

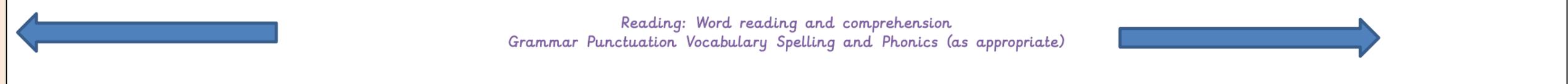
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Mindset Focus	Respect Resilience Responsibility					
Visitors in / Visits		Christmas Carol concert and Christmas Fayre Lyceum Pantomime Christmas performance				
School Events SMSC links British Values links	Harvest	Children in Need Anti-bullying week Road Safety Week Christmas Celebration Parents evenings	National Story Telling Week	World Book Day Red Nose Day Easter Celebrations Parents evenings		Sports Day Parents evenings
Parental engagement		Breakfast morning SATs meeting - maths Reading mornings - Tuesday	Breakfast morning SATs meeting - reading Reading mornings - Wednesday	Breakfast morning SATs meeting - SPaG Reading mornings - Thursday	Breakfast morning SATs meeting - access arrangements Reading mornings - Friday	Breakfast morning Reading mornings - Friday Leavers assembly End of year performance
Maths	<p>Number: Place value</p> <ul style="list-style-type: none"> Reading, writing and ordering numbers to 10 000 000 Ordering and comparing Rounding Negative numbers <p>Number: Four Operations</p> <ul style="list-style-type: none"> Add and subtract integers Multiply up to a 4 digit number by 2 digit numbers Primes to 100 Short division Dividing using factors Long division Common factors Common multiples Squares and cubes Order of operations Mental calculations and estimation Reason from known facts <p>Other topics covered:</p> <ul style="list-style-type: none"> Properties of shapes Links to Y4/Y5 	<p>Number: Fractions</p> <ul style="list-style-type: none"> Simplify fractions Fractions on a number line Compare and order (denominator) Compare and order (numerator) Add and subtract Divide fractions by integers Four rules with fractions Fractions of amounts Fractions of amounts - find the whole <p>Geometry: Position and direction</p> <ul style="list-style-type: none"> The first quadrant Four quadrants Translation Reflection <p>Other topics covered:</p> <ul style="list-style-type: none"> Ratio Time Number: decimals - including money Number: percentages 	<p>Number: Decimals</p> <ul style="list-style-type: none"> Place value $\times / \div 10, 100, 1000$ multiply by integers divide by integer Problem solving with decimals Fractions to decimals <p>Number: Percentages</p> <ul style="list-style-type: none"> Fractions to percentages equivalent FDP Order FDP Percentages of amounts Problem solving - missing values <p>Number: Algebra</p> <ul style="list-style-type: none"> Forming equations Solve simple one step equations Solve two-step equations Find pairs of values Enumerate possibilities 	<p>Measurement: Converting units</p> <ul style="list-style-type: none"> Metric measures - length, mass, capacity Calculate with metric measures Metric - imperial <p>Measurement: Converting units</p> <ul style="list-style-type: none"> Metric measures - length, mass, capacity Calculate with metric measures Metric - imperial Area of parallelogram Volume - counting cubes Volume of a cuboid <p>Number: Ratio</p> <ul style="list-style-type: none"> Using ratio language Ratio and fractions Introducing the ratio symbol Calculating ratio Ratio and proportion problems 	<p>Geometry: Properties of shape</p> <ul style="list-style-type: none"> Measure with a protractor Introduce angles Calculate angles Vertically opposite angles Angles in triangles Angles in triangles Angles in triangles - missing angles Angles in special quadrilaterals Angles in regular polygons <p>Statistics</p> <ul style="list-style-type: none"> Read and interpret line graphs Draw line graphs Use line graphs to solve problems Circles Read and interpret pie charts Pies charts with percentages Draw pie charts 	<p>Statistics</p> <ul style="list-style-type: none"> Read, interpret and draw line graphs and use them to solve problems Name and understand parts of a circle. Read and interpret pie charts (with percentages) Draw pie charts Calculate the mean

- Roman Numerals Statistics (linked to Geography and Science)
- Ratio
- Converting measurements cm/m/km
- Time
- Perimeter and area
- Volume
- Properties of shapes - angles

