Knowledge of World, British and Local Events and People - Recognise the key events in person's life. - Know key dates, characters and events of time studied. Interpreting Sources - Recognise primary and secondary sources. - Use a range of sources to find out about an aspect of time past. - Be aware that different evidence will lead to different conclusions. Organisation and Communication - Order and sequence relevant life events in a detailed report. - Use relevant dates and terms. - Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.			
GEOGRAPHY	Coastal Erosion How our World has Changed			Harlow Week		

COMPUTING Teach Computing	Geographical Skills and Fieldwork - Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied - Extend to 6-figure grid references with teaching of latitude and longitude in depth. Human Geography - Types of land use and natural resources (sustainability) - Economic activity (sea defences) Physical Geography - Know about the physical features of coasts and begin to understand erosion and deposition - Shoreline, coastline, sea levels - Mountains, Volcanoes and earthquakes, looking at plate tectonics. Locational Knowledge - Name and locate the key topographical features of the UK including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.			Geographical Skills and Fieldwork - Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Locational Knowledge - Linking with local history, map how land use has changed in local area over time. Enquiry and Communication - How has the Globe changed? - How has Harlow changed? (Link to History and the reason for people migrating to the town after WW2). - How might it continue to change? - Look at physical and human geographical changes locally and globally. (Comparing maps over time, populations, land use, transport networks etc. Could go back to Eurasia and the separation of land masses.) - What will a map of Harlow look like in the future? What is your dream for our town?		
	Computer Systems and Networks - To recognise how data is transferred across the internet. - To explain how sharing information online can help people to work together - To recognise how we communicate using technology	Data and Information - Spreadsheets - To explain that objects can be described using data - To explain that formulas can be used to produce calculated data - To apply formulas to data, including duplicating - To choose suitable ways to present data	E Safety (Safer Internet Day February) - To recognise how to communicate responsibly by considering what should and should not be shared on the internet - Use technology respectfully and responsibly. - Identify a range of ways to report concerns about content and contact in and out of school.			Coding and Programming - Variables in Games - To explain why a variable is used in a program - To choose how to improve a game by using variables - To design a project that builds on a given example Coding and Programming - Sensing - To create a program to run on a controllable device

	To evaluate different methods of online communication.		Creating Media - Web page creation - To plan the features of a web page - To recognise the need to preview pages - To outline the need for a navigation path - To recognise the implications of linking to content owned by other people.			- To update a variable with a user input - To use a conditional statement to compare a variable to a value - To design and create a project that uses inputs and outputs on a controllable device
DESIGN AND TECHNOLOGY		Textiles - Sewn Baubles Design - Use research and exploration, such as the study of different cultures, to identify and understand user needs. - Identify and solve his/her own design problems and understand how to reformulate problems given to him/her. - Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations. Make - Select from and precisely use specialist tools, techniques, processes, equipment, machinery, materials, components and ingredients, taking into account their properties Skills: - Create 3D products using pattern pieces and seam allowance. - Understand pattern layout. - Decorate textiles appropriately often before joining components. - Pin and tack fabric pieces together. - Join fabrics using a range of stitches, including a blanket stitch. - Combine fabrics to create more useful properties. - Make quality. Evaluate - Analyse the work of past and present professionals			Mechanisms - Vehicle Design - Use research of user's individual needs, wants and requirements for design. - Identify features of design that will appeal to the intended user. - Create own design criteria and specification. - Come up with innovative design ideas. - Follow and refine a logical plan. - Use annotated sketches, cross-sectional planning and exploded diagrams - Make design decisions, considering resources. - Clearly explain how parts of design will work, and how they are fit for purpose. - Independently model and refine design ideas. Skills - Understand that a cam mechanism is a linkage system and explore these by making moving toys. Evaluate - Perform thorough evaluations of existing products considering: how well they've been made, materials, whether they work, how they've been made, fit for purpose. - Evaluate quality of design while designing and making, as well as the finished product - is it fit for purpose? - Test and evaluate final product; explain what would	

		• Test, evaluate and refine his/her ideas and products against a specification, taking into account the views of intended users and other interested groups.			improve it and the effect different resources may have had. • Research and discuss how sustainable materials are. • Discuss some key inventors, designers or engineers.	
ART	Drawing					
	Artist: Jesse Lane					
	Memory Project					
	• Demonstrate a wide variety of ways to make different marks with dry and wet media. • Identify artists who have worked in a similar way to their own way using artistic vocabulary to explain. • Manipulate and experiment with the elements of art line, tone, pattern, texture, space, colour and shape.					
	Global Learning Link:					
		Will the future be better than today?				
	Review and Evaluate • Create sketchbooks to record their observations and use them to review and revisit ideas. • Record and explore ideas from first hand observations, experience and imagination and ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks. • Think critically about their art and design work saying what they like and what they would like to improve using appropriate vocabulary.					
PSHE Healthy Mind, Happy Me PSHE Association	All About Me • To identify their unique characteristics to promote self-identity and self-esteem. • To begin to develop enhanced emotional understanding by applying emotion labels to real-life situations. • To be able to understand how to express their	Resilience & Coping • To be able to identify times they may benefit from engaging in mindfulness activities. • To be able to identify times they may need to address their thinking styles to be more positive. • To begin to think about positive ways they can support themselves during times of need.	Living in the Wider World - Internet Safety • How the media, including online experiences, can affect people's wellbeing - their thoughts, feelings and actions. • Not everything should be shared online or social media and that there are rules about this, including the distribution of images. • Mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions. • How text and images can be manipulated or invented; strategies to recognise this. • Evaluate how reliable different types of online content and media are e.g. videos, blogs, news, reviews, adverts	Being the Best Me, I Can • To reflect on situations in which they would use particular 'personal strengths' over others. • To reflect on situations in which they have been a role model and what character traits they possessed. • To reflect on situations in which they have tried their best.	Relationship and Sexual Education • Understand people have different kinds of relationships in their lives, including romantic or intimate relationships. • Understand people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another.	

