

# Year 6 LTP 2025-26

	Autumn		Spring		Summer	
	8 weeks Cultural diversity week	7 weeks	6 weeks Aspiration week	5 weeks	6 weeks	7 weeks Operation outdoors week
<b>Trips and community links</b>	<ul style="list-style-type: none"> <li>British Transport Museum (Windrush workshop)</li> <li>The Rap School – Rob Bradley</li> </ul>	<ul style="list-style-type: none"> <li>Local area walk</li> </ul>	<ul style="list-style-type: none"> <li>Canary Wharf (photography)</li> </ul>	<ul style="list-style-type: none"> <li>School Journey</li> <li>Chartwells: Healthy Schools workshop</li> <li>Sainsbury's</li> </ul>	<ul style="list-style-type: none"> <li>O<sub>2</sub>/North Greenwich Village area (sketching)</li> <li>Lesnes Abbey Ruins</li> </ul>	<ul style="list-style-type: none"> <li>End of year enrichment trips</li> </ul>
<b>Foundation Enquiry:</b>	<b>WHAT DOES IT MEAN TO BE BRITISH?</b>		<b>LET'S GET SOME PERSPECTIVE...</b>	<b>READY, STEADY COOK!</b>	<b>REGENERATION: OPERATION GREENWICH!</b>	
	<p>Question: It's 1948. Why come to Britain?</p> <p>Outcome: Children to create their own persuasive advert using their choice of media (TV ad, magazine article or interactive brochure) to invite potential migrants from the Caribbean to start a new life in Britain.</p> <p><b>History: Historical Skills</b></p> <ul style="list-style-type: none"> <li>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>Construct informed responses that include relevant historical information</li> <li>Understand how our knowledge of the past</li> </ul>	<p>Question: Who is British? How has migration affected this?</p> <p>Outcome: Children will create a docuseries exploring the contributing factors to what it means to be 'British'.</p> <p><b>History: Historical Skills</b></p> <ul style="list-style-type: none"> <li>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>Understand how our knowledge of the past is constructed from a range of sources</li> <li>Make use of a variety of sources for independent research</li> <li>Note connections, contrasts and trends over time and show</li> </ul>	<p>Scenario: Year 6 teachers are planning a post-SATS surprise trip that requires some fund raising. Children will need to create a piece of perspective art that will raise as much money as possible.</p> <p>Outcome: Children will host an art open evening where guests will be invited to observe and purchase the children's refined pieces of perspective art.</p> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>Create sketchbooks to record their observations and use them to review and revisit ideas</li> </ul> <p><b>Art: Drawing</b></p>	<p>Scenario: In preparation for school journey, you will need to plan a week of meals that will help to healthily sustain our energy levels for the week.</p> <p>Outcome: Children will research, plan and prepare/cook a meal based on the principles of a balanced diet.</p> <p><b>DT: Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>Plan a week of healthy meals based on the principles of a healthy and varied diet</li> <li>Use information on food labels to inform choices</li> <li>Research, plan and prepare and cook a savoury dish, applying their</li> </ul>	<p>Scenario: The infrastructure of Greenwich is constantly evolving. Greenwich council would like to enlist the help of its youth to design and present innovative ideas for new homes to be built in the royal borough.</p> <p>Outcome: Using Computer Aided Design (CAD), children will design plans for new homes, and will sculpt accompanying 3D models to present to Greenwich Council representatives.</p> <p><b>Geography: Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>Identify the position and significance of the Arctic and Antarctic Circle.</li> <li>Name and locate counties and cities of the United Kingdom and identify land-use patterns; and understand how they have changed over time.</li> </ul> <p><b>Geography: Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</li> </ul> <p><b>Geography: Human and Physical Geography</b></p>	

