



## Formal 2: Long Term Plan 2023-2024

	English & Communication <b>(Drama links)</b>	Maths & Problem Solving <i>(Please use this a guide for coverage- teachers know the needs/abilities of their pupils best so please adapt and revisit areas as needed)</i>	Our World <b>DfE Science Statutory Requirements</b>	Creative Thinking	Computing & Online Safety <b>Safety</b>	Healthy Lifestyles	Identity & Wellbeing <b>PSHE – Jigsaw</b> <i>(Weekly reflection sessions to cover RE &amp; Citizenship twice a week in class linked to assembly themes. See assembly document)</i>	Careers & Independence
<b>Transitions:</b> Identity & Wellbeing and P4C focus for the first 2 weeks of Autumn Term.								
1	<b>Topic: Urban Legends – Art</b>		Key Texts: *The Sound Collector - Roger McGough *Here We Are - Oliver Jeffers *The Family from One End Street- Eve Garnett		*One Plastic Bag - Miranda Paul *Rachel Carson and her book that changed the world –Laurie Lawlor *We planted a tree – Diane Moldrow *Poverty and Hunger – Louise Spisbury *Banksy Books – Urban art			
<p><i>Drama should be taught throughout the year as part of the English curriculum- this should be at the discretion of the teacher as to how skills (in red) and drama techniques e.g. freeze frames, role play, hot seating etc. are implemented across the year based on what the key texts lend themselves to.</i></p> <p><b>Drama- Perform with increasing fluency, intonation and confidence to make meaning clear.</b></p> <p><b>Engage in role play with other pupils.</b></p>		<p>Operations:  <b>Focus: Place value- reading, writing and representing numbers.</b>                      Deepen understanding of place value; become secure with counting, writing, reading and the place value of numbers up to 1000 including partitioning and using a variety of representations.</p> <p>Functional Maths:                      Abstract application of mathematical skills into problem solving, real life experiences and scenarios to read, interpret and present</p>	<p>Science:                      Light and Dark; Sources and reflectors;                      Shadows; Sun safety;                      Working scientifically</p> <p><b>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</b></p> <p><b>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</b></p>	<p>Art:                      Photography;                      Graffiti art;  <b>Work in the style of a significant artist, architect, culture or designer.</b>                      Creatively research, design and make products using a variety of mediums.                      Understand how key events in design and technology have helped shape the world. Develop understanding of</p>	<p>NC link:                      Select, use and combine a variety of software to design and create content that achieves a specific goal.</p> <p>Key skills:                      Identify and discuss the main elements of music.                      Understand and experiment with rhythm and tempo.  <b>Make improvements to digital content based on feedback.</b>                      Electronically compose a piece of music.</p>	<p>PE:                      Passing games – basketball/netball.                      Begin to take on leadership roles and ensure health and safety and inclusion.</p> <p>GET SET FOR PE YEAR 5/6  <b>Key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending</b></p>	<p><b>PSHE: Being me in my world</b>                      Identifying goals for the year.                      Being a citizen                      Children’s universal rights                      Feeling welcome and valued                      Choices, consequences and rewards                      Group dynamics                      Democracy (Having a voice)                      Anti-social behaviour                      Role Modelling                      RE &amp; Citizenship:</p>	<p>Local area trips on public transport;                      Key areas in community.                      Exploring diversity in the local area; DofE.                      Independence:                      Deepens and applies understanding of self-confidence, self-motivation and self-organisation to a range of situations.                      Personal Needs: Deepens and applies knowledge of personal hygiene routines and domestic tasks and completes with</p>

