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| <b>Writing</b>     | <p><b>Fiction: Portal stories</b></p> <p><b>Secondary Unit: Recounts</b></p> <p><b>Model Text: Another World &amp; An Unexpected Encounter</b></p> <p><b>Composition:</b><br/>To create a setting that the reader can imagine, you could:</p> <ul style="list-style-type: none"> <li>Identify precise details to 'paint a picture': name it; pick out a few unusual details; use prepositions to show 'where'; use senses to add depth</li> <li>Show MC reaction to setting: thoughts; dialogue; actions; emotions; show not tell</li> <li>- Mark setting transitions (particularly in portal) through urban/natural (pulling on Hatchet), light/dark, boring/interesting, modern/old, 'normal'/fantastical, 'real'/fictitious, war/peace, populated/unpopulated, rich/poor, hot/cold etc.</li> </ul> <p>Deepening: similar to Lost Library (Y5), explore less obvious portal transitions where there is a less marked movement through a 'door' but rather contrast is played up through developing the above. Use further snippets from Hatchett (p33 noises) to fuel ideas around marking the transition.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                                                                             |  |                                                                                   |  |                                                                                                            |  |                                                                                                    |  |                                                                                                                                                         |  |                                                                                             |  |                                                                            |
| <b>Reading</b>     | <p><b>Class Text: Hatchet, by Gary Paulsen</b></p> <p><b>Comprehension focus(es):</b></p> <ul style="list-style-type: none"> <li><u>Focus 1 – role of setting</u>: What real place in the world inspires the world of Hatchett? How does Paulsen bring the setting alive? What critical role does the setting play in our understanding of the story? Note textual cues and relevance of the wilderness.</li> <li><u>Focus 2 – main themes/ideas/arguments</u>: what key ideas are explored by Paulsen? Consider parallels between the wilderness and modern world, between man and nature, bravery, positive thinking, growing into adulthood etc.</li> </ul> <p><b>Responding and questions:</b></p> <ul style="list-style-type: none"> <li>'What impression' questions; Summarising: ordering events</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                                                                             |  |                                                                                   |  |                                                                                                            |  |                                                                                                    |  |                                                                                                                                                         |  |                                                                                             |  |                                                                            |
| <b>SPAG</b>        | <p><b>Spelling</b></p> <table border="1"> <tr> <td data-bbox="319 1198 399 1310"></td><td data-bbox="406 1198 1484 1232">-es/-ed to nouns/verbs ending -y <i>e.g. cries, copied vs cries, copyed</i></td></tr> <tr> <td data-bbox="319 1243 399 1310"></td><td data-bbox="406 1243 1484 1276">-ing, -ed, -er, -est and -y to -e ending with consonant before <i>e.g. hoping</i></td></tr> <tr> <td data-bbox="319 1288 399 1310"></td><td data-bbox="406 1288 1484 1332">-ing, -ed, -er, -est and -y to one syll. Word ending in single c after single v before <i>e.g. hopping</i></td></tr> <tr> <td data-bbox="319 1332 399 1366"></td><td data-bbox="406 1332 1484 1366">Suffixes beginning with vowel letters to polysyllabic <i>e.g. forgetting, forgotten, beginning</i></td></tr> <tr> <td data-bbox="319 1377 399 1422"></td><td data-bbox="406 1377 1484 1433"><u>a</u>ppear, dis<u>a</u>ppear, <u>a</u>rri<u>v</u>e, different, <u>o</u>pposite, <u>p</u>ossible, possess, <u>s</u>uppose, <u>d</u>ifficult</td></tr> <tr> <td data-bbox="319 1444 399 1489"></td><td data-bbox="406 1444 1484 1478"><u>p</u>robably, <u>p</u>erhaps, se<u>p</u>arate, surprise, minute, parli<u>a</u>ment</td></tr> <tr> <td data-bbox="319 1489 399 1534"></td><td data-bbox="406 1489 1484 1534"><u>o</u>ccupy, <u>o</u>ccur, <u>o</u>ppportunity, profession, recommend</td></tr> </table> <p><b>Punctuation and Grammar:</b></p> <ul style="list-style-type: none"> <li>Fronted adverbials, parenthesis to add extra information (brackets, dashes, commas), modal verbs, active and passive voice.</li> <li>Deepening: use of semi-colon and colon to mark independent or dependent clauses.</li> </ul> |  | -es/-ed to nouns/verbs ending -y <i>e.g. cries, copied vs cries, copyed</i> |  | -ing, -ed, -er, -est and -y to -e ending with consonant before <i>e.g. hoping</i> |  | -ing, -ed, -er, -est and -y to one syll. Word ending in single c after single v before <i>e.g. hopping</i> |  | Suffixes beginning with vowel letters to polysyllabic <i>e.g. forgetting, forgotten, beginning</i> |  | <u>a</u> ppear, dis <u>a</u> ppear, <u>a</u> rri <u>v</u> e, different, <u>o</u> pposite, <u>p</u> ossible, possess, <u>s</u> uppose, <u>d</u> ifficult |  | <u>p</u> robably, <u>p</u> erhaps, se <u>p</u> arate, surprise, minute, parli <u>a</u> ment |  | <u>o</u> ccupy, <u>o</u> ccur, <u>o</u> ppportunity, profession, recommend |
