

CAYTON  
SCHOOL

MEDIUM TERM CURRICULUM PLAN  
YEAR 6 – AUTUMN 2



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

September 2023

## Science Driver: The Circulatory System

### Key Enquiry: Why is the heart the most important pump that we own?

#### Science Driver

Working Scientifically	
<input type="checkbox"/> Know which type of investigation is needed to suit particular scientific enquiry e.g. looking at the relationship between pulse and exercise	<input type="checkbox"/> Use a range of written methods to report findings, including focusing on the planning, doing and evaluating phases
<input type="checkbox"/> Set up a fair test when needed e.g. does light travel in straight lines?	<input type="checkbox"/> Clear about what has been found out from their enquiry and can relate this to others in class
<input type="checkbox"/> Know how to set up an enquiry based investigation e.g. what is the relationship between oxygen and blood?	<input type="checkbox"/> Explanations set out clearly why something has happened and its possible impact on other things
<input type="checkbox"/> Know what the variables are in a given enquiry and can isolate each one when investigating	<input type="checkbox"/> Aware of the need to support conclusions with evidence
<input type="checkbox"/> Justify which variable has been isolated in scientific investigation	<input type="checkbox"/> Keep an on-going record of new scientific words that they have come across for the first time and use these regularly in future scientific write ups
<input type="checkbox"/> Use all measurements as set out in Year 6 mathematics (measurement), including capacity, mass, ratio and proportion	<input type="checkbox"/> Use diagrams, as and when necessary, to support writing and be confident enough to present findings orally in front of the class
<input type="checkbox"/> Able to record data and present them in a range of ways including diagrams, labels, classification keys, tables, scatter graphs and bar and line graphs	<input type="checkbox"/> Able to give an example of something they have focused on when supporting a scientific theory e.g. classifying vertebrate and invertebrate creatures or why certain creatures choose their unique habitats
<input type="checkbox"/> Make accurate predictions based on information gleaned from their investigations and create new investigations as a result	<input type="checkbox"/> Frequently carry out research when investigating a scientific principle or theory
<input type="checkbox"/> Able to present information related to scientific enquiries in a range of ways including using IT such as power-point, animoto and iMovie	(INVESTIGATIONS IN SUMMER TERM)

What I need the children to learn	Possible learning experiences
<b>Animals, including humans</b>	
<ul style="list-style-type: none"> <li>• <i>The circulatory system</i></li> <li>• <i>Water transportation</i></li> <li>• <i>Impact of exercise on body</i></li> </ul>	
<ul style="list-style-type: none"> <li>• Identify and name the main parts of the human circulatory system</li> <li>• Know the function of the heart, blood vessels and blood</li> </ul>	<p><b><i>Fact-files about the heart</i></b>  <b><i>Make a medical information leaflet about diet, drugs, exercise and lifestyle on the</i></b></p>

<ul style="list-style-type: none"> <li>• Know the impact of diet, exercise, drugs and lifestyle on health</li> <li>• Know the ways in which nutrients and water are transported in animals, including humans</li> </ul>	<p><b>body – link to circulatory system and mental health</b></p> <p><b>Make a beating heart (look on-line) – home science tools explains the science behind it</b></p> <p><b>Twinkl have a really good lesson plan on nutrients and water transportation with power point and detailed diagrams on intricate parts and functions – called animals including humans transporting water and nutrients</b></p> <p><b>Vocabulary:</b> circulatory system, heart, blood vessels, oxygen, nutrients, hormones, waste products, trachea, lungs, alveoli, capillaries, veins, diaphragm, arteries</p> <p><b>Water transportation, small intestine, blood, hydration, elimination, cells, waste materials</b></p>
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## Geography