Number Sense and Fluency
Range of problem solving and reasoning activities

<p>English Reading Writing GPVS</p>	<p>Class Book: Holes by Louis Sachar</p> <p>Reading Skills: (Taken from Glossary)</p> <ul style="list-style-type: none"> • Decoding and fluency - reading aloud with intonation and expression • Retrieval • Fact and opinion • Inference -read between the lines • Clarification - define and explain words in context • Vocabulary • Summarising - key information • Comparing and Contrasting - how something has brought about change <p>Writing Genres:</p> <ul style="list-style-type: none"> • Narrative - chapter from Holes • Character descriptions - characters from Holes • Formal and informal letters • Black History Month - biography • Information about America 	<p>Class Book: Holes by Louis Sachar</p> <p>Reading Skills: (Taken from Glossary)</p> <ul style="list-style-type: none"> • Decoding and fluency - reading aloud with intonation and expression • Retrieval • Fact and opinion • Inference -read between the lines • Clarification - define and explain words in context • Summarising - key information • Comparing and Contrasting - how something has brought about change • Prediction <p>Writing Genres:</p> <ul style="list-style-type: none"> • Narrative - writing missing chapters from the book - Using dialogue to advance the action in narratives • Diary in style of Warden and Stanley • Narrative - Linked to the Christmas Truce from World War • RE - Christmas - balanced argument 	<p>Class Book: Private Peaceful</p> <p>Reading Skills: (Taken from Glossary)</p> <ul style="list-style-type: none"> • Decoding and fluency - reading aloud with intonation and expression • Retrieval • Inference -read between the lines • Clarification - define and explain words • Vocabulary • Sequencing • Summarising - key information • Comparing and Contrasting - how something has brought about change • Prediction • Providing evidence <p>Writing Genres:</p> <ul style="list-style-type: none"> • Persuasive writing to encourage soldiers to fight in the war • Letter writing - formal and informal • Newspaper report about the catalyst for WWI - Franz Ferdinand • Character profile linked to Private Peaceful <p>GPV Focus:</p>	<p>Class Book: The Boy in The Striped Pyjamas</p> <p>Reading Skills: (Taken from Glossary)</p> <ul style="list-style-type: none"> • Decoding and fluency - reading aloud with intonation and expression • Retrieval • Inference -read between the lines • Clarification - define and explain words • Vocabulary • Sequencing • Summarising - key information • Providing evidence <p>Writing Genres:</p> <ul style="list-style-type: none"> • Recount linked to trip (National Holocaust Centre) • Narrative - retelling a chapter from a different perspective • Balanced argument - Is evacuation a good idea? • Diary entry in the style of an evacuee • Newspaper reports - Sheffield Blitz linked to History <p>GPV Focus:</p> <ul style="list-style-type: none"> • Standard English • Formal and informal 	<p>Class Book: Journey to Jo'Burg</p> <p>Reading Skills: (Taken from Glossary)</p> <ul style="list-style-type: none"> • Decoding and fluency - reading aloud with intonation and expression • Retrieval • Inference -read between the lines • Clarification - define and explain words • Summarising - key information • Sequencing • Comparing and Contrasting - how something has brought about change • Prediction <p>Writing Genres:</p> <ul style="list-style-type: none"> • Narrative - character description and setting description • Missing chapter work • Information about the Benin • Biography about Charles Darwin <p>GPV Focus:</p> <ul style="list-style-type: none"> • Revision of word classes, punctuation, verb forms and tense consistency • Revision based on gaps <p>Spelling Focus:</p> <ul style="list-style-type: none"> • Word families 	<p>Class Book: Journey to Jo'Burg</p> <p>Reading Skills: (Taken from Glossary)</p> <ul style="list-style-type: none"> • Decoding and fluency - reading aloud with intonation and expression • Retrieval • Inference -read between the lines • Clarification - define and explain words • Vocabulary • Summarising - key information • Comparing and Contrasting - how something has brought about change <p>Writing Genres:</p> <ul style="list-style-type: none"> • Narrative linked to class text • Mini topics linked to Literacy Shed (e.g. The Piano) • Poetry The Highwayman • Play scripts Macbeth • Newspaper report Tacoma Bridge <p>GPV Focus:</p> <ul style="list-style-type: none"> • Formality • Dialogue • colons/semi-colons/single dash <p>Spelling Focus:</p> <ul style="list-style-type: none"> • Synonyms/antonyms
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<p>GPV Focus:</p> <ul style="list-style-type: none"> Word classes - nouns, verbs, adjectives, adverbs, conjunctions, pronouns, determiners, prepositions Functions of a sentence Punctuation -full stops, capital letters, questions marks, exclamation marks, commas Formal and Informal Expanded noun phrases Relative clauses Cohesion <p>Spelling Focus:</p> <ul style="list-style-type: none"> Y3/4 spelling words revision Homophones Prefixes Hyphens to join a prefix to a root word 	<p>GPV Focus:</p> <ul style="list-style-type: none"> Verb forms - past, present, future, simple Subordinate clauses Relative clauses Modal verbs Cohesion Passive and active <p>Spelling Focus:</p> <ul style="list-style-type: none"> Suffixes Word families Silent letters Able/ably 	<ul style="list-style-type: none"> Punctuation - commas, inverted commas, apostrophes, parenthesis Clauses and phrases Subordinating conjunctions and coordinating conjunctions Dialogue <p>Spelling Focus:</p> <ul style="list-style-type: none"> Suffixes Le or el Word families Y5/6 spelling words 	<ul style="list-style-type: none"> Punctuation - hyphens, single dash, colons, semi-colons <p>Spelling Focus:</p> <ul style="list-style-type: none"> Word families cial/tial Y5/6 spelling words 	<ul style="list-style-type: none"> Words than can be nouns/verbs ou/ow ible/ibly 	<ul style="list-style-type: none"> Y5/6 spelling words
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<p>Science</p> <p>Animals including humans</p> <p>We will be learning about the circulatory system in the human body, identifying and describing the functions of the heart, blood vessels, blood and the lungs and how these collectively contribute to the same function. We will then learn about the importance of maintaining a healthy lifestyle and the impact diet, exercise, drugs and other lifestyle choices have on the way our body functions. We will also learn about water and nutrient transport in animals, including humans.</p> <p>Concepts:</p> <ul style="list-style-type: none"> Asking questions 	<p>Electricity</p> <p>We will build upon learning in Year 4 on how symbols can be used to represent electrical components in a simple circuit diagram. We will then compare and give variations in how these components function, including brightness of bulbs, loudness of buzzers and the on/off position of switches. We will then use our knowledge to make connections between the rightness of a lamp or the volume of a buzzer with the number and voltage of cells.