

Autumn 2025

Y6 Rivers, Mountains, Volcanoes and Earthquakes Learning Sequence

Synopsis:

This topic is an excellent introduction to the key aspects of physical geography that children need to understand and describe in key stage 2. Children gain a thorough knowledge of rivers, mountains, volcanoes, earthquakes by applying knowledge gained from research to practical tasks. They will study the physical geography of mountains and mountain ranges, and their formation. They will learn about the features and key aspects of earthquakes; finding out about the movement of tectonic plates and about seismic waves as well as learning about life in an earthquake zone. Children will also learn about the features of volcanoes and their formation; discovering how they are distributed around the world. Children will learn about the formation and features of a river. They will follow its journey to the sea and discover the importance of rivers in settlements, travel, farming and the industrial use of rivers too.

In **English**, children will read *Boy* by Roald Dahl while exploring the features of Autobiographies. They will write their own autobiographies based on their school memories. They will also study two fiction genres of contemporary stories and stories from another culture. The poetry unit looks at the theme of diversity, linking with our Jigsaw topic of Celebrating Difference.

In **Maths**, children learn place value, the four operations, fractions and measure.

In **Science**, children study Living things and their Habitats.

In **Geography**, children study rivers, mountains, volcanoes and earthquakes.

In **Art**, children learn about Pop Art, focussing on Andy Warhol and Roy Lichtenstein and the impact of their work on the art world. They will use digital media to create a self-portrait stencil. They will also learn about tints, tones and shades in watercolour painting.

In **D&T**, children will design and create a healthy snack for a mountain adventure.

In **Computing**, children learn about networks, graphing, blogging, data detectives and being safe in a digital world.

In **Music**, children will use the Charanga music scheme to learn about Music Technology and Developing Ensemble Skills.

In **PE**, children will take part in Dance, Netball, Running, Rugby and Hockey

In **PSHE**, children take part in Jigsaw lessons on the theme of Being Me in My World and Celebrating difference.

In **RE**, children will consider the questions: 'What is the nature of God?' and 'How do Christians prepare for Advent?'

In **French**, children learn about the "French Speaking World", and learn words, phrases and sentences used when studying "Meet my French Family".

Length of theme: 15 weeks

English

Autobiography

Writing Objectives

Language & Vocabulary

Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing

Select appropriate language and vocabulary to reflect their understanding of audience and purpose

Become familiar with the language of writing eg figurative language, imagery, style and effect

Develop characters, settings and atmosphere using language and vocabulary from reading/books

Use dictionaries (and thesauruses) to check meaning of new words/language

Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points

Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity

Plan, Draft, Edit & Evaluate

Use dictionaries to check the spelling and meaning of words

Identify audience and purpose when writing

Note and develop initial ideas drawing on reading

Select appropriate grammar and punctuation and understand how these can change/enhance meaning

Assess effectiveness of own and others' writing

Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness

Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Proof-read for spelling and punctuation errors

English Learning Sequence

Children will:

- Listen to, read and be inspired by the book *Boy* by Roald Dahl throughout the unit, using themes and passages from the book to inspire and direct their own writing.
- Record significant things about myself.
- Identify the features of an autobiography
- Use effective noun phrases.
- Think of different sources for an autobiography.
- Write an opening to their own autobiography using:
 - ✓ First person
 - ✓ Past tense
 - ✓ Sequencing vocabulary
 - ✓ Feelings
 - ✓ Interesting use of ambitious vocabulary to capture the reader's attention.
- Write further sections of their own autobiography using
 - ✓ Interesting anecdotes
 - ✓ Interesting adjectives for descriptions
 - ✓ Dates and Locations
- Evaluate their own and other's writing
- Make improvements to their own and other's writing

Grammar & Punctuation

Use verb tenses consistently and correctly throughout their writing

Use wider range of cohesive devices (repetition of word/phrase, adverbials and ellipsis)

Know and understanding the differences between spoken and written language

Text Structure & Features

Summarise and present familiar stories in their own words

Summarise main ideas from more than one paragraph using evidence

Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing

Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure

In fiction, consider how authors develop character and setting

Be exposed to wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures

Evaluate how authors use language and consider effect on the reader

Use a wide range of devices to build cohesion within and across paragraphs

Transcription

Convert nouns or adjectives into verbs using suffixes eg -ate; -ise; -ify

Understand verb prefixes eg dis-, de-, mis-, over- and re

Spell some words with silent letters

Continue to distinguish between homophones and other words that are often confused

Use knowledge of morphology and etymology as a strategy for spelling

Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

Use a thesaurus to look for suitable synonyms

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
Choose the writing implement best suited to the task

English

Contemporary stories

Writing Objectives

Language & Vocabulary

Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing.

Select appropriate language and vocabulary to reflect their understanding of audience and purpose.

Become familiar with the language of writing e.g. figurative language, imagery, style and effect.

Develop characters, settings and atmosphere using language and vocabulary from reading/books.

Integrate dialogue to advance action and convey character.

Use dictionaries (and thesauruses) to check meaning of new words/language.

Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points

Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity

Plan, Draft, Edit & Evaluate

Use dictionaries to check the spelling and meaning of words.

Identify audience and purpose when writing.

Note and develop initial ideas drawing on reading.

Select appropriate grammar and punctuation and understand how these can change/enhance meaning.

Assess effectiveness of own and others' writing.

Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness.

Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and

English Learning Sequence

Children will:

- Explore the opening image without knowing the title or context, predicting themes and setting.
- Read Chapter 1; begin building Zoe's character profile using "Role on the Wall" technique.
- Read Chapter 2; use maps to explore Norwich and discuss dystopian fiction.
- Visualise settings; compare sketches with illustrations; expand character profiles for Zoe and others.
- Explore Ely Cathedral; sketch and annotate scenes; begin Zoe's diary to reflect her emotional journey.
- Children role-play Zoe, ask and answer questions to deepen empathy and understanding.
- Introduce William; discuss symbolism and literary references (e.g., Icarus, Noah's Ark).
- Write advisory letters to Zoe, offering guidance based on her situation.
- Analyse famous speeches; prepare to write in role as Dooby persuading islanders.
- Write and perform speeches; vote on who should lead the island.
- Discuss references to Led Zeppelin and William Blake; explore themes of loss and hope.
- Write free verse poems in role as Zoe; perform and publish in an anthology.

choosing the appropriate register.

