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| September 2024 |



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| Cayton School | Medium Term Curriculum Plan Year 6 – Autumn 1 |

*Learn from yesterday, seek today and aim for tomorrow*

**History Driver: Islamic Civilizations**

**Key Enquiry: Why was the Islamic Civilization around AD900 known as the golden age?**

**History Driver**

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| **What I need the children to learn** | **Possible learning experiences** |
| **CIVILIZATIONS from 1000 years ago** |  |
| * *Choose one of:* * *Mayans* * *Islamic Civilizations* * *Benin Civilization* |  |
| * Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin * Know why they were considered an advanced society in relation to that period of time in Europe   Can I place events, people and changes of British, local and world history on a timeline using appropriate dates, chronological conventions and time periods? e.g. Ancient Rome (753 BCE - 476 CE).  Can I plot the Early Islamic civilisation on a timeline and compare this with the other civilisations studied previously, showing how far back in time they truly were compared with each other and with us today?  Can I study the Early Islamic civilisation in depth?  Do I know about the impact that the Islamic civilization had on the wider world? Can I identify some similarities and differences between life in Baghdad and London in AD 900, explaining why Baghdad was such an important city in the Islamic Empire?  Can I understand the significance of Muhammed and Abu Bakari and Ali?  Can I understand why they were considered an advanced society in relation to that period of time in Europe?  Can I learn about the impact on of early Islamic writing, art, technology, inventions on the wider world and about the different aspects of the House of Wisdom?  Can I learn about the Silk Road trade route and learn more about why the early Islamic civilisation became a major power?  Can I understand what hierarchal life was like for children, men and women both at home and in terms of society and culture?    **Key Skills**  **Explore** how the prophets ruled in the Early Islamic civilisations and compare this with other empires and civilisations.  **Compare** the daily life including gender roles of men and women of other Ancient civilisations as well as with ours today.  **Key Vocabulary**  Mosque, House of Wisdom, Caliph (ruler), prophet | ***Plot on a timeline***  ***Islamic Civilisation – role play, hot seating (life at the time), Writing focus on impact on the World***  ***Technology/ Invention comparisons, diagrams, drama*** |

**Computing**

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| **What I need the children to learn** | **Possible learning experiences** |
| Computing systems and networks - Communication and collaboration |  |
| *Pupils should be taught to:*  ***Computing***   * *Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration* * *Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information* * *Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact* | **Please use the learning objectives from the Teach Computing website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).**  In this unit learners explore how data is transferred over the internet. Learners initially focus on addressing, before they move on to the makeup and structure of data packets. Learners then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. Finally, they learn how to communicate responsibly by considering what should and should not be shared on the internet and how to report concerns about inappropriate content online. |
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| To explain the importance of internet addresses   * I can recognise that data is transferred using agreed methods * I can explain that internet devices have addresses * I can describe how computers use addresses to access websites communication, protocol, data, address, Internet Protocol (IP), Domain Name Server (DNS), packet, header, data payload, chat, explore, slide deck, reuse, remix, collaboration, internet, public, private, one-way, two-way, one-to-one, one-to-many.   To recognise how data is transferred across the internet   * I can identify and explain the main parts of a data packet * I can explain that data is transferred over networks in packets * I can explain that all data transferred over the internet is in packets |  |
| To explain how sharing information online can help people to work together   * I can recognise how to access shared files stored online * I can send information over the internet in different ways * I can explain that the internet allows different media to be shared |  |
| To evaluate different ways of working together online   * I can identify different ways of working together online * I can recognise that working together on the internet can be public or private * I can explain how the internet enables effective collaboration |  |
| To recognise how we communicate using technology   * I can explain the different ways in which people communicate * I can identify that there are a variety of ways to communicate over the internet * I can choose methods of communication to suit particular purposes |  |
| To evaluate different methods of online communication   * I can compare different methods of communicating on the internet * I can decide when I should and should not share information online * I can explain that communication on the internet may not be private * I can explain how to report inappropriate content online |  |
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**Art**

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| **What I need the children to learn** | **Possible learning experiences** |
| **Drawing, painting and sculpture** |  |
| *improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]* |  |
| * Use framework such as wire and moulds to provide stability and form * Combine all techniques taught in previous years * Create original pieces that show a range of influences and styles * Sketch and give details about the style of notable artists. * Show how their artist designer /architect has influenced society * Challenge\*\* Study history of art movements from ancient to modernist * use a range of e-resources to create Art. * Print using relief or etching to create different patterns showing fine detail. | ***Design an Islamic artefact and translate plan to a 3D replica***  ***Create artefact using clay***  **Islamic architects**  **Print using designs inspired by Islam** |