What I need the children to learn	Possible learning experiences
<p align="center"><b>Locational Knowledge</b></p>	
<p><i>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i></p>	
<ul style="list-style-type: none"> <li>• Know the names of a number of Capital cities around the world?</li> <li>• Know the names of, and locate, a number of North American countries</li> </ul> <p><b><u>Human/physical geography</u></b></p> <ul style="list-style-type: none"> <li>• Understand how many people live on the planet?</li> <li>• Explore where people are distributed globally?</li> <li>• Examine how the global population has changed in size and distribution?</li> </ul>	<p><b>Sea pollution effects</b></p> <p><b>Italy study – physical/ human characteristics</b></p> <p><b>Grand Canyon comparison</b></p> <p><b>Numbered countries research lesson</b></p> <p><b>Study of the Americas</b></p>
<p align="center"><b>Locational Knowledge</b></p>	
<p><i>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</i></p>	
<ul style="list-style-type: none"> <li>• Know about time zones and work out differences</li> </ul>	<p><b>Links to Science Night/ Day</b></p> <p><b>Hemisphere/ Seasons study</b></p> <p><b>Differences in Maths lesson</b></p>
<p align="center"><b>Geographical skills and fieldwork</b></p>	
<p><i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p>	

<ul style="list-style-type: none"> <li>• Know about time zones and work out differences</li> <li>• Explain what a population pyramid is</li> <li>• Examine why population pyramids are useful</li> <li>• Create a population pyramid</li> </ul>	<p><b>Links to Science Night/ Day Hemisphere/ Seasons study Differences in Maths lesson</b></p>
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## Music

Charanga Music Scheme - <https://charanga.com/site/>

What I need the children to learn	Possible learning experiences
<b>Unit 2 – Developing Ensemble skills</b>	
<b>Listening and Appraise Music (Musicianship)</b>	
<p><i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <p><i>Develop an understanding of the history of music.</i></p>	
<ul style="list-style-type: none"> <li>• Identify 2/4, 4/4, 3/4, 6/8 and 5/4.</li> <li>• Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements.</li> </ul>	
<b>Singing and Voice</b>	
<ul style="list-style-type: none"> <li>• <i>Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression</i></li> </ul>	
<ul style="list-style-type: none"> <li>• Continue to sing in parts where appropriate.</li> <li>• Sing in 2/4, 4/4, 3/4, 5/4 and 6/8.</li> </ul>	<b>Video with QR qrcode monkey website</b>
<b>• Notation</b>	
<ul style="list-style-type: none"> <li>• <i>Use and understand staff and other musical notations</i></li> </ul>	
<ul style="list-style-type: none"> <li>• Explore standard notation, using dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, B<math>\flat</math>, C, D, E F, G, A<math>\flat</math>, B<math>\flat</math>, C, D, E<math>\flat</math> G, A, B<math>\flat</math>, C, D, E, F G, A, B, C, D, E, F<math>\sharp</math> D, E, F, G, A D, E, F<math>\sharp</math>, A, B, C<math>\sharp</math> E, F<math>\sharp</math>, G, G<math>\sharp</math>, A, B, C, C<math>\sharp</math> E<math>\flat</math>, F, G, A<math>\flat</math>, B<math>\flat</math>, C, D</li> </ul>	
<b>• Playing Instruments</b>	
<ul style="list-style-type: none"> <li>• <i>Play and perform in solo and ensemble contexts and playing musical instruments with increasing accuracy, fluency, control and expression</i></li> </ul>	
<ul style="list-style-type: none"> <li>• 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<math>\flat</math> major, D minor and F minor. Play a melody following staff notation written on one staff 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).</li> </ul>	<b>Glockenspiels and bars as a whole class</b>
<b>• Improvising</b>	

<ul style="list-style-type: none"> <li>• <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i></li> </ul>	
<ul style="list-style-type: none"> <li>• Explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, B<math>\flat</math>, C, D G, A, B, C, D F, G, A, C, D</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Composing</b></li> </ul>	
<ul style="list-style-type: none"> <li>• <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i></li> </ul>	
<ul style="list-style-type: none"> <li>• Compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</li> <li>• Create music in response to music and video stimulus.</li> <li>• Use music technology, if available, to capture, change and combine sounds.</li> </ul>	<p><b>Use Charanga with pupil logins to experiment with the notation maker.</b></p>
<ul style="list-style-type: none"> <li>• <b>Performing</b></li> </ul>	
<p><i>Listen with attention to detail and recall sounds with increasing aural memory</i></p> <p><i>Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression</i></p>	
<ul style="list-style-type: none"> <li>• Create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts.</li> <li>• Perform from memory or with notation.</li> </ul>	<p><b>Performance to parents to celebrate unit. Videos to send out on Class Dojo.</b></p>
<ul style="list-style-type: none"> <li>• <b>Vocabulary</b></li> </ul>	
<ul style="list-style-type: none"> <li>• Style</li> <li>• Indicators</li> <li>• Melody</li> <li>• Compose</li> <li>• Improvise</li> <li>• Cover</li> <li>• Pulse</li> <li>• Rhythm</li> <li>• Pitch</li> <li>• Tempo</li> <li>• Dynamics</li> <li>• Timbre</li> <li>• Texture</li> <li>• Structure</li> <li>• Dimensions of music</li> <li>• Neo Soul</li> <li>• Producer</li> <li>• Groove</li> <li>• Motown</li> <li>• Hook</li> <li>• Riff</li> <li>• Solo</li> <li>• Blues</li> <li>• Jazz</li> <li>• Improvise/improvisation,</li> <li>• By ear</li> <li>• Melody</li> <li>• Solo</li> <li>• Ostinato</li> <li>• Phrases</li> <li>• Unison</li> <li>• Urban Gospel</li> </ul>	

