**Teacher:** Mrs Farren  
**Year:** 6  
**Term:** Autumn Term  
**KS2:** Fortnightly/weekly Pacer

**On-going across all subjects - ICT link**  
**PE On going all weeks**

<table>
<thead>
<tr>
<th>Understanding English, communication and language</th>
<th>Mathematical understanding</th>
<th>Scientific and technological understanding (See also attached planning sheet for dual objective planning)</th>
<th>Understanding physical development, health and wellbeing</th>
<th>Understanding the arts Art and Design Music D&amp;T</th>
<th>Historical, geographical and social understanding</th>
<th>Religious education</th>
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<tr>
<th>1/2</th>
<th>Kensuke’s Kingdom - Michael Morpurgo</th>
<th>Football first half term L.O 1 – Develop pupil’s control of the football L.O 2 – Develop pupil’s ability to dribble with football</th>
<th>To develop greater control and confidence in using a range of drawing tools and media</th>
<th>To respond to what is observed or remembered through drawing</th>
<th>To identify different points of view about a local geographical issue</th>
<th>To identify different points of view about a local geographical issue</th>
<th>What occasions do followers of this religion celebrate? - Diwali Celebrating a New Year</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Read biography of Michael Morpurgo (Author study p.5). Write biographical blurb. Read Chapter 1 (Peggy Sue). Read openings of 'The Butterfly Lion' and 'The Dancing Bear'. Compare with opening. Discussion - should they travel round the world? Hot-seat characters before voyage. Biography of Michael Morpurgo. Compare atmosphere before and after redundancies - How it all starts (R&amp;R p.19). Reading journal about opening chapters. Write letter to persuade head teacher to allow Michael’s parents to take him out of school for a year. Write radio drama of the farewell scene (R&amp;R p.19).</td>
<td>Animals What do our organs do to keep us alive? Why do we have blood?</td>
<td>To respond to what is observed or remembered through drawing. To respond to imagination through drawing. To use simple perspective in their work using focal points and horizon. To develop skills of drawing 3D objects. Exploring beat and synchronisation through a song and percussion. Develop coordination and rhythm skills. Performing a rhythmic sequence to a piece of music. D&amp;T Week see below planning sheet.</td>
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<td>To identify different points of view about a local geographical issue. To recognise change and development in a locality and the issues it raises. To raise enquiry questions. To understand how an area can be changed and improved based on case studies of other areas. To identify sources of information and plan an enquiry. Children discuss what they already know about the Vikings, and where this knowledge comes from. Identify ‘Facts’ which may need checking for accuracy. Children evaluate the proposition ‘All Vikings were bloodthirsty’. They conduct research and hold a class debate.</td>
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<td>Number and place value (NPV); Mental multiplication and division (MMD); Decimals, percentages and their equivalence to fractions (DPE); Fractions, ratio and proportion (FRP) Mental addition and subtraction (MAS); Number and place value (NPV); Written addition and subtraction (WAS); Decimals, percentages and their equivalence to fractions (DPE); Problem solving, reasoning and algebra (PRA)</td>
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<td>Read Chapters 2 (Water, water everywhere) and 3 (Ship’s Log). Find out where each place is.</td>
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**SPAG**

- The present tense.
- Logical connectives: this shows; however; therefore; so; but; if; also; furthermore; moreover; consequently; because.