	<p>is constructed from a range of sources</p> <ul style="list-style-type: none"> <li>• Make use of a variety of sources for independent research</li> <li>• Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</li> <li>• <b>GD</b> Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>• <b>GD</b> Make confident use of a variety of sources for independent research</li> </ul> <p><b><u>History: Golden Thread – Power and Society &amp; Legacy</u></b></p> <ul style="list-style-type: none"> <li>• Describe a study of an aspect or theme in British history that extends their chronological knowledge beyond 1066</li> </ul> <p><b><u>Geography: Geographical Skills and Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul> <p><b><u>Geography: Human and Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of human geography, including: types of settlement</li> </ul>	<p>developing appropriate use of historical terms</p> <ul style="list-style-type: none"> <li>• Use evidence to support arguments</li> <li>• <b>GD</b> Address and devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>• <b>GD</b> Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>• <b>GD</b> Note connections, contrasts and trends over time and show appropriate use of historical terms</li> </ul> <p><b><u>History: Golden Thread – Power and Society &amp; Legacy</u></b></p> <ul style="list-style-type: none"> <li>• Describe a local history study</li> </ul> <p><b><u>Place Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</li> </ul> <p><b><u>Geographical Skills and Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>• Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve their mastery of art and design techniques, including drawing, with a range of materials</li> <li>• Depict perspective in drawings</li> <li>• Use a variety of tools and select the most appropriate</li> <li>• <b>GD</b> Depict movement and perspective in drawings</li> <li>• <b>GD</b> Use a variety of tools and select the most appropriate, explaining their choices</li> </ul> <p><b><u>Art: Painting</u></b></p> <ul style="list-style-type: none"> <li>• Improve their mastery of art and design techniques, including painting with a range of materials</li> <li>• Use a range of paint (acrylic, oil paints, watercolours) to create visually interesting pieces</li> <li>• <b>GD</b> Use a range of paint to create visually interesting pieces, explaining their choices</li> </ul> <p><b><u>Art: Work of Other Artists</u></b></p> <ul style="list-style-type: none"> <li>• Give detailed observations about notable artists', designers' and architects' work in history</li> </ul>	<p>knowledge of ingredients and their technical skills</p> <ul style="list-style-type: none"> <li>• <b>GD</b> Confidently plan a week of healthy meals based on the principles of a healthy and varied diet, giving reasons for their choices</li> </ul> <p><b><u>Geography: Human and Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>• <b>GD</b> Understand how their own choices impact on economic activity in other parts of the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> <li>• <b>GD</b> Understand how their own choices impact on economic activity in other parts of the world.</li> </ul> <p><b><u>Geography: Geographical Skills and Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> <li>• <b>GD</b> Draw conclusions relating to their fieldwork based on their own observations and geographical understanding and link this back to their predictions.</li> </ul> <p><b><u>Art: Sculpture</u></b></p> <ul style="list-style-type: none"> <li>• Improve their mastery of art and design techniques, including sculpting with a range of materials</li> <li>• Use materials other than clay to create a 3D sculpture</li> <li>• <b>GD</b> Use materials other than clay to create a 3D sculpture, explaining the methods I have used to join materials</li> </ul> <p><b><u>DT: Design</u></b></p> <ul style="list-style-type: none"> <li>• Generate, develop, model and communicate their ideas through discussion, cross-sectional diagrams and computer-aided design</li> </ul> <p><b><u>DT: Make</u></b></p> <ul style="list-style-type: none"> <li>• Apply their knowledge of materials and techniques to create a product with functional properties and aesthetic qualities</li> <li>• Use technical knowledge and accurate skills during the making process</li> <li>• <b>GD</b> Use technical knowledge and accurate skills to problem-solve during the making process</li> </ul> <p><b><u>DT: Evaluate</u></b></p> <ul style="list-style-type: none"> <li>• Understand how key events and individuals in design technology have helped shape the world</li> </ul> <p><b><u>DT: Technical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Use a wide range of methods to strengthen, stiffen and reinforce complex structures and use them accurately and appropriately</li> <li>• Apply their understanding of computing to program, monitor and control their product</li> </ul>
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and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

- **GD** Describe the effect of human migration on the region left behind.