</p> <p>Concepts:</p> <ul style="list-style-type: none"> Asking questions Predicting Testing Data-collection 	<p>Light</p> <p>We will be recognising and investigating how light travels and use these ideas to explain that objects are seen because they give out or reflect light into the eye. We will also use our knowledge to explain how we see things by light entering our eyes and how shadows have the same shape as the object that casts them.</p> <ul style="list-style-type: none"> How light travels How we see things How light reflects off surfaces <p>Concepts:</p> <ul style="list-style-type: none"> Asking questions Predicting Testing Data-collection 	<p>Living Things</p> <p>Famous Scientist: Carl Linnaeus</p> <p>We will describe how living things are classified into broad groups according to similar observable characteristics, including micro-organisms, plants and animals. We will compare animals in these groups, identifying similarities and differences. We will classify plants and animals based on characteristics and give reasons for our choices.</p> <p>Concepts:</p> <ul style="list-style-type: none"> Asking questions Identifying Classifying 	<p>Evolution and Inheritance</p> <p>Famous Scientist: Charles Darwin</p> <p>We will recognise that living things produce offspring of the same kind but offspring can vary in characteristics and are therefore not identical to parents. We will discuss the term inheritance and what this means in direct reference to characteristics. We will learn about how fossils are formed and then used as an information source for how living things have changed over time and the animals and organisms that inhabited the Earth millions of years ago. We will then collate this information to determine how animals are adapted to suit their environment in different ways and how this contributes to the scientific concept of evolution.</p>
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					Concepts: <ul style="list-style-type: none"> • Asking questions • Identifying • Classifying
Working Scientifically Asking questions, setting up enquiries, making observations gathering information, recording and reporting findings, drawing conclusions pattern identification, using evidence to answer questions					
History		<p>World War 1 (Innovation, Migration, Community, Empire, Key events)</p> <p>We shall be looking at World War 1, the events leading up to the start, significant people (such as Archduke Franz Ferdinand and Walter Tull), events throughout the war and how the war ended - resulting in the Treaty of Versailles. <i>(political, cultural, social history)</i></p> <p>We shall also be comparing life before, during and after the war - not only for the soldiers but life on the homefront too (for the women and children). <i>(social, cultural history)</i>. We will have a strong focus on sources and the reliability of the sources we use to gather our understanding about the war.</p> <p><i>(NC: A study of an aspect of British History that extends pupils' chronological knowledge beyond 1066)</i></p> <p>Concepts: Chronology, Significance, Cause and consequence, Duration, Interpretation</p> <p>Strands: Economic, cultural, political, social, environmental</p>	<p>World War 2 (Innovation, Migration, Community, Empire, key events)</p> <p>Our World War 2 learning will start by focussing on how life changed after WW1 and the outbreak of WW2. We will sensitively explore the Holocaust and how refugees escaped Nazi Germany through the Kindertransport as well as others who were not as lucky and were captured to be taken to concentration camps. We will look at the impact of the Blitz on our country and specifically Sheffield. We will explore the lives of significant people such as Anne Frank. Finally, we will debate when was the most dangerous time to live drawing on our learning throughout KS2 to decide. <i>(environmental, political, cultural, social history)</i></p> <p><i>(NC: A study of an aspect of British History that extends pupils' chronological knowledge beyond 1066)</i></p> <p>Concepts: Chronology, Significance, Culture, Cause and consequence</p> <p>Strands: Economic, cultural, political, social</p>	<p>Empire of Benin (Innovation, Civilisation, Migration)</p> <p>To start the learning journey we will explore Africa's big picture and put the period of Benin onto a timeline to understand the chronology. We will explore artefacts from the period of time to discover what life was like - questioning the reliability of these sources too. We will look at traditional oral stories about the time period too - deciding which we believe gives us a better interpretation. <i>(environmental, social history)</i></p> <p>We will also look at the religious beliefs of the time. Finally we will explore why the empire became so powerful and significant but also explain reasons for its eventual end. <i>(environmental, political, cultural history)</i></p> <p><i>(NC: A non-European study that provides contrasts with British History)</i></p> <p>Concepts: Significant changes, Chronology, Change and continuity, Cause and consequence</p> <p>Strands: Famous people,</p>	
Geography	<p>Geography of the Americas (environment, culture, climate)</p> <p>We will begin by looking at key geographical locational knowledge such as locating continents, oceans, seas, the tropics, lines of longitude, latitude, northern and southern hemispheres, the Greenwich meridian and the equator. We will then be conducting an in depth study on Americas, looking in detail at what countries make up America, what states make up the USA, their climates and time zone differences..</p> <p>We will look in particular at Texas and how it has made its economic growth through farming and harvest.</p> <p>We will also be comparing the physical and human features of South west America and a region within the UK (Peak district)</p> <p>DEPTH STUDY / Geographical enquiry - Texas farming</p>	<p><i>Although this term will predominantly be used for History - we will identify and locate the main countries involved in WW1 and WW2 and understand how these countries have changed since over time.</i></p>	<p>Geography of Africa (climate, environment)</p> <p>We will revise our learning on key geographical location knowledge from our learning about the Americas. We will then be conducting an in depth study on Africa, locating countries within Africa and comparing the city of Johannesburg with the city of Houston in Texas. We will also be looking in detail at climate, biomes (the Savannah biome) and vegetation belts of Africa.</p> <p>DEPTH STUDY/Geographical enquiry - Savannah biome</p> <p>Finally, we will study our local area of Ecclesfield and work on our Geographical skills and fieldwork by working with digimaps and OS maps and looking/creating graphs of the local climate - temperature and rainfall). We will explore the land use in Ecclesfield and surrounding areas (identifying how these have changed over time) and include where our energy comes from.</p> <p><i>(NC: Locational Knowledge: locate the world's countries using maps to focus on Europe and North and South America , identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer</i></p>		

