

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<p>Week 1 Mon 3rd Sept Staff Dev Day (Led by Music for Change) Tues 4th Sept Term 1 Begins Thurs 6th Sept PESE tests Fri 7th Sept Foundation children in</p> <p>Week 2 Mon 10th Sept 3.15 Meet the Teacher Yrs 4,5 & 6 5.00 Meet the Teacher Yrs 4,5 & 6 Tues 11th Sept Yr 1 Seaside Hook – walk to beach 3.15 Meet the Teacher Yrs 1, 2 & 3 5.00 Meet the Teacher Yrs 1, 2 & 3 Thurs 13th Sept Kate McNeice assembly Fri 14th Sept Foundation stay for lunch Tues 18th Sept 3.15 Teacher Briefing</p> <p>Week 3 Mon 17th Sept Foundation in full time</p> <p>Week 4 Mon 24th Sept SLT Mtg 5.30 – Foundation Phonics Workshop Tues 25th Sept Individual photos (Small Hall) 10.45 Kentish Express – First Class photos 3.30 Staff Mtg – Music in the Curriculum Wed 26th Sept Individual photos (Small Hall) HT Appeals</p> <p>Week 5 Mon 1st Oct Lesson Obs Tues 2nd Oct Lesson Obs 3.30 Staff mtg – Talk for Writing Wed 3rd Oct Lesson Obs pm Poet visit Thur 4th Oct Harvest at St Paul's</p> <p>Week 6 BOOK WEEK Mon 8th Oct</p>	<p>Week 1 Mon 29th Oct Term 2 Begins Wed 31st Oct Primary Transition Event at Hythe Sports Pavilion Fri 2nd Nov Reports to SLT Primary Transition Event at 3 Hills</p> <p>Week 2 Fri 9th Nov Reports to parents</p> <p>Week 3 Anti-bullying week – Choose Respect Mon 12th Nov 3.30 Late PTC Tues 13th Nov 3.30 Early PTC Fri 16th Nov Children In Need</p> <p>Week 4 Wed 21st Nov 6.00 Year 6 SATs mtg for parents Thurs 22nd Nov 1.30 Admission 2019 Tours Fri 23rd Nov 1.30 Admission 2019 Tours</p> <p>Week 5 Fri 30th Nov Xmas Tree decorating</p> <p>Week 6 Mon 3rd Dec 3.30 Christmas Art Attack Tues 4th Dec 2.00 Yr 5 Play Thurs 6th Dec KS2 @ Marlowe – Cinderella Fri 7th Dec Tag Day 5.30 PTA Christmas Fayre</p> <p>Week 7 Tue 11th Dec 6.00 FGB mtg</p> <p>Week 8 Secret Santa Tues 18th Dec Christmas Lunch Term 2 Ends Wed 19th Dec Staff Development Day</p>	<p>Week 1 Thurs 3rd Jan Term 3 Begins</p> <p>Week 2 Mon 7 Jan Epiphany @ St Georges</p> <p>Week 5 Mon 28th Jan Lesson Monitoring Tues 29th Jan Lesson Monitoring 6.00 FGB mtg Wed 30th Jan Lesson Monitoring Fri 1st Feb Music Enrichment Day</p> <p>Week 6 Tues 5th Feb Safer Internet Day Young Voices @ Q2 Fri 8th Feb Plimsoll Day</p> <p>Week 7 Fri 15th Feb Term 3 Ends</p>	<p>Week 1 Mon 25th Feb Term 4 Begins</p> <p>Week 2 Wed 6 Mar 6.00 Yr 2 SATs mtg with parents</p> <p>Week 3 Singing Day @ HGS Yr 3</p> <p>Week 4 Tues 19th Mar 6.00 FGB mtg</p> <p>Week 5 Fri 29th Mar Mother's Day Market PTA</p> <p>Week 6 Mon 1st Apr 3.30 Late PTC Tues 2nd Apr 3.30 Early PTC Fri 5th Apr Term 4 Ends</p>	<p>Week 1 Tues 23rd Apr Term 5 Begins Sun 28th Apr Round The House Race, Hythe</p> <p>Week 2 Wed 1st May 7.00 PTA mtg Thur 2nd May Class Photos</p> <p>Week 3 Wed 8th May Instrumental Performance Day Yr 5</p> <p>Week 4 Mon 13th May KS2 Tests</p> <p>Week 5 Mon 20th May KS1 Tests Tues 21st May 6.00 FGB mtg Fri 24th May Term 5 Ends</p>	<p>Week 1 Mon 3rd Jun Staff Development Day Tues 4th Jun Term 6 Starts Wed 5th Jun 6.00 New Parents Mtg 7.00 PESE Mtg</p> <p>Week 2 Phonics screening begins</p> <p>Week 3 Tues 18th Jun KS1 Sports Day Wed 19th Jun KS2 Sports Day</p> <p>Week 4 Mon 24th Jun Environmental Week (tbc) Thur 27th Jun Spelling Bee (tbc) Fri 28th Jun Camp Night</p> <p>Week 5 Mon 1st Jul 10.30 Canada Day 3.30-4.30 New Foundation Open Class session Tues 2nd Jul 3.30-4.30 New Foundation Open Class session Wed 3rd Jul 3.30-4.30 New Foundation Open Class session Thur 4th Jul Moving Up Day (tbc) New Foundation event (main hall) Sat 6th Jul Charivari</p> <p>Week 6 Mon 8th Jul 3.30-4.30 New Foundation Open Class session Wed 10th Jul District Sports Thurs 11th Jul 5.30 Yr 6 Leavers' Party Sat 13th Jul Summer Sizzle</p> <p>Week 7 Mon 15th Jul 6.00 Yr 6 Performance Tues 16th Jul Optional Parents Evening 5.00 Yr 6 Performance 6.00 FGB mtg Fri 19th Jul</p>

