



	<p>fact and opinion; 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</p>						
Writing		<p><b>Year 6</b> Diary entry, Recount, Narrative, Poetry</p>	<p><b>Year 6</b> Narrative Letter Description Poetry Recount Newspaper</p>	<p><b>Year 6</b> Diary Non Chronological report Newspaper Narrative Fact File Persuasive</p>	<p><b>Year 6</b> Narrative writing Diary Entries Non-Chronological Report</p>	<p><b>Year 6</b> Letter writing – persuasive (formal) Narrative writing Adverts – persuasive Debate - persuasive</p>	<p><b>Year 6</b> Poetry Narrative writing Non-Chronological Report Formal persuasive letter</p>
		<p><b>Year 5</b> Diary entry, Recount, Narrative Poetry</p>	<p><b>Year 5</b> Narrative Letter Description Poetry Recount Newspaper</p>	<p><b>Year 5</b> Diary Non Chronological report Newspaper Narrative Fact File Persuasive</p>	<p><b>Year 5</b> Narrative writing Diary Entries Non-Chronological Report</p>	<p><b>Year 5</b> Letter writing – persuasive (formal) Narrative writing Adverts – persuasive Debate - persuasive</p>	<p><b>Year 5</b> Poetry Narrative writing Non-Chronological Report Formal persuasive letter</p>

	<b>Grammar</b>	<p><b>Year 6</b> Use modal verbs to demonstrate possibility</p> <p>Use relative clauses with a relative pronoun</p> <p>Commas to clarify meaning</p> <p>Adverbs and prepositions</p> <p>Direct/reported speech</p> <p>Expanded noun phrases</p> <p>Co-ordinating conjunctions</p> <p>Antonyms/Synonyms</p>	<p><b>Year 6</b> Hypens, brackets, dashes</p> <p>Use of semi colons and colons</p> <p>Adverbs and prepositions</p> <p>Punctuating speech</p> <p>Expanded noun phrases</p> <p>Formal/informal language</p> <p>Figuartive language Subordinating conjunctions</p> <p>Antonyms/Synonyms</p>	<p><b>Year 6</b> Passive verbs</p> <p>Subjunctive form</p> <p>Direct/reported speech</p> <p>Full range of punctuation</p> <p>Relative clauses with relative pronouns</p> <p>Conjunctions</p> <p>Antonyms/Synonyms</p>	<p><b>Year 6</b> Perfect forms</p> <p>Use modal verbs to demonstrate possibility</p> <p>Use relative clauses with a relative pronoun</p> <p>Commas to clarify meaning</p> <p>Adverbs and prepositions</p> <p>Direct/reported speech</p> <p>Expanded noun phrases</p> <p>Conjunctions Antonyms/Synonyms</p>	<p><b>Year 6</b> Hypens, brackets, dashes</p> <p>Use of semi colons and colons</p> <p>Adverbs and prepositions</p> <p>Punctuating speech</p> <p>Expanded noun phrases</p> <p>Formal/informal language</p> <p>Figuartive language</p> <p>Conjunctions Antonyms/Synonyms</p>	<p><b>Year 6</b> <b>Consolidation</b></p>
		<p><b>Year 5</b> Full range of punctuation. Expanded noun phrases Fronted adverbials followed by a comma, Adverbs and adjectives</p>	<p><b>Year 5</b> Organise and demarcate paragraphs linked to show changes of time, scene, action or person. Co-ordinating and subordinating conjunctions,</p>	<p><b>Year 5</b> Relative clauses Punctuation ( ) - , to indicate parenthesis. Modal Verbs and adverbs to indicate degrees of possibility. Use reported speech accurately.</p>	<p><b>Year 5</b> Use the present perfect form of verbs. Range of simple (no conjunctions) compound (co-ordinating conjunctions) and complex sentences</p>	<p><b>Year 5</b> Range of full punctuation. Relative clauses Punctuation ( ) - , to indicate parenthesis. Modal Verbs and adverbs to indicate degrees of possibility.</p>	<p><b>Year 5</b> Expanded noun phrases Wide range of figurative language (simile, metaphor, alliteration, personification, hyperbole, onomatopoeia).</p>

