

BANKFOOT PRIMARY SCHOOL

LONG TERM PLANNING

2019- 2020

YEAR GROUP 6

	Brazil (Geography/Literacy) Autumn 1 <i>*Tuesday 3 Sept to Fri 6 Sept Safeguarding week</i> Monday 9 September to Friday 25 October	Vikings (History/Literacy) Autumn 2 <i>Monday 4 Nov to Friday 8 Nov – Literacy basic skills week</i> Monday 11 November to Friday 20 December	Out of Africa (History/Literacy) Spring 1 <i>*Monday 6 Jan to Friday 10 Jan Reading days</i> Monday 13 January to Friday 14 February	Disasters (Geography/Literacy) Spring 2 Monday 24 Feb to Friday 3 April <i>*Monday 9 Mar to Friday 13 Mar Science week</i>	I am a READER! (Geography/Literacy) Summer 1 Monday 29 April to Wednesday 24 May *KS2 SATS Mon 11 May to Thur 14 May	Arabian Nights (History/Literacy) Summer 2 Monday 1 June to Friday 17 July <i>*Monday 13 July to Friday 17 July Sports and keep fit week.</i>
Entry point/Stimulus	Famous Brazilians	Secondary Art students to support Art and DT	Contrasting pictures of Africa Getting close to African animals (Yorkshire Wildlife Park)	Film clip (BBC) – Pompeii	Pig Heart Boy Novel Dissecting a heart	Food Tasting – Middle East
Exit Point	Items and clothing made from trash. (Recycling)	Class Assembly	Class Assembly	Exploding Volcanoes	Group presentation which shows the relationship between the heart, blood and breathing.	Aladdin – End of Year Assembly
Fundraiser						
Class Assembly		Buddhist Assembly HC Friday 6 December 2019 Recycling VC Friday 15 November 2019	Martin Luther King Assembly VC Friday 24 January 2020	Happiness HC Friday 13 March		Leaver's Assembly 13 and 14 July 2020
Visits	Residential – Robin Wood Todmorden	*Buddhist Temple Visit –Wednesday 28 November 2019	Yorkshire Wildlife Park 6 February 2020			End of Year Visit -Laser Zone Trafford Centre
Parents Consultation Evenings	Tuesday 1 October Wednesday 2 October		Wednesday 15 January Thursday 16 January		Tuesday 28 April Wednesday 29 April	Tuesday 7 July Wednesday 8 July
Links with World Cultures			RE – Non religious world views: Freedom and Justice			

English outcomes for pupils

Throughout each year group pupils show high levels of attainment in reading, writing, speaking and listening and exhibit very positive attitudes.

Pupils rapidly acquire secure knowledge of letters and sounds and make substantial and sustained progress in learning to read.

Pupils acquire secure knowledge, making substantial and sustained progress in learning to write legibly and fluently.

From different starting points all groups of pupils develop excellent knowledge, understanding and skills.

Pupils express their ideas fluently and imaginatively in both writing and speaking using Standard English.

Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age.

Pupils show a mature understanding of a wide range of challenging texts, both traditional and contemporary.

Pupils' writing shows a high degree of technical accuracy.

Pupils write effectively across a range of genres, frequently showing creativity in their ideas and choice of language.

Pupils have a mature understanding of the differences between written and spoken language.

They speak confidently and with maturity in relation to their age, using Standard English very effectively.

Pupils are effective learners, able to think for themselves, providing leadership and mastery in their own learning.

<p>Spoken Language</p> <p>Standard English is consistently modelled and promoted by all adults in school</p> <p>Promoted through:</p> <p>Talk Partners</p> <p>Big Question</p> <p>Class Assembly</p> <p>Debates</p> <p>Class Discussion</p> <p>Responding to questions from adults</p>	<p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Identifying and discussing themes and conventions, making comparisons within and across stories</p> <p>Make comparisons, identifying themes</p> <p>Predicting how language structure, and presentation contribute to meaning</p> <p>Provide justification for their views</p> <p>Exploring meanings of words in context</p> <p>Explain and discuss their understanding of what they have read</p> <p>Summarising the main ideas</p> <p>Identifying and discussing key details</p> <p>Discuss and evaluate how authors use language</p> <p>Consider how the authors have developed characters</p> <p>Describing settings, characters and atmosphere and integrating dialogue.</p>	<p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Use relevant strategies to build their vocabulary</p> <p>Discuss an increasing wide range of poetry</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Provide justification for their views</p> <p>Drawing inference and justifying these</p> <p>Discussing what they hear and read</p> <p>Summarising the main ideas</p> <p>Exploring meanings of words in context</p> <p>Distinguish between fact and opinion</p> <p>Discussing the effectiveness of others' writing</p> <p>Performing their own compositions</p> <p>Read and discuss a range of non-fiction</p> <p>Discuss and evaluate how authors use language</p> <p>Discussing the effectiveness of their own and others' writing.</p>	<p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Discuss an increasing wide range of fiction</p> <p>Predicting how language structure, and presentation contribute to meaning</p> <p>Provide justification for their views</p> <p>Exploring meanings of words in context</p> <p>Explain and discuss their understanding of what they have read</p> <p>Summarising the main ideas</p> <p>Identifying and discussing themes and conventions, making comparisons within and across a range of writing</p> <p>Discussing the effectiveness of others' writing</p> <p>Discussing what they hear and read, such as metaphors and simile</p> <p>Recognising and discussing vocabulary appropriate for formal and informal writing</p>	<p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Discussing themes and conventions, making comparisons across stories</p> <p>Provide justification for their views</p> <p>Predicting what might happen in the story</p> <p>Exploring meanings of words in context</p> <p>Explain and discuss their understanding of what they have read</p> <p>Making comparisons and distinguishing between fact and opinion</p> <p>Discuss and evaluate how authors use language</p> <p>Discussing new vocabulary</p> <p>Explain how language and structure contribute to meaning</p> <p>Drawing inference and justifying these with evidence, identifying key details that support ideas</p> <p>Ask questions to improve their understanding, retrieve information</p>	<p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Read and perform plays</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Exploring meanings of words in context</p> <p>Explain and discuss their understanding of what they have read</p> <p>Consider how authors have developed characters</p> <p>Summarising the main ideas and identifying key details</p> <p>Effective discussions; provide justification for their views</p> <p>Drawing inferences and justifying with evidence, identifying key details that support ideas</p> <p>Distinguish between fact and opinion</p> <p>Considering how authors develop character</p> <p>Making comparison between text</p> <p>Perform their own compositions</p> <p>Discuss their understanding of what they have read</p>	<p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Select and use appropriate registers for effective communication</p> <p>Making comparisons between stories</p> <p>Reading and discussing a range of fiction</p> <p>Predicting; identifying how language and structure contribute to meaning</p> <p>Predicting what might happen</p> <p>Provide justification for their views</p> <p>Summarising main ideas</p> <p>Making comparisons within and across books</p> <p>Identifying and discussing themes</p> <p>Evaluate how authors use language</p> <p>Discuss viewpoints</p> <p>Consider different accounts of the same event and discuss viewpoints</p> <p>Drawing inference and justifying these with evidence, identifying key details that support ideas</p> <p>Discussing the effectiveness of their own and others' writing</p> <p>Provide justifications for their views, distinguish between fact</p>
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				Making comparisons and exploring the meaning of words in context Retrieve, record and present information from non-fiction		and opinion
English Literacy and Language	<p>Unit One: Robin Hood and the Golden Arrow Themed Week: Week 1 – Safeguarding week Fiction: Week2 -4: A legend (Robin Hood). Non Fiction Week 5: Journalistic writing.</p> <p>Punctuation and Grammar Expanded noun phrases, Semi-colon, colons and dashes</p>	<p>RWI Development day: Wednesday 21 November 2018</p> <p>L&L development day: Tuesday 6 November 2018</p> <p>Unit Two: Rabbit in Mixer Survives Themed Week: Fiction: Week 1 – Literacy basic skills week Non Fiction Week 2 –4 –Poetry Week 5: Argument text.</p> <p>Punctuation and Grammar Punctuation of bullet points, Layout devices to structure text</p>	<p>Unit Three: Brashem’s Tortoise Themed Week: Week 1 – Reading days (2 days) Fiction Week2 -4: A historical story Non-Fiction Week 5: Formal/ impersonal writing</p> <p>Punctuation and Grammar Informal and formal speech and writing, subjunctive. Passive voice.</p>	<p>WORLD BOOK DAY – Thursday 5 March 2019</p> <p>Unit Five: The Elephant in the Room Fiction: Week1 -3: A play script, animation and plays Non-Fiction: Persuasive texts Themed Week: Week 6: Science week</p> <p>Punctuation and Grammar Formal and Informal vocabulary</p>	<p>Unit Five: Gone Away Fiction: Week1- 2: Sats Revision Week 3 –SATS Week 5 - Non-Fiction: Week 4: A story with flashbacks</p> <p>Punctuation and Grammar Hyphens to avoid ambiguity</p>	<p>Unit Six: I Believe in Unicorns Themed Week: Week 6 & 7 – Sports Keep fit week Fiction: Week1-4: Authors and texts. Non-Fiction: Week 5: Explanations</p> <p>Punctuation and Grammar Linking ideas across paragraphs using a wide range of cohesion devices</p>
Writing - Composition	<p>Writing Composition Objectives</p> <p>Know that different text types need different sentence structures and techniques.</p> <p>Know that different text types need different word and language choices.</p> <p>Know that different text types need different levels of formality.</p> <p>Know the purpose of the writing and the effect on the reader.</p> <p>Develop a tool kit or success criteria for the writing, taking into account:</p> <ul style="list-style-type: none"> • structure • organisation including presentational devices • techniques • language choices • technical/specific word choices • point of view 	<p>Writing Composition Objectives</p> <p>Know that different text types need different sentence structures and techniques.</p> <p>Know that different text types need different word and language choices.</p> <p>Know that different text types need different levels of formality.</p> <p>Know the purpose of the writing and the effect on the reader.</p> <p>Develop a tool kit or success criteria for the writing, taking into account:</p> <ul style="list-style-type: none"> • structure • organisation including presentational devices • techniques • language choices • technical/specific word choices • point of view <p>Develop a tool kit or success criteria for the writing, taking into account:</p>	<p>Writing Composition Objectives</p> <p>Know that different text types need different sentence structures and techniques.</p> <p>Know that different text types need different word and language choices.</p> <p>Know that different text types need different levels of formality.</p> <p>Know the purpose of the writing and the effect on the reader.</p> <p>Develop a tool kit or success criteria for the writing, taking into account:</p> <ul style="list-style-type: none"> • structure • organisation including presentational devices • techniques • language choices • technical/specific word choices • point of view <p>Develop a tool kit or success criteria for the writing, taking into account:</p>	<p>Writing Composition Objectives</p> <p>Know that different text types need different sentence structures and techniques.</p> <p>Know that different text types need different word and language choices.</p> <p>Know that different text types need different levels of formality.</p> <p>Know the purpose of the writing and the effect on the reader.</p> <p>Develop a tool kit or success criteria for the writing, taking into account:</p> <ul style="list-style-type: none"> • structure • organisation including presentational devices • techniques • language choices • technical/specific word choices • point of view <p>Develop a tool kit or success criteria for the writing, taking into account:</p>	<p>Writing Composition Objectives</p> <p>Know that different text types need different sentence structures and techniques.</p> <p>Know that different text types need different word and language choices.</p> <p>Know that different text types need different levels of formality.</p> <p>Know the purpose of the writing and the effect on the reader.</p> <p>Develop a tool kit or success criteria for the writing, taking into account:</p> <ul style="list-style-type: none"> • structure • organisation including presentational devices • techniques • language choices • technical/specific word choices • point of view <p>Develop a tool kit or success criteria for the writing, taking into account:</p>	<p>Writing Composition Objectives</p> <p>Know that different text types need different sentence structures and techniques.</p> <p>Know that different text types need different word and language choices.</p> <p>Know that different text types need different levels of formality.</p> <p>Know the purpose of the writing and the effect on the reader.</p> <p>Develop a tool kit or success criteria for writing, taking into account:</p> <ul style="list-style-type: none"> • structure • organisation including presentational devices • techniques • language choices • technical/specific word choices • point of view <p>Develop a tool kit or success criteria for the writing, taking into account:</p>