(NC: Locational Knowledge: locate the world's countries using maps to focus on Europe and North and South America , identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night)
Place Knowledge: understand geographical similarities and differences - study of region within North or South America and a region with UK
Human and Physical Geog: Physical - describe and understand climate zones, Human - land use and economic activity
Geographical skills and fieldwork: use maps, globes and digital/computer mapping to locate countries and describe features studied.

Concepts: Place, Space, Scale, Environments, Interconnections, Physical Processes, Human Processes
Strands: Location, place, human, physical, geographical

Geographical Association scheme links: Latitude and Longitude - Americas

and Capricorn, the Prime/Greenwich Meridian, counties and geographical regions of UK. Land use patterns - understand how some of these have changed over time.
Human and Physical Geography: Physical: climate zones, biomes and vegetation belt. Human: distribution of natural resources such as energy
Geographical skills and fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied , use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world, use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, graphs and digital technologies.)

Concepts: Place, Space, Scale, Environments, Interconnections, Physical Processes, Human Processes
Strands: Location, place, human, physical, geographical

Geographical Association scheme links: Climate and biomes

Music

Singing lessons with singing teacher (Autumn Term)
Performance Purpose: working towards Christmas and Easter performances
Skills covered:
 To sing in unison and to sing backing vocals.
 To demonstrate a good singing posture.
 To follow a leader when singing.
 To experience rapping and solo singing.
 To listen to each other and be aware of how you fit into the group.
 To sing with awareness of being 'in tune'.

Concepts:
 Melody
 Harmony
 Pitch
 Tempo
 Timbre

BBC Ten Pieces Autumn 1
You've got a friend
 We will delve into the life of Carole King and appreciate her music and life as a composer.
Performance Purpose:
 Perform to other class in year group

Skills covered:
 To think about the message of songs.
 To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.
 Talk about the music and how it makes you feel, using musical language to describe the music.

Charanga Autumn 2
Stravinsky - The Firebird Suite
 In this unit children will listen and reflect on a piece of orchestral music, create their own piece of music using instruments and voice, perform as an ensemble and further develop their use of musical language appropriate to the task.

Performance Purpose:
 Recorded to put onto Class Dojo for parents

Skills covered:
 To identify and move to the pulse with ease.
 Listen carefully and respectfully to other people's thoughts about the music.

I'll be there
 We will investigate Michael Jackson's music and his influence on Pop music

Concepts:
 Melody
 Harmony
 Tempo
 Performance

Charanga Spring 2
'Happy'
 What music makes you happy?
 We will listen to popular current music and discuss its connotations for our emotions.

Performance Purpose: Easter Service

Skills covered:
 To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.
 Talk about the music and how it makes you feel, using musical language to describe the music
 To identify and move to the pulse with ease.
 To think about the message of songs.
 Listen carefully and respectfully to other people's thoughts about the music.
 Use musical words when talking about the songs.
 To talk about the musical dimensions working together in the Unit songs.
 Learn an instrumental part that matches the melody of the song from memory or using notation.
 To rehearse and perform their part within the context of the Unit song.
 Improvise using instruments in the context of a song to be

Music Reading Comprehension
I'll be there for you (Friends theme tune) - The Rembrandts
 (Autumn Term - Linked to PSHE)

The Trooper - Iron Maiden
 (Spring Term)

A Million Dreams - The Greatest Showman
 (Summer term - link to final performance)

Skills covered:
 To think about what the words of a song mean.
 To take it in turn to discuss how the song makes them feel.
 Listen carefully and respectfully to other people's thoughts about the music.