Cycle 1

<p>Begin to adjust tone and volume to add meaning.</p> <p>Leaflets Free verse Email Handwriting SPaG</p> <ul style="list-style-type: none"> <li>• PHONICS ASSESSMENTS</li> <li>• RISING STAR ASSESSMENTS</li> </ul> <p>Communication including speaking and listening: Deepen and apply their knowledge of appropriate reciprocal interactions with a wider audience, in a range of settings, and for a range of purposes. Adapt communication approaches to meet the needs of the audience with increasing skill.</p> <p>Reading: To deepen and apply their knowledge of higher level reading skills to further their understanding and enjoyment of a wide range of texts and a wide range of purposes, both in a shared environment and independently.</p> <p>Writing: To broaden knowledge of more complex spelling and grammar rules and include</p>	<p>data. Notation, decimals and budget management with money. Fractions, percentages and decimals to understand multiple parts of a whole.</p> <p>Shape, space and measure: Focus: Position and direction Deepen and apply understanding of movement, directions and angles into formal calculations and problems.</p>	<p>recognise that light appears to travel in straight lines</p> <p>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</p> <p>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</p> <p>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p> <p>History: Local history study including contrast and connections over time periods. Including effects of pollution and architecture.</p>	<p>key words and subject specific terminology.</p> <p>Music-</p> <p>Listen to, copy and improvise sounds and rhythms in a larger group using instruments, objects and their voice.</p> <p>Sing songs, rhymes and chants including using a loud/soft voice with a sense of melody and shape along with others. (sing and sign)</p>	<p>Hardware/ software: Laptops, iPads, unplugged activities, Audacity, Purple Mash – Busy Beats.</p>	<p>skills to gain possession.</p> <p>Food Tech: Be competent in a range of techniques and a broad range of ingredients e.g. oven &amp; hob skills, knife skills</p>	<p>Understand and respect differing approaches to life, challenge stereotypes and discrimination.</p>	<p>confidence and independence.</p> <p><b>Personal Safety:</b> Deepens and applies knowledge of keeping safe in the community and local area independently.</p> <p><b>Careers:</b> Locate, investigate and consider opportunities in learning and future work options.</p>
---	--	---	---	--	---	---	--

Cycle 1

	<p>this when using different writing styles, for a range of audiences, with increasing independence.</p> <p>Spelling tests linked to levels and assess each here appropriate.</p> <p>Focus on adding detail to sentences using expanded noun phrases, statements, questions and exclamations for MA children and using accurate sentence structure and co-ordinating conjunctions for LA children. For HA children explore features such as parenthesis and other academic related SPaG concepts, creating an atmosphere and using dialogue within their writing.</p>							
2	<p><b>Topic: Rocks and Relics - Geography</b></p>		<p>Key Texts: *The Firework Maker's Daughter- Philip Pullman</p>					
	<p>Non Chron reports Newspaper reports Handwriting SPaG</p> <p>Communication including speaking and listening: Deepen and apply their knowledge of appropriate reciprocal interactions with a wider audience, in a range of settings, and for a range of purposes. Adapt communication approaches to meet the needs of the audience with increasing skill. Reading:</p>	<p>Operations: Focus: Place value and Addition/Subtraction. Develop fluency with mathematical application in addition and subtraction at an abstract, formal stage to 1000 and beyond. Be able to mentally add and subtract 2 and 3 digit numbers and become secure in recalling addition and subtraction facts.</p>	<p>Science: Rocks; Fossils; Soils</p> <p>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter.</p>	<p>Art and DT: Draw, collage, paint or photograph an urban landscape. Independently demonstrate a range of techniques with a focus on colour, pattern, texture, line, shape, form and space.</p> <p>Music: Recognise and respond to</p>	<p>NC link: Create a range of systems and content that accomplishes given goals including collecting, analysing and evaluating data.</p> <p>Key skills: Format cells as currency, percentages and decimals. Combine tools to create spreadsheet activities e.g. times table quiz.</p>	<p>Understand how fitness and exercise link to health and wellbeing.</p> <p>GET SET FOR PE YEAR 5/6 FITNESS will learn different components of fitness including speed, stamina, strength, coordination, balance and agility.</p> <p>Food: Understand that food and drink</p>	<p><b>PSHE: Celebrating Difference</b> Cultural differences and how they can cause conflict Understanding disability RE &amp; Citizenship: Recognise personal strengths and steps to overcome weaknesses.</p>	<p>Local area trips field study. Careers Fair Careers visits Independence: Deepens and applies understanding of self-confidence, self-motivation and self-organisation to a range of situations. Personal Needs: Deepens and applies knowledge of personal hygiene routines</p>