**Music**

**Charanga Music Scheme -** [**https://charanga.com/site/**](https://charanga.com/site/)

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| **What I need the children to learn** | **Possible learning experiences** |
| **Unit 1 – Music and Technolgy** |  |
| Listening and Appraise Music (Musicianship) |  |
| *Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians*  *Develop an understanding of the history of music.* |  |
| * Talk about feelings created by the music. * Justify a personal opinion with reference to Musical Elements. |  |
| Singing and Voice |  |
| * *Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression* |  |
| * Rehearse and learn songs from memory and/or with notation. * Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. | **Video with QR qrcode monkey website** |
| * Notation |  |
| * *Use and understand staff and other musical notations* |  |
| * Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. |  |
| * Playing Instruments |  |
| * *Play and perform in solo and ensemble contexts and playing musical instruments with increasing accuracy, fluency, control and expression* |  |
| * Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E♭ major, D minor and F minor. Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). | **Glockenspiels and bars as a whole class** |
| * Improvising |  |
| * *Improvise and compose music for a range of purposes using the inter-related dimensions of music* |  |
| * Explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, B♭, C, D G, A, B, C, D F, G, A, C, D |  |
| * Composing |  |
| * *Improvise and compose music for a range of purposes using the inter-related dimensions of music* |  |
| * Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. * Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment. * Create a simple chord progression. | **Use Charanga with pupil logins to experiment with the notation maker.** |
| * Performing |  |
| *Listen with attention to detail and recall sounds with increasing aural memory*  *Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression* |  |
| * Create, rehearse and present a holistic performance for a specific event, for an unknown audience. * Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. | **Performance to parents to celebrate unit.**  **Videos to send out on Class Dojo.** |
| * Vocabulary |  |
| * Style * Indicators * Melody * Compose * Improvise * Cover * Pulse * Rhythm * Pitch * Tempo * Dynamics * Timbre * Texture * Structure * Dimensions of music * Neo Soul * Producer * Groove * Motown * Hook * Riff * Solo * Blues * Jazz * Improvise/improvisation, * By ear * Melody * Solo * Ostinato * Phrases * Unison * Urban Gospel * Civil rights * Gender equality * Unison * Harmony |  |

**Physical Education – Follow Real P.E. and supplement with NC P.E. experiences**

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| **What I need the children to learn** | **Possible learning experiences** |
| **Athletics** |  |
| *use running, jumping, throwing and catching in isolation and in combination* |  |
| * demonstrate stamina and increase strength |  |
| **Competitive Games** |  |
| *play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending* |  |
| * agree and explain rules to others * work as a team and communicate a plan   lead others in a game situation when the need arises |  |
| **Gymnastics** |  |
| *develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]* |  |
| * combine own work with that of others   sequences to specific timings | ***Apply cognitive skills from Real PE 1***  ***Routines to music – balances and holds*** |
| **Dance** |  |
| *perform dances using a range of movement patterns* |  |
| * develop sequences in a specific style   choose own music and style |  |
| **Outdoor and Adventurous Activity** |  |
| *take part in outdoor and adventurous activity challenges both individually and within a team* |  |
| * plan a route and a series of clues for someone else   plan with others, taking account of safety and danger |  |
| **Evaluate** |  |
| *compare their performances with previous ones and demonstrate improvement to achieve their personal best* |  |
| * know which sports they are good at and find out how to improve further |  |
| **Real P.E.** |  |
| **Unit 1 Cognitive**   * I have a clear idea of how to develop my own and others work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents | **Unit 1 Personal**  I have a clear idea of how to develop my own and others’ work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents.  **Coordination Ball Skills**  I can move and work the ball in both directions.  I can move the ball smoothly and fluently.  I can maintain fluidity when changing hands.  **Agility Reaction / Response**  I can react quickly with good acceleration.  I can catch the ball consistently.  I can maintain balance and control after catching.  **Aut 1** |
| **Nigel Carson Sessions** |  |
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**PSHE (Autumn 1 and Autumn 2)**

