

<p><b>Writing</b></p>	<p><b>Weeks 1-2 – Fiction:</b> Portal</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Develop the character through the use of show not tell.</li> <li>• Use figurative language to allow the reader to visualise the setting.</li> <li>• Use a range of short and long sentences to control the pace.</li> <li>• Develop suspense to add intrigue.</li> </ul> <p><b>Weeks 3-4 – Non-fiction:</b> Discussion</p> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>• Use topic sentences to introduce each new paragraph.</li> <li>• Making clear for and against arguments.</li> <li>• Make explicit links to persuasions.</li> <li>• Use of experts to further develop a point.</li> <li>• Ensure that writing is cohesive through the use of adverbials and causal language.</li> <li>• Use a range of cohesive devices within and across paragraphs.</li> </ul> <p><b>Weeks 5-6 – Fiction:</b> Persuasion</p> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>• Hook the reader</li> <li>• Sensational language</li> <li>• Embedding quotes and statistic</li> </ul>
<p><b>Reading</b></p>	<p><b>Revision with a particular focus on:</b></p> <ul style="list-style-type: none"> <li>• Responding to a range of short burst texts</li> <li>• Accurately answering a range of different question styles and knowing how to answer them</li> </ul>
<p><b>SPAG</b></p>	<ul style="list-style-type: none"> <li>• Recap and revise Years 3-6 common errors.</li> <li>• Recap word class and how they can change based on their place in a sentence.</li> <li>• Recap the different tenses</li> <li>• Develop understanding and use of colons, semi-colons &amp; dashes</li> </ul>
<p><b>Mathematics</b></p>	<p><b>Number: Algebra</b></p> <ul style="list-style-type: none"> <li>• Use simple formulae. Generate and describe linear number sequences.</li> <li>• Express missing number problems algebraically.</li> <li>• Find pairs of numbers that satisfy an equation with two unknowns.</li> <li>• Enumerate possibilities of combinations of two variables.</li> </ul> <p><b>Statistics:</b></p> <ul style="list-style-type: none"> <li>• Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</li> <li>• Interpret and construct pie charts and line graphs and use these to solve problems.</li> <li>• Calculate the mean as an average.</li> </ul> <p><b>Geometry- Properties of Shape:</b></p> <ul style="list-style-type: none"> <li>• draw 2-D shapes using given dimensions and angles</li> <li>• recognise, describe and build simple 3-D shapes, including making nets</li> <li>• compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</li> <li>• illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</li> <li>• recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles</li> </ul>

<p><b>Science</b></p>	<p><b>Animals, including humans:</b></p> <ul style="list-style-type: none"> <li>• To know that the circulatory system pumps blood around the body.</li> <li>• That the heart, blood and blood vessels play an important role in the circulatory system.</li> <li>• That blood vessels transport oxygenated blood around the body and return to the heart with deoxygenated blood.</li> <li>• To know that scientists use diagrams and annotations to explain a scientific process.</li> <li>• To know that blood is made up of red blood cells, white blood cells, platelets and plasma.</li> <li>• That red blood cells carry oxygen around the body for the living cells and white blood cells protect the body from disease.</li> <li>• That platelets help blood to clot to repair cuts.</li> <li>• That plasma is a liquid made mostly of water that transports the blood cells and important nutrients.</li> </ul>
<p><b>Religious Education</b></p>	<p><b>What can be done to reduce racism? Can religion help?</b></p> <ul style="list-style-type: none"> <li>• To form opinions about what is important when living in the modern world and diverse community.</li> <li>• What diversity is and that Britain is a diverse community.</li> <li>• What racism is and know why it is <b>discriminatory</b>.</li> <li>• That within a religion people suffer racism such as <b>anti-Semitism</b> and <b>islamophobia</b>.</li> <li>• How racism can challenge societies and what religion does to address this. (How religion encourages us to treat all people with dignity, respect and equality; that the prophet Muhammad taught Muslims to put racism aside; the roles of Colston and Wesley in promoting racism).</li> <li>• How art, music, film, prayer have been used in the struggles against racism.</li> <li>• To discuss their own ideas about reducing racism and prejudice, including equality, justice and race using the figures studied</li> </ul>
