

| Subject | Key Concepts | Repeated Skills | Daily Dashboard | Trip/Experience |
|---------|--|--|-----------------|-----------------|
| Maths | | | | |
| Writing | Spell correctly This concept involves understanding the need for accuracy. | Spelling Spelling (see English Appendix 1) use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus. | | |
| | Present neatly | Handwriting and presentation | | |

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| | <p>This concept involves developing an understanding of handwriting and clear presentation.</p> <p>Composition</p> <p>Write with purpose</p> <p>This concept involves understanding the purpose or purposes of a piece of writing.</p> <p>Use imaginative description</p> <p>This concept involves developing an appreciation of how best to convey ideas through description.</p> <p>Organise writing appropriately</p> <p>This concept involves developing an appreciation of how best to convey ideas through description.</p> <p>Use paragraphs</p> <p>This concept involves understanding how to group ideas so as to guide the reader.</p> <p>Use sentences appropriately</p> | <p>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</p> <p>choosing the writing implement that is best suited for a task.</p> <p>Writing Composition</p> <p>Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>precising longer passages</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> | | |

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| | <p>This concept involves using different types of sentences appropriately for both clarity and for effect.</p> <p>Analysis and presentation</p> <p>Analyse writing</p> <p>This concept involves understanding how grammatical choices give effect and meaning to writing.</p> <p>Present writing</p> <p>This concept involves learning to reflect upon writing and reading it aloud to others.</p> <p>Punctuate accurately</p> <p>This concept involves understanding that punctuation adds clarity to writing.</p> | <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>proof-read for spelling and punctuation error</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Vocabulary, Grammar. Punctuation</p> <p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> | | |

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| | | <p>using passive verbs to affect the presentation of information in a sentence</p> <p>using the perfect form of verbs to mark relationships of time and cause</p> <p>using expanded noun phrases to convey complicated information concisely</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>learning the grammar for years 5 and 6 in English Appendix 2</p> <p>indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing</p> <p>using hyphens to avoid ambiguity</p> <p>using brackets, dashes or commas to indicate parenthesis</p> <p>using semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>using a colon to introduce a list</p> <p>punctuating bullet points consistently</p> | | |

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| Reading | | <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p> | | |
| | <p>Key Texts: Journey of a River – Eva Ibbotson Minnow on the Say – Phillipa Pearce The Invention of Hugo Cabret – Brian Seiznick Ice Trap – Meredith Hooper Goodnight Mr Tom – Michelle Magorian</p> | | | |
| | <p>Read words accurately</p> <p>This concept involves decoding and fluency.</p> | <p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> | | |
| | <p>Understand texts</p> <p>This concept involves understanding both the literal and more subtle nuances of texts.</p> | <p>maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction</p> | | |

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| | | <p>from our literary heritage, and books from other cultures and traditions</p> <p>recommending books that they have read to their peers, giving reasons for their choices</p> <p>identifying and discussing themes and conventions in and across a wide range of writing</p> <p>making comparisons within and across books</p> <p>learning a wider range of poetry by heart</p> <p>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>asking questions to improve their understanding</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> | | |

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| | | <p>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction</p> <p>participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>provide reasoned justifications for their views.</p> | | |
| Science | <p>Investigate living things This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes.</p> <p>Investigate materials</p> | <p>Working Scientifically (Runs through each science topic) This concept involves learning the methodologies of the discipline of Science. Ask relevant questions.</p> | | |

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| | <p>This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered or changed.</p> <p>Understand the Earth’s movement in space. This concept involves understanding what causes seasonal changes, day and night.</p> <p>Understand movement, forces and magnets This concept involves understanding what causes motion.</p> | <ul style="list-style-type: none"> • Set up simple, practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings. | | |
| History | <p><u>Beliefs</u> The development of beliefs in British and wider world history. Romans - (Y3 & 4 Link) <i>Gods and offerings, sacrifices, the underworld and the afterlife. Gods in human forms influenced by the Greek Mythology.</i> <u>Anglo-saxon</u> (<i>paganism and Christianity</i>)</p> | <p>Investigate and interpret the past Build an overview of world history Understand chronology Communicate historically</p> <p>Basic (Modelling / Explaining) Modelling / Explaining Name, describe follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate,</p> | As Year 3 | |