		M&M Production – Pinocchio Book Fair Tues 9 th Oct Build a Band Day – HGS 6.00-7.00 PJ Night Book Fair Wed 10 th Oct Book Fair 2.00-3.00 Read & Relax Thurs 11 th Oct Book Fair PESE results to parents Week 7 Mon 15 th SCAF appts Immunisation Team – Flu vaccination – yrs R-5 Tues 16 th Oct KT @ Young Voices workshop Wed 17 th Oct Enrichment Day Thurs 18 th Oct Kate McNeice Assembly Town Council Football tournament Fri 19 th Oct Term Ends					Term 6 Ends 9.30 Assembly 1.30 Yr 6 Sports afternoon 4.00 Yr 6 v Staff Rounders & BBQ Mon 22 nd Jul Staff Development Day Tues 23 rd Jul Staff Development Day
		TERM 1 Topic(s):	TERM 2 Topic(s):	TERM 3 Topic(s):	TERM 4 Topic(s):	TERM 5 Topic(s):	TERM 6 Topic(s):
HOOK TO OPEN TOPIC:		Shoe Box Trenches	Visit to Cristina Iglesias’s Entrance into another World	Reflections of myself Art	Science Museum? Build a robot?	Dissect a heart	Mini Olympics
BLOOMS FOCUS FOR THE TERM:		History	RE	Geography	History	Science	History
TRIPS AND OUTDOOR LEARNING OPPORTUNITIES:			Visit to Cristina Iglesias’s Entrance into another World (Folkestone)	Possible trip to visit a local river or waterway	Visit to Folkestone Museum		Isle of Wight
ENGLISH	WRITING	NON-FICTION Skill Focus: Discussion- WW1 Link Discuss the causes / consequences of WW1 Using reasoning skills to convey an evidenced viewpoint in writing. Use different techniques to conclude texts. Revisit Year 5 Text-types: Recount writing – diary from perspective of frontline soldier.	FICTION Skill Focus: Fiction Adventure stories Secure use of multi-clause sentences throughout extended writing through secure understanding of clauses.	Non-fiction Skill Focus: Explanation – achieved with cross curricular links to Science, Geography & RE. For example: -Explain how rivers are formed -Explain what made Mother Teresa an inspirational woman -Explain why and how	FICTION Skill Focus: Creating suspense: Understand how writers use different structures to create coherence and impact. Recognise rhetorical devices used to argue, persuade, mislead and sway the reader. Revisit Year 6 Text-type: Discussion writing – Was Prince Otto the perfect prince?	Genre Revision [SATs] Children will be revisiting a number of genres as they prepare for their SATs examinations, including: Non-chronological reports Persuasive writing Discussion text revision: the right to bear arms (British values/Geography link)	FICTION Skill Focus: Playscripts – End of Year Production Music Line Production: Developing speaking and listening skills through performing a playscript to an audience from inside and outside the school.