Read Chapters 2 (Water, water everywhere) and 3 (Ship’s Log). Find out where each place is.
<table>
<thead>
<tr>
<th>Task</th>
<th>SPAG</th>
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</thead>
<tbody>
<tr>
<td>Write letter from Michael to Eddie about life on the boat.</td>
<td>✓ Use brackets, dashes and commas to indicate parenthesis.</td>
</tr>
<tr>
<td>Setting - the sea journey (R&amp;R p.11)</td>
<td>✓ Use semi-colons, colons or dashes to mark boundaries between main</td>
</tr>
<tr>
<td>Write instructions for rescuing man overboard (R&amp;R Interactive lesson 1)</td>
<td>causes</td>
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<tr>
<td>Character web for Michael.</td>
<td>✓ Use colons to introduce lists</td>
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<td>✓ Punctuate bullet points consistently</td>
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<tr>
<td>Found poem about being in the water.</td>
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<td>Write ship’s log entry for when Michael went missing.</td>
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<td>Write text messages from Michael.</td>
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<td>Write own diary entry.</td>
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<td>Shared reading extracts R&amp;R p.7.</td>
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<tr>
<td>Analyse setting (Author study p.35-6).</td>
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<tr>
<td>Write description about being lost in the forest (R&amp;R p.25)</td>
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<tr>
<td>List all the things that Michael has discovered about the island.</td>
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<td>Desert-island skills (R&amp;R p.20)</td>
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<td></td>
<td>✓ Use a range of conjunctions to create compound and complex</td>
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<td></td>
<td>sentences.</td>
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<td>✓ Use relative clauses.</td>
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<td>✓ Use commas correctly, including to clarify meaning, avoid</td>
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<td>ambiguity and to indicate parenthesis.</td>
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<tr>
<td>✓ Use correct punctuation to indicate speech.</td>
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<tr>
<td>How does blood get around our body?</td>
<td>Problem solving, reasoning and algebra (PRA); Mental addition and subtraction (MAS)</td>
</tr>
<tr>
<td>What happens when we exercise?</td>
<td>Measurement (MEA); Problem solving, reasoning and algebra (PRA); Number and place value (NPV)</td>
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<tr>
<td>LO 1 – Develop pupil’s control of the football</td>
<td>To respond to imagination through drawing</td>
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<tr>
<td>LO 2 – Develop pupil’s ability to pass the football to teammates</td>
<td>To use sketching to plan a composition</td>
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<tr>
<td>LO 3 – Develop pupil’s ability to shoot effectively</td>
<td>To use simple perspective in their work using focal points and horizon</td>
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<tr>
<td>To learn about the work of artists, architect and designers from</td>
<td>To learn about the work of artists, architect and designers from different times and cultures</td>
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<tr>
<td>To use qualities and effects of a range of painting media</td>
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<tr>
<td>To develop an awareness of scale and proportion in their paintings</td>
<td>To develop an awareness of how paintings are created.</td>
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<td>To develop an awareness of how paintings are created.</td>
<td>Develop the idea of pitch shape and relating it to movement</td>
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<tr>
<td>What occasions do followers of this religion celebrate?</td>
<td>Understanding pitch through movement and notation</td>
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<tr>
<td>Diwali</td>
<td>Creating rhythm patterns</td>
</tr>
<tr>
<td>Light as a Symbol.</td>
<td>Arranging different musical sections to build a larger scale</td>
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<td>performance.</td>
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<tr>
<td>To plan fieldwork and other activities with a basic awareness of</td>
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<td>risks and precautions.</td>
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<td>To identify sources of information and plan an enquiry.</td>
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<td>To plan for data collection in the local area.</td>
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<td>Children look at historical sources telling us what Viking</td>
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<td>warriors wore. They draw the typical dress of a Viking warrior.</td>
