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| KS2 | LC1 | LC2 | LC3 | LC4 | LC5 | LC6 |
| Literacy | Identify features of argument texts and discuss differences between facts and opinions. Find out how to present opinions as if they were facts. Study formal and informal speech. Research for and hold a class debate. Children then write and edit their own argument text, about football V computer games – (Y6 balanced) | Hover boards and Doggie Umbrellas meet new-fangled escalators and dial telephones in a unit, which explores instructions and explanations in the context of changing technology. Children try pitching in the Dragon's Den and create guides for futuristic travel. |
| Numeracy Y6 | measurements | Measurements /word problems | Percentage | Ratio | Algbra | Algbra |
| NumeracyY5 | Graphs / fractions | fractions | fractions | fractions | Fractions | fractions |
| TopicHistory study of Greek life and achievements and their influence on the western world | Who were the Ancient GreeksI can explain how and why the empire changed and grew..I can explain the chronology of a timeline | Ancient Greek democracyI can explain how the political system worked in Ancient Greece.I can explain what democracy isI can compare ancient and modern democracy | Ancient Greek OlympicsI can learn about the past from sources including art.I can explain how pottery can give us information about the Ancient Olympic GamesI can explain how important the Ancient Games were to the modern Olympics Games. | Gods and GoddessesI can compare Athens and SpartaI can order the events of the battle of MarathonI can think about the events of the battle from the point of view of someone involved in the battle | Trojan warI can use artefacts to learn about the pastI can use stories from Homer’s Iliad to learn about the pastI can choice key moments in a event | INDPENDENT WRITEDiary Entry – chronological diary entry to recount the story of the Trojan War |
| SIAMS | To make hypotheses and pose questions, such as, what if…?  | Exploring the results of right and wrong behaviour in the past | Encourage pupils to talk to their parents and grandparents**(HW –compare Greek to present day Olympics)** | Investigating how culture is shaped by history. | By considering how things would be different if the course of events had been different |  |
| Science Sound | What do we know about soundI can identify and describe different types of sound.I can say how some sounds are made.I can explain how sounds might be changed. | How are sounds madeI can make sounds in a range of different ways.I can say how some sounds are made.I can explain how sounds are associated with vibrations. | How do sounds travel?I can describe how sounds travel.I can test how sounds travel through different materials.I can use my evidence to justify my ideas about how sounds travel. | How can we make a sound louder and quieter?I can predict which instruments will be louder.I can explain what affects the volume of a sound.I can measure the volume of the sound produced.I can explain my results and match them to my prediction. | How do sounds change as we move away from the source - *write a prediction*I can take careful measurements.I can record my measurementsI can present my data in a graph | How can we change the pitch of a plucked note?I can explore ways to change the pitch of a plucked band.I can describe how the length and thickness of the string or band affects the pitch |
| SIAMS | Creating opportunities for pupils to ask questions about sounds in the natural world | Creating opportunities for pupils to ask questions about sounds in the natural world | Creating opportunities for pupils to ask questions about sounds in the natural world | Create opportunities for pupils to ask questions about how living things rely on and contribute to their environment | Ask questions about the ways in which scientific discoveries have affected our lives. | By enjoying and celebrating personal creativity |
| R.E 6.2Living the faith | Read Shakespeare’s Seven Ages of Man – identify the different ages described in the poem; consider how people might mark the transition to these different stages of lifeI can show how the milestones of life give a sense of identity and belonging for faith members | Share film clips of the fans at a football match or a pop concert, observe the actions of the fans, and… Show clips of religious worship from different faiths …How are these actions similar and different? Discuss whether the actions of fans may be described as worshipI can show how forms of worship are expressions of belief | What gives faith members a sense of identity and belonging? I can express thoughts about the impact of worship for faith members | INDEPENDENT WRITEArgument textDo we need school uniform to belong? | Are names important? What do they mean? I can discuss the impact of rites of passage on family members | Read Luke 1:31 and Matthew 1:21 and find out how Jesus got his name Provide pupils with information about the different names and titles given to Jesus in the New Testament; consider the meanings of these names - what do they say about Jesus identity? I can discuss the impact of rites of passage on faith members. |
| SIAMS | Experiencing wonder and joy through learning about and from stories | Investigating the importance of service to others | Exploring the qualities which are valued by society |  | Asking questions about the social impact of religion | Engaging with text |
| ICTDesign, write and debug programs.Use sequences selection, repetition | I can write the code to move a sprite. | I can use script to control a sprite | I can make a character dance. | I can use the If statement | I can move a sprite using the keyboard | I can use a variable |