Précis longer passages.

Proof-read for spelling and punctuation errors.

Grammar & Punctuation

Use verb tenses consistently and correctly throughout their writing.

Use active/passive voice for effect.

Use perfect form to indicate time/cause.

Use colons to introduce a list and mark boundaries between clauses.

Use the semi-colon, colon and dash when writing lists or as the boundary between independent clauses.

Use wider range of cohesive devices (repetition of word/phrase, adverbials and ellipsis).

Identify formal/informal structures e.g. question tags, subjunctive form.

Know and understanding the differences between spoken and written language.

Text Structure & Features

Summarise and present familiar stories in their own words.

Summarise main ideas from more than one paragraph using evidence.

Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing.

Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure.

In fiction, consider how authors develop character and setting.

Be exposed to wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures.

Evaluate how authors use language and consider effect on the reader.

Use a wide range of devices to build cohesion within and across paragraphs.

Transcription

Convert nouns or adjectives into verbs using suffixes eg -ate; -ise; -ify.

Understand verb prefixes eg dis-, de-, mis-, over- and re.

Spell some words with silent letters.

Continue to distinguish between homophones and other words that are often confused.

- Debate Zoe's choices—leave alone or trust Dooby; use drama to explore perspectives.
- Reflect on the power of stories; discuss William's quote about storytelling and humanity.
- Recreate dramatic scenes; explore character thoughts and feelings through performance.
- Compare Zoe and Munchkin using Venn diagrams; reflect on character development.
- Read the ending; discuss emotional responses, character growth, and thematic connections.
- Plan and write a sequel to Floodland; explore post-novel scenarios, edit and publish stories.

Use knowledge of morphology and etymology as a strategy for spelling.
 Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
 Use a thesaurus to look for suitable synonyms.
 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.

English

Poetry on a theme – Diversity

Writing Objectives

Language & Vocabulary

Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing

Select appropriate language and vocabulary to reflect their understanding of audience and purpose

Become familiar with the language of writing eg figurative language, imagery, style and effect

Develop characters, settings and atmosphere using language and vocabulary from reading/books

Use dictionaries (and thesauruses) to check meaning of new words/language

Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points

Plan, Draft, Edit & Evaluate

Use dictionaries to check the spelling and meaning of words

Identify audience and purpose when writing

Note and develop initial ideas drawing on reading

Select appropriate grammar and punctuation and understand how these can change/enhance meaning

Assess effectiveness of own and others' writing

Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness

Ensure correct subject and verb agreement when using singular and

English Learning Sequence

Children will:

- Discuss a poem and practise reading aloud
- Read about Black Lives Matters and answer questions
- Read and answer questions about a challenging poem.
- Add to, build on or counter other people's ideas
- Annotate poems, showing some of the techniques that have been used.
- Compare poems, explaining my personal opinions

- Read and explore poems by Benjamin Zephaniah
- Read and discuss poetry related to racism
- Write answers to explain their thinking
- Compare a poem and a non-fiction article that give similar messages
- Write an acrostic poem on the theme of racism

- Identify and discuss punctuation in an article
- Exploring punctuation in poems
- Identify and discuss how a poet has used punctuation
- Use the punctuation in their reading of a poem
- Edit a poem to add punctuation and line breaks

- Devise story ideas/create ideas for a story
- Use their ideas to tell a version of their story

plural, distinguishing between the language of speech and writing and choosing the appropriate register
Proof-read for spelling and punctuation errors

Grammar & Punctuation

Use verb tenses consistently and correctly throughout their writing
Use active/passive voice for effect
Use perfect form to indicate time/cause
Use hyphens to avoid ambiguity
Use colons to introduce a list and mark boundaries between clauses
Use the semi-colon, colon and dash when writing lists or as the boundary between independent clauses
Punctuate bullet points consistently
Use wider range of cohesive devices (repetition of word/phrase, adverbials and ellipsis)
Identify formal/informal structures eg question tags, subjunctive form
Know and understanding the differences between spoken and written language

Text Structure & Features

Summarise and present familiar stories in their own words
Summarise main ideas from more than one paragraph using evidence
Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing
Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure
In fiction, consider how authors develop character and setting
Be exposed to wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures
Evaluate how authors use language and consider effect on the reader
Use a wide range of devices to build cohesion within and across paragraphs
Use further organisational and presentational devices such as headings, sub-headings, columns, bullets, or tables, to structure text

Transcription

Convert nouns or adjectives into verbs using suffixes eg -ate; -ise; -ify

- Write a story, using dialogue, action and description to create tension
- Discuss the theme of their writing and make links to other writing
- Plan and write a poem based on their stories
- Edit and improve their poem, listening to the effect it creates
- Prepare a performance of a poem they have written
- Offer feedback to others about their performances
- Reflect on their own performance

Understand verb prefixes eg dis-, de-, mis-, over- and re
 Spell some words with silent letters
 Continue to distinguish between homophones and other words that are often confused
 Use knowledge of morphology and etymology as a strategy for spelling
 Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
 Use a thesaurus to look for suitable synonyms
 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
 Choose the writing implement best suited to the task

English

Stories from another culture – Windrush Child

Writing Objectives

Language & Vocabulary

Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing.
 Select appropriate language and vocabulary to reflect their understanding of audience and purpose.
 Become familiar with the language of writing e.g. figurative language, imagery, style and effect.
 Develop characters, settings and atmosphere using language and vocabulary from reading/books.
 Integrate dialogue to advance action and convey character.
 Use dictionaries (and thesauruses) to check meaning of new words/language.
 Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points
 Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity

Plan, Draft, Edit & Evaluate

Use dictionaries to check the spelling and meaning of words.
 Identify audience and purpose when writing.
 Note and develop initial ideas drawing on reading.

English Learning Sequence

This unit is based on the book ‘Windrush Child’ by Benjamin Zephaniah.

