



Queniborough C.E Primary School **Year Group Plan** (Greater Detail)

Year 6	AUTUMN 1	AUTUMN 2
	The Rainforest	Crime and Punishment
TRIPS/VISITS		Galleries of Justice?
Linked books	The Explorer	Holes
ENGLISH READING	<p>WORD READING</p> <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> </ul> <p>COMPREHENSION</p> <p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>recommending books that they have read to their peers, giving reasons for their choices</li> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> <li>making comparisons within and across books</li> <li>learning a wider range of poetry by heart</li> <li>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul> <p>Understand what they read by:</p> <ul style="list-style-type: none"> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>asking questions to improve their understanding</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> <li>summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> <li>identifying how language, structure and presentation contribute to meaning</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>distinguish between statements of fact and opinion</li> <li>retrieve, record and present information from non-fiction</li> <li>participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>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> <li>provide reasoned justifications for their views</li> </ul>	
ENGLISH WRITING	<p><b>Transcription</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> </ul>	



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- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

### **Composition**

Pupils should be taught to:

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précisising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural,
- distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors

### **Grammar and Vocabulary**

Pupils should be taught to:

Develop their understanding of the concepts set out in English Appendix 2 by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2

Indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list



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	<ul style="list-style-type: none"> <li>• punctuating bullet points consistently</li> <li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul> <p><b>Handwriting</b> Pupils should be taught to: Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul>	
	Balanced arguments Explanation texts	Newspaper reports Historical stories
ENGLISH SPOKEN LANGUAGE	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication.</li> </ul>	
MATHS	<p><b>Integers and Decimals</b> Represent, read and write numbers to 10 000 000. Order and compare numbers to 10 000 000 Round numbers to the required degree of accuracy Make estimates and use rounding to solve problems in context Solve problems involving addition and subtraction, using a range of strategies. Solve multi-step addition and subtraction problems in context.</p> <p><b>Multiplication and Division</b> Identify the value of each digit in numbers given to three decimal places. Multiply and divide numbers by 10, 100 or 1000. To understand terms 'common factor' and 'common multiple' as properties of numbers. Identifying and describing factor properties of numbers (focusing on primes).</p>	<p><b>Calculation Problems</b> Understand that addition and subtraction have equal priority and that multiplication and division have equal priority Understand the order of operations including the use of brackets Use knowledge of the order of operations to carry out calculations involving the four operations. Generate and describe linear number sequences Express missing number problems algebraically (2 lessons) Enumerate possibilities of combinations of two variables and Find pairs of numbers which satisfy equations with two unknowns Represent and reason through problems applying a range of strategies.</p> <p><b>Fractions</b> Identify, describe and represent fractions</p>



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	<p>To solve multiplication problems using known and derived facts. To use efficient strategies to multiply numbers, including decimals. To use formal written methods for short multiplication including multiplying decimals. To use formal written methods, including long multiplication, to solve a range of problems. Exploring efficient mental strategies for division. To use the formal written method for short division. To use the formal written method of long division to solve appropriate calculations. To use written division methods where the answer has up to two decimal places.</p>	<p>Understand and describe equivalence in terms of relationships between and within equivalent fractions Find equivalent fractions in their simplest form Comparing fractions less than one using a range of strategies, including finding equivalent fractions with common denominators Comparing fractions greater than one using a range of strategies, including finding equivalent fractions with common denominators Recall and use equivalence between simple decimals and fractions Calculate decimal quotients of fractions using short division Use equivalent fractions to add and subtract fractions that have different denominators Add and subtract fractions with different denominators, including completing and creating sequences with mixed numbers and improper fractions</p> <p><b>Missing angles and lengths</b> Recognise angles where they meet at a point, on a straight line or are vertically opposite, and find missing angles. Compare and classify triangles based on their properties Compare and classify quadrilaterals based on their properties. Find unknown angles in triangles and quadrilaterals; to express missing number problems algebraically. Calculate unknown angles in regular polygons.</p> <p><b>Coordinates and Shapes</b> Recognise angles where they meet at a point, on a straight line or are vertically opposite, and find missing angles. Compare and classify triangles based on their properties Compare and classify quadrilaterals based on their properties. Find unknown angles in triangles and quadrilaterals; to express missing number problems algebraically. Calculate unknown angles in regular polygons.</p>
SCIENCE	<b>Living things and their habitats</b> KNOWLEDGE	<b>Light</b> KNOWLEDGE • recognise that light appears to travel in straight lines