<p>To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"</p> <p>Concepts: Melody Harmony Tempo Composing</p>	<p>Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. Improvise using instruments in the context of a song to be performed. Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"</p> <p>Concepts: Pitch Tempo Rhythm Composing Performing Notation</p>		<p>performed using at least two notes. Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"</p> <p>Concepts: Melody Harmony Tempo Composing</p>		
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<p>PE</p> <p>Football (GS4PE)</p> <p>Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the</p>	<p>Dance - Broadway and WW2 (iMoves)</p> <p>Pupils will practise moving hands and feet to a beat. They will work in groups to sequence a number of movements. They will create cannon and ripple effects in groups to a Broadway style. Children will group and march dependent on ally and axis nations. They will also dance using scenarios from WW2. Children will use the theme of WW2 to combine movements and stories.</p>	<p>Hockey (GS4PE)</p> <p>Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the</p>	<p>Yoga (GS4PE)</p> <p>Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to</p>	<p>Athletics (GS4PE)</p> <p>Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils 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. Pupils are also given opportunities to lead when</p>	<p>Tennis (GS4PE)</p> <p>Pupils develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils develop their tactical awareness including how to play with a partner and against another pair. They are encouraged to show respect for their teammates as well as their opponents when self managing games. Pupils are also given opportunities to reflect on their own and</p>
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<p>importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.</p> <p>Key Skills: Dribbling, passing, ball control, tracking, jockeying, turning, goalkeeping</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Competition • Collaboration • Fitness • Fairness • Technique 	<p>Key Skills: Movement to a beat, combing actions, combining stories</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Collaboration • Sequence • Evaluation and improvement 	<p>rules of the game and being respectful of their teammates, opponents and referees.</p> <p>Key Skills: Dribbling, passing, ball control, tracking, jockeying, turning, goalkeeping</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Agility • Coordination • Competition • Collaboration • Technique 	<p>create their own flows and lead others.</p> <p>Key Skills: Balance, flexibility, strength, coordination</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Balance • Coordination • Fitness • Sequence • Technique 	<p>officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: long distance running, sprinting, hurdles, high jump, triple jump, discus and shot put.</p> <p>Key Skills: Pacing, sprinting, relay changeovers, jumping for distance and height, push and fling throw for distance</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Agility • Balance • Coordination • Fitness • Technique • Evaluation and improvement 	<p>other's performances and identify areas to improve.</p> <p>Key Skills: Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, split step</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Coordination • Competition • Collaboration • Technique
<p>Gymnastics (GS4PE)</p> <p>Pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p> <p>Key Skills: Straddle roll, forward roll, backward roll, counterbalance, countertension, group balances, cartwheel, bridge, shoulder stand, handstand, headstand, vault</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Collaboration • Sequence 	<p>Dodgeball (GS4PE)</p> <p>Pupils will improve on 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. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.</p> <p>Key Skills: Throwing, catching, dodging, blocking</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Agility • Competition • Collaboration • Fairness 	<p>Fitness (GS4PE)</p> <p>Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.</p> <p>Key Skills: Agility, balance, coordination, speed, stamina, strength, power</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Fitness • Sequence • Evaluation and improvement 	<p>Volleyball (GS4PE)</p> <p>Pupils focus on developing the skills they need to play continuous rallies in volleyball. They will learn about the ready position, ball control, sending a ball over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others and will develop confidence to achieve their best. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee.</p> <p>Key Skills: Volley, dig, set, serve</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Agility • Coordination • Competition • Collaboration • Technique 	<p>Rounders (GS4PE)</p> <p>Pupils 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. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.</p> <p>Key Skills: Throwing and catching tracking, fielding and retrieving a ball, batting</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Agility • Coordination • Competition • Fairness • Technique 	<p>Sports Day Practice</p> <p>Children will practise races such as sprints, skipping, egg and spoon, and the sack race. Pupils will be ranked into seats so they are racing against children of similar ability. The children will also practise team work by taking part in team challenges.</p> <p>Key Skills: Running, throwing, catching, teamwork</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Agility • Coordination • Competition • Collaboration • Fairness • Technique