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<td>Children watch a video clip showing Vikings amour, weapons and</td>
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<td>fighting style, and read about Viking battle tactics.</td>
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<tr>
<td>3/4 Read Chapter 4 (Gibbons and Ghosts).</td>
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<td>Read Chapter 5 (I, Kensuke).</td>
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<tr>
<td>Problem solving, reasoning and algebra (PRA); Mental addition and subtraction (MAS)</td>
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<tr>
<td>Date</td>
<td>Task</td>
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</tbody>
</table>
| 5/6  | **Read Chapter 6 (Abunai)***.  
Write letter as Michael about what life has been like on island.  
List questions about characters / events in these chapters.  
**Read Chapter 7 (All that silence said)**.  
Japanese writing / paintings, **SPAG**  
✓ Double negatives  
✓ Paragraphs - being able to link them.  
**Mental addition and subtraction (MAS): Written addition and subtraction (WAS): Number and place value (NPV): Problem solving, reasoning and algebra (PRA)  
Mental multiplication and division (MMD): Written multiplication and division (WMD): Mental addition and subtraction (MAS): Problem solving, reasoning and algebra (PRA): Number and place value (NPV)**  
What happens when we exercise?  
**LO 1:** Develop pupils’ ability to pass the football to teammates  
**LO 2:** Develop pupils’ ability to shoot effectively  
**LO 1:** Develop pupils’ ability to stop and move the football with their feet  
**LO 2:** Develop pupils’ ability to move the football using their chest & head.  
To understand the importance of using tools appropriately and safely  
To manipulate malleable materials to make a 3D sculpture and objects  
To blend and join surfaces of malleable materials  
To create a range of decorative finishes  
Exploring rhythm through dance  
Combining different rhythms  
Exploring ways of combining and structuring rhythms through dance.  
To interpret information gathered during fieldwork.  
To organise and communicate findings from a geographical enquiry.  
Children read and discuss a text describing a Viking raid on Lindisfarne in AD793.  
Children read about Viking long ships. They design a figurehead for a Viking long ship.  
What occasions do followers of this religion celebrate?  
Diwali  
The Ramayana.  
**What occasions do followers of this religion celebrate?**  
**Diwali**  
**Welcoming.**  
**The Goddess Lakshmi.**  
**Ganesha.**  |
| 7/8  | **Read Chapter 8 (Everyone dead in Nagasaki)***.  
Find out about Hiroshima (R&R Interactive Lesson 8).  
Personification of guiltiness.  
Read newspaper articles about Hiroo Onada / Japanese soldiers found in jungle - comprehension.  
Find references to sea as friend and foe (R&R Interactive Lesson 3).  
**Number and place value (NPV): Problem solving, reasoning and algebra (PRA): Fractions, ratio and proportion (FRP)**  
**Measurement (MEA): Geometry: properties of shapes (GPS)**  
What are the effects of diet, drugs & lifestyle?  
**LO 1:** Develop pupil’s ability to defend as an individual  
**LO 2:** Develop pupil’s ability to lose a marker/mark an attacker.  
To recognise that information can be presented in different ways for different audiences.  
Children use role-play to investigate the reasons why the Vikings raided, invaded and settled in Britain.  
Children examine the pictures of archaeological evidence left behind by Vikings, making inference about Viking life.  
**What occasions do followers of this religion celebrate?**  
**Diwali**  
**Welcoming.**  
**The Goddess Lakshmi.**  
**Ganesha.**  |
| 9/10 | **Read Chapters 9 (The night of the turtles) and 10 (Killer men come).**  
Report about turtles or orang-utans (R&R Interactive Lesson 6).  
Character web for Kensuke - A portrait (R&R p.12)  
Write letter from Michael (after returning home) to Kensuke.  
**Mental multiplication and division (MMD): Fractions, ratio and proportion (FRP): Written multiplication and division (WMD): Problem solving, reasoning and algebra (PRA): Decimals.**  
**Electricity**  
Review circuits  
How can we change the amount of energy flowing around a circuit?  
**Rugby 2nd half term**  
**LO 1:** To develop pupils ability to run with the ball  
**LO 2:** To develop pupils ability to match a change of speed, with change of direction  
**LO 1:** To develop pupils ability to run past defenders with the ball  
**LO 2:** To develop pupils ability to use a range of drawing tools and media.  
To respond to what is observed or remembered through drawing  
To understand the effect of combining different media  
To develop greater control and confidence in using a range of drawing tools and media.  
To develop pupil’s ability to use a range of drawing tools and media.  
To create a design for a 3D sculpture and objects.  
To locate North America on a world map.  
To name the countries in North America, their capital cities, Major rivers and mountain ranges.  
To locate the states of the USA and find their capital cities.  
To know and locate on maps the capital city of...  
What occasions do followers of this religion celebrate?  
**Advent**  |
### SEE ABOVE