Cycle 1

	<p>To deepen and apply their knowledge of higher level reading skills to further their understanding and enjoyment of a wide range of texts and a wide range of purposes, both in a shared environment and independently.</p> <p>Writing: To broaden knowledge of more complex spelling and grammar rules and include this when using different writing styles, for a range of audiences, with increasing independence.  <b>Spelling tests linked to levels and assess each here appropriate.</b>  <b>Focus on adding detail to sentences using expanded noun phrases, statements, questions and exclamations for MA children and using accurate sentence structure and co-ordinating conjunctions for LA children. For HA children explore features such as parenthesis and other academic related SPaG concepts, creating an atmosphere and using dialogue within their writing.</b></p> <p>Drama:          How to perform plays and poems.</p>	<p>Functional Maths:          Abstract application of mathematical skills into problem solving, real life experiences and scenarios to read, interpret and present data. Notation, decimals and budget management with money. Fractions, percentages and decimals to understand multiple parts of a whole.</p> <p>Shape, Space and Measure:  <b>Focus: Shape</b>          Deepen and apply their understanding of shapes and their properties to formal calculations and problems including sorting and comparing. Recognise, draw and make 2D and 3D shapes; finding the perimeter and area of 2D shapes. Increase knowledge of associated language.</p>	<p>Geography:          Geographical patterns of change and patterns e.g. Layers of the Earth; Rocks; Plate Tectonics; Features of volcanoes and volcanic eruptions; Earthquakes and tsunamis</p>	<p>graphic scores, understand staff and some musical notations.</p> <p>Sing songs, rhymes and chants including using a loud/soft voice with a sense of melody and shape along with others.          (sing and sign)</p>	<p>Add a formula to a cell to automatically make a calculation.</p> <p>Hardware/ software: Laptops, Microsoft Excel, Purple Mash – 2Calculate.</p>	<p>provide energy and nutrients in different amounts.</p> <p>Be competent in a range of techniques and a broad range of ingredients e.g. Fold, kneed, mash, portion</p>	<p>Develop knowledge &amp; understanding of one religion through engaging with people &amp; communities of faith, visits, artefacts etc.; begin to understand &amp; value the diversity within each faith or belief system.</p>	<p>and domestic tasks and completes with confidence and independence.</p> <p>Personal Safety:          Deepens and applies knowledge of keeping safe in the community and local area independently.</p> <p>Careers:          Locate, investigate and consider opportunities in learning and future work options.</p>
<p>3</p>	<p><b>Topic: Explorers – Science</b>      <b>Key Texts: Skellig, The Fib, The boy in the striped pyjamas</b></p>							