<p><b>Physical Education</b></p>	<p><b>Other unit tbc</b></p> <p><b>Handball</b></p> <ul style="list-style-type: none"> <li>• To develop a variety of <b>passes</b> and know when to use each to <b>maintain possession</b>.</li> <li>• To select appropriate skills to <b>create space</b>, move towards <b>goal</b> and away from <b>defenders</b>.</li> <li>• To use <b>defending</b> skills to <b>prevent</b> an <b>opponent</b> from <b>scoring</b>.</li> <li>• To <b>select</b> and <b>apply</b> the appropriate skill to <b>score goals</b>.</li> <li>• To use <b>defensive</b> skills to <b>gain possession</b>.</li> <li>• To maintain possession under <b>pressure</b>.</li> <li>• To work in <b>collaboration</b>.</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>• To develop <b>gliding</b>, <b>front crawl</b> and <b>backstroke</b>.</li> <li>• To develop <b>rotation</b>, <b>sculling</b> and <b>treading water</b>.</li> <li>• To develop the <b>front crawl stroke</b> and <b>breathing technique</b>.</li> <li>• To develop the technique for <b>backstroke</b> arms and legs.</li> <li>• To develop <b>breaststroke technique</b>.</li> <li>• To develop breaststroke and breathing technique.</li> <li>• To develop basic skills of <b>water safety</b> and <b>floating</b>.</li> <li>• To develop the <b>dolphin kick</b>.</li> <li>• To learn techniques for <b>personal survival</b>.</li> <li>• To develop <b>water safety</b> skills and an understanding of <b>personal survival</b>.</li> <li>• To identify fastest strokes and <b>personal bests</b>.</li> <li>• To swim competently, confidently and proficiently over a distance of at least 25 metres</li> </ul> <p><b>Tennis</b></p> <ul style="list-style-type: none"> <li>• To develop the <b>forehand</b> groundstroke.</li> <li>• To be able to return the ball using a <b>backhand</b> groundstroke.</li> <li>• To develop the <b>volley</b> and understand when to use it.</li> <li>• To develop the volley for use it in a game situation.</li> <li>• To develop accuracy of the <b>underarm serve</b>.</li> <li>• Why different strokes are important in tennis performance.</li> </ul>

	<ul style="list-style-type: none"> <li>• To learn to use the official scoring system.</li> <li>• To work co-operatively with a partner and employ tactics to outwit an opponent.</li> <li>• To reflect on their own and other's performances and identify areas to improve.</li> </ul>
<b>History</b>	<p><b>The Windrush Migration:</b></p> <ul style="list-style-type: none"> <li>• That the Commonwealth is an international association of countries that largely grew from the British Empire.</li> <li>• That the British Nationality Act Parliament passed in July 1948 allowed those living in Commonwealth countries British Citizenship and full rights of entry and settlement.</li> <li>• That in 1948, HMT Empire Windrush carried 1027 passengers and two stowaways on a voyage from Jamaica to London.</li> <li>• That many of the men on the ship were referred to by the media as 'ex-servicemen who know England' (Pathe News).</li> <li>• That two days prior to the ships arrival, 11 Labour MPs wrote to Prime Minister Clement Attlee calling for a halt to the "influx of coloured people".</li> <li>• To understand the significance of Clement Attlee's response, found here, that explains that it is unlikely that an invitation like this will happen again in the future.</li> <li>• That although it was assumed many migrants arrived here to escape poverty, this was disproved as passengers must have had £20 to travel on the ship and a further £5 cash.</li> <li>• That on the ship was Sam King (MBE), who later became Mayor of the London Borough of Southwark (1983/84).</li> <li>• That people who came to Britain from the commonwealth at this time are known as the Windrush Generation.