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| | <p>Egypt - Pharaoh's status, Gods and Goddesses- the form of animals mumification, treatment of ancestors</p> <p>Greece - how the earth was formed out of chaos, Gods ruling an aspect of life Sacrifices & the afterlife.</p> <p>The Maya - Gods, power of magic, chocolate, sacrifices, mumifications.</p> <p>More modern: eg Henry the 5th / Pope the reformation The Gunpowder Plot - Parliament The Jarrow March (Local Link)</p> | <p>label, recognise, tell, repeat, arrange, define, memorise</p> | | |
| <p>Geography</p> | <p>Land of the Free To investigate places- the continent of North America Compare and contrast North America with the United Kingdom Human and Physical Features Key locational coverage could include: States and cities including: New York, Hollywood/ Los Angeles, San Francisco, Chicago, Washington DC, Arizona, Florida, Texas, Kansas, Montana etc</p> <p>Landscapes including: National Parks Mountain Ranges- Rockies, Appalachians, Sierra Nevada Active Volcanoes- Mount St Helens San Andreas Fault Great Lakes Rivers- Colorado, Mississippi Weather features- Tornado Alley</p> | <p>Describe and understand key aspects of physical and human geography. Understand some reasons for geographical similarities and differences between countries. Use a range of resources to give detailed descriptions and opinions of features of locations. Use different types of fieldwork sampling to measure and record human and physical features (local area). Analyse and give views on the effectiveness of geographical representations (aerial images, maps, topological maps) Use the eight points of a compass, four figure grid references, symbols (standard ordnance survey symbols) and keys.</p> | <p>Identify and describe lines of latitude, longitude, Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones.</p> <p>Name and locate countries and cities of the world and identify their features.</p> | <p>VR Experiences??</p> <p>Workshops into school??</p> |

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| Art | <p>Discover and explore cultures across USA and compare with UK: Native American people Flag Festivals- Thanksgiving, 4th July Past historical figures- JFK, Martin Luther King</p> <p>S American Focus- TBC</p> | | | |
| | <p><u>Master Techniques</u> This concept involves developing a skill set so that ideas may be communicated.</p> <p style="text-align: center;">Painting Drawing Sculpture Textiles</p> <p>Draw and paint wildlife from Northern America.</p> <p>Mountain ranges North America - printing.</p> <p><u>Sculptures - Gods and Goddesses.</u> Pyramids/palaces Stela - mayan sculpture</p> <p>Painting - Compare Gods and Goddesses e.g. head wear, clothing.</p> <p>Textiles - cushion with god/goddess sewn on. Linked to the above periods in History.</p> <p><u>Take Inspiration from the Greats</u></p> | <p><u>Take Inspiration from the Greats</u> This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p> <p>After the initial introduction of the artist, children can: Research artist What inspired them Draw parts of their work - through picture frame, Re-create parts or all of their work through 45 main techniques - painting, textiles, drawing, sculpture. Use artist as inspiration for their own creations. Ransack Reading - from daily dashboard staff meeting.</p> <p><u>Develop Ideas</u> This concept involves understanding how ideas develop through an artistic process.</p> | | Possible links with Kirkleatham museum. |

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| DT | <p>This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p> <p>Andy Warhol Publius Aelius Fortunatus – Roman Painter</p> | | | |
| | <p>Year 5 Creative themes for learning – Balloon blaster and other mechanism challenges</p> <p>Bottle car race challenge Catapult – plastic spoon challenge Cams – motion into linear (crawling caterpillar / toy for a younger child) Flappy bird – levers and pivot points Pulley power Gears (trains) Balloon blaster – simple machines, inclined planes, pulleys, wedges and screws.</p> <p>Take inspiration from design throughout history Appreciation of design process that has influenced the products we use in everyday life.</p> <ul style="list-style-type: none"> Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. Create innovative designs that improve upon existing products. Evaluate the design of products so as to suggest improvements to the user experience. <p>Technical knowledge</p> <ul style="list-style-type: none"> explore and use mechanisms, such as levers, sliders, wheels and axles, in their products. | <p>To design, make, evaluate and improve.</p> <ul style="list-style-type: none"> Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). Make products through stages of prototypes, making continual refinements. Ensure products have a high quality finish, using art skills where appropriate. Use prototypes, cross-sectional diagrams and computer aided designs to represent designs. <p>To master practical skills – Materials</p> <ul style="list-style-type: none"> Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). <p>Create objects (such as a cushion) that employ a seam allowance.</p> <p>Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).</p> <p>Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).</p> <p>(Sewing Greek patterns to decorate.)</p> <p>To master practical skills: Mechanics</p> <ul style="list-style-type: none"> Convert rotary motion to linear using cams. Use innovative combinations of electronics (or computing) and mechanics in product designs. <p>To master practical skills – Food</p> | <p>Provision</p> <p>Y5 provision box: Cutting, finishing, joining materials according to milestone objectives.</p> <p>Revision of Y2 DT</p> <p>Links to other areas</p> <p>History – catapults, conflicts from the past</p> <p>Science – Forces revision from Y4?</p> <p>ICT – mechanics experience from milestone 2 implemented in own designs.</p> <p>Science link – hygiene/micro organisms</p> | |