<p>Literacy Focus</p>	<p>Develop a tool kit or success criteria for the writing, taking into account:</p> <ul style="list-style-type: none"> • plot structure • character development techniques • language choices • point of view <p>Trash -Balance argument (<i>assessed</i>) -Character description/diary entry as Raphael (<i>assessed</i>)</p>	<ul style="list-style-type: none"> • plot structure • character development techniques • language choices • point of view <p>Viking Boy -Explanation text – What was life like in Viking Britain? (<i>assessed</i>) - Balanced/biased argument- Were the Vikings always victorious? (<i>assessed</i>)</p>	<ul style="list-style-type: none"> • plot structure • character development techniques • language choices • point of view <p>The White Giraffe -Newspaper report (<i>assessed</i>) - Letter of complaint</p>	<p>Develop a tool kit or success criteria for the writing, taking into account:</p> <ul style="list-style-type: none"> • plot structure • character development techniques • language choices • point of view <p>Running Wild Short Story (<i>assessed</i>) Diary entry writing (<i>assessed</i>)</p>	<p>criteria for the writing, taking into account:</p> <ul style="list-style-type: none"> • plot structure • character development techniques • language choices • point of view <p>Macbeth Writing in Role as a character (<i>assessed</i>) Balanced arguments (<i>assessed</i>)</p>	<p>criteria for writing, taking into account:</p> <ul style="list-style-type: none"> • plot structure • character development techniques • language choices • point of view <p>One Thousand and One Arabian Nights Non chronological report – Golden Age(<i>assessed</i>) (Performance practise)</p>
<p>Literacy links from other topics</p>	<p>History (Trash -Focus) (Writing a missing chapter in the style of the writer - Andy Muligan) RE- Explanation text Science (Spider and Fly- Focus) - short poem - Explanation text</p>	<p>History (Viking Boy -Focus) Non-chronological report on the Vikings</p>	<p>History -Biography of Martin Luther King (<i>assessed</i>) RE- Information text Science – non-chronological report</p>	<p>History – Persuasive text (<i>Pig Heart Boy</i>) or diary entry of Pliny the Younger RE - recount of a religious ceremony. Science (Pig Heart Boy) Explanation text</p>	<p>History – Biography of Shakespeare Science (Beetle Boy) Description of Doctor Bryce Persuasive text on drugs</p>	<p>History -Recount of any trip, experience or visitor -Poem (Wonder – Focus) (<i>assessed</i>) RE- Diary entry Science (Wonder – Focus) Eye - Witness Account (<i>assessed</i>)</p>
<p>Read Write Inc Spellings</p>	<p>NC - use further prefixes and suffixes and understand the guidance for adding them Unit 1 Adding Suffixes (ing/ed/est/er) Unit 2 Adding Suffixes (ible/y/and/ous) Unit 3 Adding Suffixes (less/full/ment/ness/ly)</p>	<p>NC - use further prefixes and suffixes and understand the guidance for adding them Unit 4 Recapping Suffixes Unit 5 Adding Suffixes (ied/ier) Unit 6 Knowing the sh sound – ti or ci</p>	<p>NC- spell some words with 'silent' letters [for example, knight, psalm, solemn] -Common Exception words: Year 3 & 4 and 5 & 6</p>	<p>NC- spell some words with 'silent' letters [for example, knight, psalm, solemn] NC- use a thesaurus. Unit 7 Sh sound spelt si and ssi Unit 8 Recognising silent letters Unit 9 Spelling rule of ei and ie</p>	<p>NC- continue to distinguish between homophones and other words which are often confused Unit 10 Spelling rule -ible / -able Common Exception words: Year 3 &4 and 5&6 Unit 11 plural nouns Unit 12 plural nouns</p>	<p>NC- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p>
<p>Nelson Handwriting</p>	<p>Book 3 write legibly, fluently and with increasing speed by: *choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters * choosing the writing implement that is best suited for a task.</p> <p>Non Statutory</p>	<p>Book 3 write legibly, fluently and with increasing speed by: *choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters * choosing the writing implement that is best suited for a task.</p>	<p>Book 3 write legibly, fluently and with increasing speed by: *choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters * choosing the writing implement that is best suited for a task.</p>	<p>Book 4 write legibly, fluently and with increasing speed by: *choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters * choosing the writing implement that is best suited for a task.</p>	<p>Book 4 write legibly, fluently and with increasing speed by: *choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters * choosing the writing implement that is best suited for a task.</p> <p>Non Statutory</p>	<p>Book 4 write legibly, fluently and with increasing speed by: *choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters * choosing the writing implement that is best suited for a task.</p>

<p>Grammar and Punctuation NC</p>	<p>To continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</p> <p>G and P Objectives Understand that a wide range of devices are used to link ideas in paragraphs.</p> <p>Recognise that these will be different according to the text type, purpose and audience.</p> <p>Use appropriate cohesive devices in own writing.</p> <p>Check that selected devices link ideas.</p> <p>Choose the correct level of formality for the audience and purpose of the writing.</p> <p>Develop a bank of noun phrases for current writing.</p> <p>Understand that sentences can be active or passive and when it is appropriate to use them.</p> <p>Recognise that a semi-colon can be used to separate items that are longer than one word in a list.</p> <p>Write sentences using a semi-colon to separate items in a list.</p> <p>Understand when it is appropriate to use the passive voice.</p> <p>Use the passive voice appropriately to change the focus or emphasis or in impersonal writing.</p>	<p>Non Statutory To continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. 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They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</p> <p>Revisit all grammar aspects Understand that a wide range of devices are used to link ideas in paragraphs.</p> <p>Recognise that these will be different according to the text type, purpose and audience.</p> <p>Use appropriate cohesive devices in own writing.</p> <p>Check that selected devices link ideas.</p> <p>Choose the correct level of formality for the audience and purpose of the writing.</p> <p>Develop a bank of noun phrases for current writing.</p> <p>Understand that sentences can be active or passive and when it is appropriate to use them.</p> <p>Recognise that a semi-colon can be used to separate items that are longer than one word in a list.</p> <p>Write sentences using a semi-colon to separate items in a list.</p> <p>Understand when it is appropriate to use the passive voice.</p> <p>Use the passive voice appropriately to change the focus or emphasis or</p>	<p>Non Statutory To continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. 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Class Reader	Trash by Andy Muligan	Viking Boy by Tony Bradman	The White Giraffe by Lauren St John	Running Wild by Michael Morpurgo Pig Heart Boy by Malorie Blackman	Macbeth by W Shakespeare Beetle Boy by M G Leonard	Tales of Arabian Nights by Andrew Lang Wonder by R J Palacio
Reading NC	<p>2 and half hours of Guided Reading plus Literacy, Science and History/Geography Reading Activities</p> <p>Know that there is a range of narrative genres.</p> <p>Know that these are structured in different ways.</p> <p>Discuss and explain how and why they have different structures.</p> <p>Explain how the structure guides the reader to find specific information.</p> <p>Explain why they enjoyed a book or poem and who might also enjoy it.</p> <p>Evaluate the usefulness of a non-fiction book to research questions raised.</p> <p>Know that texts have different layers of meaning. – between the lines and beyond the lines.</p> <p>Find the different layers of meaning in a text.</p> <p>Explain how they contribute to the reader’s understanding of the overall meaning, characters, themes.</p> <p>Make predictions from evidence found and implied information.</p> <p>Summarise the main ideas drawn from a text.</p> <p>Know that the context in which it was written can affect a text.</p> <p>Explain how the context of a text reflects the reaction of the audience it was written for.</p> <p>Identify themes in books which have different cultural, social or</p>	<p>2 and half hours of Guided Reading plus Literacy, Science and History/Geography Reading Activities</p> <p>Know that there is a range of narrative genres</p> <p>Know that these are structured in different ways.</p> <p>Discuss and explain how and why they have different structures.</p> <p>Explain how the structure guides the reader to find specific information.</p> <p>Explain why they enjoyed a book or poem and who might also enjoy it.</p> <p>Evaluate the usefulness of a non-fiction book to research questions raised.</p> <p>Know that texts have different layers of meaning – between the lines and beyond the lines.</p> <p>Find the different layers of meaning in a text.</p> <p>Explain how they contribute to the reader’s understanding of the overall meaning, characters and themes.</p> <p>Make predictions from evidence found and implied information.</p> <p>Summarise the main ideas drawn from a text.</p> <p>Know that the context in which it was written can affect a text.</p>	<p>2 and half hours of Guided Reading plus Literacy, Science and History/Geography Reading Activities</p> <p>Know that there is a range of narrative genres</p> <p>Know that these are structured in different ways.</p> <p>Discuss and explain how and why they have different structures.</p> <p>Explain how the structure guides the reader to find specific information.</p> <p>Explain why they enjoyed a book or poem and who might also enjoy it.</p> <p>Evaluate the usefulness of a non-fiction book to research questions raised.</p> <p>Know that texts have different layers of meaning – between the lines and beyond the lines.</p> <p>Find the different layers of meaning in a text.</p> <p>Explain how they contribute to the reader’s understanding of the overall meaning, characters and themes.</p> <p>Make predictions from evidence found and 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evidence found and implied information.</p> <p>Summarise the main ideas drawn from a text.</p>	<p>2 and half hours of Guided Reading plus Literacy, Science and History/Geography Reading Activities</p> <p>Know that there is a range of narrative genres.</p> <p>Know that these are structured in different ways.</p> <p>Discuss and explain how and why they have different structures.</p> <p>Explain how the structure guides the reader to find specific information.</p> <p>Explain why they enjoyed a book or poem and who might also enjoy it.</p> <p>Evaluate the usefulness of a non-fiction book to research questions raised (regarding the job the heart does).</p> <p>Know that texts have different layers of meaning. – between the lines and beyond the lines.</p> <p>Find the different layers of meaning in a text.</p> <p>Explain how they contribute to the reader’s understanding of the overall meaning, characters, themes.</p> <p>Make predictions from evidence found and implied information.</p> <p>Summarise the main ideas drawn from a text.</p>	<p>2 and half hours of Guided Reading plus Literacy, Science and History/Geography Reading Activities</p> <p>Know that there is a range of narrative genres</p> <p>Know that these are structured in different ways.</p> <p>Discuss and explain how and why they have different structures.</p> <p>Explain how the structure guides the reader to find specific information.</p> <p>Explain why they enjoyed a book or poem and who might also enjoy it.</p> <p>Evaluate the usefulness of a non-fiction book to research questions raised.</p> <p>Know that texts have different layers of meaning – between the lines and beyond the lines.</p> <p>Find the different layers of meaning in a text.</p> <p>Explain how they contribute to the reader’s understanding of the overall meaning, characters and themes.</p> <p>Make predictions from evidence found and implied information.</p> <p>Summarise the main ideas drawn from a text.</p>