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| <b>Mathematics</b> | <p><b>Number: Fractions</b></p> <ul style="list-style-type: none"> <li>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</li> <li>Compare and order fractions, including fractions &gt; 1</li> <li>Generate and describe linear number sequences (with fractions)</li> <li>Place fractions on a number line and order them</li> <li>Find fractions of amounts and find the whole</li> <li>Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions.</li> <li>Multiply simple pairs of proper fractions, writing the answer in its simplest form</li> <li>Divide proper fractions by whole numbers</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                                                                             |  |                                                                                   |  |                                                                                                            |  |                                                                                                    |  |                                                                                                                                                         |  |                                                                                             |  |                                                                            |

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|                            | <ul style="list-style-type: none"> <li>Associate a fraction with division and calculate decimal fraction equivalents [ for example, 0.375] for a simple fraction</li> <li>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</li> <li>Solve multi-step problems involving fractions</li> </ul> <p><b>Measurement: Converting Units</b></p> <ul style="list-style-type: none"> <li>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.</li> <li>Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp.</li> <li>Convert between miles and kilometres.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Science</b>             | <p><b>Evolution and inheritance</b></p> <ul style="list-style-type: none"> <li>To know that fossils give us proof of evolution.</li> <li>That some examples of animals that we know have evolved because of fossils.</li> <li>To understand what the fossil record is.</li> <li>That scientists examine fossils to find out about the evolution of different species.</li> <li>To know that animals produce offspring with animals of the same species.</li> <li>Know the differences between species is called diversity and the difference within species is called variation.</li> <li>Know the individual members of a species have different characteristics from each other.</li> <li>To analyse how cross/selective breeding has led to animals with certain inherited characteristics.</li> <li>Know that variation leads to natural selection which leads to evolution and give examples in nature.</li> <li>How Charles Darwin conducted scientific studies to inform his theory of evolution.</li> <li>To know how that animals have adapted to their environment to survive and that this leads to evolution.</li> <li>Know some ways in which animals have adapted to their environment.</li> <li>To use and apply knowledge of climate change to consider what this means for the adaptation of living things.</li> <li>How that plants adapt to ensure that they get enough light and water.</li> <li>To know that, where relevant, plants have adapted to encourage pollination.</li> <li>To observe and raise questions about how local plants are adapted to their environment.</li> </ul> |
| <b>Religious Education</b> | <p><b>Is it better to express your belief in arts and architecture or in charity and generosity?</b></p> <ul style="list-style-type: none"> <li>To explore the use of religious buildings as an example of religious creativity (Mosque and Church).</li> <li>That art expresses religious themes and beliefs and their value to believers. Explore this through the Muslim and Christian views on presenting or not presenting God in art.</li> <li>That theologians use their interpretive skills to understand hidden meanings behind scriptures.</li> <li>That for Muslims and Christians being charitable and generous is shown in the scriptures (the vineyard workers- Matthew 20;1-16 or the widow's offering Mark 12;41-44).</li> <li>To consider how art and someone's actions show what someone believes about God – churches and mosques show God's greatness/perfection; God's actions show his concerns for justice (Luke 11; 39-42).</li> <li>To consider why both Muslims and Christians believe that giving to charity is important to their life (in both giving and receiving).</li> <li>To investigate which has greater impact – art or charity by considering what the world would be like without one or the other.</li> </ul>                                                                                                                                                                                                                                                                                                                                                        |