- Percentages and their equivalence to fractions (DPE)
- Ability to pass the rugby effectively
- Specific purpose
  - To learn about the work of artists and designers for different cultures
  - Singing in three part harmony
  - Exploring expressive singing in a part-song with echoes.
- California and other man-made features.
  - To locate physical features of California on a map.
  - To know and link images to key features of California.
  - Children read excerpts from writing left behind by the Vikings and from accounts written about them and others. They experiment with kennings and use to write a poem. Children consider some facts about the role of women in Viking society.

### 11/12

**Story map showing relationship between Michael and Kensuke.**

- Write an alternative ending for book.
- Design new cover for book, including fly sheets.
- **SPAG**
  - Specifically using a range of conjunctions to create compound and complex sentences.
  - Use relative clauses.
  - Use commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis.
  - Use correct punctuation to indicate speech.

<table>
<thead>
<tr>
<th>Fractions, ratio and proportion (FRP)</th>
<th>What are electrical conductors &amp; insulators?</th>
<th>L.O 1 - To develop pupils ability to run past defenders with the ball</th>
<th>L.O 2 - To develop pupils ability to pass the rugby effectively</th>
<th>L.O 3 - To develop pupils ability to defend as a group effectively</th>
<th>To develop greater control and confidence in using a range of drawing tools and media.</th>
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<td>Number and place value (NPV); Written addition and subtraction (WAS)</td>
<td>What is the importance of agriculture to the economy.</td>
<td>To respond to what is observed or remembered through drawing</td>
<td>To understand the effect of combining different media</td>
<td>To create a design for a specific purpose</td>
<td>To understand the climate, climatic zone and biomes of California.</td>
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<td>To learn about the work of artists and designers for different cultures.</td>
<td>To develop song cycles for performance</td>
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<td>To understand the importance of agriculture to the economy.</td>
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<td></td>
<td>Developing song cycles for performance</td>
<td>Staging a performance with awareness of audience</td>
<td>Developing song cycles for performance</td>
<td>To know why California is a unique region due to its history.</td>
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<td></td>
<td>Singing a pop song with backing harmony</td>
<td>Learning about a song’s structure</td>
<td>Singing a pop song with backing harmony</td>
<td>Children explore an interactive Viking longhouse.</td>
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<td>Children design their own.</td>
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</table>

**What occasions do followers of this religion celebrate?**

- The Prophets: discipleship the first disciple.
| 13/14 | Balanced arguments - fact/opinion  
Phrases and clause  
Identifying clauses  
Identifying main and subordinate clauses  
Clauses and connectives  
Dependent clauses  
Recognising noun phrases  
Adverb phrases  
Simple, compound and complex sentences | Decimals, percentages and their equivalence to fractions (DPE); Fractions, ratio and proportion (FRP)  
Mental multiplication and division (MMD); Written multiplication and division (WMD); Problem solving, reasoning and algebra (PRA); Number and place value (NPV) | What happens to the energy as it flows around a circuit?  
L.O 1 - To develop pupils ability to defend as a group effectively  
L.O 2 - To develop pupils ability to attack tactically | To create 3D objects from 2D materials  
To design and make for a particular purpose  
To create a range of decorative finishes  
To understand the importance of using tools appropriately and safely.  
To apply a range of patterns and textures and finishes.  
Learning to sing major and minor note patterns accurately  
Learning a pop song with understanding of its structure.  
Developing a song cycle performance incorporating mixed media  
Developing planning, directing a rehearsing skills.  
To plan a holiday of a lifetime around California.  
To describe a journey across California in terms of key features that would be encountered.  
What occasions do followers of this religion celebrate?  
Jesus Light of the World. |
|---|---|---|---|---|---|
| 15 | Dictionary work  
Spellings – homophones  
Root words  
i e and ei  
i before e | Geometry: properties of shapes (GPS); Problem solving, reasoning and algebra (PRA) | L.O 1 - To develop pupils ability to defend as a group effectively  
L.O 2 - To develop pupils ability to attack tactically | To create 3D objects from 2D materials  
To design and make for a particular purpose  
To create a range of decorative finishes  
To manipulate materials to make a 3D sculpture and objects  
To blend and join surfaces of malleable materials.  
To apply a range of patterns and textures and finishes.  
What occasions do followers of this religion celebrate?  
A Christingle Service |
### Writing Fociuses
- Letter writing
- Description
- Narrative - Stories
- Persuasive
- Reports (newspaper article.)