</li> <li>• How historians ascribe significance to historical people or events and why they may have deemed the Empire Windrush Migration worthy of attention, including its impact on the continuing multicultural diversity of Britain.</li> <li>• That in 2012, the British Government and Home Office created new legislation, which meant everyone needed to have official documents to live, receive medical care, an education or work in Britain. However, many of these records had been destroyed in 2010. Many were deported or threatened with deportation and this has become known as the Windrush Scandal.</li> <li>• That the British government apologised for their treatment of the Windrush Generation in 2018 and there continue to be attempts by the British government to recompense those affected.</li> </ul>
<b>Computing</b>	<p><b>Computing Systems and networks:</b> Exploring AI</p> <ul style="list-style-type: none"> <li>• AI stands for Artificial Intelligence and is a computer that can think and learn in ways similar to humans.</li> <li>• That AI is used in everyday life.</li> <li>• When using AI we use prompts to get a response</li> <li>• Changing a prompt affects the generated text.</li> <li>• To create a clear and detailed prompt for an AI to generate an image.</li> <li>• To describe how AI can create images based on given prompts.</li> <li>• How AI uses patterns and what it knows to combine words in prompts.</li> <li>• To act as an 'AI' and follow prompts accurately.</li> <li>• To use AI to generate code.</li> <li>• AI can be used in web design and can be a useful starting point for a project.</li> <li>• That AI has benefits and drawbacks</li> <li>• To debate the potential of AI replacing human roles and present well-structured arguments.</li> </ul>
<b>PSHE</b>	<p><b>Living in the Wider World</b></p> <p><b><u>Communities</u></b></p> <ul style="list-style-type: none"> <li>• That rules and laws are made and enforced to protect themselves and others; there are consequences to not adhering to rules and laws.</li> <li>• That a 'bill' is a proposal for a new law and that these are debated and passed in parliament and must then be formally approved by a monarch.</li> <li>• That there are some cultural practices, which are against British law and universal human rights.</li> </ul>

	<ul style="list-style-type: none"> <li>• To recognise the consequences of anti-social, prejudice and aggressive behaviours such as bullying and discrimination on individuals and communities by evaluating the ways of responding to it if witnessed or experienced. For example, in some countries prejudice towards women is accepted and others it is not.</li> <li>• How to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</li> </ul> <p><b><u>Economic Well-being: Money &amp; Aspirations, Work and Career</u></b></p> <ul style="list-style-type: none"> <li>• About different ways to keep track of money.</li> <li>• Risks associated with money for example, money can be won, lost or stolen and ways of keeping money safe and that this can impact on people's feelings and emotions.</li> <li>• About the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations.</li> </ul> <p><b><u>Media literacy &amp; digital resilience</u></b></p> <ul style="list-style-type: none"> <li>• That there is a broad range of different jobs/careers that people can have.</li> <li>• To identify the kind of job/career that they might like to do when they are older and how their choices now could impact their future.</li> <li>• About some of the skills that will help them in their future careers, e.g. teamwork, communication and negotiation and that these are life long skills which will develop them personally too.</li> <li>• That there are a variety of routes into careers (e.g. college, apprenticeships, university).</li> </ul>