				living things are classified into certain groups. -Explain how global warming is caused.			
R E A D I N G		<p>Class Text: Private Peaceful – Michael Morpurgo</p> <p>Poetry: World War I Poetry– prepare class performance for assembly List poems; using figurative language to create an image in the reader’s mind.</p> <p>Focus skills: VIP Words, Making links and & Inference</p>	<p>Class Text: The Lion, The Witch & The Wardrobe</p>	<p>Class Text: River Boy – Tim Bowler</p> <p>Poetry: River-inspired poetry, focusing on sound and textual structure.</p> <p>Focus skills: Visualising & Retrieval</p>	<p>Class Text: Clockwork – Philip Pullman</p> <p>Poetry: Suspense poetry - Charles Causley Boast and Lies – James Carter (based on 13th Century Welsh poem)</p> <p>Focus skills: Author’s Choice & Compare/contrasting</p>	<p>Class Text: Poetry: Simile poem using parts. Riddle poems; Using ideas from The Hobbit, children generate own.</p> <p>Focus skills: Retrieval and Inference</p>	<p>Class Text: (Dependant on End of Year Production)</p> <p>Music Line Production:</p> <p>Focus skills: Retrieval and Inference</p>
	S P A G	<p>Spelling: Homophones, including specifically: steal/steel, who’s/whose, your/you’re, are/our, they’re/their/there, herd/heard, advice/advise, device/devise, practice/practise, licence/license, farther/father, guest/guessed, led/lead</p> <p>Punctuation & Grammar: Types of sentence Revise word classes Phrases and clauses Clauses: how main clauses are fundamental to every sentence and how these can be manipulated to form multi-clause sentences.</p>	<p>Punctuation & Grammar: Modal verbs; could/should etc. Active voice: Tom accidentally dropped the glass. Passive voice: The glass was accidentally dropped by Tom. Semi-colons to join main clauses linked in meaning/idea.</p>	<p>Spelling: Recap and revise key Year 3/4 spelling patterns including –ly, –ing, –ed to words ending in split digraphs, consonants after vowels or ‘l’ Introduce Year 5/6 spelling patterns: spell words with the following endings: –ant, –ance, –ancy</p>	<p>Spelling: Adding suffixes beginning with vowel letters to words ending in –fer e.g. referring, referred Recap and revise commonly misspelt words.</p> <p>Punctuation & Grammar: Pronoun – relative/possessive Semi-colons to join main clauses linked in meaning/idea. Colons to join clauses where the second clause explains the first. Integrating dialogue.</p>	<p>Spelling: Use hyphens to avoid ambiguity e.g. man eating shark versus man-eating shark. Recap and revise commonly misspelt words. Recap and revise Years 3-6 common errors.</p> <p>Punctuation & Grammar: The difference between structures of informal speech and structures for formal speech and writing (use of question tags, e.g. He’s your friend, isn’t he?, or use of the subjunctive)</p>	<p>Spelling: Recap and revise commonly misspelt words. Recap and revise Years 3-6 common errors.</p> <p>Punctuation & Grammar: How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover) Synonyms</p>

MATHS**Number – Place value**

6N2 read, write, order and compare numbers up to 10000000

6N3 determine the value of each digit in numbers up to 10000000

6N4 round any whole number to a required degree of accuracy

6N5 use negative numbers in context, and calculate intervals across zero

Number – Addition, subtraction, multiplication and division

5C1 add and subtract numbers mentally with increasingly large numbers

5C2 add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)

6C3 use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy

6C4 solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

6C5 identify common

Fractions - fractions

4F1 count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten

6F2 use common factors to simplify fractions; use common multiples to express fractions in the same denomination

6F3 compare and order fractions, including fractions >1

6F4 add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions

6F5a multiply simple pairs of proper fractions, writing the answer in its simplest form [e.g. $1\ 4 \times 1\ 2 = 1\ 8$]

6F5b divide proper fractions by whole numbers [e.g. $1/3 \div 2 = 1/6$]

6F6 associate a fraction with division to calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction [e.g. $3/8$]

Fractions – decimals

6F9a identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places

6F9b multiply one-digit numbers with up to two decimal places by whole numbers

6F9c use written division methods in cases where the answer has up to two-decimal places

6F10 solve problems which require answers to be rounded to specified degrees of accuracy

Fractions – Percentages

6F11 recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

5F12 solve problems which require knowing percentage and decimal equivalents of $1/2$, $1/4$, $1/5$, $2/5$, $4/5$ and those fractions with a denominator of a multiple of 10 or 25

Measurement

6M5 use, read, write and convert between standard units,

Ratio

6R1 solve problems involving the relative sizes of two quantities, where missing values can be found by using integer multiplication and division facts

6R2 solve problems involving the calculation of percentages [e.g. of measures such as 15% of 360] and the use of percentages for comparison

6R3 solve problem involving similar shapes where the scale factor is known or can be found