Children will:

- read the prologue, ask questions and make predictions about the story.
- uncover a timeline of Jamaica’s history alongside the experiences of those journeying to Britain after the Second World War.
- Make inferences about feelings and motives.
- Discuss Leonard and his understanding of his environment.

- Identify pronouns and determiners: use to write a cohesive paragraph.
- Write a letter in role; use pronouns and determiners for cohesion.
- Redraft a letter improving for cohesion (conjunctions) and accuracy.

- Revise adverbs for cohesion.
- Use adverbials for cohesion when writing in role.

Select appropriate grammar and punctuation and understand how these can change/enhance meaning.

Assess effectiveness of own and others' writing.

Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness.

Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

Précis longer passages.

Proof-read for spelling and punctuation errors.

Grammar & Punctuation

Use verb tenses consistently and correctly throughout their writing.

Use active/passive voice for effect.

Use perfect form to indicate time/cause.

Use colons to introduce a list and mark boundaries between clauses.

Use the semi-colon, colon and dash when writing lists or as the boundary between independent clauses.

Use wider range of cohesive devices (repetition of word/phrase, adverbials and ellipsis).

Identify formal/informal structures e.g. question tags, subjunctive form.

Know and understanding the differences between spoken and written language.

Text Structure & Features

Summarise and present familiar stories in their own words.

Summarise main ideas from more than one paragraph using evidence.

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Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure.

In fiction, consider how authors develop character and setting.

Be exposed to wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures.

Evaluate how authors use language and consider effect on the reader.

Use a wide range of devices to build cohesion within and across paragraphs.

- Improve/write a précis of Windrush Child using adverbials and adverbs.

- Revise rules for writing dialogue in narrative.

- Use dialogue in a piece of writing to help advance a storyline.

- Improve an excerpt of Windrush Child using dialogue.

- Plan a story about a someone from another culture.

- Write the opening to their story, using adverbs/adverbials for cohesion.

- Continue writing their story, selecting determiners and pronouns for cohesion and clarity.

- Finish writing their story, selecting conjunctions for cohesion and clarity.

- Improve their story for cohesion, accuracy and impact.

Transcription

Convert nouns or adjectives into verbs using suffixes eg -ate; -ise; -ify.

Understand verb prefixes eg dis-, de-, mis-, over- and re.

Spell some words with silent letters.

Continue to distinguish between homophones and other words that are often confused.

Use knowledge of morphology and etymology as a strategy for spelling.

Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.

Use a thesaurus to look for suitable synonyms.

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.

English

Guided Reading sessions

English Objectives
Word Reading

Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings

Read other words of more than one syllable

Read words with contractions and understand role of apostrophe

Read aloud accurately books that are consistent with taught phonic knowledge and re-read to build fluency

Continue to apply phonic knowledge to decode most words quickly and accurately when they have been frequently encountered

Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes

Sound out unfamiliar words accurately, automatically and without undue hesitation

Read words containing common suffixes

English Learning Sequence

- Teacher-led guided reading sessions delivered weekly in small groups according to ability.
- A range of texts used for every group including fiction, non-fiction and poetry.
- Children complete independent follow-up tasks after teacher-led guided reading session.

Read common exception words

Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words

Read further exception words

Note unusual correspondence between spelling and sound

Identify word families based on common root words

Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words

Read further exception words

Note unusual correspondence between spelling and sound and where these occur in the word

Identify further word families based on common root words

Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words

Comprehension

Continue to read/discuss an increasingly wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories

Read a wide variety of books that are structured in different ways for a range of purposes

Increase familiarity with wide range of myths, legends, traditional stories, modern fiction, fiction from literary heritage and books from other cultures

Recommend books to peers, explaining their reasoning through explicit explanation developed by close reference to the text

Identify and discuss themes and conventions in and across a wide range of writing with identification of viewpoint developed through close reference to the text

Perform poems and playscripts for audience (using appropriate intonation, tone, volume to convey meaning)

Checking that the book makes sense to them, discuss and explore meanings of words in context

Ask relevant and pertinent questions to improve understanding of text

Infer characters' feelings, thoughts and motives and justify using evidence

Predict what might happen from details stated and implied

Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Identify how language, structure and presentation contribute to meaning

Evaluate authors' use of figurative language and consider effect on the reader

Distinguish between fact and opinion

Retrieve, record and present information effectively from non-fiction books

Discuss books and courteously challenge others' opinions, providing reasoned justifications for their views

Explain their understanding through detailed discussions, formal presentations and debates

Maths

Place value, the four operations, fractions, measure

Maths Objectives

Number Sense

read, write, order and compare numbers up to 10,000,000 and determine the value of each digit

round any whole number to a required degree of accuracy

use negative numbers in context, and calculate intervals across 0

solve number and practical problems that involve all of the above

Addition & Subtraction

All year groups follow the Power maths mastery programme.

These curriculum objectives are covered in daily lessons through a small step, progressive approach.

use their knowledge of the order of operations to carry out calculations involving the 4 operations

solve problems involving addition, subtraction, multiplication and division

use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy

perform mental calculations, including with mixed operations and large numbers

Multiplication & Division

multiply multi - digit numbers up to 4 digits by a two -digit whole number using the formal written method of long multiplication

divide numbers up to 4 digits by a two -digit whole number using the formal written method of long division, and interpret remainders as whole

number remainders, fractions, or by rounding, as appropriate for the context

divide numbers up to 4 digits by a two -digit number using the formal written method of short division where appropriate, interpreting remainders according to the context

perform mental calculations, including with mixed operations and large numbers

identify common factors, common multiples and prime numbers

use their knowledge of the order of operations to carry out calculations involving the 4 operations

solve problems involving addition, subtraction, multiplication and division

use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy

Fractions

use common factors to simplify fractions; use common multiples to express fractions in the same denomination

compare and order fractions, including fractions >1

add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions

multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $1/4 \times 1/2 = 1/8$]

divide proper fractions by whole numbers [for example, $1/3 \div 2 = 1/6$]

associate a fraction with division and calculate decimal fraction

equivalents [for example, 0.375] for a simple fraction [for example, $3/8$]

identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places

multiply one - digit numbers with up to 2 decimal places by whole numbers

use written division methods in cases where the answer has up to 2 decimal places

solve problems which require answers to be rounded to specified degrees of accuracy

recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts

solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison

solve problems involving similar shapes where the scale factor is known or can be found

solve problems involving unequal sharing and grouping using knowledge

of fractions and multiples

Measurement

solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate

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 up to 3 decimal places

convert between miles and kilometres

recognise that shapes with the same areas can have different perimeters and vice versa

recognise when it is possible to use formulae for area and volume of shapes

calculate the area of parallelograms and triangles

calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³

Science

Living things and their habitats

Science Objectives

Make Observations

Independently decide which observations to make.