| MusicI can develop an understanding of the history of music | Renaissancehttps://study.com/academy/lesson/dance-music-of-the-renaissance-history-and-forms.html#courseInfoI can follow instructions to Learn a dance from the Renaissance ara. | Music teacher | BaroqueInvention of the piano Learn to play a tuneI can experiment with sounds on a keyboard | Music teacher | ClassicalBirth of BeethovenI can identify instruments played within a piece of classical music. | Music teacher |
| DTPupils should be taught how to cook, install a love of cooking in pupils.Prepare and cook a variety of savoury dishes. | I can research what foods the Ancient Greeks ate?Food tasting: breads and fillings | I can investigate weather Bread really need all its ingredients? | I can designing a product to a briefFlavoured bread | I can follow instructions to make and test my product | Pricing the ingredients | Hidden costsWhere is the ingredients from? Food miles. |
| PSHCECourage | Year 5 – Who decidesDescribe what is important to themRE | Form and express reasoned opinionsENGLISH | Put yourself in someone’s shoesTake a newspaper story about courage and put it in 1st person | Recognise and challenge stereotypesMUSIC | Put yourself in someone’s shoesTOPIC | Know how advertising can influence themENGLISH |
| FrenchListen attentively to spoken language.Read carefully and show understanding of words.Appreciate stories | Listen, order, readThe moon and the cap | Listen, order, readOne little elephant | Listen, order, readThe wind and the sun |
| ArtTo improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials | What can I find out about the Greeks by looking at a Greek pot | Researching difference pots and designs | Creating my own design | Practising technique | Create pot | Paint and evaluate pot |

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| KS2 | LC1 | LC2 | LC3 | LC4 | LC5 | LC6 |
| Literacy | Biography and autobiography | Advert. Adverting to sell their toy. Using the idea of dragons den children to study persuasive language, rhetorical questions and modal verbs to command the audience |
| Numeracy Y6 | Math No Problem |
| NumeracyY5 | Math No Problem  |
| Topic Geography I can 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. | ALTLAS WORK – Using a key.I can name and locate counties of the United Kingdom.I can name and locate the capital cities.I can name and locate the cities of the United Kingdom.ChallengeLocate areas of modern Greece and compare | ALTAS WORK I can identify sea and rivers on a map.I can plot rivers onto a mapI can explain how rivers slowChallengeLocate within modern Greece and compare. | Research WWWI can identify different land usesI can map the topography of the land using a keyI can make links between the land us and the topography | MAPPINGI can identify trends in populationI can identify natural resourcesI can make links between natural resources and population | Research I can identify different types of settlementsI can explain why there are different settlementsI can compare types of settlements to land use | Data analysisI can explain what a trade link isI can identify the UK’s economic trading activity I can compare imports and exports |
| SIAMS |  |  |  |  |  |  |
| Science  | Know the main circuit symbols and use these to draw circuit diagram. | Draw circuit diagrams using the correct symbols and label the voltage correctly | Explain the effect of increasing or decreasing the voltage on different parts of a circuit | Identify variations in component function | Explain how our understanding of electricity has changed over time | Explain how they have ensured a high degree of trust in their results. |
| SIAMS |  |  |  |  |  |  |
| R.E  | What is a milestone? Is it appropriate to call these transitions ‘milestones’? When does someone become an adult? | ChristianWhat is worship? Why do people of faith worship? Do people of no faith worship too? How do rites of passage demonstrate identity and belonging for a person of faith? What are the challenges of living a faith? | JewishHow do rites of passage demonstrate identity and belonging for a person of faith? What are the challenges of living a faith? | Write about something they have done or would like to do that would prove them worthy of leaving their childhood behind and gaining a new respect for themselves by becoming an adolescent Consider the responsibilities that go with becoming Bar or Bat Mitzvah | INDEPENDENT WRITEWrite a letter from a young person celebrating a rite of passage, describing the sequence of events and the feelings of the young person; how does a participant prepare for such a milestone? | Respond to the statement ‘worship is something that all people do’ |
| SIAMS |  |  |  |  |  |  |
| ICT |  |  |  |  |  |  |
| Music | RomanticI can create expressions of music through make up | Music teacher | ModernI can sing songs showing a journey through a period of time (the war) | Music teacher | Contemporary (The Beatles)I can learn and perform a song | Music teacher |
| DT | Identify what a moving vehicle is | Identify the main parts of a moving vehicle | Design a moving vehicle | Make a moving vehicle | Evaluate a design | Identify the skills used to make a design |
| PSHCEForgiveness | Year 6 Rights and Responsibilities |  |  |  |  |  |
| French |  |  |  |  |  |  |
| ART | Looking at the Art work of Roald DahiFinding the features – watercolourCharacteristics of figures  | Looking at watercolour. | Create a back ground for the wizard of OZ | Practising characteristics of drawing a character from Roald Dahi | Creating a character from the wizard of OZ  | Create a piece of Art using the skills learn to depict the Easter story |