	historical contexts. Identify key information from a text. Summarise key information in sentences. Find and summarise key information from different parts of the text. Find identified key information in longer and more complex text.	Explain how the context of a text reflects the reaction of the audience it was written for. Identify themes in books which have different cultural, social or historical contexts. Identify key information from a text. Summarise key information in sentences. Find and summarise key information from different parts of the text. Find identified key information in longer and more complex text.	Explain how the context of a text reflects the reaction of the audience it was written for. Identify themes in books which have different cultural, social or historical contexts. Identify key information from a text. Summarise key information in sentences. Find and summarise key information from different parts of the text. Find identified key information in longer and more complex text.	Explain how the context of a text reflects the reaction of the audience it was written for. Identify themes in books which have different cultural, social or historical contexts. Identify key information from a text. Summarise key information in sentences. Find and summarise key information from different parts of the text. Find identified key information in longer and more complex text.	Know that the context in which it was written can affect a text. Explain how the context of a text reflects the reaction of the audience it was written for. Identify themes in books which have different cultural, social or historical contexts. Identify key information from a text. Summarise key information in sentences. Find and summarise key information from different parts of the text. Find identified key information in longer and more complex text.	Know that the context in which it was written can affect a text. Explain how the context of a text reflects the reaction of the audience it was written for. Identify themes in books which have different cultural, social or historical contexts. Identify key information from a text. Summarise key information in sentences. Find and summarise key information from different parts of the text. Find identified key information in longer and more complex text.	Know that the context in which it was written can affect a text. Explain how the context of a text reflects the reaction of the audience it was written for. Identify themes in books which have different cultural, social or historical contexts. Identify key information from a text. Summarise key information in sentences. Find and summarise key information from different parts of the text. Find identified key information in longer and more complex text.					
Reading												
Literacy Shed/videos	Silent Forward, March! Cloudy Day	Skills PSHCE – Kindness Inference BV Climate / weather / changing effects	WING IT (RW) WING	Attention to detail attention to detail Retrieve/Infer Note taking – vocabulary	The Coal Thief Alma Soar	Comparisons Comparisons Summarising Predictions	Pompeii Video clips Secret Garden The Present	inference Analyse Explore Attention to detail Analyse/layout	* *Monkey Symphony *Whales *Freak	Skills Retrieval/inference Summarising Authorial Intent	Literacy Shed mixture Sweet Cocoon	Skills Inference/Explore
Schofield and Sims Comprehension	*Tudor Wedding pg 6 *The way through the woods pg 8 *Child Employment	Climate / weather / changing effects Retrieval, word meaning, fact vs opinion *clues - inference *informal and formal language comparison	*Two Owls pg12 *Mammoth Find pg14 *Poems that Entertain pg. 16	*poetic features, word meaning, author's intent, analyse, order form	*Chocolate *Victorian Christmas *The rooks' parliament	*Figurative language * Word meaning	*From Father to son *Our Toilsome journey *The magic of shells	Adjective usage Inference & Analyse Analyse/order, match	Diogenes and the Cynics *Carried with a mighty force Scott of the Antarctic Welcoming Grace	Analyse Infer, Analyse, Explore Multiple choice, order Explaining phrases /words Multiple choice/vocab True/false Retrieve/infer Vocab/meaning Find and copy/phrases Ordering *Explain-Point, evidence	Scott's last letter *To the cuckoo pg20 *other Summer 2 comprehensions	Layout, Retrieval, infer Comparisons Layout Infer, Sequence, Summarise, Explore, Order
Literacy and Language /Progress Test	Unit 1- P.Test 6.1 (Vote for Greatest Britain)	Retrieval / inference	Unit 2 P.Test 6.2 (Skyhawk)		*Unit 3 P.Test 6.3 (The Amazing tale of Ali Pasha) *Unit 4 P.Test 6.4 (Mr Makie Said)	Retrieval	*Unit 5 P.Test 6.5 (How to keep your cool) *Unit 6 P.Test 6.6 (The wolves of Willoughby Chase)		Macbeth by			Know that

Class Reader/Other	Robin Hood	Discuss and explain how and why they have different structures.	The Viking Boy by Tony Bradman	Explain how the structure guides the reader to find specific information.	Giraffe' by Lauren St John	Inference Poetic features Multiple choice Sequencing/order	Running Wild by Michael Morpurgo	Opinions – character inference Impressions Author's Intent Character retrieval/inference Multiple choice Analyse	William Shakespeare	Find and summarise key information from different parts of the text. Find identified key information in longer and more complex text.	Wonder' by RJ Palacio	texts have different layers of meaning – between the lines and beyond the lines.
	Trash' by Andy Muligan	Explain how the structure guides the reader to find specific information. Explain how they contribute to the reader's understanding of the overall meaning, characters, themes.		Explain why they enjoyed a book or poem and who might also enjoy it. Make predictions from evidence found and implied information. Summarise the main ideas drawn from a text.			The Pig Heart Boy' by Malorie Blackman					Identify key information from a text. Find and summarise key information from sentences and different parts of the text.
<p>Other Texts *Spinner *Fire in the Forest *Poem *Chocolate *Lady Daisy (Dick King Smith) Roman Britain</p>												

Mathematics outcomes for pupils

Throughout each year group pupils make substantial and sustained progress leading to high levels of attainment.

From different starting points pupils develop excellent knowledge, understanding and skills enabling them to master the mathematics they are learning.

Pupils understand important concepts and make connections within mathematics.

Pupils develop a broad range of skills in using and applying mathematics.

They take the initiative in solving problems in a wide range of contexts, including the new or unusual.

Pupils think for themselves and are prepared to persevere when faced with challenges, showing a confidence that they will succeed.

Pupils embrace the value of learning from mistakes and false starts.

Pupils are able to recall mathematical knowledge rapidly, apply it fluently and accurately in order to calculate efficiently.

When investigating mathematically, pupils' reason, generalise and make sense of solutions.

<p>Big Maths Beat That</p> <p>CLIC</p> <p>Mental Maths</p> <p>Maths links from other topics</p>	<p>mentally with increasingly large numbers</p> <ul style="list-style-type: none"> * recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) *perform mental calculations, including with mixed operations and large numbers <ul style="list-style-type: none"> Assessment/ Review/ Practise SATs <p>Year 6 Multiplication and Division Week 1-7 Count 4ways</p> <p>Week 1,3,5 Level 4 and 5</p> <p>Year 6 Week 2,4,6 Autumn Term Test 1, 2 and 3</p> <p>Cross Curricular African currency, costing a holiday and problem solving.</p>	<p>written method of short division where appropriate, interpreting remainders according to the context</p> <ul style="list-style-type: none"> *identify common factors, common multiples and prime numbers *compare and order fractions whose denominators are all multiples of the same number *identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths <ul style="list-style-type: none"> Assessment/ Review/ Practise SATs <p>Year 6 Multiplication and Division Week 1-7 Count 4ways</p> <p>Week 1,3,5 Level 4 and 5</p> <p>Year 6 Week 2,4,6 Autumn Term Test 4, 5 and 6</p> <p>Cross Curricular History of money – rise and fall of the £</p>	<p>to three decimal places where appropriate</p> <ul style="list-style-type: none"> *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 three decimal places *convert between miles and kilometres *solve problems involving converting between units of time *calculate and interpret the mean as an average. *recognise that shapes with the same areas can have different perimeters and vice versa *calculate the area of parallelograms and triangles <ul style="list-style-type: none"> Assessment/ Review/ Practise SATs <p>Year 6 Multiplication and Division Week 1-7 Count 4ways</p> <p>Week 1,3,5 Level 5</p> <p>Year 6 Week 2,4,6 Spring Term Test 1, 2 and 3</p> <p>Cross Curricular Profit/Loss - Ticket costs</p>	<p>presented in a line graph</p> <ul style="list-style-type: none"> *complete, read and interpret information in tables, including timetables *interpret and construct pie charts and line graphs and use these to solve problems *describe positions on the full coordinate grid (all four quadrants) <ul style="list-style-type: none"> Assessment Books/ Review/Practise SATs <p>Year 6 Multiplication and Division Week 1-7 Count 4ways</p> <p>Week 1,3,5 Level 5</p> <p>Year 6 Week 2,4,6 Spring Term Test 4, 5 and 6</p> <p>Cross Curricular Volcano link Cost of rebuilding</p>	<p>Year 6 Multiplication and Division Week 1-7 Count 4ways</p> <p>Week 1,3,5 Level 5</p> <p>Year 6 Week 2,4,6 Summer 1 Term Test 1, 2 and 3</p> <p>Cross Curricular Story books – gradient of characters’ feelings Red Riding Hood – Science</p>	<p>Year 6 Multiplication and Division Week 1-7 Count 4ways</p> <p>Week 1,3,5 Level 5</p> <p>Year 6 Week 2,4,6 Summer Term Test 4, 5 and 6</p> <p>Cross Curricular End of year performance</p>
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Science outcomes for pupils

Throughout each year group pupils make substantial and sustained progress leading to high levels of attainment.