Perform Tests

Recognise and control variables where necessary.

Explain which variables need to be controlled and why.

Science Learning Sequence

Children will:

- Dissect and label the parts of a flower, identifying the male and female gametes.
- Research the life cycle and reproduction of their flowering plant
- Identify and be able to explain the ways that plants can reproduce asexually, both naturally and artificially.
- Set up an investigation into artificial asexual reproduction in flowering plants.

<p>Ask Questions Plan different types of scientific enquiry in order to answer questions. Use science experiences to explore ideas and raise different types of question.</p> <p>Gather Data Decide how to record data/results of increasing complexity using diagrams, classification keys, tables, scatter graphs, bar and line graphs. Report and present findings from enquiries, examining causal relationships and reliability of results.</p> <p>Analyse Data Use test results to make predictions to set up further tests (comparative/fair) and explain reasoning. Interpret scientific evidence that has been used to support/refute arguments.</p> <p>Use Equipment Take measurements using a range of scientific equipment with accuracy and precision, taking repeat readings where appropriate.</p> <p>Living things and their habitats Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals</p>	<ul style="list-style-type: none"> • Research the life cycle of insects and amphibians noting that they reproduce sexually. • Identify a local mammal and bird species and research their life cycles online. • Draw and annotate a life cycle zoological illustration for both mammal and bird lifecycles. • Research the life cycles of an insect, amphibian, mammal, bird and plant that contrasts those already studied. • Create a series of annotated scientific illustrations that reflect the life cycles of the animals and plants they have researched. • Make observations, record findings and draw conclusions, as natural scientists. • Research and present, in role, information on a significant naturalist.
<h2 style="background-color: #4a4a8a; color: white; padding: 5px;">Science</h2>	
<p><i>Living things – classification</i></p>	
<p>Science Objectives</p> <p>Make Observations</p>	<p>Science Learning Sequence</p> <p>Children will:</p>

Independently decide which observations to make.

Perform Tests

Recognise and control variables where necessary.

Explain which variables need to be controlled and why.

Ask Questions

Plan different types of scientific enquiry in order to answer questions.

Use science experiences to explore ideas and raise different types of question.

Gather Data

Decide how to record data/results of increasing complexity using diagrams, classification keys, tables, scatter graphs, bar and line graphs.

Report and present findings from enquiries, examining causal relationships and reliability of results.

Analyse Data

Use test results to make predictions to set up further tests (comparative/fair) and explain reasoning.

Interpret scientific evidence that has been used to support/refute arguments.

Use Equipment

Take measurements using a range of scientific equipment with accuracy and precision, taking repeat readings where appropriate.

Living things and their habitats

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.

Give reasons for classifying plants and animals based on specific

- Describe key identification features used to distinguish and identify animals & plants.
- Construct spider and number keys to distinguish and identify animals & plants.
- Classify groups of living things using keys by fine difference (e.g. woodlice, lichens, worms).
- Know there are 5 Kingdoms of living things and know examples.
- Describe classification features of each Kingdom.
- Describe the reasons for classifying living things.
- Know basic grouping – flowering/non-flowering plants, vertebrates/invertebrates & micro-organisms.
- Describe classification groups, leading to the construction of a binomial name. Know examples.
- Know how to write a binomial name.
- Sort example living things into broad groups using important features (link to 5 Kingdoms).
- Research work of John Ray/Carl Linnaeus.
- Research binomial names of common species.
- Sample & classify species within a habitat.

characteristics.

Geography

Rivers, Mountains, Earthquakes and Volcanoes

Geography Objectives

Locational Knowledge

Locate world's countries & cities using maps (focus on Europe and N/S America) and explain environmental regions, key physical/human features.

Name and locate countries, cities and regions of the UK.

Secure understanding of how and why the UK's human/physical features, geographical regions, topographical features and land-use patterns have changed over time.

Apply understanding of positional language e.g. longitude, latitude to explain geographical characteristics e.g. topography.

Human & Physical Geography

Examine and explain key aspects of physical geography (climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle).

Examine and explain key aspects of human geography (settlement/land use, economic activity and distribution of natural resources).

Understand the interaction between physical and human processes and features and how these change over time.

Skills & Fieldwork

In a variety of ways, observe, record, measure and present human/physical features of local area using sketches, plans, graphs and digital technology e.g. numerical, quantitative and writing at length.

Use digital mapping, 8- point compasses, 4- and 6- digit grid references and Ordnance Survey maps.

Place Knowledge

Analyse geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographical

Geography Learning Sequence

Children will:

- Share what they know about mountains and learn key vocabulary.
- Find out how different types of mountains are formed and make simple models.
- Find out the location of some of the highest mountains and key mountain ranges and create a class map.
- Research famous mountain explorers and Everest expeditions.

- Learn about earthquakes and the movement of tectonic plates.
- Find out about seismic waves and make a DIY seismograph.
- Gain an understanding of life in an earthquake zone.
- Compile and practise your own class earthquake drill.

- Make a model of the earth and its layers.
- Learn about how volcanoes are formed and why they erupt.
- After looking at the location and also the different traits of volcanoes the children mark the Ring of Fire on a world map.
- Learn about how a river is formed. Follow the journey of a river and draw a sketch map of a river and the features found along the way.
- Understand the stages of a river's journey. Learn about and develop river vocabulary and make an illustrated river words glossary.
- Further develop understanding of the stages of a river's journey and learn about evaporation and its place in the water cycle.
- Understand about what happens when a river reaches the coast.
- Learn about the ten major world rivers and the continents through which they flow.