**English – writing**

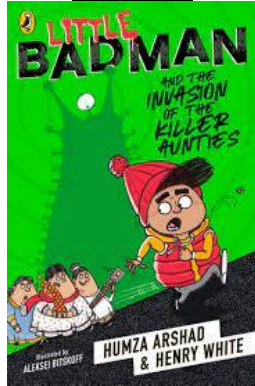
**Transcription**

- Spell correctly most words from the year 5 / year 6 spelling list (see NC appendix), and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- Maintain legibility in joined handwriting when writing at speed

**Composition**

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the

**Core text:**



**Writing outcomes:**  
Character description  
Letter of intent/threat  
Poetry

**Composition**

- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- Use verb tenses consistently and correctly throughout their writing
- In narratives, describe settings, characters and atmosphere

**Vocabulary, Grammar and Punctuation**

- Select vocabulary and grammatical structures that reflect what the writing requires, doing

**Core text:**



**Writing outcomes:**  
Dual narrative  
Letter of complaint

**Composition**

- In narratives, describe settings, characters and atmosphere
- Integrate dialogue in narratives to convey character and advance the action
- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
- **GD** Distinguish between the language of speech and writing and choose the appropriate register
- **GD** Exercise an assured and conscious control over levels of formality,

**Core text:**

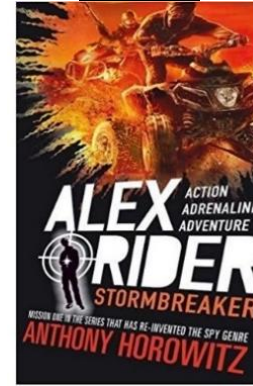


**Writing outcomes:**  
Narrative with dialogue  
Procedural writing (PSHE link – unfamiliar places and situations)

**Composition**

- In narratives, describe settings, characters and atmosphere
- Integrate dialogue in narratives to convey character and advance the action
- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs

**Core text:**

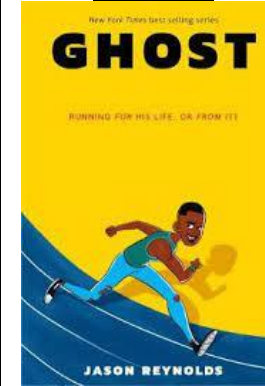


**Writing outcomes:**  
Narrative (predictive chapter)  
Product advert

**Composition**

- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- Use verb tenses consistently and correctly throughout their writing
- **GD** Exercise an assured and conscious control over levels of formality, particularly through

**Core text:**



**Writing outcomes:**  
Internal monologue

**Composition**

- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- Use verb tenses consistently and correctly throughout their writing

**Vocabulary, Grammar and Punctuation**

- Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to

**Core text:**


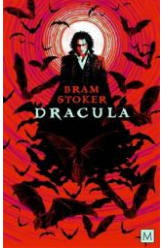
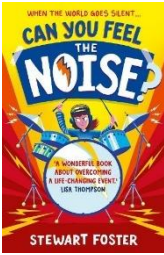
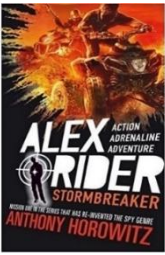
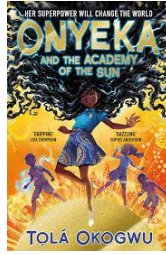



**Writing outcomes:**  
Advice page  
Motivational speech

**Composition**

- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- **GD** Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this