### SPAG Fociuses
- Use dialogue, recognise differences between spoken and written speech.
- Use speech punctuation to indicate direct speech.
- Use mental addition strategies to solve addition including decimal numbers; use column addition to add 5-digit numbers, decimal numbers and amounts of money; solve problems involving number up to 3 decimal places, choose an appropriate method to solve decimal addition.
- Express missing number problems algebraically and find pairs of numbers that satisfy equations involving two unknowns; find missing lengths and angles; understand how brackets can be used in calculation problems; use knowledge of the order of operations to carry out calculations involving the four operations, solve addition and subtraction multi-step problems using knowledge of the order of operations.
- Convert between grams and kilograms, millilitres and litres, millimetres and centimetres, centimetres and metres, metres and kilometres, and miles and kilometres; revise reading the 24-hour clock and convert 12-hour times to 24-hour; read and write Roman numerals; find time intervals using the 24-hour clock.
- Use mental addition, column subtraction and counting up to solve subtractions of amounts of money and word problems; use mathematical reasoning to investigate.
- Use mental multiplication strategies to multiply by numbers such as 4, 5, 25, 19, 29 and 99; revise using short multiplication to multiply 4-digit numbers by 1-digit numbers and use this to multiply amounts of money; solve word problems involving multiplication including two-step problems and finding change; use long multiplication to multiply 3-digit and 4-digit numbers by teens numbers.
- Understand negative numbers; calculate small differences between negative numbers and negative and positive numbers; add and subtract negative numbers; compare fractions with unlike, but related, denominators; correctly use the terms fraction, denominator and numerator; understand what improper fractions and mixed numbers are and add fractions with the same denominator, writing the answer as a

### Mathematical understanding
- Read, write and compare 6-digit numbers and know what each digit represents; read, write and compare 1-, 2- and 3-place decimal numbers; multiply and divide by 10, 100 and 1000; round decimals to nearest tenth and whole number and place on a number line; convert decimals (up to 3 places) to fractions and vice-versa.

### Scientific and technological understanding
- See attached dual objective planning sheet.

### D&T
**At the fair: Fairground ride Autumn 1**
To design and make a model of a fairground ride.

**Designing**
- To use labelled drawings and notes to explain how their product will be made.
- To use labelled drawings and notes to explain how their product will be made.
- To use technical vocabulary when designing and planning to make a product.

**Making**
- To use simple circuit in a model with switches bulbs and motors.
- To create a frame structure with diagonal struts for added strength.
- To create stable frames using a range of tools accurately.
- To control a model using and ICT program.

**Evaluating**
- To list the ways in which the finished product meets the design criteria.
- To discuss the effectiveness of the method and techniques using in making the product.

**At the fair: Punch and Judy puppets Autumn 2**
To design and make a new character puppet for a Punch and Judy show.

**Designing**
- To investigate similar products to get ideas and to use as a starting point for an original design.
- To plan a sequence of actions to make a good product.
- To use labelled drawings and notes to explain how their product will be made.
- To create an action plan using a picture or a flow diagram.
- To create plans that can be used by someone else to make the product.

**Making**
- To create stable frames using a range of materials.
- To accurately cut wood using a range of tools.
- To join fabrics together using a range of materials.
mixed number
✓ Calculate the perimeter, area and volume of shapes, and know their units of measurement; understand that shapes can have the same perimeters but different areas and vice versa; calculate the area of a triangle using the formula $A = \frac{1}{2} b \times h$; find the area of parallelograms using the formula $A = b \times h$; name and describe properties of 3D shapes; systematically find and compare nets for different 3D shapes.
✓ Use mental strategies to divide by 2, 4, 8, 5, 20 and 25; find non-unit fractions of amounts; use short division to divide 3- and 4-digit numbers by 1-digit numbers, including those which leave a remainder; express a remainder as a fraction, simplifying where possible.
✓ Add and subtract unit fractions with different denominators including mixed numbers; use mental strategies to find simple percentages of amounts, including money
✓ Multiply fractions less than 1 by whole numbers, converting improper fractions to whole numbers; use commutativity to efficiently multiply fractions by whole numbers; divide unit and non-unit fractions by whole numbers; solve word problems involving fractions.
✓ Read and write numbers with up to 7-digits, understanding what each digit represents; work systematically to find out how many numbers round to 5000000; solve subtraction of 5- and 6-digit numbers using written column method (decomposition).
✓ Multiply and divide by 10, 100 and 1000; compare and order numbers with up to three decimal places; know common fraction / decimal equivalents; multiply pairs of unit fractions and multiply unit fractions by non-unit fractions
✓ Use partitioning to mentally multiply 2-digit numbers with one decimal place by whole 1-digit numbers; multiply numbers with two decimal places; use short multiplication to multiply amounts of money; use estimation to check answers to calculations; use long multiplication to multiply 3-digit and 4-digit numbers by numbers between 10 and 30.
✓ Name, classify and identify properties of quadrilaterals; explore how diagonal lines can bisect quadrilaterals; understand what an angle is and that it is measured in degrees; know what the angles of triangles, quadrilaterals, pentagons, hexagons and octagons add to and use these facts and mathematical reasoning to calculate missing angles; recognise and identify the properties of circles and name their parts; draw circles using pairs of compasses; draw polygons different sewing techniques and/or fastenings.
- To cut fabric accurately using a pattern.
- To apply a range of decorative techniques to different materials.