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| <b>Physical Education</b> | <p><b>Land based water safety</b></p> <ul style="list-style-type: none"> <li>• Awareness: To assess and justify the level of risk in real-life water scenarios.</li> <li>• Safe Behaviour: To lead others in choosing and justifying safe actions in water scenarios.</li> <li>• Getting Help: To lead and co-ordinate a safe rescue scenario with peers.</li> <li>• Self Rescue: To plan and perform a full safe self-rescue sequence in role play.</li> </ul> <p><b>Quidditch:</b></p> <ul style="list-style-type: none"> <li>• To send and receive under pressure.</li> <li>• To select skills to move towards goal, away from defenders and space.</li> <li>• To combine attacking skills to create shooting opportunities.</li> <li>• To use defensive skills to gain possession.</li> <li>• To defend as a team, denying space and gaining possession.</li> <li>• To apply rules, tactics, skills and principles to play in a tournament.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Geography</b>          | <p><b>Coasts</b></p> <ul style="list-style-type: none"> <li>• That Geographers use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.</li> <li>• That Geographers study how landforms and topographical features develop and change.</li> <li>• That weathering is the breakdown of rocks by water, frost and temperature change. Rocks can also be broken down by the effects of plants and animals.</li> <li>• How Freeze-thaw weathering, Onion-skin weathering, Biological weathering and Chemical weathering occur.</li> <li>• That erosion wears away and removes loosened material, and the action of rivers, the sea, ice and wind are the chief types of erosion.</li> <li>• That the three stages of erosion are: erosion, transportation, deposition.</li> <li>• To know different types of coast feature include blowhole, headland, arch, stack, sea cave, stump.</li> <li>• That Geographers study how people change the land through such human activities.</li> <li>• That human actions cause erosion through deforestation, farming and agriculture, construction of roads and buildings, logging, mining, climate change.</li> <li>• To know the White Cliffs of Dover have been eroding 10 times faster in the last 150 years than they did over the previous 7,000 years, and why.</li> <li>• To know how Sandgate and the nearby coast has changed over time.</li> <li>• To know that erosion prevention methods include sand dunes, vegetation, seawalls, sandbags, and sand fences.</li> <li>• To make predictions of what the Kent Coast may look like in 100,1,000 and 10,000 years</li> </ul> |
| <b>PSHE</b>               | <p><b>Healthy Lifestyles</b><br/><b>Respecting Self and Others</b></p> <ul style="list-style-type: none"> <li>• To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves and how it links to one's own happiness.</li> <li>• How to communicate effectively and assertively, including expressing needs and boundaries, and how being assertive differs from being controlling.</li> <li>• How to respond to situations where they experience disappointment or frustration with others.</li> <li>• To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online) and the impact and consequences of bullying, and know that teasing, name-calling, trolling, harassment, and the deliberate exclusion of others are all considered to be bullying.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|    | <p><b>Safe Relationships: Consent, Boundaries and Trust</b></p> <ul style="list-style-type: none"> <li>• That some relationships can be harmful, dangerous or abusive and how to recognise signs of these relationships, and how to report abuse.</li> <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>• To look at seeking and giving permission (consent) in different situations. Specifically, privacy and personal boundaries in friendships and wider relationships (including online).</li> <li>• What is meant by boundaries; how to set and communicate appropriate boundaries in friendships and other relationships; the importance of respecting others' boundaries.</li> <li>• To understand why communication is important in relationships and why consent matters before any kind of physical touch. (RSE lesson 2)</li> <li>• The PANTS rules: <b>P</b>rivates are private; <b>A</b>lways remember your body belongs to you; <b>N</b>o means no; <b>T</b>alk about secrets that upset you; <b>S</b>peak up, someone can help.</li> <li>• How to identify acceptable/unacceptable physical contact, and how to tell if contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe), and how to respond to inappropriate or unwanted physical contact.</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> </ul> |