Cycle 1

<p>Recounts Dilemma Stories Speeches <b>Handwriting</b> SPaG</p> <p>Communication <b>including speaking and listening:</b> Collaborative Thinking</p> <p>Deepen and apply their knowledge of appropriate reciprocal interactions with a wider audience, in a range of settings, and for a range of purposes. Adapt communication approaches to meet the needs of the audience with increasing skill.</p> <p>Reading: To deepen and apply their knowledge of higher level reading skills to further their understanding and enjoyment of a wide range of texts and a wide range of purposes, both in a shared environment and independently.</p> <p>Writing: To broaden knowledge of more complex spelling and grammar rules and include this when using different writing styles, for a range of audiences, with increasing independence.</p>	<p>Operations: <b>Focus: Addition and Subtraction.</b> Develop fluency with mathematical application in addition and subtraction at an abstract, formal stage to 1000 and beyond. Uses formal written methods for addition and subtraction. Begins to solve 2 step real life addition problems involving missing numbers using known number facts. Calculation Policy- Year Stages 3-4.</p> <p>Functional Maths: Abstract application of mathematical skills into problem solving, real life experiences and scenarios to read, interpret and present data. Notation, decimals and budget management with money. Fractions, percentages and decimals to understand multiple parts of a whole.</p> <p>Shape, Space and Measure: <b>Focus: Measure</b> Deepen an understanding of measures by choosing appropriate units and estimating and</p>	<p>Science: Foods; chains; plant parts and functions; water transportation in plants; Skeletal systems; working scientifically</p> <p><b>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</b></p> <p><b>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</b></p> <p><b>investigate the way in which water is transported within plants</b></p> <p><b>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</b></p> <p><b>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</b></p>	<p>DT: <b>3D Models</b> Select from a wider range of materials and tools to perform practical tasks, considering both suitability and appearance. evaluate their ideas and products.</p> <p>Art: Focus on Architects and Designers in History. Independently demonstrate understanding of the work of artists, describing differences and similarities and making links to their own works.</p> <p>Music: Play, compose and perform in solo and ensemble contexts.  Sing songs, rhymes and chants including using a loud/soft voice with a sense of melody and shape along with others.</p>	<p>NC link: Use sequence, selection and repetition in programmes and work with variables.</p> <p>Key skills: Understand selection in programming. Understand and begin to use IF commands. Understand 'repeat until' command. Use a number variable. Create a playable game.</p> <p>Hardware/ software: Laptops, Purple Mash – 2Chart, 2Code (gibbon/ free code).</p>	<p>PE: Use a range of skills, technique and tactics e.g. Attack and defence games – Football, Rugby, Dodgeball etc. Develop own games/ activities and consider safety and inclusion.</p> <p><b>GET SET 4 PE YEAR 5/6 key skills used in dodgeball such as throwing, dodging and catching. They also learn how to select and apply tactics to the game to outwit their opponent learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.</b></p> <p>Food Tech: Know that food is produced, processed and sold in a range of ways e.g. puree/blend, dice/slice/trim</p>	<p><b>PSHE: Dreams and Goals</b> Personal learning goals in and out of school. Success criteria Emotions in success.</p> <p>RE &amp; Citizenship: Begin to make links between their skills and the wider world of work. Develop knowledge &amp; understanding of one religion through engaging with people &amp; communities of faith, visits, artefacts etc.; begin to understand &amp; value the diversity within each faith or belief system.</p>	<p>Local Farm/ Agricultural places Stirley Farm</p> <p>Allotment visits</p> <p>Independence: Deepens and applies understanding of self-confidence, self-motivation and self-organisation to a range of situations.</p> <p>Personal Needs: Deepens and applies knowledge of personal hygiene routines and domestic tasks and completes with confidence and independence.</p> <p>Personal Safety: Deepens and applies knowledge of keeping safe in the community and local area independently.</p> <p>Careers: Locate, investigate and consider opportunities in learning and future work options.</p>
---	---	---	---	---	---	--	--