From different starting points pupils develop excellent knowledge, understanding and skills enabling them to master their learning.

Pupils are able to think for themselves, take the initiative and raise their own questions about science knowledge, understanding and scientific enquiry.

They are confident and competent in the full range of key stage-related practical skills, taking the initiative in planning, carrying out, recording and evaluating their own scientific investigations.

Pupils frequently use their scientific knowledge and understanding very effectively in written and verbal explanations, solving challenging problems and reporting scientific findings formally.

They work constructively with other pupils, demonstrating common understanding in discrete well-focussed roles, with all playing a part in successful investigations.

Pupils show high levels of originality, imagination and innovation in their understanding and application of their knowledge and skills.

Their practical work incorporates a variety of contexts, including fieldwork.

Pupils research contemporary issues and understand the impact of science on society.

They develop a sense of passion and commitment to science, showing strong application and enthusiasm to learn more through scientific endeavour.

<p>Science – Spoken Language</p>	<p>Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions</p>	<p>Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions</p>	<p>Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions</p>	<p>Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions</p>	<p>Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions</p>	<p>Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions</p>
<p>Science</p>	<p>Living things and their habitat</p> <p>*Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>*Give reasons for classifying plants and animals based on specific characteristics</p> <p>Working Scientifically</p> <p>*Devise classification systems and keys to identify some animals and plants in the immediate environment.</p> <p>*Research animals and plants in other habitats and decide where they belong in the classification system.</p> <p>Type of Enquiry:</p> <p>* Observation * Identifying, grouping &</p>	<p>Light & How we see things</p> <p>*Recognise that light appears to travel in straight lines</p> <p>*Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>*Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>* Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p> <p>Working Scientifically</p> <p>*Decide where to place rear-view mirrors on cars</p> <p>*Design and make a periscope and using the idea that light appears to travel in straight lines to explain how it works.</p> <p>*Investigate the relationship between light sources, objects and shadows by using shadow puppets.</p> <p>Type of Enquiry:</p> <p>*Observation *Research using secondary resources</p>	<p>Electricity and Magnetism</p> <p>*Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>*Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram</p> <p>Working Scientifically</p> <p>*Systematically identifying the effect of changing one component at a time in a circuit</p> <p>*Designing and making a set of traffic lights, a burglar alarm or some other useful circuit.</p> <p>Type of Enquiry:</p> <p>*Observation *Comparative fair testing</p>	<p>Animals including Humans</p> <p>*Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood</p> <p>*Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>*Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Working Scientifically</p> <p>*Explore the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p> <p>*Find more about the life of William Harvey.</p> <p>Type of Enquiry:</p> <p>*Identifying, grouping & classifying * Comparative fair testing</p>	<p>Animals including Humans (Continued)</p> <p>*Explain the functions of the heart, blood vessels and blood</p> <p>*Discuss and experiment the different patterns of heart rate.</p> <p>Working Scientifically</p> <p>*Set up an investigation to find out about the impact of exercise on the body.</p> <p>Type of Enquiry:</p> <p>*Pattern Seeking *Comparative fair testing</p>	<p>Evolution</p> <p>*Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>*Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents *Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Working Scientifically</p> <p>*Observe and raise questions about local animals and how they are adapted to their environment</p> <p>*Compare how some living things are adapted to survive in extreme conditions, for example cactuses, penguins and camels.</p> <p>*Analyse the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.</p> <p>Type of Enquiry:</p> <p>*Pattern seeking * Identifying, grouping and</p>

<p>classifying * Research using secondary resources</p> <p>Recording of findings Photographs – evidence of plant life and living things.</p> <p>Thinking Metacognitively The 'Planning' Stage Have I clarified exactly what the investigation is about?</p> <p>What do I consider to be the most difficult part of this investigation?</p> <p>What do I already know about the living things and their habitat?</p> <p>Have I been able to gather the right resources to complete the task?</p> <p>Did my partner agree with the ideas I put forward?</p> <p>Did I take up any of my partner's ideas?</p> <p>How much of my original idea remains after we have created our group of four?</p> <p>The 'Doing' Stage</p> <p>Are we convinced that our ideas are the best way forward? Have we seriously considered if another idea could work better?</p> <p>Are we prepared to stop half way through the task and consider if we are on the right track?</p> <p>What are we learning about ourselves as learners as we carry out this investigation?</p> <p>Are we prepared to alter my ideas as we proceed with the investigation?</p> <p>What role does my partner or other group members play in helping to clarify our thoughts?</p> <p>The 'Evaluative' Stage</p>	<p>* Identifying, grouping & classifying</p> <p>Recording of findings Drawings with arrows and words to explain how people see things.</p> <p>Thinking Metacognitively The 'Planning' Stage Have I clarified exactly what the investigation is about?</p> <p>What do I consider to be the most difficult part of this investigation?</p> <p>What do I already know about light and how we see things?</p> <p>Have I been able to gather the right resources to complete the task?</p> <p>Did my partner agree with the ideas I put forward?</p> <p>Did I take up any of my partner's ideas?</p> <p>How much of my original idea remains after we have created our group of four?</p> <p>The 'Doing' Stage</p> <p>Are we convinced that our ideas are the best way forward? Have we seriously considered if another idea could work better?</p> <p>Are we prepared to stop half way through the task and consider if we are on the right track?</p> <p>What are we learning about ourselves as learners as we carry out this investigation?</p> <p>Are we prepared to alter my ideas as we proceed with the investigation?</p> <p>What role does my partner or other group members play in helping to clarify our thoughts?</p> <p>The 'Evaluative' Stage</p>	<p>*Pattern seeking</p> <p>Recording of findings Diagrams with symbols of different circuits.</p> <p>Thinking Metacognitively The 'Planning' Stage Have I clarified exactly what the investigation is about?</p> <p>What do I consider to be the most difficult part of this investigation?</p> <p>What do I already know about electricity?</p> <p>Have I been able to gather the right resources to complete the task?</p> <p>Did my partner agree with the ideas I put forward?</p> <p>Did I take up any of my partner's ideas?</p> <p>How much of my original idea remains after we have created our group of four?</p> <p>The 'Doing' Stage</p> <p>Are we convinced that our ideas are the best way forward? Have we seriously considered if another idea could work better?</p> <p>Are we prepared to stop half way through the task and consider if we are on the right track?</p> <p>What are we learning about ourselves as learners as we carry out this investigation?</p> <p>Are we prepared to alter my ideas as we proceed with the investigation?</p> <p>What role does my partner or other group members play in helping to clarify our thoughts?</p> <p>The 'Evaluative' Stage</p>	<p>* Research using secondary resources</p> <p>Recording of findings Draw a human heart and use labels to explain its function. Co-ordinates 2D models</p> <p>Thinking Metacognitively The 'Planning' Stage Have I clarified exactly what the investigation is about?</p> <p>What do I consider to be the most difficult part of this investigation?</p> <p>What do I already know about the pulse rate and the way it changes?</p> <p>Have I been able to gather the right resources to complete the task?</p> <p>Did my partner agree with the ideas I put forward?</p> <p>Did I take up any of my partner's ideas?</p> <p>How much of my original idea remains after we have created our group of four?</p> <p>The 'Doing' Stage</p> <p>Are we convinced that our ideas are the best way forward? Have we seriously considered if another idea could work better?</p> <p>Are we prepared to stop half way through the task and consider if we are on the right track?</p> <p>What are we learning about ourselves as learners as we carry out this investigation?</p> <p>Are we prepared to alter my ideas as we proceed with the investigation?</p> <p>What role does my partner or other group members play in helping to clarify our thoughts?</p> <p>The 'Evaluative' Stage</p>	<p>* Research using secondary resources</p> <p>Recording of findings To write an explanation of the patterns in heart rate through creative story writing.</p> <p>Thinking Metacognitively The 'Planning' Stage Have I clarified exactly what the investigation is about?</p> <p>What do I consider to be the most difficult part of this investigation?</p> <p>What do I already know about the pulse rate and the way it changes?</p> <p>Have I been able to gather the right resources to complete the task?</p> <p>Did my partner agree with the ideas I put forward?</p> <p>Did I take up any of my partner's ideas?</p> <p>How much of my original idea remains after we have created our group of four?</p> <p>The 'Doing' Stage</p> <p>Are we convinced that our ideas are the best way forward? Have we seriously considered if another idea could work better?</p> <p>Are we prepared to stop half way through the task and consider if we are on the right track?</p> <p>What are we learning about ourselves as learners as we carry out this investigation?</p> <p>Are we prepared to alter my ideas as we proceed with the investigation?</p> <p>What role does my partner or other group members play in helping to clarify our thoughts?</p> <p>The 'Evaluative' Stage</p>	<p>classifying *Observation</p> <p>Recording of findings Photos Diagrams Graphs</p> <p>Thinking Metacognitively The 'Planning' Stage Have I clarified exactly what the investigation is about?</p> <p>What do I consider to be the most difficult part of this investigation?</p> <p>What do I already know about evolution and inheritance?</p> <p>Have I been able to gather the right resources to complete the task?</p> <p>Did my partner agree with the ideas I put forward?</p> <p>Did I take up any of my partner's ideas?</p> <p>How much of my original idea remains after we have created our group of four?</p> <p>The 'Doing' Stage</p> <p>Are we convinced that our ideas are the best way forward? Have we seriously considered if another idea could work better?</p> <p>Are we prepared to stop half way through the task and consider if we are on the right track?</p> <p>What are we learning about ourselves as learners as we carry out this investigation?</p> <p>Are we prepared to alter my ideas as we proceed with the investigation?</p> <p>What role does my partner or other group members play in helping to clarify our thoughts?</p> <p>The 'Evaluative' Stage</p>
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Suggested Wider Reading	<p>What did we get right during this investigation?</p> <p>What would we change if we were to start again?</p> <p>What have we learnt that we can take forward to other science investigations? How did this investigation help us to be better scientists?</p> <p>What could we have done to prepare ourselves better for carrying out this investigation?</p> <p>Do I find it helpful to discuss aspects of the investigation with others?</p> <p>Were our conclusions well thought through?</p> <p>*Carl Linnaeus (1707-1778) http://www.nhm.ac.uk/nature-online/science-of-natural-history/biographies/linnaeus/</p> <p>*Plants! (Time for Kids Science Scoops) Paperback – 1 May 2006 by Time for Kids Magazine (Author), Brenda Iasevoli</p> <p>* Evelyn Cheesman (1881 – 1969) The following video outlines the work of Evelyn Cheesman - http://www.nhm.ac.uk/nature-online/science-of-natural-history/biographies/evelyn-cheesman/index.html</p>	<p>What did we get right during this investigation?</p> <p>What would we change if we were to start again?</p> <p>What have we learnt that we can take forward to other science investigations? How did this investigation help us to be better scientists?</p> <p>What could we have done to prepare ourselves better for carrying out this investigation?</p> <p>Do I find it helpful to discuss aspects of the investigation with others?</p> <p>Were our conclusions well thought through?</p> <p>*Light and Shadows (Science@School) by Brian Knapp</p> <p>*Frightening Light (Horrible Science) by Nick Arnold and Tony De Saulles</p> <p>*Light and Shadows (Science@School) by Brian Knapp</p>	<p>What did we get right during this investigation?</p> <p>What would we change if we were to start again?</p> <p>What have we learnt that we can take forward to other science investigations? How did this investigation help us to be better scientists?</p> <p>What could we have done to prepare ourselves better for carrying out this investigation?</p> <p>Do I find it helpful to discuss aspects of the investigation with others?</p> <p>Were our conclusions well thought through?</p> <p>*Shocking Electricity (Horrible Science) by Nick Arnold and Tony De Saulles</p> <p>*Electricity (Eye Witness by DK)</p> <p>* Electricity (Essential Physical Science) by Louise Spilsbury and Richard Spilsbury</p>	<p>What did we get right during this investigation?</p> <p>What would we change if we were to start again?</p> <p>What have we learnt that we can take forward to other science investigations? How did this investigation help us to be better scientists?</p> <p>What could we have done to prepare ourselves better for carrying out this investigation?</p> <p>Do I find it helpful to discuss aspects of the investigation with others?</p> <p>Were our conclusions well thought through?</p> <p>*Work of Carl Linnaeus on classification of animals</p> <p>*How animal change over time.</p>	<p>What did we get right during this investigation?</p> <p>What would we change if we were to start again?</p> <p>What have we learnt that we can take forward to other science investigations? How did this investigation help us to be better scientists?</p> <p>What could we have done to prepare ourselves better for carrying out this investigation?</p> <p>Do I find it helpful to discuss aspects of the investigation with others?</p> <p>Were our conclusions well thought through?</p> <p>*Biographies - Louis Pasteur, Carl Linnaeus, Charles Darwin, Alfred Russel Wallace, Joseph D Hooker, Alessandro Volta, Thomas Edison, Benjamin Franklin and Charles Augustine Coulomb.</p> <p>*Researching Scientists work on how water and nutrients are transported in animals including humans.</p>	<p>What did we get right during this investigation?</p> <p>What would we change if we were to start again?</p> <p>What have we learnt that we can take forward to other science investigations? How did this investigation help us to be better scientists?</p> <p>What could we have done to prepare ourselves better for carrying out this investigation?</p> <p>Do I find it helpful to discuss aspects of the investigation with others?</p> <p>Were our conclusions well thought through?</p> <p>*Inheritance and Evolution (Science Essentials - Biology) by Denise Walker</p> <p>* Evolution by Daniel Loxton and Jim W W Smith</p> <p>* Charles Darwin (1809 – 1882) The following video outlines the work of Charles Darwin - http://www.nhm.ac.uk/nature-online/science-of-natural-history/biographies/charles-darwin/index.html</p>
	Art and Design outcomes for pupils					