<p>concepts in a wide variety of ways.</p>	<ul style="list-style-type: none"> • Review the importance of rivers and rainfall in the growing of crops; investigate the relationship between rivers and settlements in Britain. • Learn about how we use rivers for transport, industry and leisure; make a tourist leaflet. • Learn about different types of waterpower including hydroelectric power stations; investigate traditional waterwheels.
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Art

Digital media – Pop Art

<p>Art Objectives</p> <p>Media & Materials Capture artistic process in sketch book Enhance digital media by editing including sound, video, animation, still images and installations</p> <p>Significant Artists Over the course of history, understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation Communicate ideas and comment on artworks using artistic language</p> <p>Vocabulary Use wide range of artistic vocabulary to evaluate own work and communicate ideas / comment on artworks eg atmosphere, symbolise, mastery, evocative</p> <p>Skills Master art/design techniques with wide range of materials</p>	<p>Art Learning Sequence Children will:</p> <ul style="list-style-type: none"> • Learn about the art movement of Pop Art. • Learn about Roy Lichtenstein and Andy Warhol in the mid-20th Century. • Look at the techniques used to create Pop-Art including Ben Day dots. • Use printed photographs of themselves to create a self portrait in the Pop Art style of Roy Lichtenstein, using tracing techniques. • Use paint to recreate Ben Day dots for colour blocking • Use copy and paste function on computers to create their own pop-art style background for their self-portraits.
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Art

Watercolour

<p>Art Objectives</p> <p>Media & Materials</p>	<p>Art Learning Sequence Children will:</p>
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<p>Capture artistic process in sketch book. In painting, combine colours, tones and tints to enhance mood.</p> <p>Significant Artists Over the course of history, understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation. Communicate ideas and comment on artworks using artistic language.</p> <p>Vocabulary Use wide range of artistic vocabulary to evaluate own work and communicate ideas / comment on artworks e.g. atmosphere, symbolise, mastery, evocative</p> <p>Skills Master art/design techniques with wide range of materials</p>	<ul style="list-style-type: none"> • Experiment with watercolour techniques – using watercolour for fine detail, and combining colours, tones and tints to create mood. • Practice creating mood by using the same template to create two individual paintings, both demonstrating different moods. • Learn about Cezanne and Turner as famous painters who used watercolour for detail and mood. • Paint their own landscapes of Lake District scenes using techniques learnt.
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D&T

Create a healthy snack for a mountain adventure

<p>D&T Objectives</p> <p>Design Communicate, generate and develop ideas, drawing on other disciplines e.g. science, maths, computing. Use research to inform innovative design and generate own design criteria. Confidently take calculated risks to become innovative, resourceful and enterprising.</p> <p>Make According to their functional properties and aesthetic qualities, select from and use a wide range of tools, equipment, materials and components accurately to make high quality prototypes.</p> <p>Evaluate Generate own design criteria and critique ideas and products against these.</p>	<p>D&T Learning Sequence</p> <p>Children will:</p> <ul style="list-style-type: none"> • Discuss the importance of nutrition during outdoor activities. • Brainstorm potential snack ideas. • Research and taste test current products on the market. • Research where different ingredients come from (e.g., fruits, nuts, grains). • Create a visual map of ingredient origins. • Generate personal design criteria for the snack (e.g., taste, ease of preparation, portability). • Discuss and critique design criteria as a class. • Develop a recipe based on chosen ingredients and design criteria. • Calculate costs for ingredients using unit prices. • Demonstrate various cooking techniques (e.g. baking). • Students practice selected techniques in small groups. • Prepare the chosen snack using the developed recipe. • Focus on safe food handling and cooking practices.
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<p>Food Technology Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Know where and how a variety of ingredients is grown, reared, caught and processed. Develop crucial life skill of feeding themselves and others affordably and well.</p>	<ul style="list-style-type: none"> • Present snacks to the class; explain design choices and nutritional benefits. • Reflect on the challenges faced during the project and how they were overcome.
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Computing

Purple Mash Computing Scheme of work – Networks

<p>Computing Objectives</p> <p>Information Technology Use the opportunities computer networks offer for communication and collaboration Appreciate how results are selected and ranked and use this to retrieve accurate content Be discerning in evaluating the reliability of digital content</p> <p>E-Safety Confidently, competently and responsibly use information and communication technology</p>	<p>Computing Learning Sequence</p> <p>Children will:</p> <ul style="list-style-type: none"> • Know what a computer network is. • Recognise different types of networks. • Explain how devices connect and communicate on a network. • Explain what the internet is and how it works. • Know the World Wide Web is a service on the internet. • Explain how the internet helps people communicate and work together. • Identify different ways to communicate online. • Understand basic rules for respectful online communication. • Recognise both the benefits and potential risks of online communication. • Explain who controls access to the internet and why. • Understand what censorship is and can give examples. • Understand how internet rules can help or harm different people.
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Computing

Purple Mash Computing Scheme of work – Graphing

<p>Computing Objectives</p>	<p>Computing Learning Sequence</p>
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<p>Information Technology Use the opportunities computer networks offer for communication and collaboration</p> <p>Digital Literacy Express own ideas by selecting, using and combining a variety of software on a range of digital devices and create programs.</p> <p>E-Safety Confidently, competently and responsibly use information and communication technology</p>	<p>Children will:</p> <ul style="list-style-type: none"> • Give examples of the advantages of using graphing software compared to traditional methods. • Create comparative bar charts using graphing software. • Use export and import functionality of software to combine graphs within one file. • Compare the steps needed to produce a pie chart manually and by using software. • Identify common problems with manual creation of pie charts. • Create pie charts from data using graphing software. • Explain the advantages of using graphing software to create line graphs. • Use the features of graphing software to create well-presented line graphs. • Use export and import functionality of software to combine graphs within one file. • Choose the most suitable graph type from given data. • Create graphs to help solve a problem. • Import graphs into a file to support a point.
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Computing