Cycle 1

	<p>Spelling tests linked to levels and assess each here appropriate.  <b>Focus on adding detail to sentences using expanded noun phrases, statements, questions and exclamations for MA children and using accurate sentence structure and co-ordinating conjunctions for LA children. For HA children explore features such as parenthesis and other academic related SPaG concepts, creating an atmosphere and using dialogue within their writing.</b></p>	<p>extending this knowledge to solve problems.          Make comparisons and convert different measures. Increase knowledge of associated language.</p>	<p>History:          Study of significant explorers and naturalists and their findings eg Galapagos islands. Stanley and Livingston.           Present information with increasing accuracy, detail and knowledge e.g. dates, names, locations.</p>	<p>(sing and sign)</p>				
<p>4</p>	<p><b>Topic: Traders and Invaders - History</b></p> <p>Reports          Myths and Legends          Character profiles          Historical narratives  <b>Handwriting</b>  <b>SPaG</b></p> <ul style="list-style-type: none"> <li>• <b>PHONICS ASSESSMENTS</b></li> <li>• <b>RISING STAR ASSESSMENTS</b></li> </ul> <p>Communication <b>including speaking and listening:</b>          Deepen and apply their knowledge of appropriate reciprocal interactions with a wider audience, in a range of settings, and for a range of purposes. Adapt communication approaches to meet the</p>	<p>Operations:  <b>Focus: Multiplication and Division.</b>          Develop fluency with mathematical application in multiplication and division at an abstract, formal stage by learning to use written methods identified in the calculation policy (Year stages 3-4).</p> <p>Functional Maths:          Abstract application of mathematical skills into problem solving, real life experiences and scenarios to read, interpret and present data. Notation, decimals</p>	<p>Key Texts:  <b>*How to train your dragon</b></p> <p>Geography:          Using maps and atlases; Locate physical and human features on a map; Europe; latitude and longitude.</p> <p>Science:          The systems of the human body.</p> <p><b>describe the simple functions of the basic parts of the digestive system in humans</b></p> <p>History:          Increase understanding of objects people and events beyond own experience, e.g. Anglo-Saxons and Vikings</p>	<p>Art:          Patterns and print making;          Sketchbooks          review and revisit  <b>Combine a variety of printmaking techniques and materials to create a print on a theme.</b>          D&amp;T:          Select from and use a wider range of fabrics and materials – use different methods of joining fabrics including glue and a running stitch.</p>	<p>NC link:          Select, use and combine a variety of systems on a range of digital devices to create and present data and information.</p> <p>Key skills:          Analyse and evaluate animations including stop motion.          Understand how different animations are created.          Add backgrounds and sounds to animations.          Create a stop motion animation.  <b>Share animations to the class display board.</b></p>	<p>PE:          Competitive games; Attack and defence game s Football, Rugby, Dodgeball etc</p> <p><b>GET SET 4 PE YEAR 5/6 TAG RUGBY key skills and principles such as defending, attacking, throwing, catching, running and dodging. Develop their understanding of the importance of fair play and honesty while self managing games,</b></p>	<p><b>PSHE: Healthy Me</b>          Smoking including vaping          Alcohol          How substances impact the body          RE &amp; Citizenship          Reflect on how beliefs impact on personal, social and global issues.</p>	<p>Employee Rights - Mining</p> <p>Planning and costing a trip to castle hill</p> <p>Holmfirth (Viking town visit)</p> <p>Independence:          Deepens and applies understanding of self-confidence, self-motivation and self-organisation to a range of situations.</p> <p>Personal Needs: Deepens and applies knowledge of personal hygiene routines and domestic tasks and completes with confidence and independence.</p>

Cycle 1

	<p>needs of the audience with increasing skill.</p> <p>Reading: To deepen and apply their knowledge of higher level reading skills to further their understanding and enjoyment of a wide range of texts and a wide range of purposes, both in a shared environment and independently.</p> <p>Writing: To broaden knowledge of more complex spelling and grammar rules and include this when using different writing styles, for a range of audiences, with increasing independence. <b>Spelling tests linked to levels and assess each here appropriate.</b> <b>Focus on adding detail to sentences using expanded noun phrases, statements, questions and exclamations for MA children and using accurate sentence structure and co-ordinating conjunctions for LA children. For HA children explore features such as parenthesis and other academic related SPaG concepts, creating an atmosphere and using dialogue within their writing.</b></p>	<p>and budget management with money. Fractions, percentages and decimals to understand multiple parts of a whole.</p> <p>Shape, Space and Measure: <b>Focus: Measure</b> Deepen an understanding of measures by choosing appropriate units and estimating and extending this knowledge to solve problems. Make comparisons and convert different measures. Increase knowledge of associated language.</p>		<p>Music: Develop an understanding of the history of music. Composing lyrics.</p> <p>Sing songs, rhymes and chants including using a loud/soft voice with a sense of melody and shape along with others. (sing and sign)</p>	<p>Hardware/ software: Laptops, iPads, digital cameras, <b>NOS</b>, Purple Mash – 2Animate.</p>	<p>Food: Cut/chop/dice/slice /trim Weigh, portion, stirfry, bake Oven + hob skills Knife skills</p> <p>Mental Health: Recognise healthy habits and unhealthy habits, including lifestyle choices.</p>		<p>Personal Safety: Deepens and applies knowledge of keeping safe in the community and local area independently.</p> <p>Careers: Locate, investigate and consider opportunities in learning and future work options.</p>
5	<p><b>Topic: Sonic Boom - Music</b></p>		<p>Key Texts: *Alice’s Adventures in Wonderland</p>					