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| **What I need the children to learn** | **Possible learning experiences** |
| **Being Me In My World** | **Resource links from: Jigsaw** |
| **Knowledge**  • Know how to set goals for the year ahead  • Understand what fears and worries are  • Know about children’s universal rights (United Nations Convention on the Rights of the Child)  • Know about the lives of children in other parts of the world  • Know that personal choices can affect others locally and globally  • Understand that their own choices result in different consequences and rewards  • Understand how democracy and having a  voice benefits the school community  • Understand how to contribute towards the  democratic process  **Social and Emotional Skills**  • Be able to make others feel welcomed and valued  • Know own wants and needs  • Be able to compare their life with the lives of those less fortunate  • Demonstrate empathy and understanding towards others  • Can demonstrate attributes of a positive role model  • Can take positive action to help others  • Be able to contribute towards a group task  • Know what effective group work is  • Know how to regulate my emotions  **Please use the learning objectives from the Jigsaw website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).** | In this Puzzle (unit) the children discuss their year ahead, they learnt to set goals and discuss their fears and worries about the future. The class learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. They talk about their choices and actions and how these can have far-reaching effects, locally and globally. The children talk about their own behaviour and how their choices can result in rewards and consequences and how these feel. They talk about how an individual’s behaviour and the impact it can have on a group. They also talk about democracy, how it benefits the school and how they can contribute towards it. They establish the Jigsaw Charter and set up their PSHE Book.  **Key vocabulary:**  Goals, Worries, Fears, Value, Welcome, Choice, Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Rights, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Choices, Behaviour, Responsibilities, Rewards, Consequences, Empathise, Learning Charter, Obstacles, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud.  **See the link below.** |

[**https://jigsawlivestcmsuk.blob.core.windows.net/umbraco-media/lzebuhel/07-ages-10-11-jigsaw-skills-and-knowledge-progression-for-parents.pdf**](https://jigsawlivestcmsuk.blob.core.windows.net/umbraco-media/lzebuhel/07-ages-10-11-jigsaw-skills-and-knowledge-progression-for-parents.pdf)

**Religious Education**

For this unit there is 8 hours of classroom ideas on RE Today. Please use you log in details to access this. There is planning and Idea on how to make the LC challenges more pupil friendly. Such Can I ……..

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| **What I need the children to learn** | **Possible learning experiences** |
| **U2.5** |  |
| Is it better to express your beliefs in arts and architecture or in charity and generosity?  Emerging:   * Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs (B1). * Give two reasons why a Christian believes in God and one why an atheist does not (A3).   Expected:   * Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). * Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). * Express thoughtful ideas about the impact of believing or not believing in God on someone’s life (B1). * Present different views on why people believe in God or not, including their own ideas (C1).   Exceeding:   * Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently (B3). * Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples (C1). | * Find out about how many people in the world and in your local area believe in God – using global statistics and the 2011 UK census. Ask pupils why they think so many people believe in God. Collect these reasons. Find out about how many do not believe. Learn the words ‘theist’ (believes in God), agnostic (cannot say if God exists or not) and atheist (believes there is no god). * Set up an enquiry to explore the key question. Ask pupils to raise questions about the existence and nature of God. Focus on Christian ideas of God, in order to make this more manageable. Start by clarifying what Christians believe God is like. Build on learning from Key Question L2.1, and explore some of the names of God and metaphors for God in the Bible (e.g. God as Father, Spirit, Son, eternal, almighty, holy, shepherd, rock, fortress, light). If this God exists, what difference would ‘he’ make to the way people live? Make links with prior learning about the Bible and its ‘big story’ (Key Question L2.2). * Explore some reasons why people do or do not believe in God. Consider some of the main reasons. These include: family background – many people believe (or don’t believe) because of their home background; religious experience – many people say they have experienced a sense of ‘the presence of God’ or had prayer answered; many would argue that the universe, the Earth and life are extraordinary and are best explained as the result of an all-powerful Creator. Many people who do not believe in God point to the existence of terrible suffering as a key reason. Some argue that there is no need to use a Creator to explain the existence of the universe and life. * Consider ways in which Christians read the Genesis account of creation. Explore why some Christians read it literally; explore how lots of Christians read it as expressing some truths about God and human beings without reading it literally. Find out about Christians who are also scientists (e.g. Jennifer Wiseman, John Polkinghorne, Denis Alexander). * Invite some Christians, agnostics and atheists in to answer questions about why they do or do not believe in God. |

**Foreign Languages**

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| **What I need the children to learn** | **Possible learning experiences** |
| **Listening** | Language Angels  **Autumn 1 – At School**  Teaching Type: Progressive  Unit Objective: To discuss what subjects you like and do not like at school and give a reason why in French.  By the end of this unit we will be able to: • Name the subjects we study in school in French with the correct definite article/determiner. • Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. • Start to tell the time by learning how to say time by the hour. • Say at what time we study certain subjects at school. |
| *Listen attentively to spoken language and show understanding by joining in and responding*  *Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words*  *Appreciate stories, songs, poems and rhymes in the language* |
| * Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to ‘gist listen’ even when hearing language that has not been taught or covered. |
| **Speaking** |
| *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*  *Present ideas and information orally to a range of audiences*  *Describe people, places, things and actions orally and in writing* |
| * Learn to recall previously learnt language and recycle/ incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate. |
| **Reading/ Writing** |
| *Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*  *Read carefully and show understanding of words, phrases and simple writing*  *Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary*  *Write phrases from memory, and adapt these to create new sentences, to express ideas clearly*  *Describe people, places, things and actions in writing* |
| * Be able to tackle unknown language with increased accuracy by applying knowledge, including awareness of accents, silent letters. Decode unknown language using bilingual dictionaries. * Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/ conjunctions, adjectives and possessive adjectives (a presentation or description of a typical school day including subjects, time and opinions. |
| **Grammar** |
| *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.* |
| * Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/ conjunctions and more confident with full verb conjunction – both regular and irregular (to go/ to do/ to have/ to be). |