		Antonyms/Synonyms	Range of sentence openers (ed-ing-ly) Direct speech punctuation with new lines for new speaker. Relative clauses beginning with a relative pronoun. Antonyms/Synonyms	Wide range of figurative language (simile, metaphor, alliteration, personification, hyperbole, onomatopoeia).  Antonyms/Synonyms	(subordinating conjunctions).  Antonyms/Synonyms	Range of sentence openers (ed-ing-ly) Co-ordinating and subordinating conjunctions, Antonyms/Synonyms	Direct speech punctuation with new lines for new speaker. Antonyms/Synonyms
	<b>Spelling</b>	<b>Year 6</b> Words ending in –ant, –ance/–ancy, –ent, –ence/–ency  Words ending in –able and –ible Words ending in –ably and –ibly	<b>Year 6</b> Adding suffixes beginning with vowel letters to words ending in –fer Words with the /i:/ sound spelt ei after c Words containing the letter-string ough	<b>Year 6</b> Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	<b>Year 6</b> Homophones and other words that are often confused	<b>Year 6</b> Homophones and other words that are often confused (continued)	<b>Year 6</b> Tricky words  <b>Consolidation</b>
		<b>Year 5</b> Unstressed vowels, Words ending ‘er’, er, ar, or and re Words ending in ary, ory, ery Words ending in ‘shun’, tion, cian, sion and ssion. Tricky words	<b>Year 5</b> Letter string au Letter string our Letter string ough Words with ie and ei Topic words	<b>Year 5</b> Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	<b>Year 5</b> Homophones and other words that are often confused	<b>Year 5</b> Homophones and other words that are often confused (continued)	<b>Year 5</b> Tricky words  <b>Consolidation</b>
	<b>Oracy</b>	Newsround/First News	Newsround/First News	Newsround/First News	Newsround/First News	Newsround/First News	Newsround/First News
<b>Maths</b>	<b>Fluency Reasoning</b>	Number: Place Value,	Number: Addition and Subtraction. Number:	Number: Fractions Number:	Measurement Y5: Consolidation of multiplication and	Measurement: Time. Statistics. Geometry:	Geometry: Properties of Shape. Geometry:

	<b>Problem Solving</b>	Number: Addition and Subtraction	Multiplication and Division. Number: Fractions	Decimals including percentages	division/fractions decimals Y6: Algebra Ratio	Properties of Shape.	Position and Direction. Converting Units and Volume. Consolidation
	<b>Number facts</b>	Times tables x12	Times tables x12	Times tables x12	Times tables x12	Times tables x12	Times tables x12
<b>Understanding of the World</b>	<b>Science Living things and their habitats.</b> Habitats, environment, classification.  <b>Key skills:</b> Classify, identify, describe	<b>Coverage:</b> Animals including Humans.  <b>Key Skills:</b> Sequence, describe, identify, classify.	<b>Coverage:</b> Earth and Space  Forces  Light  <b>Key skills:</b> Compare and group, observe, identify, investigate, demonstrate, explain, give reasons.	<b>Coverage:</b> Electricity  <b>Key skills:</b> Identify, Construct, Recognise, Explain	<b>Coverage:</b> Living Things and Their Habitats  <b>Key skills:</b> Describe and explain, identify, recognise, find patterns.		<b>Coverage:</b> Evolution and inheritance  <b>Key skills:</b> Explain, recognise, investigate
	<b>Geography</b>	<b>Coverage:</b> Volcanoes and Earthquakes <b>Key Skills:</b> To use and understand key geographical, human and physical, terminology or features and the aspects behind them.	<b>Coverage:</b> Biomes <b>Key Skills:</b> To learn about the different environmental regions, topographical features, key physical and human characteristics, countries, and major cities of the places mentioned above.	<b>Coverage:</b> Climate Change <b>Key Skills:</b> To describe and understand key aspects of physical geography, including climate zones and climate change.	<b>Coverage:</b> International Trade – Natural Resources & Food <b>Key Skills:</b> Describe and understand key aspects of: human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	<b>Coverage:</b> Field Study <b>Key Skills:</b> To observe, measure, record and present the human and physical features in the local area using a range of methods; Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps); Use maps, atlases, globes and	<b>Coverage:</b> Economic Activity/ Tourism <b>Key Skills:</b> Describe and understand key aspects of: human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