**Vocabulary, Grammar and Punctuation**

<p>reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</p> <ul style="list-style-type: none"> <li>• <b>GD</b> Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)</li> </ul>	<p>this mostly appropriately (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)</p>	<p>particularly through manipulating grammar and vocabulary to achieve this</p> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <ul style="list-style-type: none"> <li>• Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</li> <li>• <b>GD</b> Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>• <b>GD</b> Distinguish between the language of speech and writing and choose the appropriate register</li> <li>• <b>GD</b> Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</li> </ul>	<p>manipulating grammar and vocabulary to achieve this</p> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <ul style="list-style-type: none"> <li>• Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (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>	<p>indicate direct speech)</p> <ul style="list-style-type: none"> <li>• <b>GD</b> Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>• Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (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>
<p><b>English – whole class reading</b></p> <p><b><u>Word Reading</u></b></p> <ul style="list-style-type: none"> <li>• Read aloud and understand the meaning of most of the year 5 and 6 spelling list words</li> <li>• <b>GD</b> Read aloud and understand</li> </ul>	<p><b><u>Main text:</u></b></p>  <p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• Make comparisons within and across books</li> <li>• Read age-appropriate books, including whole</li> </ul>	<p><b><u>Main text:</u></b></p>  <p>Various extracts from gothic literature</p> <p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• Understand what they read by identifying how language, structure and presentation contribute to meaning</li> </ul>	<p><b><u>Main text:</u></b></p>  <p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• Maintain positive attitudes to reading and understanding of what they read</li> <li>• Read books that are structured in</li> </ul>	<p><b><u>Main text:</u></b></p>  <p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• Provide reasoned justifications for their views</li> <li>• Make comparisons within and across books</li> </ul>	<p><b><u>Main text:</u></b></p>  <p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• Read age-appropriate books, including whole novels, with confidence and fluency</li> </ul>	<p><b><u>Main text:</u></b></p>  <p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• Read age-appropriate books, including whole novels, with confidence and fluency</li> </ul>

<p>the meaning of all of the year 5 and 6 spelling list words</p>	<p>novels, with confidence and fluency</p> <ul style="list-style-type: none"> <li>Increase familiarity with a wide range of books, including from books from other cultures and traditions</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>Summarise the main ideas drawn from more than one paragraph</li> <li><b>GD</b> Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration</li> </ul>	<p>different ways and reading for a range of purposes</p> <ul style="list-style-type: none"> <li>Identify and discuss themes and conventions in and across a wide range of writing</li> </ul>	<ul style="list-style-type: none"> <li>Summarise the main ideas drawn from more than one paragraph</li> <li>Explain and discuss their understanding of what they have read, including through formal presentations</li> <li><b>GD</b> Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussions about books that are read to them and those that can be read for themselves, building on their own and others' ideas and challenging views courteously and with clear reasoning</li> <li>Explain and discuss their understanding of what they have read, including through formal presentations</li> <li><b>GD</b> Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>
<p style="text-align: center;"><b>Poetry:</b> <b>Gran can you rap? by Jack Ousbey</b></p> <ul style="list-style-type: none"> <li>Maintain positive attitudes to reading and understanding of what they read</li> <li>Learn at least 1 classic poem and 1 modern by heart</li> </ul>		<p style="text-align: center;"><b>Poetry:</b> <b>The Listeners by Walter de la Mere</b></p> <ul style="list-style-type: none"> <li>Maintain positive attitudes to reading and understanding of what they read</li> <li>Learn at least 1 classic poem and 1 modern by heart</li> </ul>		<p style="text-align: center;"><b>Poetry:</b> <b>'The Smuggler's Song' by Rudyard Kipling</b></p> <ul style="list-style-type: none"> <li>Learn at least 1 classic poem and 1 modern by heart</li> </ul>		
<p><b>Maths</b></p>	<p><b>Number and Place Value</b></p> <ul style="list-style-type: none"> <li>Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</li> <li>Round any whole number to a required degree of accuracy</li> <li>Use negative numbers in context, and calculate intervals across zero</li> <li>Solve number and practical problems that involve ordering and</li> </ul>	<p><b>Number – Fractions</b></p> <ul style="list-style-type: none"> <li>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination</li> <li>Compare and order fractions, including fractions &gt; 1</li> <li>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</li> </ul>	<p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</li> <li>Use, read, write and convert between standard units, converting measurements of length, mass,</li> </ul>	<p><b>Ratio and Proportion</b></p> <ul style="list-style-type: none"> <li>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts e.g. find 7/9 of 108</li> <li>Solve problems involving the calculation of percentages e.g. of measures, and such</li> </ul>	<p><b>Geometry – Position and Direction</b></p> <ul style="list-style-type: none"> <li>Draw and translate simple shapes on the coordinate plane, and reflect them in the axis</li> <li><b>GD</b> Describe positions on the full coordinate grid (all four quadrants)</li> </ul> <p><i>*Workshops on Statistics, Geometry and identified gaps.</i></p>	<p><b>Statistics*</b></p> <ul style="list-style-type: none"> <li>Interpret and construct pie charts and line graphs and use these to solve problems</li> <li>Calculate and interpret the mean as an average</li> </ul>