<ul style="list-style-type: none"> <li>• Civil rights</li> <li>• Gender equality</li> <li>• Unison</li> <li>• Harmony</li> </ul>	
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## Computing

What I need the children to learn	Possible learning experiences
<p><b>Programming –Create Programs</b>  <b>Coding – Develop Programs</b>  <b>Logical Reasoning</b></p>	
<p><i>National Curriculum Objectives - Pupils should be taught to:</i></p> <p><i>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems</i></p> <p><i>Solve problems by decomposing them into smaller parts</i></p> <p><i>Use sequence, selection and repetition in programs;</i></p> <p><i>Work with variables and various forms of input and output</i></p> <p><i>Detect and correct errors in algorithms and programs</i></p>	<p><b>Please use the learning objectives from the icompute website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).</b></p>
<p><b><u>iProgram unit 1 – Computer Science</u></b></p> <p>Lesson 1: iControl</p> <ul style="list-style-type: none"> <li>• To understand the difference between games and simulations</li> <li>• To identify the various inputs that computer games can use</li> </ul> <p>Lesson 2: iGame</p> <ul style="list-style-type: none"> <li>• To program a computer game by sequencing conditional statements</li> </ul> <p>Lesson 3: iPlan</p> <ul style="list-style-type: none"> <li>• To understand that the behaviour of a computer program should be planned</li> <li>• To understand that programs are developed according to a plan</li> </ul> <p>Lesson 4: iCode</p> <ul style="list-style-type: none"> <li>• To program an algorithm according to a plan</li> </ul> <p>Lesson 5: iDevelop</p> <ul style="list-style-type: none"> <li>• To develop a program according to a plan</li> </ul> <p>Lesson 6: iTest</p> <ul style="list-style-type: none"> <li>• To develop strategies for testing and debugging computer programs</li> </ul>	<p><a href="https://www.icompute-uk.com/members-area/uks2/index.html">https://www.icompute-uk.com/members-area/uks2/index.html</a> and select Year 6 and then <b>iProgram 1 unit</b>. To be covered through topic and mathematical work.</p>

# Computer Science – Knowledge Components

Working Towards

Meeting

Greater Depth

Declarative Knowledge	Procedural Knowledge	Declarative Knowledge	Procedural Knowledge	Declarative Knowledge	Procedural Knowledge
Pupils understand/know that...	Pupils know how to...	Pupils understand/know that...	Pupils know how to...	Pupils understand/know that...	Pupils know how to...
<ul style="list-style-type: none"> <li>the same 'problem' can be solved in different ways</li> <li>that commands can be given in shorter form</li> <li>the internet is a network</li> <li>a computer network is a group of computers that are connected</li> <li>search engines order the results they return</li> </ul>	<ul style="list-style-type: none"> <li>write or amend computer programs to produce specific actions</li> <li>use iteration (repeats and loops) in algorithms and programs</li> <li>use a search engine to find information online</li> </ul>	<ul style="list-style-type: none"> <li>decomposition means splitting a problem down into smaller parts to make problems easier to solve</li> <li>iteration means repeats and loops</li> <li>a variable is a value that can change</li> <li>conditional statements mean something will happen 'if' something is true</li> <li>the internet is an example of a computer network</li> <li>use search technology to find things out and check for reliability</li> </ul>	<ul style="list-style-type: none"> <li>write and amend more complex computer programs to create a variety of outcomes</li> <li>decompose 'problems' by splitting them into smaller 'problems' and designing solutions for each part</li> <li>use iteration (repeats and loops), variables and conditional statements (if..then) in computer programs</li> <li>test computer programs and correct most errors</li> </ul>	<ul style="list-style-type: none"> <li>Boolean variables can only be true or false</li> <li>variables can be numbers, text or lists</li> <li>conditional statements can be nested (e.g. if..then..if)</li> <li>working systematically makes bugs easier to find and fix</li> <li>internet search engines list search results in order of popularity</li> <li>special devices and services are required to connect to the internet</li> </ul>	<ul style="list-style-type: none"> <li>create and use efficient methods of iteration, and nested conditional statements</li> <li>systematically test computer programs for bugs and make them work as expected</li> <li>critically analyse algorithms and programs and suggest more elegant solutions</li> <li>create procedures that call on other procedures (e.g. by using broadcasting blocks)</li> <li>use search technology and clear search terms</li> </ul>