Pupils handle a range of 2D, 3D or digital media competently and confidently.

They explore and exploit the visual language well to develop individual and diverse responses to given or chosen starting points.

Pupils use drawing to aid thinking.

They enjoy using different drawing materials or techniques to record observations, recall memories or express imagination.

Pupils appreciate the qualities and understand the value of drawing to other artists, craft makers and designers.

Pupils are curious about the work of other artists, craft makers and designers and make independent and informed choices about referring to the work of others which they use to liberate rather than constrain their own ideas

or style.

Pupils strive for originality in the development of their ideas and approaches.

They understand the value of experimentation and working beyond their comfort zone in order to discover and develop creativity.

Pupils compare, contrast and criticise their own achievements, those of their peers and other creative practitioners in order to make connections and understand creative diversity.

They are reflective about their own development and the work of others.

<p>Art and Design</p>	<p>Art</p> <p>*Pupils develop knowledge and understanding of colour, tone and texture.</p> <p>*To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>*Pupils use drawing to aid thinking.</p> <p>*Pupils appreciate the qualities and understand the value of drawing to other artists, craft makers and designers.</p> <p>*Pupils are curious about the work of other artists, craft makers and designers and make independent and informed choices about referring to the work of others which they use to liberate rather than constrain their own ideas or style.</p>	<p>Art</p> <p>*To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>*Pupils use drawing to aid thinking.</p> <p>*Pupils appreciate the qualities and understand the value of drawing to other artists, craft makers and designers.</p> <p>*Pupils are curious about the work of other artists, craft makers and designers and make independent and informed choices about referring to the work of others which they use to liberate rather than constrain their own ideas or style.</p> <p>Activity: Artists: David Hockney, Lowry and Edmund Lister</p> <p>*record from first-hand observation of Bradford landscapes</p> <p>* explore ideas for different purposes</p> <p>*visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space</p>	<p>Art</p> <p>To record their observations and use them to review and revisit ideas.</p> <p>*Pupils use drawing to aid thinking.</p> <p>*They understand the value of experimentation and working beyond their comfort zone in order to discover and develop creativity.</p> <p>Activity: Artist: Steven Brown</p> <p>African Art</p> <p>* Create images of African landscapes</p> <p>* Drawings of African animals</p>		<p>Art/DT</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</p> <p>Activity: Artist/book: Wonder by R.J Palacio</p> <p>*Illustrations linked with religious stories, using a range a media eg paints, chalk, pastels, pencil</p> <ul style="list-style-type: none"> • Word art for character description. 	<p>Art</p> <p>To review and revisit observational drawings in the children's sketchbooks.</p> <p>*to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</p> <p>Activity: Cultural Art from around the world Artist: M.C Escher (tessellation)</p> <p>*materials and processes, (drawing, control of tools and techniques, painting, collage, print making, digital media, textiles)</p>
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Design and Technology outcomes for pupils

Pupils understand the working characteristics and properties of the materials they are using and why one material, ingredient or component is better suited to a job than another.

Pupils develop their work effectively, and demonstrate resilience in solving design problems and technical challenges.

Pupils understand how to carry out high-quality tests before attempting to improve their products and realise their plans accurately and safely.

The suitability for users is embedded in all aspects of their designing and making.

Pupils analyse and use their research effectively to support their designing and to test the effectiveness of their products.

Pupils apply their knowledge of science and mathematics to inform their designing and making.

They talk confidently about their technological ideas, and present information and plans effectively by writing, drawing and using annotated sketches.

<p>Design Technology</p>	<p>Art/DT</p> <p>*To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>*Pupils use drawing to aid thinking. *Pupils appreciate the qualities and understand the value of drawing to other artists, craft makers and designers.</p> <p>*Pupils are curious about the work of other artists, craft makers and designers and make independent and informed choices about referring to the work of others which they use to liberate rather than constrain their own ideas or style.</p> <p>Activity: Children create 3D clothes and sea life creatures using upcycling techniques. They use recycled objects to plan, create and evaluate their pieces.</p>	<p>Art/DT</p> <p>*To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>*Pupils use drawing to aid thinking. *Pupils appreciate the qualities and understand the value of drawing to other artists, craft makers and designers.</p> <p>*Pupils are curious about the work of other artists, craft makers and designers and make independent and informed choices about referring to the work of others which they use to liberate rather than constrain their own ideas or style.</p> <p>Activity: Artists: David Hockney, Lowry and Edmund Lister *record from first-hand observation of Bradford landscapes * explore ideas for different purposes *visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space</p>	<p>Art/DT</p> <p>*To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>*Pupils use drawing to aid thinking. *Pupils appreciate the qualities and understand the value of drawing to other artists, craft makers and designers.</p> <p>Activity: Children create 3D African masks using a range of mediums. African art and wildlife provide inspiration for this piece. The choice of colour and tone needs to be 'warm'.</p>	<p>Art/DT</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</p> <p>*Pupils are curious about the work of other artists, craft makers and designers and make independent and informed choices about referring to the work of others which they use to liberate rather than constrain their own ideas or style.</p> <p>Activity Children are to use a range of moulding and layering resources and techniques to create a 3D exploding volcano.</p>	<p>Art/DT</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</p> <p>Activity: Artist/book: Wonder by R.J Palacio</p> <p>*Illustrations linked with religious stories, using a range a media eg paints, chalk, pastels, pencil</p> <ul style="list-style-type: none"> • Word art for character description. 	<p>Art/DT</p> <p>To review and revisit observational drawings in the children's sketchbooks. *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</p> <p>Activity: Cultural Art from around the world Artist: M.C Escher (tessellation)</p> <p>*materials and processes, (drawing, control of tools and techniques, painting, collage, print making, digital media, textiles)</p>
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Computing outcomes for pupils

Pupils make good progress across all areas of the subject and show originality, imagination and creativity in their work.

They understand important concepts in Computing and make connections within the subject.

Pupils use their subject knowledge and understanding effectively in written and verbal explanations and can solve challenging problems.

Pupils make good use of a wide range of hardware and software appropriate to their age and ability.

Pupils take the initiative in their work and when working with others, for example by asking questions, carrying out their own investigations, and working constructively with others.

Pupils enjoy using Computing and can explain its value.