Cycle 1

<p>Poetry Lyrics Info Leaflets <b>Handwriting</b> SPaG</p> <p>Communication <b>including speaking and listening:</b> Deepen and apply their knowledge of appropriate reciprocal interactions with a wider audience, in a range of settings, and for a range of purposes. Adapt communication approaches to meet the needs of the audience with increasing skill.</p> <p>Reading: To deepen and apply their knowledge of higher level reading skills to further their understanding and enjoyment of a wide range of texts and a wide range of purposes, both in a shared environment and independently.</p> <p>Writing: To broaden knowledge of more complex spelling and grammar rules and include this when using different writing styles, for a range of audiences, with increasing independence. <b>Spelling tests linked to levels and assess each here appropriate.</b> <b>Focus on adding detail to sentences using expanded</b></p>	<p>Operations: <b>Focus: Multiplication and Division</b> Develop fluency with mathematical application in multiplication and division at an abstract, formal stage continuing to use written methods. Solve 1 and 2 step multiplication/division problems including missing numbers. Recall and use multiplication/division facts for times tables with increasing fluency and accuracy.</p> <p>Functional Maths: Abstract application of mathematical skills into problem solving, real life experiences and scenarios to read, interpret and present data. Notation, decimals and budget management with money. Fractions, percentages and decimals to understand multiple parts of a whole.</p> <p>Shape, Space and Measure: <b>Focus: Time</b> Deepen and apply their understanding of measures (time) by telling and writing the time from analogue and</p>	<p>Science: Sound and waves</p> <p><b>identify how sounds are made, associating some of them with something vibrating</b></p> <p><b>recognise that vibrations from sounds travel through a medium to the ear</b></p> <p><b>find patterns between the pitch of a sound and features of the object that produced it</b></p> <p><b>find patterns between the volume of a sound and the strength of the vibrations that produced it</b></p> <p><b>recognise that sounds get fainter as the distance from the sound source increases.</b></p> <p>History: Projects into heritage (national and around the world). Pupils investigate cultural history of a significant nation, faith or culture that is of relevance to themselves.</p>	<p>Art and DT: Create marks to music. <b>Use the properties of pen, pencils, ink, paints , pastels and charcoal to create a range of effects in painting and drawing.</b> Mark make whilst being blindfolded! Suggest improvements to their finished pieces and describe how to implement them, beginning to take the views of others into account.</p> <p>Music: Explore music of the 20<sup>th</sup> Century listen with attention to detail to live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Sing songs, rhymes and chants including using a loud/soft voice with a sense</p>	<p>NC link: Use technology safely, respectfully and responsibly when accessing online content.</p> <p>Key skills: <b>Understand digital footprints and how to protect yourself against online identity theft.</b> <b>Understand that copying work and presenting it as their own is plagiarism.</b> <b>Understand the importance of balancing screen time with other parts of their lives.</b> <b>Identify positive and negative influences of technology of physical and mental health.</b></p> <p>Hardware/ software: Laptops, unplugged activities, <b>NOS.</b></p>	<p>PE: Evaluate own performance and that of others, building on skills and improving performance e.g. Dance/ Fitness/Track and Field events</p> <p><b>GET SET FOR PE YEAR 5 ATHLETICS think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop.</b></p> <p>Food Tech: Identify and understand main principles of food hygiene e.g. cross contamination, heating. Cooling, storage etc.</p>	<p><b>PSHE:</b> <b>Relationships</b> Self recognition and self-worth</p> <p>RE &amp; Citizenship: Debate rights and responsibilities linked to a range of topical issues, and consider how the media represents different opinions</p>	<p>Recording studio visit Lawrence Batley Theatre Shabang Into Film National Media Museum Independence: Deepens and applies understanding of self-confidence, self-motivation and self-organisation to a range of situations. Personal Needs: Deepens and applies knowledge of personal hygiene routines and domestic tasks and completes with confidence and independence. Personal Safety: Deepens and applies knowledge of keeping safe in the community and local area independently. Careers: Locate, investigate and consider opportunities in learning and future work options.</p>
--	--	--	---	--	--	--	--