	<p>comparing numbers to 10 000 000, rounding to a required degree of accuracy, using negative numbers and calculating intervals across zero</p> <ul style="list-style-type: none"> <li>• <b>GD</b> Demonstrate an understanding of place value including decimals e.g. <math>28.13 = 28 + ? + 0.03</math></li> </ul> <p><b><u>Number - Addition and Subtraction</u></b></p> <ul style="list-style-type: none"> <li>• Solve multi-step problems in contexts, deciding which operations and methods to use and why e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?</li> <li>• Solve problems involving addition and subtraction</li> <li>• Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</li> <li>• <b>GD</b> Perform mental calculations with mixed operations to carry out calculations involving the four operations</li> </ul> <p><b><u>Number – Multiplication and Division</u></b></p>	<ul style="list-style-type: none"> <li>• Multiply simple pairs of proper fractions, writing the answer in its simplest form e.g. <math>1/4 \times 1/2 = 1/8</math></li> <li>• Divide proper fractions by whole numbers e.g. <math>1/3 \div 2 = 1/6</math></li> <li>• Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</li> <li>• Multiply one-digit numbers with up to two decimal places by whole numbers</li> <li>• Use written division methods in cases where the answer has up to two decimal places</li> <li>• Solve problems which require answers to be rounded to specified degrees of accuracy</li> <li>• Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts e.g. one piece of cake that has been cut into 5 equal slices can be expressed as <math>1/5</math> or 0.2 or 20% of the whole cake</li> <li>• <b>GD</b> Associate a fraction with division and calculate decimal fraction equivalents e.g. know that 7 divided by 21 is the same as <math>7/21</math> and that this is equal to <math>1/3</math> and e.g. 0.375 is equivalent to <math>3/8</math></li> </ul>	<p>volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</p> <ul style="list-style-type: none"> <li>• Recognise that shapes with the same areas can have different perimeters and vice versa</li> <li>• Recognise when it is possible to use formulae for area and volume of shapes</li> <li>• <b>GD</b> Convert between miles and kilometres</li> <li>• <b>GD</b> Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (<math>\text{cm}^3</math>) and cubic metres (<math>\text{m}^3</math>), and extending to other units e.g. <math>\text{mm}^3</math> and <math>\text{km}^3</math></li> <li>• <b>GD</b> Calculate the area of parallelograms and triangles</li> </ul>	<p>as 15% of 360 and the use of percentages for comparison</p> <ul style="list-style-type: none"> <li>• Solve problems involving similar shapes where the scale factor is known or can be found</li> <li>• Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</li> </ul> <p><b><u>Geometry – Properties of Shape</u></b></p> <ul style="list-style-type: none"> <li>• Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</li> <li>• Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</li> <li>• Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles</li> <li>• <b>GD</b> Draw 2-D shapes using given dimensions and angles</li> <li>• <b>GD</b> Recognise, describe and build simple 3-D shapes,</li> </ul>		
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	<ul style="list-style-type: none"> <li>• Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</li> <li>• Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</li> <li>• Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context</li> <li>• Use his/her knowledge of the order of operations to carry out calculations involving the four operations</li> <li>• Solve problems involving addition, subtraction, multiplication and division</li> <li>• Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</li> <li>• <b>GD</b> Perform mental calculations, including with mixed operations and large numbers</li> <li>• <b>GD</b> Identify common factors, common</li> </ul>	<p><b>Algebra</b></p> <ul style="list-style-type: none"> <li>• Use simple formulae e.g. perimeter of a rectangle or area of a triangle</li> <li>• Express missing number problems algebraically</li> <li>• <b>GD</b> Find pairs of numbers that satisfy an equation with two unknowns</li> <li>• <b>GD</b> Enumerate possibilities of combinations of two variables</li> <li>• <b>GD</b> Generate and describe linear number sequences</li> </ul>		<p>including making nets</p>		
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	<p>multiples and prime numbers</p>					
<b>Science</b>	<p><b><u>We are medical apprentices!</u></b> Context: Dr Daniel Hale Williams was a pioneering heart surgeon. We will become medical apprentices and explore how the human body works.</p> <p><b><u>Animals Including Humans</u></b></p> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>	<p><b><u>We are naturalists!</u></b> Context: Charles Darwin was a famous naturalist, biologist and geologist. We will become naturalists and explore adaption and inheritance.</p> <p><b><u>Evolution and Inheritance</u></b></p> <ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul>	<p><b><u>We are filmmakers!</u></b> Context: Sir Steve McQueen is a Black British filmmaker known for his visual storytelling. McQueen is exploring how light impacts his films, especially for creating shadows, reflections, and mood. You will act as "scientific consultants" to help him understand the science behind light.</p> <p><b><u>Light</u></b></p> <ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines</li> <li>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>	<p><b><u>We are taxonomists!</u></b> Context: We will become taxonomists and explore how living things are grouped. We will classify plants, animals, and micro-organisms based on their features and present our findings using scientific diagrams and classification keys.</p> <p><b><u>Living Things and their Habitats</u></b></p> <ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>Give reasons for classifying plants and animals based on specific characteristics</li> </ul>	<p><b><u>We are electrical engineers!</u></b> Context: Who was Nikola Tesla? Like Nikola Tesla, who worked with electricity and circuits to create the foundation of modern electrical systems, you will begin to explore how circuits are built and how electricity flows through them.</p> <p><b><u>Electricity</u></b></p> <ul style="list-style-type: none"> <li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>Use recognised symbols when representing a simple circuit in a diagram</li> </ul>	
<p><b><u>Working Scientifically</u></b></p> <ul style="list-style-type: none"> <li>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>Record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>Use test results to make predictions to set up further comparative and fair tests</li> </ul>						