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

What I need the children to learn	Possible learning experiences
<p><b>Athletics</b></p> <p><i>use running, jumping, throwing and catching in isolation and in combination</i></p> <ul style="list-style-type: none"> <li>demonstrate stamina and increase strength</li> </ul>	
<p><b>Competitive Games</b></p> <p><i>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</i></p> <ul style="list-style-type: none"> <li>agree and explain rules to others</li> <li>work as a team and communicate a plan</li> <li>lead others in a game situation when the need arises</li> </ul>	
<p><b>Gymnastics</b></p> <p><i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i></p> <ul style="list-style-type: none"> <li>combine own work with that of others</li> <li>sequences to specific timings</li> </ul>	
<p><b>Dance</b></p> <p><i>perform dances using a range of movement patterns</i></p> <ul style="list-style-type: none"> <li>develop sequences in a specific style</li> <li>choose own music and style</li> </ul>	<p><b>X5 Weeks Unit 2 - Social</b></p> <p><b>Design own dances in pairs/ groups to music</b></p> <p><b>Links to Real PE 2</b></p>
<p><b>Outdoor and Adventurous Activity</b></p> <p><i>take part in outdoor and adventurous activity challenges both individually and within a team</i></p> <ul style="list-style-type: none"> <li>plan a route and a series of clues for someone else</li> </ul>	

plan with others, taking account of safety and danger	
<b>Evaluate</b>	
<i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>	
<ul style="list-style-type: none"> <li>know which sports they are good at and find out how to improve further</li> </ul>	
<b>Real P.E.</b>	
<b>Unit 2Creative</b>	
<ul style="list-style-type: none"> <li>I can respond imaginatively to different situations adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others.</li> </ul>	
<b>Nigel Carson Sessions</b>	

### Design Technology

What I need the children to learn	Possible learning experiences
<b>Food Technology</b>	
<i>understand and apply the principles of a healthy and varied diet</i>	
<i>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i>	
<i>understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</i>	
<ul style="list-style-type: none"> <li>be both hygienic and safe in the kitchen</li> <li>know how to prepare a meal by collecting the ingredients in the first place</li> <li>know which season various foods are available for harvesting</li> </ul>	<ul style="list-style-type: none"> <li>explain how food ingredients should be stored and give reasons</li> <li>work within a budget to create a meal</li> <li>understand the difference between a savoury and sweet dish</li> </ul>



PSHE

What I need the children to learn	Possible learning experiences
<b>Celebrating Difference</b>	<b>Resource links from: Jigsaw</b>
<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Know that there are different perceptions of 'being normal' and where these might come from</li> <li>• Know that being different could affect someone's life</li> <li>• Know that power can play a part in a bullying or conflict situation</li> <li>• Know that people can hold power over others individually or in a group</li> <li>• Know why some people choose to bully others</li> <li>• Know that people with disabilities can lead amazing lives</li> <li>• Know that difference can be a source of celebration as well as conflict</li> </ul> <p><b><u>Social and Emotional Skills</u></b></p> <ul style="list-style-type: none"> <li>• Empathise with people who are different and be aware of my own feelings towards them</li> <li>• Identify feelings associated with being excluded</li> <li>• Be able to recognise when someone is exerting power negatively in a relationship</li> <li>• Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict</li> <li>• Identify different feelings of the bully, bullied and bystanders in a bullying scenario</li> <li>• Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens</li> <li>• Appreciate people for who they are</li> <li>• Show empathy</li> </ul> <p><b>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).</b></p>	<p>In this Puzzle (unit) the class talk about differences and similarities and that for some people, being different is hard. The children talk about bullying and how people can have power over others in a group. They talk about strategies for dealing with this as well as wider bullying issues. The class talk about people with disabilities and look at specific examples of disabled people who have amazing lives and achievements.</p> <p><b><u>Key vocabulary:</u></b>            Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Male, Female, Diversity, Transgender, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Bullying, Bullying behaviour, Direct, Indirect, Argument, Recipient, Para-Olympian, Achievement, Accolade, Perseverance, Sport, Admiration, Stamina, Celebration, Conflict.</p> <p><b>Please see the link below</b></p>