	<ul style="list-style-type: none"> Technique 				
ART & Design	<p>Drawing</p> <p>Research: Andy Warhol - Pop art</p> <p>Developing skills: Experiment creating different scenes using a range of drawing media (pen, chalk, pastels) Can they draw from memory or using their imaginations? Explore relationships between line, shape, tone, texture and space</p> <p>Applying skills: Recreate images in the style of Andy Warhol</p> <p>Evaluation:</p> <p>Concepts: line, shape, form, colour</p>	<p>Collage/textiles</p> <p>Research: Winter landscapes: Caspar David Friedrich Children to also research their own winter landscapes</p> <p>Developing skills: Sewing / collage skills Composition - show an awareness of how paintings are created</p> <p>Applying skills: Create collage/sewn piece in the style of artist - poem to inspire?</p> <p>Evaluation:</p> <p>Concepts: texture, colour, form, shape</p>	<p>Painting</p> <p>Research: Paul Nash (WWI/WW2)</p> <p>Developing skills: Colour mixing Warm and cold colours Contrasting colours Testing different paints (water colour, acrylic, powder) Work from a variety of sources</p> <p>Applying skills: Create a propaganda poster</p> <p>Evaluation:</p> <p>Concepts: colour, shape, form, tone</p>		<p>3D Drawing</p> <p>Research: Gaudi - architecture Fantasy lands</p> <p>Developing skills: Shadow Different media Proportions Perspective / 3D Shape and Form</p> <p>Applying skills: Create own drawing of a Gaudi inspired building.</p> <p>Evaluation:</p> <p>Concepts: tone, texture, form, shape</p>
Design and technology	<p>Electrical</p> <p>Design and produce an alarm system which alerts when a charity collection box is removed. (Linked to RE)</p> <p>NC Technical Knowledge: understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p><u>Investigate, disassembly, evaluate:</u> Explore and investigate everyday appliances that use electricity Investigate alarms for different uses Investigate use of different circuits</p> <p><u>Focus Practical tasks:</u> Make simple series circuits Explore and develop electrical circuits including those using switches Investigate switches for different purposes</p> <p><u>Design:</u> Use a comprehensive labelled diagram to design their own alarm system which works through an electronic circuit Communicate their ideas through detailed labelled drawings Develop a design specification</p> <p><u>Make</u> Using at least one electronic circuit, children to make a working alarm. Select appropriate tools, materials, components and techniques Make modifications as they go along</p> <p><u>Evaluate</u></p>	<p>Computer Control</p> <p>Design and make an automated night light for a younger child.</p> <p>NC Technical Knowledge: apply their understanding of computing to program, monitor and control their products.</p> <p><u>Investigate, disassembly, evaluate:</u> Explore and investigate everyday appliances that use electricity Investigate programmable toys and gadgets</p> <p><u>Focus Practical tasks:</u> Make simple series circuits Explore and develop electrical circuits including those using switches Investigate switches for different purposes Investigate computer control program (TBC)</p> <p><u>Design:</u> Design a night light which can light up automatically when controlled by a computer (using Crumble boards and Scratch) Communicate their ideas through detailed labelled drawings Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways (Design an algorithm)</p> <p><u>Make</u> Create the circuit and other aesthetic parts to case a night light which can be controlled remotely, Select appropriate tools, materials, components and techniques Assemble components make working models Make modifications as they go along</p>	<p>Food/Nutrition</p> <p>To design and make a healthy meal which is under 500 calories for a member of staff.</p> <p>NC: understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p><u>Investigate, disassembly, evaluate:</u> Classify and group foodstuff Analyse appearance, smell, taste, texture, how grown, how produced, how eaten, cost, weight of food</p> <p><u>Focus Practical tasks:</u> Weigh and measure accurately prepare food - peel, cut, slice, grate etc Combine food from different food groups to create healthy products</p> <p><u>Design:</u> Design a menu for an adult which is under 500 calories, planning the order of working. Plan the order of work choosing appropriate materials, tools and techniques</p> <p><u>Make</u> Make a healthy meal for an adult which consists of less than 500 calories using good food hygiene techniques. Weigh and measure accurately Apply the rules of basic food hygiene and other safe practices</p>		

	<p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests Record their evaluations using drawings with labels Evaluate against their original criteria and suggest ways that their product could be improved</p> <p>Concepts: Design Evaluate Technology</p>		<p>Evaluate Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests Record their evaluations using drawings with labels Evaluate against their original criteria and suggest ways that their product could be improved</p> <p>Concepts: Design Evaluate Data Technology</p>		<p>Evaluate Evaluate the product against the original criteria and suggest ways it can be improved.</p> <p>Concepts Nutrition Data Evaluate</p>	
RE	<p>Theme: Teachings, wisdom and authority:</p> <p>Key Question: What do sacred texts and other sources say about God, the world and human life? What can we learn by reflecting on words of wisdom from religions and worldviews</p> <p>Religions: Jewish, Muslim, Christian</p> <p>: • respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different religions (A2) • linking to English, pupils consider why some texts from the Torah (e.g. the Shema), the Bible (e.g. 1 Corinthians 13) and the Qur'an (e.g. The 1st Surah, the Opening) are seen as sources of wisdom in different communities. They respond thoughtfully to the ideas found in the texts with ideas of their own (A2) • linking to Citizenship Education and the methods of philosophy for children, pupils consider, for example, the Ten Commandments (Jewish) and the Five Precepts (Buddhist), expressing thoughtful ideas about what is right and wrong in the light of their learning (C3)</p>		<p>Theme: Beliefs in action in the world:</p> <p>Key Question: How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?</p> <p>Religions: Jewish, Christian, Muslim</p> <p>discover and explore what Jewish people, Humanists and Christians teach about how we can all live together for the wellbeing of each other (C1) • apply their ideas about justice and fairness to the work of three development charities such as Christian Aid, Islamic Relief and Oxfam (C3) • write persuasively about the reasons why members of different religions and beliefs try to help people who are vulnerable (e.g. victims of natural disasters, people who live with disabilities or people affected by war) (C3)</p>		<p>Theme: Religion, family and community:</p> <p>Key Question: What contributions do religions make to local life in Sheffield? How can we make Sheffield a city of tolerance and respect?</p> <p>Religions: All the religions and beliefs of Sheffield</p> <p>investigate aspects of community life such as weekly worship, charitable giving or beliefs about caring for others, showing their understanding and expressing ideas of their own (A2) • linking to the expressive arts, pupils develop their own imaginative and creative ways of expressing some of their own commitments such as working hard at sport or music, caring for animals, loving the family or serving God (B2) • list and describe similarities and differences between the ways different communities show that they belong (C1) • linking to Mathematics and Geography, pupils use local and national census statistics to develop accurate understanding of the religious plurality of their locality and of Britain today (C2) • discuss and apply ideas from different religious codes for living (e.g. Commandments, Precepts or Rules), to compile a charter of their own moral values, applying their ideas to issues of respect for all (C2)</p>	
Computing	<p>0.6 - Key Skills : Understanding the Computer</p> <p>Entering: Pupils understand that you can organise files using folders, and can delete, move and copy files. They use right-click, left-click and</p> <p>double-click appropriately on a mouse. Pupils use a search engine to find specific information, and know how to copy text and images from a</p> <p>web page or document into another document.</p> <p>Developing: Pupils use the keyboard confidently to type at a suitable pace, and can use</p>	<p>2.6 What makes an excellent film?</p> <p>Entering: Pupils collect, organise and present information effectively using a range of media. They use more complex tools to edit and</p> <p>enhance media for a particular effect. They can rate a game or film they have made and explain their rating.*</p> <p>Developing: Pupils identify and use appropriate hardware and software to fulfil a specific task. They remix and edit a range of existing and</p> <p>their own media to create content.</p>	<p>5.6 How do I design more complex programs?</p> <p>(Link to DT Computer control Unit)</p> <p>Entering: Pupils create a program using a range of events/inputs to control what happens. They use selection in algorithms and programs, i.e. if... then... They can decompose a problem and create a solution (sub-routine) for each step. Pupils recognise variables in a program.</p> <p>Developing: Pupils predict what will happen in a program or algorithm (e.g. change of output) when the</p>	<p>4.6 How do I build complex physical systems?</p> <p>(Link to DT Computer control Unit)</p> <p>Entering: Pupils use forever loops and selection (if...then...) in a program. They decompose a problem and create a solution (sub-routine) for</p> <p>each step. They use procedures in programs to create a sub-routine. Pupils create a program using a range of events/inputs to control what happens.</p> <p>Developing: Pupils predict what will happen in a program or algorithm (e.g. change of output) when the</p>	<p>3.6 Why do we use spreadsheets?</p> <p>Entering: Pupils know that there is a difference between data and information. They can design a questionnaire and collect a range of data on</p> <p>a theme. They can enter data in a spreadsheet and answer simple questions about information stored in a spreadsheet.</p> <p>Developing: Pupils understand what a spreadsheet is and what it is used for. They use simple formulae in a spreadsheet to find out information from a set of data. They produce graphs from data</p>	