	<ul style="list-style-type: none"> <li>Report and present findings from enquiries, including conclusions and causal relationships in oral and written forms such as displays and other presentations</li> <li>Identify scientific evidence that has been used to support or refute ideas or arguments</li> <li><b>GD</b> Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li><b>GD</b> Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> </ul>					
<b>RE</b>	<p><b><u>Buddhism unit 3: Following Buddha's Teaching</u></b></p> <ul style="list-style-type: none"> <li>Know how Buddhists try to follow the teachings of Buddha</li> <li>Know how the teachings and example of the Buddha help Buddhists to grow towards enlightenment</li> <li>Know how Buddhists try to live a good life</li> </ul> <p><b><u>Buddhism unit 4: The Buddhist Community Worldwide</u></b></p> <ul style="list-style-type: none"> <li>Know which places have special meaning to Buddhists</li> <li>Know why it might be important for a Buddhist to visit such places</li> <li><b>GD</b> Evaluate what it means to belong to a faith community</li> </ul>	<p><b><u>Understanding Faith in Greenwich</u></b></p> <ul style="list-style-type: none"> <li>Know the faiths and beliefs in our class and school</li> <li>Know how faith and belief communities have changed over the past 50 years and why</li> <li>Know how faith groups work in partnership with each other and the local community</li> <li>Know how life in Greenwich has been enriched by the diversity of faiths in the borough</li> <li><b>GD</b> Evaluate what it means to belong to a faith community</li> </ul> <p><b><u>Christianity unit 8: Christian Festivals</u></b></p> <ul style="list-style-type: none"> <li>Know how festivals help Christians remember Jesus and his teachings</li> <li>Know what happens in places of worship to help Christians understand the meaning behind their festivals</li> </ul>			<p><b><u>The End of Life's Journey</u></b></p> <ul style="list-style-type: none"> <li>Know how life is like a journey and how we feel when people leave us</li> <li>Know what Christians believe happens when we die</li> <li>Know how the Christian community responds to bereavement</li> <li><b>GD</b> Express my own ideas and feelings concerning fundamental questions</li> <li><b>GD</b> Ask questions about the meaning and purpose of life</li> </ul>	<p><b><u>Christianity unit 9: Leading a Christian Life</u></b></p> <ul style="list-style-type: none"> <li>Know that Christians try to follow Jesus and his teachings in their daily lives</li> <li>Know that Christians show commitment to their faith and often put Christian beliefs before themselves</li> <li>Know that Christians sometimes face challenges in their faith</li> <li><b>GD</b> Identify some of the challenges and benefits of living according to the teachings of a faith in today's society</li> <li><b>GD</b> Explain how religious people show commitment in their daily lives</li> </ul>
<b>PSHE</b>	<p><b><u>Health and Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>Know when and how to ask for mental health support and recognise early signs.</li> <li>Reflect on making personal activity goals and healthy lifestyle choices.</li> <li>Understand menstruation, hygiene, and managing change confidently.</li> </ul>		<p><b><u>Relationships</u></b></p> <ul style="list-style-type: none"> <li>Identify when a family relationship may be unsafe or unhappy and how to seek help.</li> <li>Recognise when a friendship feels wrong or unsafe and how to get support.</li> <li>Identify bullying (including online), how to report it, and challenge stereotypes.</li> <li>Know how to report concerns or harm and to keep asking for help until heard.</li> </ul>		<p><b><u>Living in the Wider World</u></b></p> <ul style="list-style-type: none"> <li>Learn facts about harmful substances, including smoking, vaping and drug use.</li> <li>Know how to call emergency services clearly and when to do so.</li> <li>Consolidate all personal safety knowledge, including hazard identification and emergency situations.</li> </ul>	
<b><u>Being My Best</u></b>	<ul style="list-style-type: none"> <li><b>GD</b> Model positive behaviour and support others to do the same</li> <li><b>GD</b> Explain the importance of democratic</li> </ul>					