Cycle 1

	<p>noun phrases, statements, questions and exclamations for MA children and using accurate sentence structure and co-ordinating conjunctions for LA children. For HA children explore features such as parenthesis and other academic related SPaG concepts, creating an atmosphere and using dialogue within their writing.</p>	<p>digital clocks with increased accuracy. Increase knowledge of associated language and be able to read Roman numerals from I to XII.</p>		<p>of melody and shape along with others. (sing and sign)</p>				
<p>6</p>	<p><b>Topic: Potions and Pioneers - Science</b></p>		<p><b>Key Texts:</b> <b>*Poems to perform edited by Julia Donaldson</b></p>					
<p>Labels and instructions Letters Play scripts <b>Handwriting</b> <b>SPaG</b></p> <ul style="list-style-type: none"> <li>• <b>PHONICS ASSESSMENTS</b></li> <li>• <b>RISING STAR ASSESSMENTS</b></li> </ul> <p>Communication <b>including speaking and listening:</b> Deepen and apply their knowledge of appropriate reciprocal interactions with a wider audience, in a range of settings, and for a range of purposes. Adapt communication approaches to meet the needs of the audience with increasing skill.</p> <p>Reading: To deepen and apply their knowledge of higher level</p>	<p>Operations: <b>Focus: Consolidation of skills</b> Fluency with mathematical application of the 4 operations at an abstract, formal stage to 1000 and beyond. Applying all 4 operations to problem solving and real-life contexts. Calculation Policy- Year Stages 3-4.</p> <p>Functional Maths: Abstract application of mathematical skills into problem solving, real life experiences and scenarios to read, interpret and present data. Notation, decimals and budget management with money. Fractions, percentages and decimals to understand</p>	<p>Geography: Comparison of human and physical features in a place study. Maps/atlas. Locate more complex physical and human features on maps.</p> <p>Science: States of matter</p> <p><b>compare and group materials together, according to whether they are solids, liquids or gases</b></p> <p><b>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</b></p>	<p>Art: Sculpture- Clay work. Design; Photography – link with ICT skills. Successfully upload, print and display photos. Investigate and analysis a range of existing images/photography and use this to inform their own creations/ images.</p> <p>Music- Play and sing pieces of music from notation and/or memory with controlled fluency, accuracy, and expression.</p>	<p>NC link: Explore computer networks, including hardware components and the internet; use search technologies effectively and be discerning in evaluating search results.</p> <p>Key skills: <b>Locate information in a search results page. Assess whether information sources are true and reliable. Begin to develop an understanding of bias.</b> Identify parts of a computer – motherboard, CPU, RAM, graphics card, network card,</p>	<p>PE: Apply different skills and techniques across a range of activities e.g. Striking and hitting</p> <p><b>GET SET 4 PE YEAR 5/6 ROUNDERS develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. learn how to play the different roles of bowler, backstop, fielder and batter and to</b></p>	<p><b>PSHE: Changing Me</b> Self image Body image Physical Attraction</p> <p>RE &amp; Citizenship: Celebrating, appreciating, recognising, valuing by reflecting on their achievements and those of others both close to them and in the wider community/globally (link to topical issues)</p>	<p>Science Museum Manchester</p> <p>Observatory.</p> <p>Independence: Deepens and applies understanding of self-confidence, self-motivation and self-organisation to a range of situations.</p> <p>Personal Needs: Deepens and applies knowledge of personal hygiene routines and domestic tasks and completes with confidence and independence.</p> <p>Personal Safety: Deepens and applies knowledge of keeping safe in the community and local area independently.</p>	