**Cayton Creation**

Holes role play and freeze frames

**Cayton Conclusion**

Early Islamic Civilisation pots

**English**

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| **What I need the children to learn** | **Possible learning experiences** |
| **Whole Class Reading** |  |
| *Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read ‘invitation’ for ‘imitation’ simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension. When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word’s meaning(s) and its correct pronunciation.* |  |
| * Can I read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings\* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues? * Can I read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings\* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues? * At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. * Can I summarise the main ideas drawn from more than one paragraph, identifying key details to support this? * Can I read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions? * Can I recognise more complex themes in what I read (such as loss or heroism)? * Can I explain and discuss my understanding of what I have read, including through formal presentations and debates maintaining a focus on the topic and using notes where necessary? * Can I listen to guidance and feedback on the quality of my explanations and contributions to discussions and to make improvements when participating in discussions? | **Non-chronological report: Early hospitals, libraries (House of Wisdom), trade links.**  **Autumn 1**  **Why was the Islamic Civilization around AD900 known as the golden age?**  **Purpose: Non-chronological report on the House of Wisdom (or other link to history)**  **Audience: Children**  **Reading Spine/Class Novel- Holes by Louis Sachar and The Arrival**  **Purpose: Diary based on Holes**  **Audience: Children** |
| **Text and Composition** |  |
| *Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.* |  |
| * Can I note down and develop initial ideas, drawing on reading and research where necessary? * Can I use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)? * Can I use a wide range of devices to build cohesion within and across paragraphs? * Can I habitually proofread for spelling and punctuation errors? * Can I propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning? * Can I recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to my writing? * Can I write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what I have read as models for my own writing (including literary language, characterisation, structure, etc.)? * Can I distinguish between the language of speech and writing and to choose the appropriate level of formality? * Can I select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)? | **Why was the Islamic Civilization around AD900 known as the golden age?**  **Non-chronological report: Early hospitals, libraries (House of Wisdom), trade links.** |
| **Grammar** |  |
| *Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.* |  |
| * Can I ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural? * Can I use the subjunctive form in formal writing? * Can I use the perfect form of verbs to mark relationships of time and cause? * Can I use the passive voice? * Can I use question tags in informal writing? * Can I use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity? * Can I recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points? | **Why was the Islamic Civilization around AD900 known as the golden age?**  **Non-chronological report: Early hospitals, libraries (House of Wisdom), trade links.** |
| **Spellings and handwriting** |  |
| *Teachers should continue to emphasis to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.*  *Understanding the history of words and relationships between them can also help with spelling.* |  |
| * Can I spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably)? * Can I spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly)? * Can I spell words with a long /e/ sound spelt ‘ie’ or ‘ei’ after ‘c’ (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize)? * Can I spell words with endings which sound like /shuhl/ after a vowel letter using ‘cial’ (e.g. official, special, artificial)? * Can I spell words with endings which sound like /shuhl/ after a vowel letter using ‘tial’ (e.g. partial, confidential, essential)? * Can I spell all of the Y5 and Y6 statutory spelling words correctly? * Can I use my knowledge of adjectives ending in-ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance)? * Can I use my knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency(e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent)? * Can I spell words by adding suffixes beginning with vowel letters to words ending in -fer * (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference)? * Can I spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise)? * Can I spell words that contain hyphens (e.g. co-ordinate, re-enter, co- operate, co-own)? * Can I use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically? * Can I use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms? | **Why was the Islamic Civilization around AD900 known as the golden age?**  **Non-chronological report: Early hospitals, libraries (House of Wisdom), trade links.** |

**Mathematics**

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| **What I need the children to learn** | **Possible learning experiences** |
| Refer to the White Rose SOL online  https://whiterosemaths.com/resources/primary-resources/primary-sols/  Number: Place Value  Number: Addition, Subtraction, Multiplication and Division  (May be completed in different order depending on gaps- see Covid catch-up) |  |