<https://jigsawlivescmsguk.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 10 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 .....

What I need the children to learn	Possible learning experiences
<b>U2.8</b>	
<ul style="list-style-type: none"> <li>• What difference does it make?</li> </ul> <p>Learning Objectives:</p> <p>Emerging:</p> <ul style="list-style-type: none"> <li>• Describe what Ahimsa, Grace or Ummah mean to religious people (A1).</li> <li>• Respond sensitively to examples of religious practice with ideas of their own (B2).</li> </ul> <p>Expected:</p> <ul style="list-style-type: none"> <li>• Make connections between beliefs and behaviour in different religions (A1).</li> <li>• Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1).</li> <li>• Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2).</li> <li>• Consider similarities and differences between beliefs and behaviour in different faiths (B3).</li> </ul> <p>Exceeding:</p> <ul style="list-style-type: none"> <li>• Explain similarities in ways in which key beliefs make a difference to life in two or three religions (A1).</li> <li>• Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas (B3).</li> </ul>	<ul style="list-style-type: none"> <li>• Discover and think about the meanings of some key ideas in three religions, building on prior learning:</li> <li>• Learn that for Hindus being harmless means, for example, no violence, eating no meat and wearing no leather; find out how ahimsa links to ideas of karma and reincarnation.</li> <li>• Find out about how Gandhi practised ahimsa in the liberation of India; if people believed in ahimsa, what difference would it make to farming, supermarkets, your meals, community relations, international relations? Why doesn't everybody believe in being harmless?</li> <li>• Learn that for Christians the idea of grace from God means that God loves people unconditionally and is willing to offer forgiveness to anyone for anything. Find out how this is illustrated by the story of the forgiving father/lost son (Luke 15: 11–32).</li> <li>• Make links between the idea of grace, Christian belief in Jesus' death and resurrection as an expression of God's love, and Christian forgiveness today (Luke 23:34, John 3:16, 1 John 1:7–9).</li> <li>• Ask some Christians about what they understand by grace from God, and find out what difference it makes to their lives. If they believe God forgives them for anything, does that mean that it doesn't matter if they do bad things?</li> <li>• Learn that for Muslims, the worldwide Muslim community is called the Ummah, and being part of the Ummah is expressed, e.g. in pilgrimage to Makkah and in shared welfare through zakat.</li> </ul>

	<ul style="list-style-type: none"> <li>• Explore the impact of the practice of zakat and hajj on Muslims, locally, in the UK and globally.</li> <li>• Ask good questions about these three key concepts and find out some answers to them.</li> <li>• Discuss and consider the impact of ahimsa, grace and Ummah: if we all followed these ideas, how would life change?</li> <li>• Make links between the three concepts: how are they similar and how different? Which has most impact and why? Weigh up the value and impact of these key ideas for themselves.</li> </ul>
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## Foreign Languages