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	<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>ENQUIRY</b></p> <ul style="list-style-type: none"> <li>plan a scientific line of enquiry and test in a safe way using prior knowledge</li> <li>use a knowledge of control/independent variable</li> <li>present my findings in the most useful way and explain why including anomalies</li> </ul>	<ul style="list-style-type: none"> <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>ENQUIRY</b></p> <ul style="list-style-type: none"> <li>plan a scientific line of enquiry and test in a safe way using prior knowledge</li> <li>use a knowledge of control/independent variable</li> <li>present my findings in the most useful way and explain why including anomalies</li> </ul>
<b>COMPUTING</b>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content            * select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p><b>Digital skills</b>            To select the appropriate tools/apps/programs and use their digital/media creation skills independently to create high quality documents/presentations in a variety of ways and using a range of devices for a purpose.            To use spreadsheets to model financial and other data in complex ways and use these in presentations.            To type at speed with two hands.            To independently show and demonstrate the skills learned in their previous school years.</p> <p>Ongoing– development and application of basic keyboard skills; use of internet for research; using technology within other areas of the curriculum</p>	
<b>HISTORY</b>	<p><b>Crime and Punishment</b>            To study crime and punishment in British history from the Anglo-Saxons to the present.            To understand how our knowledge of the past is constructed from a range of sources.            To use a wide range of historical words to explain the passing of time.            To show an awareness of chronology, and order of events by making and using timelines.            To know that the past can be divided into different periods of time and to know and plot these periods on a timeline.To develop a chronologically secure knowledge and understanding of British and local history establishing clear narratives within and across the periods they study.</p>	



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		<p>To note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>To devise and answer historically valid questions about change, cause, similarity and difference, and significance.</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information using a range of primary and secondary sources.</p> <p>To carry out historical enquiries by analysing sources and making historical claims.</p> <p>To understand how and why contrasting arguments and interpretations of the past have been constructed.</p>
<p>GEOGRAPHY</p>	<p><b>Rainforests: Locational Knowledge</b>          Locate the world's countries, using maps to focus on countries with tropical regions concentrating on their environmental regions, key physical and human characteristics, countries and major cities          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</p> <p><b>Human and Physical Knowledge</b>          Describe and understand key aspects of:          Physical geography, including: biomes and vegetation belts</p> <p><b>Geographical Skills and Fieldwork</b>          Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (Tropical regions)          Use the 8 points of a compass, 6-figure grid references, symbols and key to build their knowledge of UK and wider world</p>	
<p>ART AND DESIGN</p>	<p>Painting          Watercolours          3d and perspective                      Create shades and tints using black and white.          Choose appropriate paint, paper and implements to adapt and extend their work.          Carry out preliminary studies, test media and materials and mix appropriate colours.          Work from a variety of sources, inc. those researched independently.          Show an awareness of how paintings are created (composition).</p> <p>Rousseau – collage rainforest</p>	<p>Drawing –          charcoal, pencil          3d and perspective          Demonstrate a wide variety of ways to make different marks with dry and wet media.          Identify artists who have worked in a similar way to their own work.          Develop ideas using different or mixed media, using a sketchbook.          Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape.</p> <p>Composition (Illusions Unit) - pencil          Charcoal drawings - shade</p>