<p>Computing</p>	<p>*Online safety ES23 Explain the importance of a balanced lifestyle with respect to technology use.</p> <p>Safeguarding National Curriculum Links</p>	<p>*Online safety ES24 Explain the importance of a positive 'digital footprint'.</p> <p>Data Handling National Curriculum Links</p> <p>Collect, analyse, evaluate and</p>	<p>Safer Internet Day – Tuesday 6 February 2018 *Online safety</p> <p>ES25 Appropriately configured and secure all devices used to access personal data</p>	<p>*Online safety ES25 Appropriately configured and secure all devices used to access personal data Block Teaching after SATS</p> <p>Media National Curriculum Links</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design</p>
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	<p>ES1 Identify trusted adults and ensure a trusted adult knows what they are doing online and inform them if online content makes them feel sad, scared or confused.</p> <p>ES2 Behave in a kind and considerate way to others in the real and virtual world.</p> <p>ES3 Understand that the internet is fun but just like there are rules in the real world to keep you safe there are rules for keeping them safe in the online world.</p>	<p>present data and information using a variety of applications on a range of digital devices.</p> <p>DH20 Identify and collect appropriate data to answer their questions.</p> <p>DH21 Use data in an appropriate application to test a theory/hypothesis.</p> <p>DH22 Refine, search, filter, sort and graph data for purpose in a database or spreadsheet.</p> <p>DH23 Use a spreadsheet to create real life models of information to offer a solution to a real life problem.</p> <p>DH24 Collect and represent data using infographics.</p>	<p>Information Literacy National Curriculum Links</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>IL17 Check plausibility of information from a variety of chosen sources on the same topic.</p> <p>IL18 Make informed judgments as to the validity of information on a website and be aware of bias.</p> <p>IL19 Understand how search engines work and rank results.</p> <p>*SAFER INTERNET DAY</p>	<p>and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>M30 Independently combine various forms of media purposefully as part of a project.</p> <p>M31 Use a CAD application (3D design tool) to create a representation of an object.</p> <p>M32 Edit and manipulate multi-track music and sound and refine for a given audience or project.</p> <p>M33 Evaluate and adapt individual features to enhance the overall presentation.</p> <p>*Online safety ES26 Evaluate whether games, websites and social media are appropriate for specific ages.</p> <p>Computer Science National Curriculum Links</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>CS27 To design, write and debug a program to solve a problem.</p> <p>CS28 Include more complex selection linked to variables to programs. Create a program where an event is triggered by a sensor.</p> <p>ES26 Evaluate whether games, websites and social media are appropriate for specific ages.</p> <p>CS29 To understand that the internet is made up of networks of computers around the world that can provide multiple services</p> <p>*Online safety</p>
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Languages outcomes for pupils

Most pupils are keen to try to speak in the target language in lessons, either with a partner or with the teacher.

They attempt to copy the correct pronunciation and intonation.

They strive to use the language to communicate orally and in writing.

Increasingly, they use the language for normal communication with the teacher and with each other in and beyond the classroom.

Pupils often take the initiative in their work and when working with others.

They demonstrate some originality, imagination or creativity in modern languages work.

Pupils can apply grammatical rules to new situations and can write at length with support.

They have good knowledge and understanding of the culture of the countries where the language is spoken.

Pupils enjoy learning languages and can explain the value of doing so.

<p>Languages(KS2) -Arabic -French</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Reading Skills *Greetings Knowledge about language Introductions Myself , my family and my home, country etc *Greetings Writing Skills *Linguistic competence *Inter-cultural understanding Creativity</p>	<p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Reading Skills *My family and I Introductions Daily introductions between people Writing Skills * Getting started (joining letters, adding vowels, greetings) Putting words together (simple sentences, pronouns, introductions) *Putting words together (simple sentences, pronouns, introductions)</p>	<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Reading Skills * Feminine and masculine changes in prefixes Introductions *Ourselves * Naming parts of the body Writing Skills *Verb table *Prepositions *Activities</p>	<p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Reading Skills *Simple stories *Dialogues *Listening *Comprehensions Introductions Pair work Where is it? Sun letters, asking questions: yes/ no questions and where (adverbs), talking about different dialects Writing Skills *Naming rooms round the home.</p>	<p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Reading Skills *Counting things (numbers, counting things, the dual, plurals with numbers, asking with how(much, many), talking about what you have , in the market)Introductions *Daily conversation activities Writing Skills Plurals and colours (Arabic roots, plural patterns 1 &2, human plurals and non-human plurals</p>	<p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Reading Skills *Countries and people from other countries and the capitals, nationalities Introductions *Presentations *Names of fruit, vegetables and kitchen appliances. Writing Skills *Time activities *Listing countries in the world.</p>
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History outcomes for pupils

Throughout each year group pupils make substantial and sustained progress leading to high levels of attainment.

From different starting points pupils develop excellent knowledge, understanding and skills enabling them to master their learning.

Pupils have excellent knowledge and understanding of people, events, and contexts from a range of historical periods, of historical chronology, and of historical concepts and processes.

Pupils are able to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.

Pupils consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.

Pupils are able to think, reflect, debate, discuss and evaluate the past, formulating and refining their own questions and lines of enquiry.

Pupils are passionate about history and engage enthusiastically in their learning, developing a sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.

Pupils are respectful of historical evidence and make robust and critical use of it to support their explanations and judgements.

Pupils readily embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

<p>History</p>	<p>History Focus Planning</p> <p>Text- Trash</p> <p>Why has Brazil got one of the world's fastest growing economies?</p> <ul style="list-style-type: none"> History of Carnival 	<p>History Focus Planning</p> <p>Text- Viking Boy</p> <p>Were the Vikings always victorious and vicious?</p> <ul style="list-style-type: none"> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the 	<p>History</p> <p>History Out of Africa</p> <p>Text -The White Giraffe</p> <ul style="list-style-type: none"> Life before, during and after slavery in Africa. The Apartheid 	<p>History/Geography Disasters</p> <ul style="list-style-type: none"> The impact of Pompeii and Chernobyl on today's society Modern day disasters (5G, cyber breach, power cuts) 	<p>History</p> <p>I am a reader</p> <p>The History of the Author- chld</p> <p>Looking at world's countries, using cultures to focus on Europe (including the location of Russia)</p>	<p>Histor Focus Planning</p> <p>Text- Arabian Nights</p> <p>Why was the Islamic Civilization (around 900AD) known as the Golden Age?.</p>
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Skills	Brazilian <ul style="list-style-type: none"> • Settlement in Portugal •continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. •note connections, contrasts and trends over time and develop the appropriate use of historical terms. •regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. •construct informed responses that involve thoughtful selection and organisation of relevant historical information. •understand how our knowledge of the past is constructed from a range of sources. 	Confessor <ul style="list-style-type: none"> •continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. •note connections, contrasts and trends over time and develop the appropriate use of historical terms. •regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. •construct informed responses that involve thoughtful selection and organisation of relevant historical information. •understand how our knowledge of the past is constructed from a range of sources. 	<ul style="list-style-type: none"> •continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. •note connections, contrasts and trends over time and develop the appropriate use of historical terms. •regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. •construct informed responses that involve thoughtful selection and organisation of relevant historical information. •understand how our knowledge of the past is constructed from a range of sources. 	<ul style="list-style-type: none"> •continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. •note connections, contrasts and trends over time and develop the appropriate use of historical terms. •regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. •construct informed responses that involve thoughtful selection and organisation of relevant historical information. •understand how our knowledge of the past is constructed from a range of sources. 	and North and South America, concentrating on their traditions <ul style="list-style-type: none"> •continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. •note connections, contrasts and trends over time and develop the appropriate use of historical terms. •regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. •construct informed responses that involve thoughtful selection and organisation of relevant historical information. •understand how our knowledge of the past is constructed from a range of sources. 	<ul style="list-style-type: none"> •continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. •note connections, contrasts and trends over time and develop the appropriate use of historical terms. •regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. •construct informed responses that involve thoughtful selection and organisation of relevant historical information. •understand how our knowledge of the past is constructed from a range of sources.
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Geography outcomes for pupils

Throughout each year group pupils make substantial and sustained progress leading to high levels of attainment.

From different starting points pupils develop excellent knowledge, understanding and skills enabling them to master their learning.

Pupils have excellent knowledge of where places are and what they are like.

They have excellent understanding of the ways in which places are interdependent and interconnected and how human and physical environments are interrelated.

Pupils have an extensive base of core geographical knowledge and vocabulary.

Pupils are able to carry out increasingly complex geographical enquiry, apply questioning skills and use effective analytical and presentational techniques in a wide range of environments, scales and contexts.

Pupils reach clear conclusions and are able to develop reasoned arguments to explain their findings.

Pupils are able to think for themselves and take the initiative in, for example, asking questions, carrying out their own investigations and working constructively with others.

Pupils show significant levels of originality, imagination or creativity in their understanding and skills within the subject.

Fieldwork and other geographical skills, including numerical and quantitative skills, and techniques are highly developed and frequently utilised.

	<p>Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within South America <p>Skills and Fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 				at length	
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Music outcomes for pupils

Pupils enjoy their musical experiences and make good progress in their musical understanding, including of musical theory, as a result of high expectations for good-quality music-making.

Pupils demonstrate readiness to engage positively with different and diverse musical traditions and styles from a range of historic, social and cultural contexts, including classical music.

They listen well and consequently make good musical responses.

Singing is confident and controlled, instrumental techniques are accurate and secure, and pupils are able to create their own musical ideas that show a good understanding of how pitch, duration, dynamics, timbre, texture and structure work together.

Attainment is good in relation to pupils' capability and starting points, particularly with regard to their previous musical interests and experiences.

Music is a popular subject and pupils from all groups participate actively and enthusiastically in curriculum lessons and extra-curricular activities.

Retention rates are good in all forms of musical activity, in and out of the curriculum.

Music	Play and perform in solo and ensemble contexts, using their voices	Playing musical instruments with increasing accuracy, fluency, control and expression	Improvise and compose music for a range of purposes using the inter-related dimensions of music	Listen with attention to detail Singing Songs 'Together'	Listen with attention to detail	Recall sounds with increasing aural memory
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Outcomes for Physical Education

Boys and girls of all ages, abilities and interests acquire new knowledge and skills at a good rate and develop a good understanding of PE and sport.

They practise skills without the need for much guidance or support.

They apply skills in a wide range of activities and situations, and achieve a high level of performance.

They have a good level of physical fitness and understand the importance of this in promoting their long-term health.