6R4 solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

Geometry & Statistics

6G4a find unknown angles in any triangles, quadrilaterals and regular polygons

6G4b recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

6S1 interpret and construct pie charts and line graphs and use these to solve problems

6S3 calculate and interpret the mean as an average

6G2a compare and

Measurement

6M7a recognise that shapes with the same areas can have different perimeters and vice versa

6M7b calculate the area of parallelograms and triangles

6M7c recognise when it is possible to use the formulae for the area of shapes

6M8a calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm^3) and cubic metres (m^3), and extending to other units [e.g. mm^3 and km^3]

6M8b recognise when it is possible to use the formulae for the volume of shapes

Geometry – position and direction

6P2 draw and translate simple shapes on the co-ordinate plane, and reflect them in the axes

6P3 describe positions on the full co-ordinate grid (all four quadrants)

Project-based Learning

- Children design and create mathematical investigations for domain area of choice to be completed by the opposing class

	<p>factors, common multiples and prime numbers</p> <p>6C7a multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p> <p>6C7b divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</p> <p>6C7c divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context</p> <p>6C9 use their knowledge of the order of operations to carry out calculations involving the four operations</p>		<p>converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation of up to three decimal places</p> <p>6M6 convert between miles and kilometres</p> <p>6M9 solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</p> <p>Algebra</p> <p>6A1 express missing number problems algebraically</p> <p>6A2 use simple formulae</p> <p>6A3 generate and describe linear number sequences</p> <p>6A4 find pairs of numbers that satisfy an equation with two unknowns</p> <p>6A5 enumerate possibilities of combinations of two variables</p>	<p>classify geometric shapes based on their properties and sizes</p> <p>6G2b describe simple 3–D shapes</p> <p>6G3a draw 2–D shapes using given dimensions and angles</p> <p>6G3b recognise and build simple 3–D shapes, including making nets</p> <p>6G5 illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</p>		
<p>SCIENCE</p>	<p>(2 weeks block taught)</p> <p>Evolution and inheritance</p> <ul style="list-style-type: none"> Recognise that living things have changed over time and that fossils provide information about living 	<p>All Living Things</p> <ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants 	<p>Light</p> <ul style="list-style-type: none"> Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light 	<p>Electricity –</p> <p>Clockwork links – electricity</p> <ul style="list-style-type: none"> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 	<p>Animals including humans</p> <p>Health and Wellbeing</p> <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood 	<p>Recap and revise Preparing for secondary school transition; recap and revise key skills for Biology, Physics, Chemistry.</p>

	<p>things that inhabited the Earth millions of years ago.</p> <ul style="list-style-type: none"> Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<p>and animals</p> <ul style="list-style-type: none"> Give reasons for classifying plants and animals based on specific characteristics. <p>Revisit Year 5 Text-types: Explanation writing – why it is necessary to classify plants and animals</p>	<p>into the eye</p> <ul style="list-style-type: none"> 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 Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them 	<ul style="list-style-type: none"> 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 Use recognised symbols when representing a simple circuit in a diagram. <p>Revisit Year 6 Text-types: Explanation writing – how electricity works.</p>	<ul style="list-style-type: none"> Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans. <p>Revisit Year 5 Text-types: Non-chronological reports – parts of the body.</p>	
RE		<p>Unit 2.5</p> <p>Is it better to express your beliefs in arts and architecture or in charity and generosity?</p>	<p>Unit 2.8</p> <p>What difference does it make to believe in Ahimsa, grace and/or Ummah?</p>	<p>Unit 2.7</p> <p>What matters most to Christians and humanists?</p>		<p>Unit 2.3</p> <p>What do religions say to us when life gets hard?</p>
INDOOR PE- Follow Rising Stars	Street dance – Dance unit from Rising Stars Scheme	Street dance – Dance unit from Rising Stars Scheme	Gymnastics	Gymnastics		Swimming
OUTDOOR PE- Follow Rising Stars	Tag rugby – Invasion games unit from Rising Stars Scheme	Tag rugby – Invasion games unit from Rising Stars Scheme	Nimble Nets - Tennis	Netball	Rounders	Young Olympians (Sports Day) & Rounders & Crickets
COMPUTING – Follow Rising Stars	UNIT 6.1 App Planning	UNIT 6.2 Project Managing	UNIT 6.3 Market Research	UNIT 6.4 Interface Design	UNIT 6.5 App Development	UNIT 6.5 App Development cont. UNIT 6.6 Marketing
HISTORY	<p>(1 and 1/2 weeks block taught)</p> <p>World War: Private Peaceful: Discussion writing Propaganda; why people went to war. – Plan in English and write in History slot.</p> <p>Commonwealth – Alliances Treaty of Versailles; effects and</p>			<p>Local History Study: Folkestone</p> <p>Life and how it has changed. How maps have changed (Geography link) Visit Folkestone Museum.</p>		<p>Ancient Greece:</p> <p>Birth of the Olympic Games; effect on today. Birth of Democracy; How it came about + limitations. Territorial acquisition; City states + Greece's influence across the globe. The development of Greek art and the</p>