| DT | <p><b>Cooking: Posh Jammy Dodgers</b></p> <ul style="list-style-type: none"> <li>• To know what constitutes a healthy and varied diet.</li> <li>• To analyse the nutritional information of the packaging of biscuits.</li> <li>• That food groups have different roles in the body (carbohydrates are for energy, proteins allow our bodies to grow and repair and fruit and vegetables help our immunity).</li> <li>• Create a biscuit design within a design brief, using market research.</li> <li>• Draw a simple exploded design of their biscuit.</li> </ul> <p><b>With moderate supervision:</b></p> <ul style="list-style-type: none"> <li>• Effectively separate eggs</li> <li>• Sieve wet and dry ingredients with precision.</li> <li>• Use an electric hand mixer to whisk.</li> <li>• Knead and shape dough into a variety of shapes.</li> <li>• Use a rolling pin to roll out dough to a specific thickness</li> <li>• Use biscuit cutters to accurately assemble a dish.</li> </ul> <p><b>With close supervision:</b></p> <ul style="list-style-type: none"> <li>• That we handle hot foods safely using oven gloves.</li> <li>• How to treat minor burns (PSHE link)</li> <li>• To comment on what they like about it and what they could improve next time.</li> <li>• Consider how the view of other's could improve their own work.</li> </ul>                                                                                                                                                                                                                                                                                        |

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| <p><b>Primary Languages – Spanish</b></p> | <p><b>In the cafe (en el cafe)</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>How to say and spell the below vocabulary and use this to order a selection of typical foods, drinks and snacks from a Spanish menu and then ask for the bill. <ul style="list-style-type: none"> <li>Breakfast in the café (<i>desayuna en el café</i>)</li> <li>What would you like? (<i>¿Qué quieres?</i>)</li> <li>I would like (<i>quiero</i>)</li> <li>Please (<i>por favor</i>)</li> <li>A juice (<i>un zumo</i>)</li> <li>A black coffee (<i>un café</i>)</li> <li>A white coffee (<i>un café con leche</i>)</li> <li>A lemon tea (<i>un té</i>)</li> <li>A tea with milk (<i>un té con leche</i>)</li> <li>A hot chocolate (<i>un chocolate caliente</i>)</li> <li>A croissant (<i>un croissant</i>)</li> <li>Butter (<i>la mantequilla</i>)</li> <li>Bread (<i>pan</i>)</li> <li>Jam (<i>la mermelada</i>)</li> <li>Sponge cake (<i>un bizcocho</i>)</li> <li>Cereal (<i>cereales</i>)</li> <li>A piece of tortilla (<i>un trozo de tortilla</i>)</li> <li>Spanish doughnuts (<i>de churros</i>)</li> <li>Tapas (<i>tapas</i>)</li> <li>Chips (<i>patatas fritas</i>)</li> <li>A sandwich (<i>un sándwich</i>)</li> <li>A coke (<i>una coca-cola</i>)</li> <li>A fizzy lemonade (<i>una limonada con gas</i>)</li> <li>The bill please (<i>la cuenta por favor</i>)</li> </ul> </li> <li>How to perform a simple role play ordering food, drink and/or snacks in a Spanish café using useful language such as 'hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye'.</li> <li>That being able to communicate in other languages opens up the wider world.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>That determiners can be interchangeable from indefinite and definite depending on meaning and what you want to say (e.g. 'I would like <b>a</b> croissant but <b>the</b> bill) and understand that there are more versions of each determiner compared to English due to gender and amount.</li> <li>That 'quiero' is the verb conjugation for I would like/want and the infinitive is the verb 'querer' (to want).</li> <li>That other languages sound different because of different rules.</li> <li>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'.</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>That with words ending in a consonant (apart from 'n' and 's') should be stressed on the last syllable as in 'fa-<b>vor</b>'</li> </ul> |
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| <b>Computing</b> | <b>Data Handling - Big Data 1</b> <ul style="list-style-type: none"><li>• Why <b>barcodes</b> and <b>qr</b> were created and what they are used for</li><li>• To use simple <b>formulas</b> to add and subtract <b>fields</b> within a spreadsheet and sort data for a given purpose.</li><li>• That data analysts use this to interpret data more efficiently</li><li>• To analyse real-time data to generate a graph using excel <b>software</b>.</li><li>• How <b>corruption</b> can happen within data during transfer (for example when downloading, installing, copying and updating files).</li><li>• That working collaboratively on devices is only possible if the users know how to safely transfer data and how to prevent corruption.</li><li>• That data corruption is less likely to happen it is sent in '<b>packets</b>'.</li><li>• That devices that are not updated are most vulnerable to <b>hackers</b>.</li></ul> <b>Online Safety</b> <ul style="list-style-type: none"><li>• That different scenarios can make someone feel sad, worried, uncomfortable or frightened.</li><li>• There is help available online and offline and it is important to ask for it.</li><li>• That kindness and respect can be shown online in a number of ways.</li><li>• Sharing things online creates risk. Privately sharing online also brings risk.</li><li>• A positive online reputations is supported by our school values.</li></ul> |
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