RELIGIOUS EDUCATION						
	emotions in a safe and healthy way. - To be able to label their own character traits and understand these traits in the real-world contexts. - To be able to understand that character elements can be inappropriate at times and how to address this in real-life contexts. CAREERS LINK My Future, My Harlow Exposure to a variety of future career opportunities and the skills required.	- To be able to understand that change happens, and this can feel uncomfortable, but this is okay. - To understand that it is okay to change their mind. - To begin to build up effective resources to provide psychological First Aid to themselves and others.	- Recognise unsafe or suspicious content online and what to do about it. - Understand how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them. - Understand how to make decisions about the content they view online or in the media and know if it is appropriate for their age range. - Learn how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue. - Recognise the risks involved in gambling-related activities, what might influence somebody to gamble and the impact it might have. - Discuss and debate what influences people’s decisions, taking into consideration different viewpoints.	- To be able to think of positive strategies to help them with school transitions. - To be able to think of positive strategies to help them with school transitions whilst at home. - To reflect on their prior learning in the module.	- Know adults can choose to be part of a committed relationship or not, including marriage or civil partnership - Know marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime - Learn how puberty relates to growing from childhood to adulthood - Learn about the reproductive organs and process - how babies are conceived and born and how they need to be cared for. - Know there are ways to prevent a baby being made. Transition - Discuss how growing up and becoming more independent comes with increased opportunities and responsibilities - Recognise friendships may change as they grow and how to manage this. - Manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing.	
	Human/Social Sciences: Thinking through living How has belief in Christianity or Islam impacted on music and art through history? - Show awareness that talking about religion and belief can be complex. - Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs. - Describe ways in which beliefs shape the way Christians/Muslims view the world in which they live and how they view others.			Philosophy: Thinking through thinking Is believing in God reasonable? - Explain the different philosophical answers to questions relating to meaning and existence. - Explain some of the different ways in which philosophers understand abstract concepts such as arguments for the existence of God: Ontological, Cosmological or Teleological arguments as found in the work of St. Thomas Aquinas, for example. - Explain, using a range of reasons, whether a position or		Theology: Thinking through believing Creation or science: conflicting or complementary? <u>Christianity and Humanism</u> - Begin to analyse and evaluate different ideas of how the universe came to be, including The Big Bang and Biblical accounts of creation. - Explain the connections and divergence between different theories, and how they may fit together or disagree entirely. - Begin to analyse the reliability of the sources of the different ideas of how the universe came to be.

				argument is coherent and logical. Link a range of different pieces of evidence together to form a coherent argument to support or oppose the existence of God.		
PHYSICAL EDUCATION	<u>Outdoor</u> Football, dodgeball - To practise dribbling, defending, attacking and passing. - To understand the basic rules of invasion games. - To participate in recognised activities and games with skill and precision showing creativity with tactics and strategy. - When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others. - Strike a ball with a range of bats for accuracy and distance. - Analyse, modify and refine skills and techniques and how these are applied. - Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy. <u>Indoor</u> Multi-skills - Develop flexibility, strength, technique and control when running, throwing and jumping. - When planning activities and actions, take into account a range of strategies, tactics and	<u>Outdoor</u> Football, hockey - To practise dribbling, defending, attacking and passing. - To understand the basic rules of invasion games. - To participate in recognised activities and games with skill and precision showing creativity with tactics and strategy. - When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others. - Strike a ball with a range of bats for accuracy and distance. - Analyse, modify and refine skills and techniques and how these are applied. - Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy. <u>Indoor</u> Dance - Creating a dance with different formations, different movements throughout a piece of music. - Analyse, modify and refine skills and techniques and how these are applied. - Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy.	<u>Outdoor</u> Tag rugby, cross-country - To practise dribbling, defending, attacking and passing. - To understand the basic rules of invasion games. - To participate in recognised activities and games with skill and precision showing creativity with tactics and strategy. - When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others. - Analyse, modify and refine skills and techniques and how these are applied. - Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy. - Run at speed over a distance this can be long or short according to pupils' ability. <u>Indoor</u> Sports Hall Athletics - Develop flexibility, strength, technique and control when running, throwing and jumping. - When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others.	<u>Outdoor</u> Netball, tag rugby - To practise dribbling, defending, attacking and passing. - To understand the basic rules of invasion games. - To participate in recognised activities and games with skill and precision showing creativity with tactics and strategy. - When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others. - Analyse, modify and refine skills and techniques and how these are applied. - Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy. <u>Indoor</u> Gymnastics - Execute a controlled jump taking off with precision and landing accurately. - Develop floor exercise by travelling in different ways. Routine of different gymnastics positions with various heights and rolls. - Consolidate their existing skills and develop a range of landing skills safely. - Analyse, modify and refine skills and techniques and how these are applied.	<u>Outdoor</u> Rounders. dynamos - To understand the basic rules of rounders. - To participate in recognised activities and games with skill and precision showing creativity with tactics and strategy. - When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others. - Strike a ball with a range of bats for accuracy and distance. - Analyse, modify and refine skills and techniques and how these are applied. - Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy. <u>Indoor</u> Gymnastics - Execute a controlled jump taking off with precision and landing accurately. - Develop floor exercise by travelling in different ways. Routine of different gymnastics positions with various heights and rolls. - Consolidate their existing skills and develop a range of landing skills safely. - Analyse, modify and refine skills and techniques and how these are applied.	<u>Outdoor</u> Tennis, dynamos - To understand the basic rules of tennis and cricket. - To participate in recognised activities and games with skill and precision showing creativity with tactics and strategy. - When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others. - Strike a ball with a range of bats for accuracy and distance. - Analyse, modify and refine skills and techniques and how these are applied. - Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy. <u>Indoor</u> Dance - Creating a dance with different formations, different movements throughout a piece of music. - Analyse, modify and refine skills and techniques and how these are applied. - Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy.

	routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others. - Analyse, modify and refine skills and techniques and how these are applied. - When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition.		- Analyse, modify and refine skills and techniques and how these are applied. - When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition.	- Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy. - Identify different levels of performance and use subject specific vocabulary. - Develop specific skills to show different shapes and balances under control. - Implement body management using traveling at different heights maintaining good body posture.	- Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy. - Identify different levels of performance and use subject specific vocabulary. - Develop specific skills to show different shapes and balances under control. - Implement body management using traveling at different heights maintaining good body posture.	
FRENCH Language Angels	Le weekend (The Weekend)		En classe (In the classroom)			
	Listening - To understand longer spoken texts including unfamiliar language Speaking - To understand longer spoken texts including unfamiliar language - To engage in more sustained conversations, asking for clarification when necessary - To use accurate pronunciation and intonation to engage an audience Reading - To read a short text including some unfamiliar language - To apply knowledge of phonemes to attempt reading of unfamiliar words Writing - To use understanding of basic sentence structures to create own. - To write phrases and sentences from memory and make adaptations. - To understand how to use adverbs in sentences. - To know how to conjugate some high-frequency irregular verb forms (aller, avoir, être).					
MUSIC Charanga Sing Up Songs for Musicianship BBC 10 Pieces	Songs for Musicianship Song: Senwa de Dende - Sing within appropriate range with clear dictation, accurate tuning, control of breathing and appropriate tone. - Reflect the importance of vocal warmups, focusing on good posture and breathing in phrases. They should also consider pronunciation and sound quality, singing together with confidence and increasing difficult melodies and words, sometimes in parts.	Perform and Share Carol/Song of the Week - Work together as part of an ensemble/band, adding some direction and ideas. Demonstrate musical quality. - Practise, rehearse and present performances with more awareness of an audience and their needs. Communicate ideas, thoughts and feelings through musical demonstration, language and movement, and other art forms. - Watch a recording and/or discuss performances. Offer constructive comments about own and others' work and ways		Composition and Improvisation BBC 10 Pieces - Grazyna Bacewicz - Overture - Continue to explore and create musical sounds with voices and instruments, deepening knowledge of improvisation and the difference between this and composition (writing it down). - Record composition (ICT, pictorials, notation, videos, puppets, dots, colours etc.) using technology and experimental techniques as well as formal notation. - Create and demonstrate an understanding of the		

		to improve; accept feedback and suggestions from others.		interrelated dimensions of music. Higher/lower (pitch), faster/slower (tempo) and louder/quieter (dynamics) and quality of sounds and how they're made (timbre). Instrumental Learning Keyboards • They can build on their knowledge of pulse, pitch and rhythm, recognising them and keeping them in a more complex rhythm, demonstrating improvisation through these and their voices. • Build on understanding the basics and foundations of formal notation (an introduction).		
OTHER GLOBAL LEARNING LINKS	Black History Month 	Cultural Week 				Day of play - children's rights 
AUTHENTIC OUTCOMES	Memory Project portraits			WWII Class Museum		End of Year Performance Charity Fun Day
LIFE SKILLS	How to be presentable (for school)	Telling the time (recap)	Making a meal (home)		Bikeability Reading a timetable	Tying a tie Finances
VISITS / TRIPS		Young Shakespeare - Macbeth Friday 21 st November 2025	Harlow Museum - January 2026	Crucial Crew - March 2026	SATS Week - 11 th -14 th May 2026	Residential trip - 17 th -19 th June 2026 Walton - July 2026 End of Year Show July 2026