What I need the children to learn	Possible learning experiences
<p style="text-align: center;"><b>Listening</b></p> <p><i>Listen attentively to spoken language and show understanding by joining in and responding</i>  <i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i>  <i>Appreciate stories, songs, poems and rhymes in the language</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Language Angels</p> <p><b>Autumn 2 – Regular Verbs</b>  Teaching Type: Progressive  Unit Objective: To learn more about irregular verbs in French.  By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> <li>• Understand better the concept of verb stems and endings.</li> <li>• Conjugate easily and with clear understanding irregular verbs like AVOIR.</li> <li>• Conjugate easily and with clear understanding irregular verbs like ÊTRE.</li> <li>• Conjugate easily and with clear understanding irregular verbs like FAIRE.</li> <li>• Conjugate easily and with clear understanding irregular verbs like ALLER.</li> </ul>
<p style="text-align: center;"><b>Speaking</b></p> <p><i>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</i>  <i>Speak in sentences, using familiar vocabulary, phrases and basic language structures</i>  <i>Present ideas and information orally to a range of audiences</i>  <i>Describe people, places, things and actions orally and in writing</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	
<p style="text-align: center;"><b>Reading/ Writing</b></p> <p><i>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</i></p>	

*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 conjugation – both regular and irregular (to go/ to do/ to have/ to be).

### **Cayton Creation**

Holes freeze frames, drama

### **Cayton Conclusion**

Let's be chefs! Food Technology

## English

What I need the children to learn	Possible learning experiences
<b>Whole Class Reading</b>	
<p><i>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.</i></p>	
<ul style="list-style-type: none"> <li>• 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?</li> <li>• 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?</li> <li>• 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.</li> <li>• Can I summarise the main ideas drawn from more than one paragraph, identifying key details to support this?</li> <li>• 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?</li> <li>• Can I recognise more complex themes in what I read (such as loss or heroism)?</li> <li>• 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?</li> <li>• 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?</li> <li>•</li> </ul>	<p style="color: red;"><b>Autumn 2- Holes inspired playscript and diary entry</b> <b>Audience: Children</b></p> <p style="color: blue;"><b>Reading Spine/Class Novel- Holes by Louis Sachar (non-linear)</b></p>
<b>Text and Composition</b>	
<p><i>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.</i></p>	
<ul style="list-style-type: none"> <li>• Can I notedownanddevelop initial ideas, drawing on reading and research where necessary?</li> <li>• Can I use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)?</li> <li>• Can I use a wide range of devices to build cohesion within and across paragraphs?</li> </ul>	<p><b><u>History- non-fiction writing</u></b></p> <p><b>Non-chronological report: Animals Including Humans- How are minerals transported around the body?</b></p>

<ul style="list-style-type: none"> <li>• Can I habitually proofread for spelling and punctuation errors?</li> <li>• Can I propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning?</li> <li>• Can I recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to my writing?</li> <li>• 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.)?</li> <li>• Can I distinguish between the language of speech and writing and to choose the appropriate level of formality?</li> <li>• 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)?</li> </ul>	
<b>Grammar</b>	
<i>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.</i>	
<ul style="list-style-type: none"> <li>• 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?</li> <li>• Can I use the subjunctive form in formal writing?</li> <li>• Can I use the perfect form of verbs to mark relationships of time and cause?</li> <li>• Can I use the passive voice?</li> <li>• Can I use question tags in informal writing?</li> <li>• 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?</li> <li>• Can I recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points?</li> </ul>	
<b>Spellings and handwriting</b>	
<i>Teachers should continue to emphasise 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.</i>	
<ul style="list-style-type: none"> <li>• Can I spell words ending in -able and -ably (e.g. adorable/adorably, applicable/applicably, considerable/considerably, tolerable/tolerably)?</li> <li>• Can I spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly)?</li> <li>• 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)?</li> <li>• Can I spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial)?</li> </ul>	

<ul style="list-style-type: none"> <li>• Can I spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential)?</li> <li>• Can I spell all of the Y5 and Y6 statutory spelling words correctly?</li> <li>• 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)?</li> <li>• 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)?</li> <li>• 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)?</li> <li>• 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)?</li> <li>• Can I spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own)?</li> <li>• Can I use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically?</li> <li>• Can I use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms?</li> </ul>	
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<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
<b>Holes by Louis Sachar</b>  <b>WCR- Fiction, Non-fiction (Science related) and Poetry</b>  <b>GPS</b>	<b>WCR and writing</b>  <b>Persuasive writing</b>  <b>Reading Spine- Non-Linear, Holes by Louis Sachar</b>

## Mathematics

<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
Refer to the White Rose SOL online  <a href="https://whiterosemaths.com/resources/primary-resources/primary-sols/">https://whiterosemaths.com/resources/primary-resources/primary-sols/</a>  Percentages Area Perimeter Volume Measures, time	