common keyboard shortcuts, e.g. Ctrl + C = copy; Ctrl + V (paste).
 They create and use a strong password where appropriate.
 They organise their files using folders and appropriate file names.

Secure:
 Pupils understand that different devices can have different operating systems, and can give examples, e.g. Windows, iOS, Android, and they understand the main functions of an operating system (i.e. it determines the look and feel of the interface, the programs that run on the computer, and manages the hardware connected to it).
 They use more advanced searching techniques when using a search engine.
 Pupils recognise common file types and extensions, and know examples of why this is useful.

Concepts:
 Machines

1.6 How do I use a computer to present information effectively

Entering: Pupils collect, organise and present information effectively using a range of media.
 They design and create digital content for a specific purpose.
 They edit their own content to improve it according to feedback.
 They use more complex tools to edit and enhance media for a particular effect.

Developing:
 Pupils remix and edit a range of existing and their own media to create content.
 They recognise the audience when designing and

They recognise the audience when designing and creating digital content. Pupils know where to find copyright free images and audio, and why this is important.*

Secure:
 Pupils identify success criteria for creating digital content for a given purpose and audience. They evaluate their own content against success criteria and make improvements accordingly. They can explain why films have certain ratings.*

Concepts

- Data
- Machines
- Program

Online Safety Link:
 L6: Game ratings
 NI: Digital Media

input changes (e.g. via sensor, data or event).
 They create programs including repeat until loops.
 They create simple variables, e.g. to keep score or remove lives in a game and understand the difference and use if... then... and if... then... else... statements.

Secure:
 Pupils understand the difference between and use if... then... and if... then... else... statements. They combine a variable with relational operators (< = >) to determine when a program changes.
 They recognise the audience when designing and creating digital content.
 Pupils evaluate their own content against success criteria and make improvements accordingly.

Concepts

- Program
- Algorithm
- Logic

input changes (e.g. sensor, data or event).
 They create programs including repeat until loops and recognise variables in a program.

Secure:
 Pupils create simple variables, e.g. to keep score or remove lives in a game. They understand the difference and use if... then... and if... then... else... statements. They can combine a variable with relational operators (< = >) to determine when a program changes.
 Pupils can design a physical computing system that uses sensors, e.g. using a flow chart.

Concepts

- Program
- Algorithm
- Logic

in a spreadsheet and evaluate data and information shown.

Secure:
 Pupils understand that there are different tools for analysing data. They can collect, organise and present data independently in a spreadsheet.
 They recognise that poor quality data leads to unreliable results