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	<p><u>Year 6 Ongoing Skills</u></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.          Question and make thoughtful observations about starting points and select ideas and processes to use in their work.          Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.          Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.          Adapt their work according to their views and describe how they might develop it further.          Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.          Use ICT.          Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	
DT	<p><b>Bug Houses</b>  <b>Research, design, make and evaluate</b>          Design:</p> <ul style="list-style-type: none"> <li>• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p>Make:</p> <ul style="list-style-type: none"> <li>• Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately.</li> <li>• Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</li> </ul> <p>Evaluate:</p> <ul style="list-style-type: none"> <li>• Investigate and analyse a range of existing products.</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>• Understand how key events and individuals in design and technology have helped shape the world.</li> </ul> <p>Technical knowledge:</p> <ul style="list-style-type: none"> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> </ul>	<p><b>Christmas Project</b>  <b>Research, design, make and evaluate</b>          Design:</p> <ul style="list-style-type: none"> <li>• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p>Make:</p> <ul style="list-style-type: none"> <li>• Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately.</li> <li>• Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</li> </ul> <p>Evaluate:</p> <ul style="list-style-type: none"> <li>• Investigate and analyse a range of existing products.</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>• Understand how key events and individuals in design and technology have helped shape the world.</li> </ul> <p>Technical knowledge:</p> <ul style="list-style-type: none"> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> </ul>



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	Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).	Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).
MUSIC		
PE	Swimming Football – Powers of PE scheme	Netball – Powers of PE scheme Dance – Louise Jaggard CPD
PSHE	MMR18: Managing Change	MMR17: Anti-bullying
	<ul style="list-style-type: none"> <li>* identify a range of situations which involve loss and change</li> <li>* recognise emotions associated with loss and change and understand how these themselves can change</li> <li>* identify what might help when experiencing difficult emotions, how to get support and how they could support others</li> <li>* recognise that a range of changes take place throughout everyone's lifetime and that people manage change in different ways</li> <li>* reflect on their own experiences of change and how they have affected them</li> <li>* develop strategies for coping with future changes that they may experience</li> </ul>	<ul style="list-style-type: none"> <li>* define bullying including key characteristics and forms</li> <li>* understand, compare and contrast different forms of bullying</li> <li>* recognise similarities and differences in the bullying behaviours of boys and girls</li> <li>* understand personal factors or circumstances that may cause someone to engage in bullying or become a target of bullying</li> <li>* understand prejudice driven bullying</li> <li>* understand strategies for responding to bullying</li> <li>* understand the role of peer pressure in a bullying situation and how bystanders can become defenders or colluders when responding to bullying</li> <li>* develop an understanding of cyberbullying and when and where it may occur</li> <li>* understand strategies for keeping safe from cyberbullying and responding appropriately when it occurs</li> <li>* consider when, where and what types of bullying are happening in the local community ad how to respond to bullying when it occurs outside school</li> <li>* identify what the whole school community can do to help stop all types of bullying and make the school a safe place</li> </ul> <p>Everyone's Welcome: The Thing – S Puttock &amp; D Egneus * Welcome difference, stand up to discrimination</p> <p>The Island - A Greder * Challenge causes of racism</p> <p>My Princess Boy – C Kilodavis &amp; S DeSimone * Promote diversity, gender identity</p>





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British Values	Mutual Respect	Tolerance of those with different faiths and beliefs
RE	<p><b>Living U2.7 What matters most to Christians and Humanists?</b></p> <ul style="list-style-type: none"> <li>Describe what Christians mean about humans being made in the image of God and being 'fallen' giving examples.</li> <li>Describe some Christian and Humanist values simply.</li> <li>Express their own ideas about some big moral concepts, such as fairness and honesty comparing them with the ideas of others they have studied.</li> </ul> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</p>	<p><b>People of God 2b.3 How can following God bring freedom and justice?</b></p> <ul style="list-style-type: none"> <li>Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.</li> <li>Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.</li> <li>Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.</li> <li>Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.</li> </ul>
LOTC		
MFL (French)	<p><b>At School</b></p> <ul style="list-style-type: none"> <li>Repeat and recognise the vocabulary for school subjects.</li> <li>Say what subjects they like and dislike at school. · Tell the time in French.</li> <li>Create a French timetable for school.</li> <li>Use the verb 'aller' in French to say what time they go to school.</li> </ul>	