They are able to remain physically active for long periods of time and lead healthy lifestyles by eating sensibly and exercising regularly.

Pupils' enjoyment of Physical Education is shown in their positive attitudes and regular participation in lessons and extra-curricular sport.

They acquire the skills needed to organise sport and physical activity for others.

All pupils can swim 25 metres and know how to remain safe in and around water by the end of Year 5.

Physical Education	*Athletics Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	* Invasion Games (football) Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	Handball Use, throwing and catching in isolation and in combination	Netball & Netwall games use running, jumping, throwing and catching in isolation and in combination	*Gymnastics Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Striking and fielding Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Inter house competitions	*New Age Curling	*Football	*Team Games	*Benchball	*Tri Golf	*Sports day

Religious Education outcomes for pupils

Throughout each year group pupils make substantial and sustained progress leading to high levels of attainment.

From different starting points pupils develop excellent knowledge, understanding and skills enabling them to master their learning.

Pupils have an outstanding level of religious literacy.

The development of their ability to engage with a range of ultimate questions about the meaning and significance of existence is excellent.

The development of their ability to ask significant questions about, and show an impressive understanding of, issues related to the nature, truth and value of religion is impressive.

They develop a strong understanding of how the beliefs, values, practices and ways of life within any religion cohere.

Pupils can think for themselves and take the initiative in, for example, asking questions, carrying out their own investigations, evaluating ideas and working constructively with others.

They show significant levels of originality, imagination or creativity in their responses to their learning in Religious Education.

Pupils show impressive achievement in linking their study of religion and belief to their exploration of more personal reflections on issues of meaning and purpose.

Their progress is excellent across a wide range of religions, beliefs and investigations.

Bradford Agreed Syllabus 2016-2020

Year 6 Christianity Islam Buddhism	What is prayer and meditation? WISDOM IDENTITY COMMUNITY	How can religious meaning be expressed through art? COMMUNITY SACRED REMEMBERING BELIEF	How can religious meaning be expressed through art? COMMUNITY SACRED REMEMBERING BELIEF	How do different religions celebrate marriage? AUTHORITY WISDOM IDENTITY COMMUNITY	What do people believe happens after someone dies? SACRED SPECIALNESS	How did it all start? AUTHORITY WISDOM IDENTITY BELONGING FAMILY COMMUNITY
Big Question	Practices-Initial impression Why are there different beliefs about God?	Practices- Further reflection Why are there different beliefs about God?	Practices-Initial impression Why are certain people, places and times sacred?	Practices- Further reflection Why are certain people, places and times sacred?	Forms of expression- Initial impression Why do people need to express their beliefs?	Forms of expression- Further reflection Why do people need to express their belief?
Know About and Understand	Describe different features of religions and worldviews	Make connections between different religions and worldviews	Make connections between different religions and worldviews	Explain more about celebrations and rituals which mark important points in life	Understand different ways of life and ways of expressing meaning	Describe different features of religions and worldviews
Express and Communicate	Observe and understand varied examples of religions and worldviews	Explore and show understanding of similarities and differences between different religions and worldviews	Explore and show understanding of similarities and differences between different religions and worldviews	Explain with reasons, their meanings and significance to individuals and communities	Observe and consider different dimensions of religion	Observe and understand varied examples of religions and worldviews
Gain and Deploy Skills	Discuss and represent own views on challenging questions about belonging, meaning, purpose and truth	Apply own ideas thoughtfully in different forms including art	Apply own ideas thoughtfully in different forms including art	Discuss and apply own and other's ideas about ethical questions	Share ideas about what is right and wrong and understand that there will be different points of views on this	Discuss and represent own views on challenging questions about belonging, meaning, purpose and truth
Science, Computing, Historical and Geographical, Art and Design Knowledge, skills and understanding	Drawing * Explain why they have chosen specific drawing techniques Painting * Use a wide range of techniques in their work Sketch Books * Do their sketch books contain detailed notes, and quotes	Geographical Enquiry- * Confidently explain scale and use maps with a range of scales * Choose the best way to collect information needed and decide the most appropriate units of measure * Make careful measurements and use the data * Use OS maps to answer	Geographical Enquiry- * Confidently explain scale and use maps with a range of scales * Choose the best way to collect information needed and decide the most appropriate units of measure * Make careful measurements and use the data * Use OS maps to answer	Using the Internet- * Contribute to discussions online * use complex searches using such as '+' 'OR' "Find the phrase in inverted commas" Presentation- * Present a film for a specific audience and then adapt same film for a different audience * Create a sophisticated	Drawing * Do their sketches communicate emotions and a sense of self with accuracy and imagination Painting * Explain what their own style is Sketch Books * Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations	Scientific Enquiry * Give reasons for why living things produce offspring of the same kind * Explain the process of evolution and describe the evidence for this * Talk about the life of Charles Darwin

	explaining about items Use of IT * Create a piece of art which can be used as part of a wider presentation	questions	questions	multimedia presentation	Use of IT * Use software packages to create pieces of digital art to design	
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Personal, Social, Health and Economic Education outcomes for pupils

Throughout each year group pupils make substantial and sustained progress leading to high levels of attainment.

From different starting points pupils develop excellent knowledge, understanding and skills enabling them to master their learning.

Pupils think highly critically, articulate their learning and their views with great confidence and work constructively with others.

They consistently evaluate, discern and challenge their own and others' views using appropriate evidence from a range of sources.

Pupils show outstanding understanding of, and commitment to, their own and others' health and well-being.

They understand extremely well how to keep themselves and others healthy and safe and are very well aware of, for example, the dangers of substance misuse.

Pupils have a very strong understanding of how to recognise and deal with mental health problems such as stress or eating disorders.

Pupils have developed discernment and resilience and know how to resist peer pressure effectively; they understand very well how to seek further help and advice if they need it.

Pupils understand very well the impact of bullying on others and actively challenge all forms of bullying including racist, disablist, homophobic and transphobic language.

Pupils make outstanding progress in developing understanding and skills in relation to business, enterprise, money management, the world of work and employability.

SMSC	S – SEAL New Beginnings	S – SEAL Getting on and Falling out	S – SEAL Going for Goals	S – SEAL Good to be me	S – SEAL Relationships	S – SEAL Changes
Spiritual	S- Do you believe in superstitions ? Do you think these superstitions will change your luck?	S- Lessons learnt from the past What do you think the purpose of life is ?	S- respecting different faiths How could we encourage people from all backgrounds to respect different faiths?	S- holy texts and the environment How do you think religious texts influence people of that religion?	S- community spirit Why is it important that we respect each other and people from other cultures?	S- Paganism around the world What is paganism?
Moral	M – What are the differences and similarities between Kenya and the UK? Do you think these differences are fair?	M – monetary costs A person who lives in poverty finds a bag of money. Should they keep it or return it?	M – slavery/ apartheid Was the slave trade that began in the 16th century Africa's first experience with slavery? Explain	M – climate change What responsibilities should schools/families have for helping save the environment?	M – anti bullying What's the difference between bullying and management?	M – conflict and war Do you think everyone deserves to be forgiven? Give two reasons to support your views.
Social	S- class roles and responsibilities *mission statement *empathy *management of feelings Have you ever seen or heard of someone being unkind on social media ? Why do you think this happens?"	S- diversity and cooperation *classroom ethos *relationships *behaviour Provide an example of where you have helped somebody from a different culture or background to your own. What did you do and what did you say?	S- effective learners *dreams/aspirations Are dreams meaningless? Do you think that dreams are trying to tell you something?	S- differences between proud and boasting *safety and risk Why do you think some people boast? What do you think they are looking for?	S- coping with feelings *stereotyping *forgiveness Is it ok to forgive someone who hurts your feelings after judging you for/about something?	S- empathy *negative feelings *belonging within a group Who or what is considered responsible if a child misbehaves? The child? Parents? Older siblings? School? Society? The environment? Or is no blame ascribed?
Cultural	C- Economy	C- sporting culture	C- traditional cultural foods	C- prevention of global warming	C- cultural traditional tales	C- refugees and cultural pride What is discipline? What counts as

	*philosophy for children Do we all have the same rights?	Do you think people from all backgrounds, races and religions have had the same opportunities in sports?	How have foods from around the world change the way we live in the UK?	What role do humans play towards global warming? What can be done about this?	What languages, and varieties of each language, are used in the community? By whom? When? Where? For what purposes?	discipline in terms of the culture, and what doesn't? What is its importance and value?
British Values: Democracy	D- Whole school vote for house captains	D – How has the referendum this year changed society?	D – Was there a need for democracy during the time of Martin Luther King and how do you think this would've changed things?	D – Do you think Pliny's uncle made the right decision to travel to Pompeii during the eruption of Mt Vesuvius?	D- If you could vote against SATs, which way would you vote and why?	D- How has slavery and child poverty influenced our history?
Rule of Law	RL- Is it important to follow the rules of the country you live in?	RL – Do you think corporal punishment should be used today?	RL – What laws do you think should have been applied during the peace movement in America?	RL – Should we pay rescue teams more wages?	RL – If you could write your own law, what would you write?	RL – What is the importance of following rules and laws within institutions and societies?
Individual liberty	IL – Is it fair to treat people unfairly because of the colour of their skin?	IL- How have different nationalities shaped Britain?	IL- Should young children be allowed to make their own choices?	IL- What are your views on charity?	IL- Why is it important to challenge ourselves as well as challenging stereotypes and bias attitudes?	IL- Should girls be allowed to be educated in Pakistan?
Mutual respect	MR- Why is it important to respect our own religion and others?	MR- Is it important to know about the past rulers of England?	MR- how do famous/influential people of different backgrounds/faiths/beliefs influence our history? (Martin Luther King)	MR- Should people be welcome to shelter with you during a disaster?	MR- What is the common moral that is reflected in all regions and cultures?	MR- Should people celebrate all festivals and not just your own? What are your views?
Tolerance of those with different faiths and beliefs	T- How are people around the world tolerant of one another during hardship? Eg refugees	T- How did Salts Mill help the lives of the workers? How did Sir Titus Salt consider his workers?	T- How have beliefs about Science and technology changed over time?	T- How do people around the world support other countries during disasters?	T- How have authors from different cultures influenced the world of reading?	T –What does a nation which has a large population of one religion suggest about the level of tolerance of other religious beliefs?
Investors in Pupils	Induction and Mission Statements Can talk about their class/group vision, explaining its importance and show their commitment to it through their day to day behaviour. Can explain how targets are regularly reviewed and their role in the negotiation of associated achievement rewards. Involved in developing effective induction materials for new pupils, staff and visitors that include something personal from each class member including adults.	Adult and Pupil Roles and Responsibilities/CPD Learn about the roles and responsibilities of teaching and support staff, governors and parents. Aware of and clearly understand, the role of governors citing where and when they have worked with, and/or met, them. Understand the importance of class monitor roles and appreciate how individual responsibility contributes to the well-being of the class and its environment. Staff share with pupils both the range and learning focus of the training they attend. Pupils appreciate that this training could take different formats (INSET, internal, external and certificated, etc.).	Personal Targets Rewards Involved in the process of agreeing how personal targets are reviewed, recorded, and shared. Achievement of personal targets is always recognised and celebrated with a pre-agreed reward. Encouraged to peer support and challenge around targets.	Pupils understand they are unique Show respect for others' ideas/viewpoints and appreciate others' learning difficulties and that everyone learns differently through different learning styles and varying levels of support. Confident, self-assured learners with excellent attitudes to learning that have a strong, positive impact on their progress. Proud of their achievements and of their school.	Pupil Participation Pupil Voice Develop skills to formulate opinions and discuss and debate issues that matter to them in a considered way. Trust school leaders to take rapid and appropriate action to resolve any of their concerns and to keep them informed. Pupils can describe the methods by which staff and governors are informed of their opinions including information collected through surveys.	Financial Responsibility and Knowledge Age-appropriate knowledge and understanding of the costs, and range, of resources that contribute to their learning. Understand ways of saving the school money through e.g. conserving energy and reducing, re-using and recycling waste. Develop understanding of enterprise and fundraising e.g. through costing and running an enterprise activity in class/form, planning an event, fundraising for charities and other pupil led activities.