Purple Mash Computing Scheme of work – Blogging

<p>Computing Objectives</p> <p>Information Technology Use the opportunities computer networks offer for communication and collaboration Appreciate how results are selected and ranked and use this to retrieve accurate content Be discerning in evaluating the reliability of digital content</p>	<p>Computing Learning Sequence</p> <p>Children will:</p> <ul style="list-style-type: none"> • Understand what a blog is and how it is used. • Identify the key features of effective blogs. • Know the difference between blogs, blog posts, and vlogs. • Work with others to plan a blog post. • Choose a blog post theme and note content ideas collaboratively.
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E-Safety

Confidently, competently and responsibly use information and communication technology

- Have thought about the structure, topic, and engaging the audience in the blog post.
- Contribute to writing a structured blog post.
- Follow the process of drafting, revising and editing to publish a blog post.
- Understand how the design and writing style affects the readers of the blog post.
- Post and comment respectfully on a blog.
- Understand why blog posts and comments are checked.
- Give positive and useful feedback.

Computing

Purple Mash Computing Scheme of work – Data Detectives

Computing Objectives
Information Technology

Use the opportunities computer networks offer for communication and collaboration

Appreciate how results are selected and ranked and use this to retrieve accurate content

Be discerning in evaluating the reliability of digital content

Digital Literacy

Express own ideas by selecting, using and combining a variety of software on a range of digital devices and create programs.

E-Safety

Confidently, competently and responsibly use information and communication technology

Computing Learning Sequence

Children will:

- Explain what a database is and how they are used.
- Use a range of filter rules to find information.
- Use the sort tool to help find information.
- Group data together.
- Apply calculations to data.
- Use the group and calculation tools to display the correct data on a graph.
- Explain why a database might have multiple tables.
- Create queries using filter, sort, calculate and group.
- Link tables together to use in queries.
- Identify information being requested.
- Interpret information being requested.
- Query a database based on information being requested.

Computing

Being Safe in a Digital world – 2BeSafe - Purple Mash Computing Scheme

Computing Objectives

E-Safety

Confidently, competently and responsibly use information and communication technology

Information Technology

Be discerning in evaluating the reliability of digital content

Computing Learning Sequence

Self-Image – Children will:

- Identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.
- Describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.
- Session 3 - I can explain the importance of asking until I get the help needed.

Online relationships – Children will:

- Explain how sharing something online may have an impact either positively or negatively.
- Describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.
- Describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.
- Explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.

Privacy and security – Children will:

- Describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).
- Explain what to do if a password is shared, lost or stolen.
- Describe how and why people should keep their software and apps up to date, e.g. auto updates.
- Describe simple ways to increase privacy on apps and services that provide privacy settings.

	<ul style="list-style-type: none"> • Describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing). • Know that online services have terms and conditions that govern their use. <p>Copyright and Ownership – Children will:</p> <ul style="list-style-type: none"> • Demonstrate the use of search tools to find and access online content which can be reused by others. • Demonstrate how to make references to and acknowledge sources I have used from the internet.
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Music

Charanga – Music & Technology

<p>Music Objectives</p> <p>Performing Play (including ensembles) melody following staff notation written on one stave Accompany melodies using block chords / bass line Further understand differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests Read and play confidently from rhythm notation cards / rhythmic scores</p> <p>Composing Create music that includes repetition and contrast, using chord changes Extend improvised melodies beyond 8 beats over a fixed groove Plan and compose an 8- or 16-beat melodic phrase</p> <p>Listening Listen with attention to detail to combination of high-quality recorded and live music Appreciate and understand music from range of origins, traditions,</p>	<p>Music Learning Sequence</p> <p>A six-week unit of work sequenced with high musical expectations that give all children the opportunity to learn about, enjoy and explore music.</p> <p>This unit sets out sequences of learning around a song in key musical areas which, over time, all contribute towards the steadily increasing development of musicianship:</p> <ul style="list-style-type: none"> • Musicianship (Understanding music and/or Improvise together) • Listening and Responding • Learn to Sing the Song • Play your instruments with the song • Composing and improvising • Perform the song • End of Unit Quiz
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historical periods and social contexts
 Evaluate and discuss music using increasing complex language

Singing

Sing broad range of songs (including syncopated rhythms) as part of a choir

Continue to sing 3- and 4-part rounds / partner songs

Continue to perform range of songs as choir to range of audiences

Music

Charanga – Developing ensemble skills

Music Objectives

Performing

Play (including ensembles) melody following staff notation written on one stave

Accompany melodies using block chords / bass line

Further understand differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests

Read and play confidently from rhythm notation cards / rhythmic scores

Composing

Create music that includes repetition and contrast, using chord changes

Extend improvised melodies beyond 8 beats over a fixed groove

Plan and compose an 8- or 16-beat melodic phrase

Listening

Listen with attention to detail to combination of high-quality recorded and live music

Appreciate and understand music from range of origins, traditions,

Music Learning Sequence

A six-week unit of work sequenced with high musical expectations that give all children the opportunity to learn about, enjoy and explore music.

This unit sets out sequences of learning around a song in key musical areas which, over time, all contribute towards the steadily increasing development of musicianship:

- Musicianship (Understanding music and/or Improvise together)
- Listening and Responding
- Learn to Sing the Song
- Play your instruments with the song
- Composing and improvising
- Perform the song
- End of Unit Quiz

<p>historical periods and social contexts</p> <p>Evaluate and discuss music using increasing complex language</p> <p>Singing</p> <p>Sing broad range of songs (including syncopated rhythms) as part of a choir</p> <p>Continue to sing 3- and 4-part rounds / partner songs</p> <p>Continue to perform range of songs as choir to range of audiences</p>	
PE	
<i>Dance</i>	
<p>PE Objectives</p> <p>Communication Communicate, collaborate and compete with each other in order to inspire self and others to succeed and excel. Evaluate and recognise own and others' success and identify strategies for improvement.</p> <p>Participation Play competitive games showing good communication and collaboration to demonstrate their sense of sportsmanship. Apply range of principles suitable for attacking and defending.</p> <p>Competence Use a broad range of skills in isolation and in combination to become physically confident.</p> <p>Performance Perform dances and gymnastic routines on own and with others using a range of movement patterns. Evaluate and compare performances with previous ones. Demonstrate improvement to achieve personal best.</p>	<p>PE Learning Sequence</p> <ul style="list-style-type: none"> A dance coach will be visiting the school for the Autumn 1 half term to deliver the Dance lessons.

