

Ramsey/Kelso/Hyde		
English Fiction Associated grammar Non fiction	<p>The Hobbit ( 2 weeks)</p> <p>Entertain: Extended narrative- story using structures, devices or characters from the novel studied (e.g. ‘the further adventures of...’; another story set in the same world; or a short story around a similar theme).</p> <p>Interview- interview with one significant character in magazine/online format</p> <p>Discuss: Personal responses to the story showing understanding of ideas, language and themes.</p> <p>Describe Detailed description of one setting from a text (e.g. The Shire).</p> <p>Brackets, dashes or commas to indicate parenthesis, Use of commas to clarify meaning or avoid ambiguity, The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing) Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify) Verb prefixes (e.g. dis-, de-, mis-, over- and re-) Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)</p> <p>Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p> <p><b>PLUS_ANY ADDITIONAL GRAMMAR FEATURES AS IDENTIFIED THROUGH GAPS ANALYSIS</b></p>	
	Explanation Text: Light ( 2 weeks)	
Maths	<p>Yr 5 Addition and subtraction • add whole numbers with more than four digits, including using formal written methods (columnar addition) • add numbers mentally with increasingly large numbers • use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy Decimals • read and write decimal numbers as fractions [for example, <math>0.71 = \frac{71}{100}</math>] • round decimals with two decimal places to the nearest whole number and to one decimal place • practise adding decimals, including complements of 1 (for example, <math>0.83 + 0.17 = 1</math>) * • recognise and describe linear number sequences involving decimals, and find the term-to-term rule Measurement (mass) • convert between different units of metric measure (for example, gram and kilogram) • understand and use approximate equivalences between metric units and common imperial units such as pounds • use all four operations to solve problems involving measure [for example, mass] using decimal notation, including scaling Multiplication and division • identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • multiply numbers up to four digits by a one-digit number using a formal written method • multiply and divide numbers mentally drawing upon known Facts • multiply whole numbers by 10, 100 and 1000 • recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) • solve problems involving multiplication and division, including using their knowledge of squares and cubes • solve problems involving addition, subtraction, multiplication and division, and a combination of these, including understanding the meaning of the equals sign Multiplication and division • identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers • establish whether a number up to 100 is prime and recall prime numbers up to 19 Measurement (time) • solve problems involving converting between units of time</p> <p>Year 6, Addition and subtraction • practise addition and subtraction for larger numbers, using the formal written methods of columnar addition and subtraction * • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • solve problems involving addition, subtraction, multiplication and division • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy Decimals • identify the value of each digit in numbers given to three decimal places, and multiply and divide numbers by 10, 100 and 1000 giving the answers up to three decimal places • multiply decimals by whole numbers, starting with the simplest cases, such as <math>0.4 \times 2 = 0.8</math>, and in practical contexts, such as measures and money * • solve problems that require answers to be rounded to specified degrees of accuracy Measurement (length) • solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate • use, read, write and convert between standard units, converting measurements of length from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places • convert between miles and kilometres Multiplication and division • practise division for larger numbers, using the formal written method of short division * • divide numbers up to four digits by a two-digit number using the formal written method of short division where appropriate • perform mental calculations, including with large numbers • identify common factors, common multiples and prime numbers • solve problems involving addition, subtraction, multiplication and division • use estimation to check answers to calculations Percentages (including fractions and decimals) • associate a fraction with division and calculate decimal fraction equivalents [for example, <math>0.375</math>] for a simple fraction [for example, <math>\frac{3}{8}</math>] • recall and use equivalences between simple fractions, decimals and percentages • solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison Measurement (time) • use, read, write and convert between standard units, converting units</p>	
	Key knowledge	Key skills
		Key content/vocabulary

<p>Topic theme Volcanoes And Earthquakes</p>	<p>Pupils should be taught to: •describe and understand key aspects of: ☒physical geography, including: ---- volcanoes and earthquakes,</p>	<p>They recognise and describe physical and human processes. They begin to understand how these can change the features of places and how these changes affect the lives and activities of people living there. They describe and begin to explain geographical patterns and physical and human processes. They describe how these processes can lead to similarities and differences in the environments of different places and the lives of people who live there.</p>	<p>Key features of land and see volcanoes, formation and impact of earthquakes, simple plate tectonics, and associated map work Environmental impacts</p>
<p>Science- Animals Inc humans Nutrients and water transportation</p>	<p>6b2: recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function 6b3: describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Pupils should learn how to keep their bodies healthy and how their bodies might be damaged including how some drugs and other substances can be harmful to the human body. Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p>	<p>They should decide how to record data from a choice of familiar approaches; look for different causal relationships in their data and identify evidence that refutes or supports their ideas. They should use their results to identify when further tests and observations might be needed; recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact. They should use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas and should talk about how scientific ideas have developed over time</p>
<p>R.E</p>	<p>Big Question – What is a Good Life? Do you have to believe in God to be good? Opportunity to study Humanism/atheism and explore beliefs such as social justice</p>	<p>Recognise that the word ‘good’ means different things to different people is a tsunami that floods a village a ‘good’ tsunami? A cancer cell that proliferates a ‘good’ cancer cell? What does ‘good’ look like in your school? At home? Amongst your friends? In the different religions you have studied? ☒Think about how understanding what ‘bad’ is might help us understand what ‘good’ is (the via negativa – understanding what something is by thinking about what it is not) ☒Examples of explanations of what good is in a number of religions and non-religious worldviews:</p>	<p>Christianity: the ‘Golden Rule’ (Mark 12:30-31) – ‘love God and love your neighbour as yourself’, the Sermon on the Mount (Matthew 5:1-12), a range of parables to exemplify how to act towards others, e.g. the Good Samaritan, the Lost Sheep; ways in which Christians live this out, e.g. foodbanks, street pastors, links with global Christian communities or other Christian denominations, the ways in which beliefs affect daily living, e.g. choosing which food to buy (fairtrade or not?), how to travel on holiday (environmental impact?), etc. Islam: Hadith (teachings/sayings/advice given by the Prophet Muhammad) – “None of you truly believes unless he loves for his brother what he loves for himself” (Hadith Nawawi 13); the importance of good character/behaviour (akhlaq), e.g. Qur’an 33.21,33.21; the importance of charity (zakat), e.g. Quran 2.215, 2.274; the importance of looking after the environment, e.g. Quran 2. 60, 6.38, 6.99; ways in which beliefs affect daily living, e.g. giving in charity, engaging with the wider local community through events such as #VisitMyMosque, etc. Humanism: key principles – trusting scientific method, rejecting the idea of the supernatural, making ethical decisions on basis of reason, empathy and a concern for human beings and sentient animals, belief that in the absence of an afterlife and any overarching purpose in the universe, humans can act to give their life meaning by seeking happiness in this life and helping others to do the same;</p>
<p>Music 6.2 Journeys</p>	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, develop an understanding of the history of music</p>	<p>• Listen with attention to detail and recall sounds with increasing aural memory; • Use and understand staff and other musical notations; • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; • Develop an understanding of the history of music.</p>	<p>Convey lyrical meaning through expressive singing in a part-song with echoes Learn to sing major and minor note patterns accurately Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers  OR_AN ADDITIONAL COMPOSER STUDY</p>
<p>Art</p>	<p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for</p>	<p>Select and develop ideas confidently, using suitable materials confidently, Improve quality of sketchbook with mixed media work and annotations Select own images and starting points for work</p>	<p>Use and blend oil pastels to create landscapes involving volcanoes, use perspective to create fore and backgrounds</p>