	<p>consequences</p> <p>Discuss the causes / consequences of WW1</p> <p>Revisit Year 5 Text-types: Recount writing – diary from perspective of frontline soldier.</p>					<p>influence on Victorian Art. Ancient Greece Drama. (Link to English)</p> <p>Revisit Fiction: Discuss Throwing: mystery stories.</p>
GEOGRAPHY		<p>Geographical changes:</p> <p>Weathering and erosion Coastal features / changes over time Changing landscapes Global warming (Persuasive writing revision) Changing boundaries</p>	<p>World Geography Rivers: e.g Medway, Stour (local), Seine A range of countries in all continents; A range of World Cities in all continents. The main seas e.g. Arabian sea, Mediterranean sea, Gulf of Mexico etc. Mountain Ranges e.g The Grampians / Highlands The Alps Snowdonia North America Revisit Year 5 Text-types: Non-chronological reports – rivers</p>		<p>Americas:</p> <p>Countries and capital cities Comparing North and South America</p> <p>Non-Chronological report revision</p>	
PSHE	<p>Positive and negative effects on physical, mental and emotional health.</p> <p>Recognise and respond to feelings of others. Conflicting emotions (History Link)</p>	<p>Learn how/why laws are needed.</p> <p>Cultural practices and law.</p> <p>ANTI-BULLYING WEEK: ALL DIFFERENT, ALL EQUAL</p>	<p>Relationships: types of relationship- friends and families, civil partnerships and marriage. Acceptable and unacceptable physical contact. Analysing risks and peer/media pressure. Recognise role of voluntary work / pressure groups)</p>	<p>Images in the media and how they make us feel (Link to History).</p> <p>Challenge stereotypes.</p>	<p>SRE –Human reproduction, including conception. Puberty.</p> <p>Revise drugs/alcohol and effects on health.</p> <p>Managing money / being a consumer.</p> <p>Understand ‘interest’, ‘loan’, ‘debt’ and ‘tax’</p>	<p>Reflect and celebrate achievements and set goals (year book).</p>
ART	<p>Symbolism art Paul Kuczynski artist study. Link to reading – hidden messages.</p>	<p>Christina to work with year group – David Hockney.</p>	<p>Portraits and body composition.</p> <p>Henry Matisse</p>	<p>Colour theory: creating mood/atmosphere using colour, using a range of fine to thicker brushes</p>		<p>Make props and scenery for play.</p> <p>Posters and programmes</p>

				with acrylic and watercolour paints. Mondrian		for the play. Year books entries.
DT	(1 week block taught) Sheet materials & construction Make mixed media model trenches, linking to WW1 History learning.			Textiles – making phone/textiles (Order resources)		Food and Nutrition: Greek meze feast – plan, make, eat and evaluate! Make props and scenery for play.
MUSIC: Use Charanga to plan and resource.	Play Instruments - Recorders Compose and perform melodies using five or more notes. Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea. Create music reflecting given intentions and record using standard notation. CHRISTMAS COMMUNITY PROJECT – RECORDER CAROLS			Create a soundscape to fit with a section of Clockwork and the chn’s own innovative writing.		End of year production preparation: singing songs and learning the technical aspects of putting on a production.
SPANISH (Follow Light Bulb planning)	Family	Animals	The verb ‘to go’			Parts of the body and description.
BRITISH VALUES	Individual rights: The choice in whether to go to war or not (conscriptio link to History) Democracy: Suffragettes- role of women changed. (Link with History) . House and Games captain elections.	Tolerance and respect: (link to English, RE) Rule of law: Ten commandments (Link to Narnia in RE)	Tolerance and Respect – link to Archbishop of Canterbury Individual rights: link to PSHE (Acceptable and unacceptable contact)	Rule of law and democracy: link to Napoleonic war Individual rights: challenging stereotypes (link to PSHE)	Tolerance and Respect: The Melting Pot – link to Geography (cultural influences around Brazil, Mexico and Southern America) Individual rights: land of liberty (Geography link). Discussion text revision: the right to bear arms.	Rule of law: link to ancient Greece Democracy: Ancient Greece and the birth of democracy