participation and fairness						
<b>Computing</b>	<p><b><u>DIGITAL LITERACY</u></b></p> <ul style="list-style-type: none"> <li>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>Recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> <li>Use technology safely, respectfully and responsibly</li> <li><b>GD</b> Always be aware of and apply online safety practice</li> <li><b>GD</b> Help others stay safe online</li> </ul>	<p><b><u>LIFE SKILLS</u></b></p> <ul style="list-style-type: none"> <li>Use technology safely, respectfully and responsibly</li> <li>Recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> <li><b>GD</b> Evaluate the user experience of content you have created</li> </ul>	<p><b><u>DIGITAL LITERACY 2</u></b></p> <ul style="list-style-type: none"> <li>Use technology safely, respectfully and responsibly</li> <li>Recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>	<p><b><u>PROGRAMMING</u></b></p> <ul style="list-style-type: none"> <li>Define a subroutine and decomposition and how the two are linked</li> <li>Solve problems by decomposing them into smaller parts</li> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>Define program and algorithm</li> <li>Start to write code using python language</li> <li>Use logical expressions in conditional coding</li> <li><b>GD</b> Use more than one type of coding language in one project</li> </ul>	<p><b><u>LIFE SKILLS</u></b></p> <ul style="list-style-type: none"> <li>Recognise you can work in 3 dimensions</li> <li>Modify, combine, create, plan your own 3D models</li> </ul>	
<b>PE</b>	<p><b>INDOOR: Dance</b></p> <p><b>OUTDOOR: Basketball</b></p>	<p><b>INDOOR: Types of Training</b></p> <p><b>OUTDOOR: Forest School</b></p>	<b>OUTDOOR: Tennis</b>	<b>INDOOR: Gymnastics</b>	<b>OUTDOOR: Athletics</b>	<p><b>OUTDOOR: Football</b></p> <p><b>OUTDOOR: Rounders</b></p>
<b>Music</b>	<b>Songs of WW2</b>	<b>Film music</b>	<b>Theme and variations (Theme: Pop Art)</b>	<b>Dynamics, pitch and tempo (Theme: Fingal's Cave)</b>	<b>Composing and performing a Leavers' Song</b>	<b>Advanced rhythms</b>
<b>French</b>	<b>French sport and the Olympics</b>	<b>In my French house</b>	<b>Planning a French holiday</b>			