PE

Running

<p>PE Objectives</p> <p>Communication Evaluate and recognise own and others' success and identify strategies for improvement</p> <p>Competence Master flexibility, strength, technique, control and balance</p>	<p>PE Learning Sequence</p> <p>Children will:</p> <ul style="list-style-type: none"> • Run the cross-country distance (1000m) and record a time – weekly challenge. • Develop and maintain a better running technique. • Work towards maintaining a consistent running pace. • Take part in different athletics challenges and try to achieve a personal best.
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PE

Netball

<p>PE Objectives</p> <p>Communication Communicate, collaborate and compete with each other in order to inspire self and others to succeed and excel Evaluate and recognise own and others' success and identify strategies for improvement</p> <p>Participation Play competitive games showing good communication and collaboration to demonstrate their sense of sportsmanship Apply range of principles suitable for attacking and defending</p> <p>Competence Use a broad range of skills in isolation and in combination to become physically confident</p>	<p>PE Learning Sequence</p> <p>Children will:</p> <ul style="list-style-type: none"> • Improve and refine catching and throwing in netball. • Use a range of netball passes. • Know how to catch a netball in different ways. • Know how to outwit a defender to receive a pass. • Know how to one-on-one mark an opposition player. • Aim for a target • Play in a netball tournament. • Evaluate their own and others' performance
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PE

Rugby and Hockey

<p>PE Objectives</p> <p>Communication</p>	<p>PE Learning Sequence</p> <p>Children will:</p>
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Communicate, collaborate and compete with each other in order to inspire self and others to succeed and excel.
Evaluate and recognise own and others' success and identify strategies for improvement.

Participation

Play competitive games showing good communication and collaboration to demonstrate their sense of sportsmanship.

Apply range of principles suitable for attacking and defending.

Competence

Use a broad range of skills in isolation and in combination to become physically confident.

- Know how to move with the ball using the correct technique in Hockey and Rugby.
- Move with the ball with control and at speed.
- Change direction with the ball.
- Pass the ball using the correct technique in Hockey and Rugby.
- Pass and receive the ball with control and accuracy.
- Use dribbling and passing skills together
- Use at least two different attacking skills and techniques in Hockey and Rugby.
- Identify different attacking methods used in a game.
- Use at least two different defending skills and techniques in Rugby and Hockey.
- Identify different defending methods used in a game.
- Use protecting and invading skills in a game.
- Keep score and play as part of a team.
- Use leadership skills.
- Follow rules and instructions.
- Contribute towards the success of their team when attacking or defending.
- Evaluate their own and other's work and suggest ways to improve.

RE

What is the nature of God? (Questful RE unit 6.6)

RE Objectives

The overarching objectives are to:

- Extend and deepen pupil's understanding of the Christian beliefs about the nature of God, his character, and his relationship with people.
- Extend and deepen pupil's understanding of the Muslim/Hind beliefs about the nature of God.
- Increase pupils understanding that there are similarities and differences in beliefs about God across World faiths.
- Increase pupil's awareness that many people live without any

RE Learning Sequence

Children will:

- Explore key questions about God in groups.
- Share sources of beliefs (e.g. Bible, worship, family).
- Reflect on how faith backgrounds shape answers.
- Use Old Testament stories to discuss God's nature.
- Investigate Jesus' words and actions to learn about God.
- Record insights on the Questful map and in the scrapbook.
- Study biblical names of God and their meanings.

belief in or recognition of the existence of God.

- Reflect on what these names reveal about God’s character.
- Build a classroom graffiti wall with descriptive words for God.
- Examine Christian worship texts and songs.
- Discuss how worship reflects beliefs about God.
- Explore the Trinity through Celtic symbols and prayers.
- Reflect on what they’ve learned and what they still wonder.
- Introduce Humanist, Atheist, and Agnostic perspectives.
- Compare beliefs across Christianity, Islam, and Hinduism.

RE

How do Christians prepare for Advent? (Questful RE Unit 6.2)

RE Objectives

- Describe the symbolism, practices, beliefs and themes of the season of Advent.
- Explain the ways in which Jesus fulfilled the Old Testament Prophecies.
- Express and explain their hopes and dreams for the future.
- Use religious vocabulary to show they understand the themes of Advent.
- Express their opinion about what they think the message of John the Baptist would be today.
- Reflect and decide what they have learnt from this unit about Christianity and themselves.

RE Learning Sequence

Children will:

- Explore the meaning of Advent as a season of hope and preparation.
- Reflect on what Christians prepare for and why, and share personal experiences of preparing for Christmas.
- Examine Jesus’ promise to return and consider how Christians live in readiness.
- Respond to scripture and express their thoughts about spiritual preparation.
- Learn the symbolism of the Advent wreath and candles.
- Collaborate to create a wreath for collective worship and reflect on its meaning.
- Investigate who the prophets were and how their messages connect to Jesus.
- Illustrate and explain how Jesus fulfilled prophetic promises using religious vocabulary.
- Explore John’s life and mission as a prophet preparing the way for Jesus.
- Dramatise biblical stories, reflect on repentance, and create messages for today’s world.
- Investigate Mary’s role in Jesus’ life and her significance in Christian traditions.

- Empathise with Mary’s experiences and express their understanding through creative writing and dialogue.
- Explore the identity and prayers of the Church during Advent.
- Create artwork and poetry to express hopes for the future and reflect on Christian beliefs about Jesus’ return.
- Compare Jewish and Christian expectations of the Messiah.
- Reflect individually on Jesus’ mission and how it differs from traditional Jewish hopes.
- Interpret imagery from Revelation and imagine the world restored at Jesus’ return.
- Ask questions, create artwork, and engage in discussion with a member of the clergy.
- Reflect on what they’ve learned about Christianity, Advent, and themselves.
- Compare Advent with other Church seasons and explore how Christian actions reveal belief.
- Consider the symbolism of liturgical colours and record final reflections in the RE scrapbook.