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| Computing | | <ul style="list-style-type: none"> • Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures. <p>(Traditional food from North America / the Mayans)</p> | <p>Numeracy daily dashboard: Reading scales to measure Calculating ratios – scale up or down (Reasoning problems)</p> | |
| | <p>To code - progression from Year 4 algorithms to include: Variables and lists- understand that variable can store different types of data Sensing - create conditions for actions Control & Events - Understand that only certain blocks of code are run using IF/ELSE. Conditionals are understood. Repetition: To extend with loops that run until a condition is met WHILE , FOR Looks - set appearance of objects and sequence of change (LED on microbit) Debugging: Children can identify if their program has worked as expected. Decomposition- Begin to understand how decomposition in chunks makes it more amenable.</p> <p>ToodleBit - Unit 4 End product = Stopwatch and Unit 5 = Using sensors and buggies See separate document ToodleBit progression of skills, planning documents and online resources.</p> <p>To communicate - Choose the most suitable applications and devices for the purposes of communication. Use many of the advanced features in order to create high quality, professional or efficient communications.</p> | <p>To understand online risks Cyber bullying, staying safe online, understand effects of online comments and show responsibility. N.O.S documents/activities - sent out each half term by Mrs AL</p> <p>To code: On-going application of key coding concepts. Provision afternoons to include challenges for: Scratch/ pyonke, 2Code</p> <p>To communicate - Use a range of applications to present work, ideas and messages across the curriculum. Guided reading character profile, email response, literacy, geography, history, DT photograph and annotate on showbie (evaluation/planning stage)</p> <p>To connect - Blog as part of weekly routine - Pair up with Y6 to respond to comments and make purposeful communication. Guided reading text, enquiry based, debate, British values, picture news...etc. Padlet - link (within IAT)</p> | <p>Vocab - input, output, debug, variable, sensing, hardware, software decomposition, plagiarism, online communities,</p> <p>Maths links Data base, spread sheets (part of maths mission/ provision / real life context)</p> <p>DT / Science/ PE links Toodlebit end products</p> <p>PE - stop watch / reaction time</p> | <p>Safer Internet Day Tuesday 11th February</p> <p>Inspire 2 Learn event - check calendar when released.</p> <p>Toodle Bit – Club from Y3- Y6</p> |

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| | <p>Microsoft email account, Showbie (screen shot upload/edit documents), Notebook/EE, Purplemash - spreadsheets/data bases – link to maths missions/ curriculum areas. Adobe Spark – individual child log in email? Pages</p> <p>To connect - Collaborate with others online on a blog moderated by a teacher. 2Blog - Purplemash, 2 Write (collaborative feature for provision tasks, literacy dashboard) Create Padlet link with other school (in IAT?)</p> <p>To collect - Select appropriate applications to devise, construct and manipulate data in an effective and professional manner Follow Purplemash year group specified unit for data bases/ spread sheets (initially) Numbers app on ipad</p> | | | |
| Music | <p>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. Performances Solo/class - peer assessments of performances at end of block of teaching/ mid-block - playback <i>Charanga - weekly coverage</i> Improvise and compose music using the inter-related dimensions of music separately and in combination.</p> | <p>Perform - Understanding music is created to be performed. Compose - Understanding music is created through a process which has number of techniques. Describe Music - Appreciating the features and effectiveness of musical elements. Transcribe - understanding that compositions need to be understood others and that there are techniques and a language for communicating them.</p> | <p>Listening to music coming in and leaving school - weekly/2 genre/ style - appraise end of week. <i>Classical/ pop/ rock/ hip-hop/ contemporary/ Jazz-blues/ reggae/ early music/ baroque/ 2th century/ romantic/ Latin/ Motown</i></p> | <p>World Music Day - 21st June Earth beat centre session - performing Christmas performance</p> |