						digital/computer mapping to locate countries and describe features studied.	
<b>History</b>	<p><b>Coverage:</b> The Tudors</p> <p><b>Key Skills:</b> To identify and describe changes between specific periods of history.</p> <p>To know that the past can be divided into different periods of time.</p> <p>To discuss historical changes in Britain, and what caused them and the impact on life in Britain.</p>	<p><b>Coverage:</b> The Second World War</p> <p><b>Key Skills:</b> To identify and describe changes between specific periods of history.</p> <p>To know that the past can be divided into different periods of time.</p> <p>To discuss historical changes in Britain, and what caused them and the impact on life in Britain.</p>	<p><b>Coverage:</b> Ancient Egypt</p> <p><b>Key Skills:</b> To be taught achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p>	<p><b>Coverage:</b> Ancient Greece/ Greeks</p> <p><b>Key Skills:</b> To be taught Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>	<p><b>Coverage:</b> Early Islamic Culture</p> <p><b>Key Skills:</b> To be taught a non-European society that provides contrasts with British history – early Islamic civilization, including a study of Baghdad c. AD 900.</p>	<p><b>Coverage:</b> Local Study</p> <p><b>Key Skills:</b> To be taught a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066); a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	
<b>Religious Education</b>	Understanding Christianity: People of God	Understanding Christianity: Kingdom of God	Hinduism - Mandir	Understanding Christianity: Salvation	Islam - Mosque	Comparison of religions/summary	
<b>Modern Foreign Language</b>	French	French	French		French		
<b>Computing &amp; Technology</b>	Coding E-Safety	Coding E-Safety					
<b>Design &amp; Technology</b>	n/a	<b>Structures</b> Shell structures (including computer-aided design)	n/a	<b>Food</b> Healthy and varied diet (including cooking and nutrition requirements for KS2)	n/a	<b>Textiles</b> 2-D shape to 3-D product	

Wellbeing	<b>Physical Education</b>	Athletics, fitness and stamina	Football	Netball	Net and wall	Rounders/ Athletics	Rounders/ Athletics
	<b>Jigsaw</b>  <b>Personal, Social &amp; Emotional Development (PSHE)</b> <b>Spiritual, Moral, Culture and Society Development (SMSC)</b> <b>British Values</b> <b>Sex, Relationships Education (SRE)</b>	<b>Being Me in my World</b> – Identifying goals for the year Global citizenship Children’s universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	<b>Celebrating Difference</b> – Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	<b>Dreams and goals-</b> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	<b>Healthy me-</b> Taking personal responsibility How substances affect the body Exploitation, including ‘county lines’ and gang culture Emotional and mental health Managing stress	<b>Relationships-</b> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	<b>Changing me-</b> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
	<b>Welly Wednesdays</b>		Promoting well-being through connecting with nature.		Promoting well-being and art through connecting with nature.		Promoting well-being and art through connecting with nature.
Expressive Arts & Design	<b>Music</b>	Guitars with Mr Walters.		Guitars with Mr. Walters		Guitars with Mr. Walters	
	<b>Drama</b>	Drama will be included in English and topic lessons, using a range of techniques.					
	<b>Art &amp; Design</b>						