PSHE

Jigsaw - Being me in my world

PSHE Objectives

- I can identify my goals for this year, understand my fears and worries about the future and know how to express them.
- I know how to use my Jigsaw Journal
- I feel welcome and valued and know how to make others feel the same.
- I know that there are universal rights for all children but for many children these rights are not met.
- I understand my own wants and needs and can compare these with children in different communities.
- I understand that my actions affect other people locally and globally.
- I understand my own wants and needs and can compare these with children in different communities.
- I can make choices about my own behaviour because I understand how rewards and consequences feel and I

Jigsaw Learning Sequence

My year ahead: Remind children about the Jigsaw Learning Charter. Look at JK Rowling and discuss her path to success and how she needed to be resilient. Children design bunting with their own hopes and dreams for the year. They can also create a worry spiral.

Being a Global Citizen 1: Children record information about their favourite subject, favourite chocolate bar etc. Collate results for favourite chocolate bar. Discuss the cost of chocolate bars. Look at Ghana and the process of making chocolate. Then children complete a quiz about Ghana and chocolate. Discuss perceptions of Ghana and return to original questions and answer questions as a child in Ghana.

Being a Global citizen 2: Discuss the statement, ‘Children should not be allowed to work on cocoa plantations in Ghana.’ Children to then write down everything they would buy if they won a huge amount of money.

<p>understand how these relate to my rights and responsibilities.</p> <ul style="list-style-type: none"> • I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them. • I understand how an individual's behaviour can impact on a group. • I can contribute to the group and understand how we can function best as a whole. • I understand how democracy and having a voice benefits the school community. • I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself. 	<p>Discuss wants and needs. Look at Maslow's triangle and identify how their needs are met.</p> <p><u>The Learning Charter:</u> Look at 'Learning goals' for the year as treasure. What obstacles might they have when trying to achieve their goal and what solutions could they put into place. Complete a Jigsaw style learning charter about rights, responsibilities, rewards and consequences.</p> <p><u>Our Learning Charter:</u> In different roles children discuss an anti-social behaviour scenario. Agree what should be a consequence and why.</p> <p><u>Owning Our Learning Charter:</u> Discuss what makes group work effective. Link the school's learning charter to the scenario from last session.</p>
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PSHE

Jigsaw - Celebrating differences

<p>PSHE Objectives</p> <ul style="list-style-type: none"> • I understand there are different perceptions about what normal means. • I understand how being different could affect someone's life. • I can explain some of the ways in which one person or a group can have power over another. • I know some of the reasons why people use bullying behaviours. • I can give examples of people with disabilities who lead amazing lives. • I can explain ways in which difference can be a source of conflict and a cause for celebration. 	<p>Jigsaw Learning Sequence</p> <p><u>Am I normal?</u> Children consider what is 'normal'. Read statements for children to agree/disagree if it is 'normal' or 'not normal'. Introduce and discuss the terms 'prejudice' and 'discrimination'. Children play a true or false quiz which links to discrimination of: Jewish people in WW2 Germany, the slave trade in America/England, gay marriage, girls' education in Pakistan (Malala Yousafzai), votes for women, gangs/extremist groups, Paralympic games.</p> <p><u>Understanding difference:</u> Session 2 is being updated by Jigsaw</p> <p><u>Power struggles</u> Play a game about being 'cool' and 'not cool', sing the Jigsaw song 'There's a Place.' Children identify words that represent acceptance and equality. Children consider scenarios where children have power over others through secrets, manipulating and threatening behaviour. Children work together to discuss and establish what gives people power in the scenarios.</p> <p><u>Why bully</u> Children consider and decide on a set of scenarios as 'bullying' or 'not bullying'. As a class, debrief each of the scenarios to review and clarify what bullying is. Children consider the feelings of the people in the scenarios.</p> <p><u>Celebrating difference:</u> Recap on Equality Act. Learn about some people with disabilities that achieved medals in the Paralympic games. Children research further Paralympian athletes. Design an award for</p>
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their Paralympian. Write a short presentation speech as if they were presenting the award to them.
Celebrating difference: Children identify sources of conflict from an selection of images. Children create their own scenarios where difference is the source of a conflict, but concludes where the differences are celebrated. Allow children to perform and watch each others' scenarios.

French

French-speaking world

French objectives:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Present ideas and information orally to a range of audiences.
- Read carefully and show understanding of words, phrases and simple writing.
- Describe people, places, things and actions orally* and in writing.

French Learning Sequence

We follow the Kapow scheme of work

Children will:

- Recognise and use the points of the compass in French.
- Speak clearly, using accurate pronunciation.
- Recall number vocabulary and use it to describe distance.
- Name different countries where French is spoken in the world.
- Use directional vocabulary to locate a country.
- Read a description and match it to a country or its symbol.
- Ask and answer questions in French using full sentences.
- Make a good attempt to pronounce new vocabulary.
- Deduce and recall key features of some French-speaking countries.
- Use 'gisting' skills to help me understand spoken French.
- Interpret information from a chart or graph.
- Recognise the language of comparison.
- Ask and answer questions to find and provide information.
- Present information clearly to an audience.
- Write sentences to justify my opinions.

French

Meet my French family

French objectives:

French Learning Sequence

- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences.
- Read carefully and show understanding of words, phrases and simple writing.
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Describe people, places, things and actions orally* and in writing.
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

We follow the Kapow scheme of work

Children will:

- Match a phrase or sentence to a picture.
- Recognise how some words change in a sentence.
- Read and draw a picture to show my understanding.
- Recall the names of different family members.
- Know that there are different words for 'my' and how to choose which one I need.
- Choose words to build and change sentences.
- Know that word order is sometimes different in French from English.
- Choose and write some simple adjectives from memory.
- Say what I, and others in my family, like or do not like.
- Speak clearly and practise speaking with a partner.
- Organise words correctly to build phrases and sentences.
- Turn my ideas into an original short paragraph.