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| | <p>Build on current coverage of (pulse, rhythm, pitch, dynamics, tempo, timbre, structure)+ notation</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p><i>Charanga - weekly coverage</i></p> <p>IRD music - links to weekly style/genre</p> <p>Use and understand the basics of the stave and other musical notations.</p> <p><i>Charanga - weekly coverage</i></p> <p>Rhythm grids</p> <p>Percussion writer</p> <p>Charanga music world - supports and builds on learnt music notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</p> <p>Performances</p> <p><i>Charanga - weekly coverage</i></p> <p>Culture links</p> <p>Great composers</p> <p>Develop an understanding of the history of music.</p> <p>As above</p> <p>Listening to composers linked to time in history.</p> <p>Weekly genre/ style coverage</p> <p>Topic links</p> <p>Ancient Egypt</p> <p>Romans</p> | | <p><i>Number rock - maths links</i></p> <p>Supermovers</p> <p>Provision - listening centre listening to/ appraising different genres of music covered- assessment of recorded own/ peer performances</p> <p>Charanga music world</p> | |

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| PE | Develop practical skills in order to participate, compete and lead a healthy lifestyle. This concept involves learning a range of physical movements and sporting techniques. | Games, Dance, Gymnastics, Athletics, Swimming, OAA Different ways of travelling Walking, running, hopping, skipping, jumping. Rolling, throwing, bouncing, kicking, catching, defending, attacking Bending, stretching, bounding, leaping, tucking, kicking, collecting, stretching bracing | 15 minute run x 3 a week 5 a day TV Active lessons | Cross country, tag rugby, swimming, netball, football, cricket, athletics, rounders |
| RE/Culture | Understand beliefs and teachings To understand the key teachings of various religions. Understand practices and lifestyles To understand the day to day lives and practices of various religions. Look at relevant festivals (2019-20) from different religions- Rosh Hashanah, Navaratri, Diwali, Makar Sankranti, Easter, Wesak, Pentecost, Christmas. Comparing religions – beliefs, holy book, practices (water in religion, pilgrimages) | Explain shared beliefs between religions Compare and contrast lifestyles of religious groups Identify and explain ways people show their beliefs Reflect ask questions and give opinions, acknowledge others may hold different views (respect) Understand Values explain and describe how values affect behaviour and actions (links to British Values) | Recall names of main religions Recall key vocab from Christianity and other religions- place of worship, main God, holy book, symbols, festivals, artefacts, related stories. | |
| PSHCE | | | | |
| Keeping Safe | | | | |
| British Values | Continue with British Weekly News topics – Individual Liberty, Rule of Law, Democracy, Respect and Tolerance. | Focus on key events during the year – (Global learning links) Black History Month, Universal Children’s Day, Fair Trade, World Water Day, Universal day of Happiness | | |
| MFL | Read fluently <ul style="list-style-type: none"> • Read and understand the main points in short written texts. • Use a translation dictionary to work out the meaning of unfamiliar words. • Read and understand the main points and opinions in written texts from various contexts, from present, past and future. • Show confidence in reading aloud, and in using reference materials. Write imaginatively <ul style="list-style-type: none"> • Write short texts | | | |

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| | <ul style="list-style-type: none"> • Use knowledge of grammar • Use dictionaries or glossaries to check words. • Include imaginative and adventurous word choices. <p>Speak confidently</p> <ul style="list-style-type: none"> • Understand the main points in spoken passages. • Give a short prepared talk that includes opinions. • Take part in conversations to seek and give information. • Vary language and produce extended responses. • Be understood with little or no difficulty. <p>Understand the culture of the countries in which the language is spoken</p> <ul style="list-style-type: none"> • Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. • Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country. <p><u>Will need stand alone lesson for the topics to be taught:</u> Getting to know you</p> <p>All about us Food and drink</p> | | | |

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| | Friends and family School life History | | | |