Cycle 1

<p>reading skills to further their understanding and enjoyment of a wide range of texts and purposes, both in a shared environment and independently.</p> <p>Writing: To broaden knowledge of more complex spelling and grammar rules and include this when using different writing styles, for a range of audiences, with increasing independence.</p> <p>Spelling tests linked to levels and assess each here appropriate.</p> <p>Focus on adding detail to sentences using expanded noun phrases, statements, questions and exclamations for MA children and using accurate sentence structure and co-ordinating conjunctions for LA children. For HA children explore features such as parenthesis and other academic related SPaG concepts, creating an atmosphere and using dialogue within their writing.</p> <p>Drama: Improve, devise and script drama. rehearse, refine, share and respond thoughtfully.</p>	<p>multiple parts of a whole.</p> <p>Shape, Space and Measure: Focus: Consolidation of skills.</p> <p>Deepen and apply their understanding of shapes, measures, directions and angles into formal calculations and problems. Make comparisons and convert different measures.</p> <p>Increase knowledge of associated language.</p>	<p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p>setting up simple practical enquiries, comparative and fair tests</p> <p>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>History: Historic use of medicine. Significant individual e.g. Marie Curie.</p>		<p>monitor, keyboard and mouse.</p> <p>Understand the different parts that make a computer.</p> <p>Hardware/ software: Laptops, iPads, safe search engines, example parts of a computer, NOS.</p>	<p>apply tactics in these positions</p> <p>Food Tech: Make choices based on healthy diets or specific requirements and modify recipes.</p>		<p>Careers: Locate, investigate and consider opportunities in learning and future work options.</p>
<p><b>Transitions:</b> Identity &amp; Wellbeing and P4C focus for the last 3 weeks of Summer Term</p>							

RSHE needs to be covered on a termly basis and is an integral part of keeping our pupils safe at Southgate. If there is not a specific SRE topic that term, reflections and nurture breakfasts could be utilised for coverage.

Please refer to the RSHE curriculum tree and seek advice from the PSHE lead if you have any questions around curriculum content.

### SRE Science (Statutory)

To be taught in the summer term.

The topic to be taught is to be at the teacher's discretion and should be developmentally appropriate for the class being taught.

#### Year 1

Name body parts - head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth.

#### Year 2

Animals have off-spring then grown into adults, e.g. egg to caterpillar, baby to child to teenager to adult.

#### Years 3 & 4

Naming internal and external body parts and function (not reproductive organs), e.g. muscles for support, protection and movement.

#### Year 5

Lifecycle changes in living things – plants and animals.

Different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Timeline of human development, including puberty.

Gestation periods of animals and humans.

#### Year 6

Naming body parts and function, e.g. circulatory system.

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

#### KS3

Reproduction in humans – Structure and function of male and female reproductive system

Menstrual cycle (not including hormones)

Gametes

Fertilisation

## Cycle 1

Gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.

### KS4

Communicable diseases including sexually transmitted infections in humans (including HIV/AIDs). Sex determination in humans. Hormones in human reproduction, hormonal and non-hormonal methods of contraception.