

<b>Writing</b>	<p><b>Fiction: Lost and Found</b></p> <p><b>Secondary Unit: Explanation Texts</b></p> <p><b>Model Text: Who's There?</b></p> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>Maintain legibility in joined handwriting when writing at speed.</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>Core toolkit: suspense; moving beyond the cliché; core understanding of 'unknowns' &amp; role of suspense in all narratives.</li> <li>Integrate dialogue to convey character and advance the action.</li> <li>Build cohesion through linking ideas across sentences and paragraphs.</li> <li>Level of innovation: change setting, change lost thing; imply suspense</li> <li>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</li> <li>Punctuation of parenthesis using commas to add in extra information.</li> </ul>
<b>Reading</b>	<p><b>Class Text: Skellig</b> <b>How Colour Works</b></p> <p><b>Comprehension focus(es):</b></p> <ul style="list-style-type: none"> <li>Role of character: Who are the characters in the story? What do we know about them? What role might they play? Hone in on the doctor – what impression is created? Hone in on character in the garage – who might he be? Why do they think this? How does the way he's presented compare to other texts?</li> <li>Main themes/ideas or arguments: particularly linking to the related Greek myths, what does the text truly seem to be 'about'? How does this affect perception of how it might end? How do metaphor and imagery relate to this?</li> <li>Plot/structure: what were initial predictions of the text? How did David Almond suggest it was going to be a sad ending through use of foreshadowing, role of language, role of setting to create overall mood? How does the ending twist somewhat? What other texts do something similar?</li> </ul>
<b>SPAG</b>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Common exception &amp; tricky words: apparent(ly), awkward(ly), definite(ly), desperate(ly), especially, immediate(ly), sincere(ly), sufficient(ly), accommodate, accompany, according, aggressive, appreciate, achieve(able), available, recognise (recognisable)</li> <li>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</li> </ul>
<b>Mathematics</b>	<p><b>Arithmetic</b></p> <ul style="list-style-type: none"> <li>To know the value of each digit in numbers up to 1,000,000 and identify a missing part in standard partitioning (e.g. <math>1000 + \underline{\quad} + 20 + 4 = 1324</math>)</li> <li>To know how to count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000</li> <li>To know and quickly recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> </ul> <p><b>Number: Place Value</b></p> <ul style="list-style-type: none"> <li>Read, write, order and compare numbers to at least 1000000 and determine the value of each digit.</li> <li>Count forwards or backwards in steps of powers of 10 for any given number up to 1000000.</li> <li>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero.</li> <li>Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000</li> <li>Solve number problems and practical problems that involve all of the above.</li> <li>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</li> </ul> <p><b>Number: Addition and Subtraction</b></p>

	<ul style="list-style-type: none"> <li>• Add and subtract numbers mentally with increasingly large numbers.</li> <li>• Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</li> <li>• Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</li> <li>• Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</li> </ul> <p><b>Problem Solving</b></p> <ul style="list-style-type: none"> <li>• Visualising and reasoning logically.</li> </ul>
<b>Science</b>	<p><b>Forces and Magnets</b></p> <ul style="list-style-type: none"> <li>• That a force causes an object to start moving, stop moving, speed up, slow down or change direction. That forces can be balanced and unbalanced.</li> <li>• That gravity is a force that acts at a distance. Everything is pulled to the Earth by gravity. This causes unsupported objects to fall. Gravity stops things from floating away into space. When things go into the air (like a football), gravity pulls them back down.</li> <li>• Air resistance, water resistance and friction are contact forces that act between moving surfaces. The object may be moving through the air or water, or the air and water may be moving over a stationary object. To travel faster through the air, things need to be streamlined.</li> <li>• To use different types of scientific enquiry to answer questions about water resistance. To set up fair tests and record findings.</li> <li>• To plan different types of enquiry, recognising and controlling variables.</li> <li>• To take accurate measurements (repeated readings).</li> <li>• That the surface of materials can be smooth or rough. The rougher the surface, the more friction exhibited. 1ml of water has a mass of 1g.</li> <li>• That a mechanism is a device that allows a small force to be increased to a larger force. The pay back is that it requires a greater movement. The small force moves a long distance and the resulting large force moves a small distance, e.g. a crowbar or bottle top remover.</li> <li>• Pulleys, levers and gears are all mechanisms, also known as simple machines.</li> <li>• Magnetism is a force.</li> </ul>
<b>Religious Education</b>	<p><b>Why do some people believe God exists?</b></p> <ul style="list-style-type: none"> <li>• That everyone has their own beliefs and that these are atheist (lack of belief in God/gods), theist (belief in God or gods) and agnostic (cannot say if God exists).</li> <li>• That Christians have an understanding of what God is like from the Bible such as: God as Father, Spirit, Son, eternal, almighty, holy, shepherd, rock, fortress, light.</li> <li>• That the creation story is important to Christians to explain the creation of the world but for others it is the role of God and people.</li> <li>• To explain how believing in God is valuable in the lives of Christians.</li> <li>• To appreciate some of the reasons that affect why people believe in God or not - family background; religious experiences, prayers answered or that Earth is extraordinary and that it was created.</li> <li>• To express thoughtful ideas about the impact of believing or not believing in God in someone's life.</li> <li>• To explore the creation story as a belief in the power of God.</li> <li>• About the lives of scientists that are also Christians (Jennifer Wiseman, John Polkinghorne, Denis Alexander).</li> </ul>
<b>Physical Education</b>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• To create a dance using a random structure and perform the actions showing quality and control.</li> <li>• To understand how changing dynamics changes the appearance of the performance.</li> <li>• To understand and use relationships and space to change how a performance looks.</li> <li>• To work with a partner to copy and repeat actions keeping in time with the music.</li> <li>• To work collaboratively with a group to create a dance in the style of Rock 'n' Roll.</li> <li>• To develop set choreography inspired by a Mayan god.</li> <li>• To choose actions to create a motif in a given character with consideration of dynamics, space and relationships.</li> </ul>