Evaluating
- To consider and list ways in which their design or product could be improved.

To discuss the effectiveness of the materials, the methods and techniques used in making the product.
### Autumn 1

#### Geography
- Reflect upon changes in children's loves and in places.
- Use maps to explore change in the locality, what changes are and whether change is happening quickly or slowly.
- Consider the relative location of your locality and the types of changes taking place.
- Consider changes from different points of view.
- Think about suitable places a fieldwork enquiry into a place that requires improvement.
- Use an environmental index to decide on a place from a shortlist of three.
- Learn how to use a compass.
- Go on a field trip to investigate the chosen area.
- Assess the quality of the environment using observations and the environmental index.
- Think about how the area could be regenerated.
- Create a poster or radio script to 'rebrand' the area.

#### History
- Children discuss what they already know about the Vikings, and where this knowledge comes from. Identify 'facts' which may need checking for accuracy.
- Children evaluate the proposition 'All Vikings were bloodthirsty'.

### Autumn 2

#### Geography
- Research the continent of North America, including its relative location and the names and capital cities of its countries.
- Name and locate the states of USA and their capital cities.
- Produce a trivia quiz.
- Create a map of California from memory.
- 'Odd one out' activity.
- Write a description of California in no more than 140 words.
- Produce a photomontage of California.
- Research an area of California for a children's TV programme and produce a report for a TV producer.
- Make a collage of fruit and vegetables grown in California.
- Unscramble letters to form names of laces in California and locate them.
- Research the history of California since 1540's
- Complete a KWL grid about industries in California.
- List and categorise the diverse industries in California.
- Produce a report on the Silicon Valley and discuss the recycling if hazardous waste.

### Art

#### Buildings Autumn 1
- Completing the building : 2D
  - Can complete a ripped photograph of a famous landmark in two dimensions.
- Completing the building in 3D:
  - Can draw cuboids in three dimensions.
  - Can complete 3D skyscraper pictures using one vanishing point.

#### Sue Averall: Cityscapes 1
- Can sketch and plan out a city landscape using one vanishing point.
- Can draw 3D buildings to scale and in proportion.

#### Sue Averall: Cityscapes 2
- Use a range of painting techniques to create aerial perspective.
- Can add paint to large blocks of colour and small details when creating a large composition.

#### Gaudi in Barcelona 1:
- Can create a building sculpture in the style of Gaudi.

#### Gaudi in Barcelona 2:
- Can apply a paint finish to the sculpture in the style of Gaudi.

#### Clarice Cliff Autumn 2

##### Observational drawings
- Can make detailed observational drawings of slice and segments of fruit.

##### Clarice Cliff Fruit
- Can draw 'stylised' representations of different citrus fruits.
- Can design a paper plate using elements of designs by Clarice Cliff.

##### Clarice Cliff bizarre 1
- Can design a circular pattern based on elements of the Bizarre Collection.

##### Clarice Cliff bizarre 2
- Can make a papier-mâché bowl using a mould.
- Can decorate the bowl copying designs from their sketchbooks.