<p><b>Art</b></p>	<p><b>Surrealism</b></p> <ul style="list-style-type: none"> <li>• To form their own interpretations of the message in a piece of art, and understand that not every interpretation will be the same, especially in abstract art.</li> <li>• That surrealism was a 20th century art and literary movement which had the purpose of releasing the potential of the 'unconscious mind'.</li> <li>• It came to be regarded by the public as the most extreme form of modern art.</li> <li>• That artists often use art to express a message, and this can be personal or political (or both).</li> <li>• That surrealist artists such as Salvador Dalí used surrealism to express political messages.</li> <li>• That this was often done by the irrational juxtaposition of subjects (putting objects together in a way that is strange or impossible).</li> <li>• That deliberately chosen subjects combined with their composition among other subjects/placement in the painting are what sends a clear message to a viewer.</li> <li>• To choose objects that represent certain emotions, thoughts and feelings that can be juxtaposed to send a message.</li> <li>• To use foreground, midground and background in the composition of a piece of art.</li> <li>• To choose a medium in which to do final art piece based on personal preference and confidence.</li> <li>• That artists make and display art knowing that it is subjective and not everyone will interpret/appreciate it in the same way as the creator.</li> </ul>
<p><b>Primary Languages – Spanish</b></p>	<p><b>El Fin De Semana (the weekend)</b></p> <p><b><u>Vocabulary:</u></b></p> <p>How to say, read and write what activities they do at the weekend; the time they do it and provide an opinion on it.</p> <ul style="list-style-type: none"> <li>• What do you do at the weekend? (<i>¿Qué haces los fines de semana?</i>)</li> <li>• Quarter past (<i>y cuarto</i>)</li> <li>• Half past (<i>y media</i>)</li> <li>• Quarter to (<i>menos cuarto</i>)</li> <li>• I get up (<i>me levanto</i>)</li> <li>• I have my breakfast (<i>desayuno</i>)</li> <li>• I go to the cinema (<i>voy al cine</i>)</li> <li>• I read (<i>leo</i>)</li> <li>• I play football (<i>juego al fútbol</i>)</li> <li>• I play computer games (<i>juego a videojuegos</i>)</li> <li>• I go to the swimming pool (<i>voy a la piscina</i>)</li> <li>• I watch television (<i>veo la tele</i>)</li> <li>• I listen to music (<i>escucho música</i>)</li> </ul>

	<ul style="list-style-type: none"> <li>• I go to sleep (<i>voy a dormir</i>)</li> <li>• And (<i>y</i>)</li> <li>• After (<i>después</i>)</li> <li>• Later on (<i>más tarde</i>)</li> <li>• Finally (<i>finalmente</i>)</li> <li>• Also (<i>también</i>)</li> </ul> <p>That many words are similar to French and English because of their Latin origin (etymology) and we can use these cognates to help us understand new vocabulary. However, some words are 'false-friends'.</p> <p>To integrate conjunctions, adverbials and opinions into written and spoken work to extend sentences</p> <p>That being able to manipulate more complex language structures will enable us to communicate more easily.</p> <p><b>Grammar:</b> That accents can only be written over vowel to place emphasis That a personal pronoun isn't required before a verb (e.g. <i>juego</i> and <i>leo</i>)</p> <p><b>Phonics:</b> That 'h' is always silent in Spanish as in the word 'horrible' which sounds like 'orrible'</p> <p><b>Cultural links:</b> Find out what children from other countries (not necessarily Spanish speaking) get up to at the weekend.</p>
<p><b>Music</b></p>	<p><b>Ame sau vala tara bal- Music of India.</b></p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• To understand the stories, origins, traditions, history and social context of the music of India</li> <li>• To recognise a range of Indian instruments and their names.</li> <li>• That <b>Bhangra</b> is folk music for dancing from Punjab.</li> <li>• That Bollywood is the world's movie-making capital</li> <li>• That Indian classical music features very small intervals (microtones) and ornamentations.</li> <li>• To listen with close attention to detail</li> <li>• To appreciate and understand music from a wide range of music from different traditions.</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• To sing a broad range of songs using their voices with increasing accuracy, fluency and expression.</li> <li>• To sing in parts.</li> </ul> <p><b>Compose</b></p> <ul style="list-style-type: none"> <li>• To create a rhythmic piece for drums and percussion instruments.</li> </ul> <p><b>Perform</b></p> <ul style="list-style-type: none"> <li>• To engage, play and perform with others through ensemble playing.</li> <li>• Demonstrate coordination and keeping a steady beat by dancing to bhangra music.</li> </ul>