	<ul style="list-style-type: none"> <li>To use structure to create a dance performance.</li> <li>To use matching, canon and unison in the style of the lion dance.</li> <li>To use space and relationships to create a dragon dance.</li> <li>To select and combine dance tools to perform a Chinese dance.</li> </ul> <p><b>Football</b></p> <ul style="list-style-type: none"> <li>To dribble a ball under pressure maintaining possession.</li> <li>To develop dribbling to maintain possession.</li> <li>To choose when to pass and when to dribble.</li> <li>To move into space to support a teammate.</li> <li>To develop defending skills to gain possession.</li> <li>To apply rules, skills and principles to play in a tournament.</li> </ul>
<b>History</b>	<p><b>Local Study: Canterbury – Thomas Becket &amp; Monarchy</b></p> <ul style="list-style-type: none"> <li>How historians ascribe significance to historical people or events and why they may have deemed the Thomas Becket and his death worthy of attention.</li> <li>That Thomas Becket was chancellor to King Henry II and was very powerful - the king chose Becket as his new archbishop of Canterbury.</li> <li>That as the Archbishop of Canterbury, Becket became the leader of the Roman Catholic Church in England.</li> <li>That historians use sources to find out about the past and make claims about the cause of Thomas Becket's death.</li> <li>That Becket often took the side of the church (wanting to increase its power and influence) rather than the king, causing many disputes.</li> <li>How historians may have different interpretations of historical events based on different sources, both from the time and after, specifically in relation to the 'instructions' given by King Henry II...</li> <li>That Becket was killed by four of the king's knights in 1170.</li> <li>That Christians were shocked by Becket's murder and the Pope made him a saint of the Roman Catholic church.</li> <li>That for centuries after Becket's death, many people made pilgrimage to Canterbury Cathedral.</li> <li>That Becket was seen by many as a martyr – someone who was willing to die for his religious beliefs. He had a shrine that was in Canterbury but it was destroyed by order of Henry VIII during his reign.</li> </ul>
<b>PSHE</b>	<p><b>Relationships (Terms 1 and 2)</b></p> <ul style="list-style-type: none"> <li>To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break confidence' or share a secret.</li> <li>The PANTS rules: Privates are private; Always remember your body belongs to you; No means no; Talk about secrets that upset you; Speak up, someone can help.</li> <li>That they should always speak to a trusted adult if someone has been physical in a way that they find unacceptable or uncomfortable.</li> <li>To recognise and manage 'dares' and to be able to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</li> <li>That peer pressure or a desire for peer approval is not a reason to do something that they feel is unsafe or which makes them feel uncomfortable.</li> <li>To recognise and challenge stereotypes.</li> <li>To recognise ways in which relationships –including family relationships and friendships– can be unhealthy, how to manage these situations and whom to talk to if they need support.</li> <li>That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability and that these things, along with our hobbies and likes/dislikes, contribute to who we are (our personal identity).</li> <li>That people may be attracted to someone of the same sex or different sex to them.</li> <li>That gender identity and sexual orientation are different.</li> <li>That for some people gender identity does not correspond with their biological sex.</li> <li>To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online) and the impact and consequence of bullying, and know that teasing,</li> </ul>