<p>Health and Well-being</p>	<p>Fresh Start Appreciate and celebrate differences and similarities between themselves, and to experience and explore how it feels to belong to and be valued in a group.</p> <p>Understand the conditions that promote or inhibit learning and motivation and put their ideas into practice in the classroom, through the development of the class charter.</p> <p>Consider how it feels to do or start something new.</p> <p>Build on their capacity for empathy and on their awareness and management of feelings, particularly fearfulness in relation to meeting new challenges (both work-related and social).</p> <p>Put into practice ways to support people experiencing these feelings.</p> <p>Explore ways to make the class welcoming to others, and engage in the process of reviewing how successful they have been through class induction booklet.</p> <p>Black History Month</p> <p>International Walk to School Month</p> <p>World Mental Health Day – 10.10.19</p>	<p>Wellbeing and kindness Continue to focus on the value of diversity and cooperation in continuing to build a positive classroom ethos.</p> <p>Consider the different types of relationships that they have and explore what expectations and behaviours might be appropriate to each.</p> <p>Consider how perceived differences between people can lead to wrong assumptions and missed friendship opportunities.</p> <p>Common friendship problems and solutions are explored through a group-work challenge in which children produce a 'friends magazine'.</p> <p>Work on managing conflict continues, with children generating a list of behaviours or words that are likely to 'hot up' or 'cool down' a difficult situation, and producing a poster to remind them.</p> <p>Use a new conflict management skill – using 'I messages' instead of blaming and accusing.</p> <p>World Kindness Day – 13.11.19</p> <p>Inter Faith Week – 10/17.11.19</p> <p>International Men's Day – 19.11.19</p>	<p>High Aspirations – Resilience and Growth Mindsets Goal-directed behaviour is explored more fully and opportunities are provided for children to set a goal and to plan to meet it in a systematic way.</p> <p>Explore the importance of taking responsibility for their learning and behaviour and think about when they might be making excuses.</p> <p>Look at their longer- term future and their dreams and aspirations and to use these to help them to make long-term plans.</p> <p>Explore a variety of careers.</p> <p>Identify the range of career opportunities available.</p> <p>Think about the importance of resilience in overcoming obstacles in order to reach a goal.</p> <p>Consider how to make 'wise choices.'</p> <p>Holocaust Memorial Day – 27.01.20</p> <p>Time to Talk day – 7.02.20</p>	<p>Personal Responsibility Explores feelings in greater depth with an exploration of more complex and mixed feelings.</p> <p>Consider the subtle differences between feeling proud and boasting.</p> <p>Exploration of risk-taking and of the balance between safety and risk.</p> <p>Consider how and when they should stand up for themselves and when they should listen to their peers.</p> <p>Understand how they might be overwhelmed by their emotions.</p> <p>Explore strategies for managing strong feelings.</p> <p>International Women's Day – 8.03.20</p>	<p>Developing Positive Relationships Communicate effectively with others, listening to what others say as well as expressing own thoughts and feelings</p> <p>See the world from other people's points of view, can feel the same emotion as they are feeling and take account of their intentions, preferences and beliefs.</p> <p>Understand that how they express their feelings can have a significant impact both on other people and on what happens to them.</p> <p>Take others' thoughts and feelings into account in how the manage their relationships.</p> <p>World Autism Awareness Week</p>	<p>Managing Change Identify own strengths and feel positive about them.</p> <p>Use own knowledge and experience of how they think, feel and respond to build positive relationships with others.</p> <p>Understand that people can all feel the same range of emotions, but that people do not necessarily respond in the same way to similar situations.</p> <p>Identify own current limitations and try to overcome them.</p> <p>Feel confident to ask for any help they need in their new school.</p> <p>Confidence say 'no' to peers or adults when they feel it is not right.</p> <p>Use own experiences including mistakes and setbacks, to make appropriate changes to own plans and behaviour.</p> <p>Tell the difference between fact and fiction when hearing about their new school.</p> <p>Mental Health Awareness Week</p> <p>Volunteers Week</p>
<p>Themed homework</p>	<p>Inspirational Leaders</p>	<p>Science</p>	<p>Safer Inter Day</p>	<p>Literacy – World book day</p>	<p>I am a Reader</p>	<p>Maths</p>
<p>101 Must Do Activities Before Leaving Bankfoot Primary School</p>	<p>87) Achieve 100% attendance at school</p> <p>88) Visit a zoo – Visit to Yorkshire Wildlife Park</p>	<p>89) Go to a museum –Industrial Museum</p>	<p>90) Go on a rope swing –Visit Robin Hood</p> <p>91) Go Canoeing</p> <p>92) Go mountain climbing</p> <p>93) Do archery</p>	<p>96) Visit a hospital –IMPS</p> <p>95) Visit a village e.g. Haworth</p>	<p>94) Go horse riding</p>	<p>97) Go on a residential</p> <p>98) Go to London</p> <p>99) Ride on the Underground</p> <p>100) Visit Buckingham Palace</p> <p>101) Ride an escalator</p>

<p>Year 6 10+ years</p>	<p>White Giraffe <i>Lauren St John</i></p>	<p>Street Child <i>Berlie Doherty</i></p>	<p>The Butterfly Lion <i>Michael Morpurgo</i></p>	<p>Running Wild <i>Michael Morpurgo</i></p>	<p>The Prince and The Pauper <i>Mark Twain</i></p>	<p>Treasure Island <i>Robert Louis Stevenson</i></p>
<p>50 Books</p>	<p>Alice's Adventures in Wonderland <i>Lewis Carroll</i></p>	<p>Through The Looking Glass <i>Lewis Carroll</i></p>	<p>The Adventures of Tom Sawyer <i>Mark Twain</i></p>	<p>Black Beauty <i>Anna Sewell</i></p>	<p>Pinocchio <i>Carlo Collodi</i></p>	<p>Adventures of Huckleberry Finn <i>Mark Twain</i></p>
	<p>The Wind in the Willows <i>Kenneth Grahame</i></p>	<p>A Little Princess <i>Frances H. Burnett</i></p>	<p>Five Children and It <i>E. Nesbit</i></p>	<p>The Wonderful Wizard of Oz <i>Lyman Frank Baum</i></p>	<p>The Canterville Ghost <i>Oscar Wilde</i></p>	<p>Alex Rider: Stormbreaker <i>Anthony Horowitz</i></p>
	<p>Anne of Green Gables <i>Lucy Maud Montgomery</i></p>	<p>The Secret Garden <i>F.Hodgson Burnett</i></p>	<p>The Story of Doctor Dolittle <i>Hugh Lofting</i></p>	<p>Skellig <i>David Almond</i></p>	<p>A Series of Unfortunate Events <i>Lemony Snicket</i></p>	<p>The Graveyard Book <i>Neil Gaiman</i></p>
	<p>Pig Heart Boy <i>Malorie Blackman</i></p>	<p>Wolf Brother <i>Michelle Paver</i></p>	<p>Mortal Engines <i>Philip Reeve</i></p>	<p>The Amazing Story of Adolphus Tips <i>Michael Morpurgo</i></p>	<p>The Tale of Despereaux <i>Kate DiCamillo</i></p>	<p>The Invention of Hugo Cabret <i>Brian Selznick</i></p>
	<p>45 and 47 Stella Street and everything That Happened <i>Elizabeth Honey</i></p>	<p>Toby <i>Graciela Beatriz Cabal</i></p>	<p>Cirque du Freak: A Living Nightmare <i>Darren Shan</i></p>	<p>Aldabra <i>Silvana Gandolfi</i></p>	<p>The Naming of Tishkin Silk <i>Glenda Millard</i></p>	<p>The Cat: Or, How I Lost Eternity <i>Jutta Richter</i></p>
	<p>Millions <i>Frank Cottrell Boyce</i></p>	<p>Fire, Bed and Bone <i>Henrietta Branford</i></p>	<p>The Day I Learned to Tame Spiders <i>Jutta Richter</i></p>	<p>The Vile Village <i>Lemony Snicket</i></p>	<p>The Field Guide <i>Holly Black</i></p>	<p>Rabbit and Coyote <i>Beatriz Donnet</i></p>
	<p>Ruby Holler <i>Sharon Creech</i></p>	<p>The View from Saturday <i>E.L.Konigsburg</i></p>	<p>Hitler's Daughter <i>Jackie French</i></p>	<p>The Papunya School Book <i>Nadia Wheatley</i></p>	<p>Utterley Me, Clarice Bean <i>Lauren Child</i></p>	
	<p>Witch Child <i>Celia Rees</i></p>	<p>Tashi <i>Anna Fienberg</i></p>		<p>Because Of Winn-Dixie <i>Kate DiCamillo</i></p>		