Year 6	SPRING 1	SPRING 2
	North America	Evolution
TRIPS/VISITS		
Linked books	The Boy in the Tower	
ENGLISH READING	<p>WORD READING</p> <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> </ul> <p>COMPREHENSION</p>	



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	<p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"><li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>• reading books that are structured in different ways and reading for a range of purposes</li><li>• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li><li>• recommending books that they have read to their peers, giving reasons for their choices</li><li>• identifying and discussing themes and conventions in and across a wide range of writing</li><li>• making comparisons within and across books</li><li>• learning a wider range of poetry by heart</li><li>• preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li></ul> <p>Understand what they read by:</p> <ul style="list-style-type: none"><li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li><li>• asking questions to improve their understanding</li><li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>• predicting what might happen from details stated and implied</li><li>• summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li><li>• identifying how language, structure and presentation contribute to meaning</li><li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li><li>• distinguish between statements of fact and opinion</li><li>• retrieve, record and present information from non-fiction</li><li>• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li><li>• 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><li>• provide reasoned justifications for their views</li></ul>
ENGLISH WRITING	<p><b>Transcription</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• use further prefixes and suffixes and understand the guidance for adding them</li><li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li><li>• continue to distinguish between homophones and other words which are often confused</li><li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li><li>• use dictionaries to check the spelling and meaning of words</li><li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li><li>• use a thesaurus.</li></ul> <p><b>Composition</b></p> <p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"><li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li><li>• noting and developing initial ideas, drawing on reading and research where necessary</li><li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li></ul> <p>Draft and write by:</p>



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	<ul style="list-style-type: none"><li>• electing appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li><li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li><li>• précising longer passages</li><li>• using a wide range of devices to build cohesion within and across paragraphs</li><li>• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li></ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"><li>• assessing the effectiveness of their own and others' writing</li><li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li><li>• ensuring the consistent and correct use of tense throughout a piece of writing</li><li>• ensuring correct subject and verb agreement when using singular and plural,</li><li>• distinguishing between the language of speech and writing and choosing the appropriate register</li><li>• proof-read for spelling and punctuation errors</li></ul> <p><b>Grammar and Vocabulary</b></p> <p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"><li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li><li>• using passive verbs to affect the presentation of information in a sentence</li><li>• using the perfect form of verbs to mark relationships of time and cause</li><li>• using expanded noun phrases to convey complicated information concisely</li><li>• using modal verbs or adverbs to indicate degrees of possibility</li><li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li><li>• learning the grammar for years 5 and 6 in English Appendix 2</li></ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"><li>• using commas to clarify meaning or avoid ambiguity in writing</li><li>• using hyphens to avoid ambiguity</li><li>• using brackets, dashes or commas to indicate parenthesis</li><li>• using semi-colons, colons or dashes to mark boundaries between independent clauses</li><li>• using a colon to introduce a list</li><li>• punctuating bullet points consistently</li><li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li></ul> <p><b>Handwriting</b></p> <p>Pupils should be taught to:</p> <p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"><li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li><li>• choosing the writing implement that is best suited for a task.</li></ul>	
	Recounts Stories from different cultures	Biographies