Concepts

- Data
- Abstraction
- Logic

	<p>creating digital content. They identify and use appropriate hardware and software to fulfil a specific task.</p> <p>Secure: Pupils identify success criteria for creating digital content for a given purpose and audience. They evaluate their own content against success criteria and make improvements accordingly. They recognise common file types and extensions.</p> <p>Concepts</p> <ul style="list-style-type: none"> • Data • Machines • Abstraction 					
<p>PSHE (inc Drugs, e-safety, SRE, Financial capability)</p>	<p><i>Relationships</i></p> <p>What will change as we become more independent? How do friendships change as we grow?</p> <p><i>Different relationships, changing and growing, adulthood, independence, moving to secondary school</i></p> <p>PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16</p>	<p><i>Health and Wellbeing</i></p> <p>How can we keep healthy as we grow?</p> <p><i>Looking after ourselves; growing up; becoming independent; taking more responsibility</i></p> <p>PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10</p>	<p><i>Living in the wider world</i></p> <p>How can the media influence people?</p> <p><i>Media literacy and digital resilience; influences and decision-making; online safety</i></p> <p>PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23</p>	<p><i>Health and Wellbeing</i></p> <p>How can we keep healthy as we grow?</p> <p><i>Looking after ourselves; growing up; becoming independent; taking more responsibility</i></p> <p>PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10</p>	<p><i>Relationships</i></p> <p>What will change as we become more independent? How do friendships change as we grow?</p> <p><i>Different relationships, changing and growing, adulthood, independence, moving to secondary school</i></p> <p>PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16</p>	
<p>Online Safety</p>	<p>Online Safety lessons from Scheme of Work</p> <p>L4 Digital 5 A day</p>	<p>Online Safety lessons from Scheme of Work</p> <p>L6: Game ratings N1: Digital Media</p>	<p>Online Safety lessons from Scheme of Work</p> <p>S2: Behaviour Online P3: Unhealthy Attention</p>	<p>Online Safety lessons from Scheme of Work</p> <p>L1: Social Media Anxiety</p>	<p>Online Safety lessons from Scheme of Work</p> <p>N4: Echo Chambers</p>	<p>Online Safety lessons from Scheme of Work</p> <p>L3: Inaccurate Health Information C1: Internet Advertisements and money on the internet</p>

	Online Safety links to PSHE Digital five a day Screen time	Online Safety links to PSHE Online self esteem Online body image Privacy settings	Online Safety links to PSHE Copyright Online laws e.g. age appropriate games Being a responsible online user Reporting online incidents Being a global citizen	Online Safety links to PSHE Online stereotypes Cyber bullying	Online Safety links to PSHE Friendships online Healthy relationships online Cyber bullying				
MFL - French	Autumn term Shape Book - 5 lessons and Colour poem - 5 lessons https://www.cavelanguages.co.uk/		Spring term Monster description - 8 lessons and Mini book 'Moi et toi' - 10 lessons https://www.cavelanguages.co.uk/		Summer term Guess the animal - 7 lessons and Ours brun story - 6 lessons https://www.cavelanguages.co.uk/				
	Vocabulary C'est Shapes - un rectangle, un triangle, un cercle, un carré Grand/petit Colours Comme Le, la, l' les	Grammar Gender of nouns Position of adjectives Size adjectives before noun Singular and plural nouns	Structures/Features Question - rising intonation	Vocabulary Parts of the body Animal parts Colours Grand, petit, gros, long Frisé, court, mi-long Fort, drôle, intelligent S'appeler Pets Un frère, un demi-frère, une soeur, une demi-soeur Mon anniversaire C'est, ou, très, assez, mais Months of year Aimer Numbers 1 - 31	Grammar Singular and plural nouns 1 st , 2 nd , 3 rd person singular/plural - avoir/être Position of colour adjectives and adjectives of size Pronouns 1 st , 2 nd , 3 rd person singular and plural	Structures/Features Sentence with adjective of size, noun and colour adjective in singular and plural, positive and negative Question form - rising intonation Question words Familiar and formal use of you	Vocabulary Er Verbs C'est/Qui Animals Habitats Animal parts of body Avoir/Être Grand, petit, joli, gros, jeune, long, beau, vieux Colours Dans/Par ici	Grammar Infinitive Qui - relative clause 3 rd person singular - er verbs/avoir/être Negative - ne...pas + de 3 rd person singular - avoir/être Position of adjectives Agreement of adjectives 3 rd person plural - er verbs	Structures/Features Sentence with noun and adjectives and subordinate clause with verb in 3 rd person singular and preposition
	Stories/rhymes/songs Stories Qui conduit? Songs Le/la song	Dictionary/culture Bi-lingual dictionary - find nouns in French and gender	Stories/rhymes/songs Stories Va-t'en grand monstre vert Songs Tête, épaule, genou.. etc. Mon monstre Une patate	Dictionary/culture Bi-lingual dictionary for gender, plural nouns and adjectives French handwriting	Stories/rhymes/songs Our brun	Dictionary/culture Bi-lingual dictionary for nouns and gender, -er verbs, prepositions, adjectives			
	Y6 Skills to be taught each term:								
<ul style="list-style-type: none"> Listen and show understanding of more complex sentences containing familiar and unfamiliar words Read aloud the text of familiar rhymes and songs Engage in a short conversation using familiar questions and express opinions Manipulate familiar language to present own ideas and information in more complex sentences Understand the gist of an unfamiliar text using some familiar language Pronounce unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules Read and show understanding of a series of complex sentences using familiar language Decode a simple unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary Write and say a complex sentence manipulating familiar language, using a dictionary for new language Write complex sentences from memory manipulating familiar vocabulary with understandable accuracy 									

- Use the correct form of the definite article in singular and plural sentences
- Apply all grammatical knowledge learnt to build complex sentences

Concepts

- communication
- production
- fluency
- spontaneity
- pronunciation
- intonation