	<p>name-calling, trolling, harassment, and the deliberate exclusion of others are all considered to be bullying.</p> <ul style="list-style-type: none"> <li>• That they must tell a trusted adult if themselves or someone else is being bullied or discriminated against.</li> <li>• To listen and respond respectfully to wide range of people, to feel confident to raise their own concerns, to recognise and care about others people's feelings and try to see, respect and if necessary constructively challenge their points of view.</li> </ul>
<b>Art</b>	<p><b>Abstract Human Form</b></p> <p>When looking at a picture of Theo Van Doesburg's 1916 painting 'Dancers' (Appendix 5a) ...</p> <p>When looking at other constructivist artworks (Appendix 5a) ...</p> <ul style="list-style-type: none"> <li>• That constructivist art is abstract art that only uses simple shapes and lines and a few bold colours.</li> <li>• That shape in art is the specific physical form taken by the art. These shapes can be geometric or freeform.</li> <li>• That form in art is where you use shape and composition to show movement.</li> <li>• Form and shape are related.</li> <li>• That composition is the term given to a complete work of art and how all its elements work together to produce an overall effect.</li> <li>• That modern art can be entirely abstract.</li> </ul> <p>When taking photos of dramatic movements to capture form...</p> <p>When using pre-drawn shapes to create human form...</p> <ul style="list-style-type: none"> <li>• That form with exaggerated movements can be more engaging for a viewer than static poses, and changes the mood of the piece.</li> </ul> <p>When using tracing paper on a photo of yourself to break it down into simple shapes and lines...</p> <p>When drawing and colouring a constructivist piece based on your own tracing...</p> <ul style="list-style-type: none"> <li>• To use the techniques of constructivist artists to decompose a photo into simple shapes and lines.</li> <li>• That not all detail needs to be included.</li> </ul> <p>When using a photo of themselves doing a hobby such as sports or music, and turning it into constructivist-style art...</p> <ul style="list-style-type: none"> <li>• To use colour to make the figure and any other objects distinct from the background.</li> </ul>
<b>Primary Languages – Spanish</b>	<p><b>Do you have a pet? (¿tienes una mascota?)</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• The nouns and indefinite articles for 8 common pets. <ul style="list-style-type: none"> <li>○ A dog (<i>un perro</i>)</li> <li>○ A cat (<i>un gato</i>)</li> <li>○ A rabbit (<i>un conejo</i>)</li> <li>○ A hamster (<i>un hámster</i>)</li> <li>○ A fish (<i>un pez</i>)</li> <li>○ A mouse (<i>un ratón</i>)</li> <li>○ A parrot (<i>una cotorra</i>)</li> <li>○ A tortoise (<i>una tortuga</i>)</li> <li>○ I have (<i>tengo</i>)</li> <li>○ I don't have (<i>no tengo</i>)</li> <li>○ I have (<i>tengo un/una</i>)</li> <li>○ That is called (<i>Que se llama</i>)</li> <li>○ And (<i>y</i>)</li> <li>○ But (<i>pero</i>)</li> </ul> </li> <li>• How to ask somebody if they have a pet and use a positive or negative answer to respond.</li> <li>• How to tell somebody the name of their pet.</li> <li>• That accurate pronunciation is important when speaking other languages.</li> </ul> <p><b>Grammar:</b></p>

	<ul style="list-style-type: none"> <li>• How to conjugate in the first person the following high frequency verbs: 'tener', 'ser' and 'vivir'</li> <li>• That other languages follow different rules to English and we must learn these to fully master them.</li> <li>• Start to use the simple conjunctions 'y' (and) and 'pero' (but) to make more complex and interesting sentences.</li> <li>• That using longer sentences will enable us to communicate more effectively and efficiently.</li> </ul>
<b>Music</b>	<p><b>Ukulele</b></p> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• To sing three part rounds and partner songs with a sense of ensemble and performance</li> <li>• To develop an awareness of phrasing, accurate pitching and style)</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• To use musical vocabulary to respond.</li> <li>• That the ukulele is a stringed instrument of Portuguese origin, popularised in Hawaii.</li> <li>• That a groove is a pattern of repeating rhythms which defines the feel of a song or piece of music.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• To know that a drone is a sustained tone over which a melody is played, often found in Folk music.</li> <li>• To improvise over a drone,</li> <li>• To improvise over a groove</li> <li>• To experiment with wide range of dynamics.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• That a ukulele requires regular tuning.</li> <li>• That the names of the strings are numbered 1 2 3 and 4 and named A E C and G</li> <li>• How to form the chords C, G and F?</li> <li>• To play instruments as a whole class, gaining independence weekly through smaller group performances to each other.</li> </ul> <p><b>Reading notation</b></p> <ul style="list-style-type: none"> <li>• To understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semi quavers</li> <li>• That fortissimo means very loud.</li> <li>• That pianissimo means very soft.</li> <li>• That mezzo piano means moderately soft.</li> <li>• That musicians need to spend time practising chord changes and fingering over and over until they are fluent in order to achieve a successful performance.</li> </ul>
<b>Computing</b>	<p><b>Search Engines</b></p> <ul style="list-style-type: none"> <li>• To compare the similarity and differences between book searching and internet searching, and suggest which is most efficient.</li> <li>• To suggest reason why search engines were created</li> <li>• That web crawlers are computer programs that crawl through the webpage indexes to find and rank results from searches.</li> <li>• To use search engines effectively to find information, focussing on keyword searches and evaluating search returns.</li> <li>• To create a poster via PowerPoint to show how search engines work</li> <li>• To recognise that information on the Internet might not be true or correct and learning ways of checking validity.</li> <li>• That effective researchers are cautious about information they see online and question if it is trustworthy.</li> <li>• That anyone can create a website and therefore we should take steps to check the validity of websites.</li> </ul>