##### Clarice Cliff clay sculptures
- Can create a square slab pot
- Can add decorative features in the style.
- Can decorate and hand-paint a slab pot in the style.

### Music

#### PE - Games

##### Football Autumn 1
- Challenge 1 - Pupils will be able to move and stop the ball with their feet whilst moving at a moderate pace. (size 4 ball moving at moderate pace)
- Challenge 2 - Pupils will be able to move and stop the ball whilst moving at pace changing direction and displaying a change of speed. (size 4 ball consistently)
- Challenge 3 - Can pupils use both feet to dribble with the ball? Negotiate the cone slalom with weaker foot
- Challenge 1 - Pupils will be able to move and stop the ball with their feet whilst moving at a moderate pace. (size 4 ball moving at moderate pace)
- Challenge 1 - Can pupils retain possession of the ball using only one touch of the ball?
- Challenge 1 - Pupils can pass the ball accurately over distance with strong foot (9-10m)
- Challenge 2 - Pupils can pass the ball over distance with both feet and shoot to a target using their laces.
- Challenge 3 - Can pupils play all passes and shots first time? Requires a developed awareness of what surrounds you!
- Challenge 1 - Pupils can head from a throw serve back into hands with moderate success (3/4 out of 5)
- Challenge 2 - Pupils can control the ball with the most appropriate part of their body without prompt with success (chest, thigh, head, foot)
- Challenge 3 - Pupils can control and pass the ball with any part of their body within 5 seconds of receiving it!
- Challenge 1 - Pupils can 'jockey' to stay goal side of the ball when defending 1 on 1
- Challenge 2 - Pupils can angle their body to show attackers onto their weaker foot
- Challenge 3 - Pupils can organise team-mates to ensure a successful defence

##### Rugby Autumn 2
- Challenge 1 - Pupils should be able to change direction successfully whilst running with the ball
- Challenge 2 - Pupils should be able to change direction at speed multiple times successfully whilst carrying the ball
- Challenge 3 - Pupils can use teaching points to beat
- They conduct research and hold a class debate.
- Children look at historical sources telling us what Viking warriors wore.
- They draw the typical dress of a Viking warrior.
- Children watch a video clip showing Vikings amongst, weapons and fighting style, and read about Viking battle tactics.
- Children read and discuss a text describing Viking raids and invasions.
- They explore an interactive text and out the Viking raid on Lindisfarne in AD793.
- Children read about Viking long ships.
- They design a figurehead for a Viking long ship.
- Children use role-play to investigate the reasons why the Vikings raided, invaded and settled in Britain.
- Children examine the pictures of archaeological evidence left behind by Vikings, making inference about Viking life.
- Children read excerpts from writing left behind by the Vikings and from accounts written about them and others.
- They experiment with kennings and use to write a poem.
- Children consider some facts about the role of women in Viking society.
- Children explore an interactive Viking longhouse.
- They design their own.

**Religious education**

SEE ATTACHED SHEET

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### World Unite - Step Dance Autumn 1

- World unite body beats, in syncopation and compass beat patterns
- World cup passing game, action and tour
- Latitude moves, melodies and voices
- World in harmony and performance
- Flip flap up
- Two part step dance rhythms, moves and mega dance.

### Journeys Autumn 2

- Walk, swim, fly: Voices calling and Many miles
- Refuge: Who'll be your refuge? Echoes
- Final refuge: Voices of refuge; Migration and refuge
- Something inside so strong: In harmony; So strong
- Scale up and down: Life is what you make it; Make it shine

**World Unite Song Cycle:** Multimedia journey; Our journeys performance

### defences 1 vs 1

Challenge 1 - Pupils should be able to carry the ball successfully when running and pass the ball with some success when stationary
Challenge 2 - Pupils should be able to change direction successfully and pass the ball with success whilst running
Challenge 3 - Pupils should be able to change direction at speed, pupils will be able to pass effectively in varied environments.

Challenge 1 - Pupils can follow instructions to aid attacking and defending as a team
Challenge 2 - Pupils can react to changes in play without prompt (team loses the ball regains position in defensive line)
Challenge 3 - Pupils take the initiative and lead other team members to the benefit of the team

### Swimming

- Children will be taught by a swimming instructor at the local pool.