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<p>ENGLISH SPOKEN LANGUAGE</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• listen and respond appropriately to adults and their peers</li><li>• ask relevant questions to extend their understanding and knowledge</li><li>• use relevant strategies to build their vocabulary</li><li>• articulate and justify answers, arguments and opinions</li><li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li><li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li><li>• speak audibly and fluently with an increasing command of Standard English</li><li>• participate in discussions, presentations, performances, role play, improvisations and debates</li><li>• gain, maintain and monitor the interest of the listener(s)</li><li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li><li>• select and use appropriate registers for effective communication.</li></ul>		
<p>MATHS</p>	<table border="1"><tr><td data-bbox="371 598 1283 1305"><p><b>Fractions</b> Understanding and representing multiplication with proper fractions Multiplying a pair of proper fractions, expressing the answer in its simplest form Applying knowledge of fraction multiplication to solve problems Dividing a proper fraction by an integer.</p><p><b>Decimals and Measures</b> Generate and describe linear number sequences (with decimals). Use, read and write standard units of length, mass and volume. Convert between standard units of length; convert between miles and kilometres. Solve problems involving the calculation and conversion of units of length. Recognise when it is possible to use formulae for areas of shape; use simple formulae. Calculate the area of parallelograms and triangles, using simple formulae. Recognise that shapes with the same areas can have different perimeters and vice versa. Solve problems involving the calculation and conversion of units of area. Calculate the volume of cubes and cuboids in cubic cm and cubic m. Calculate, estimate and compare the volume of cuboids, extending to cubic mm and km; use simple formulae. Convert between standard units of mass; solve problems involving the calculation of units of mass. Convert between standard and imperial units of measure. Solve problems involving the calculation and conversion of units of measure (including money).</p></td><td data-bbox="1283 598 2157 1305"><p><b>Percentages and statistics cont.</b> Interpret line graphs and use these to solve problems. Construct line graphs and use these to solve problems. Interpret pie charts and use these to solve problems. Construct pie charts and use these to solve problems. Construct more than one pie chart to solve problems.</p><p><b>Proportion problems</b> Use fractions to express proportion Use ratio to express the relationship between two quantities Solve problems involving similar shapes where the scale factor is known Use a scale factor to enlarge a shape including a scale factor of less than one Solve problems involving the relative sizes of two quantities Solve problems involving the relative sizes of two quantities using scale factor Solve problems using knowledge of ratio. Solve problems involving unequal sharing using knowledge of fractions. Solve problems involving unequal sharing and the relative sizes of quantities</p><p><b>Revision</b></p></td></tr></table>	<p><b>Fractions</b> Understanding and representing multiplication with proper fractions Multiplying a pair of proper fractions, expressing the answer in its simplest form Applying knowledge of fraction multiplication to solve problems Dividing a proper fraction by an integer.</p> <p><b>Decimals and Measures</b> Generate and describe linear number sequences (with decimals). Use, read and write standard units of length, mass and volume. Convert between standard units of length; convert between miles and kilometres. Solve problems involving the calculation and conversion of units of length. Recognise when it is possible to use formulae for areas of shape; use simple formulae. Calculate the area of parallelograms and triangles, using simple formulae. Recognise that shapes with the same areas can have different perimeters and vice versa. Solve problems involving the calculation and conversion of units of area. Calculate the volume of cubes and cuboids in cubic cm and cubic m. Calculate, estimate and compare the volume of cuboids, extending to cubic mm and km; use simple formulae. Convert between standard units of mass; solve problems involving the calculation of units of mass. Convert between standard and imperial units of measure. Solve problems involving the calculation and conversion of units of measure (including money).</p>	<p><b>Percentages and statistics cont.</b> Interpret line graphs and use these to solve problems. Construct line graphs and use these to solve problems. Interpret pie charts and use these to solve problems. Construct pie charts and use these to solve problems. Construct more than one pie chart to solve problems.</p> <p><b>Proportion problems</b> Use fractions to express proportion Use ratio to express the relationship between two quantities Solve problems involving similar shapes where the scale factor is known Use a scale factor to enlarge a shape including a scale factor of less than one Solve problems involving the relative sizes of two quantities Solve problems involving the relative sizes of two quantities using scale factor Solve problems using knowledge of ratio. Solve problems involving unequal sharing using knowledge of fractions. Solve problems involving unequal sharing and the relative sizes of quantities</p> <p><b>Revision</b></p>
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	<p>Convert between standard units of time. Solve problems involving the calculation and conversion of units of time.</p> <p><b>Percentages and statistics</b> Understand what a percentage is and its connection to fractions. Recall and use equivalences between fractions, decimals and percentages. Solve problems involving the calculation of percentages of amounts. Solve problems involving the use of percentages for comparison. Calculate and interpret the mean as an average.</p>	
<p style="text-align: center;">SCIENCE</p>	<p><b>Animals including humans</b> KNOWLEDGE</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>ENQUIRY</p> <ul style="list-style-type: none"> <li>• plan a scientific line of enquiry and test in a safe way using prior knowledge</li> <li>• use a knowledge of control/independent variable</li> <li>• present my findings in the most useful way and explain why including anomalies</li> </ul>	<p><b>Evolution</b> KNOWLEDGE</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>ENQUIRY</p> <ul style="list-style-type: none"> <li>• plan a scientific line of enquiry and test in a safe way using prior knowledge</li> <li>• use a knowledge of control/independent variable</li> <li>• present my findings in the most useful way and explain why including anomalies</li> </ul>
<p style="text-align: center;">COMPUTING</p>	<p>* use technology safely, respectfully and responsibly * recognise acceptable and unacceptable behaviour * identify a range of ways to report concerns about content and contact (PSHE link – see PSHE Curriculum Plan) (Link with Safer Internet Day – Feb)</p> <p><b>E – Safety</b> To explain the main ways to keep safe online, drawing from knowledge gained in previous school years. To understand that their digital footprint can remain forever and how it can be controlled.</p> <p>Ongoing– development and application of basic keyboard skills; use of internet for research; using technology within other areas of the curriculum</p>	