	example, pencil, charcoal, paint, clay].	Develop artistic/visual vocabulary when talking Begin to explore possibilities, using and combining different styles and techniquesIntroduce perspective, fore/back and middle ground Investigate proportions Use a range of mediums on a range of backgrounds	
Computing 5.2 creating media-vector drawing	Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.	learners will find out that vector images are made up of shapes. They will learn how to use the different drawing tools and how images are created in layers. They will explore the ways in which images can be grouped and duplicated to support them in creating more complex pieces of work.	learners will be introduced to vector drawings and begin to have an understanding that they are made up of simple shapes and lines. Learners will use the main drawing tools within a software package. Learners will begin to identify the shapes that are used to make vector drawings. They will be able to explain that each element of a vector drawing is called an object. Learners will create their own vector drawing by moving, resizing, rotating, and changing the colours of a selection of objects. They will also learn how to duplicate the objects to save time.Learners will continue to increase the complexity of their vector drawings by using the zoom tool to help them add detail. They will begin to understand how grids and resize handles can be used to improve consistency in their drawings and use tools to modify objects, creating different effects. Llearners will gain an understanding of layers and how they are used in vector drawings. They will learn that each object is built on a new layer and that these layers can be moved forward and backward to create effective vector drawings. learners will be taught how to duplicate multiple objects. They will learn how to group objects to make them easier to work with, how to copy and paste these images, and then make simple alterations. Llearners will understand how digital images can be made from shapes or pixels. They will suggest and implement improvements to vector drawings and complete the unit by creating their own labels for the classroom using the skills they have learned.
MFL 6.2 Les Vetements	listen attentively to spoken language and show understanding by joining in and responding ♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*	Ask and say what clothes you'd like • Give opinions about clothes • Say what clothes you wear • Ask and talk about prices (including 60–80) Using des with plural words <ul style="list-style-type: none"> <li>• Giving opinions using c'est...</li> <li>• Using et and mais to make longer sentences</li> <li>• Agreement of adjectives</li> <li>• Practising new language with a friend</li> <li>• Techniques for memorising language</li> </ul>	Key Vocabulary Qu'est-ce que tu veux? Tu veux... ? Je voudrais un t-shirt, un pantalon, un chapeau, une veste, une jupe, une chemise, des chaussures, des lunettes de soleil + et • C'est comment? C'est moche, beau, trop grand, trop petit, trop cher... et/mais... • Je porte... un pantalon, un chapeau, un t-shirt, une veste, une chemise, une jupe, des chaussures, des lunettes de soleil... rose, orange, marron, rouge(s), jaune(s), vert(e)(s), bleu(e)(s), noir(e)(s) , blanc(s), blanche(s) • C'est combien? Ça coûte [soixante-douze] euros Numbers 60 to 80
PE	Perform dance using a range of movement patterns: Perform dances using confidence, coordination and different relationships: mirroring, unison, complementary and contrasting. Show an awareness of different dance styles and traditions	Create longer,challenging dance phrases/dances Select appropriate movement material to express ideas/thoughts/feelings Develop movement using; Actions (WHAT); travel, turn, gesture, jump, stillness Space (WHERE); formation, direction, level, pathways Relationships (WHO); solo/duo/trio, unison/canon/contrast Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden) Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse) Link phrases to music	Dance

<b>PSHE/RsE</b>	the characteristics and mental and physical benefits of an active lifestyle • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • the risks associated with an inactive lifestyle (including obesity) • how and when to seek support including which adults to speak to in school if they are worried about their health what constitutes a healthy diet (including understanding calories, and other nutritional content) • the principles of planning and preparing a range of healthy meals. • know how to make a clear and efficient call to emergency services if necessary • concepts of basic first-aid, for example dealing with common injuries, including head injuries	to recognise how their increasing independence brings increased responsibility to keep themselves and others safe	<b>First Aid</b>  <a href="https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/">https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/</a>
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