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HISTORY		
GEOGRAPHY	<p><b>North America</b></p> <p><b>Locational Knowledge</b>            Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities            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</p> <p><b>Human and Physical Knowledge</b>            Describe and understand key aspects of:            Physical geography, including: biomes and vegetation belts</p> <p><b>Geographical Skills and Fieldwork</b>            Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (North America)            Use the 8 points of a compass, 6-figure grid references, symbols and key to build their knowledge of UK and wider world</p>	
ART AND DESIGN	<p>American skylines – painting and drawing revisited</p>	<p>Banksy Street Art            3d Form            Create sculpture and constructions with increasing independence.            Represent this using own choice of media</p>
	<p style="text-align: center;"><u>Year 6 Ongoing Skills</u></p> <p style="text-align: center;">Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.            Question and make thoughtful observations about starting points and select ideas and processes to use in their work.            Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.            Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.            Adapt their work according to their views and describe how they might develop it further.            Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.            Use ICT.            Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	



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DT	<p><b>Food and recipes</b></p> <ul style="list-style-type: none"> <li>• understand and apply the principles of a healthy and varied diet</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p><b>Sculptures</b></p> <p><b>Research, design, make and evaluate</b></p> <p>Design:</p> <ul style="list-style-type: none"> <li>• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p>Make:</p> <ul style="list-style-type: none"> <li>• Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately.</li> <li>• Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</li> </ul> <p>Evaluate:</p> <ul style="list-style-type: none"> <li>• Investigate and analyse a range of existing products.</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>• Understand how key events and individuals in design and technology have helped shape the world.</li> </ul> <p>Technical knowledge:</p> <ul style="list-style-type: none"> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> </ul> <p>Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).</p>
MUSIC		
PE	<p>Badminton – Power of PE scheme Gymnastics – Little Springers CPD</p>	<p>Tag Rugby – Power of PE scheme Hockey – Football and Fitness CPD</p>
PSHE	<p>HSL: Drug Education 2020 (Link to Science Curriculum)</p> <p>* know about different categories of drugs including medicines, legal, recreational and illegal</p>	<p>MMR: My Emotions 2020</p> <p>* communicate effectively a wide range of emotions, including mixed emotions * recognise emotions in others and consider their responses</p>



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	<ul style="list-style-type: none"> <li>* understand the role of medicines in promoting, improving and sustaining health</li> <li>* further understand the role of immunisations and implications for health</li> <li>* develop knowledge, understanding and attitudes to alcohol, nicotine and solvents, their effects and associated risks and consequences</li> <li>* begin to learn about the law relating to the use and misuse of legal and illegal drugs</li> <li>* develop attitudes and beliefs about the use and misuse of legal and illegal drugs, who uses them and why and possible alternatives</li> <li>* recognise a range of different risky situations related to drugs, explore personal reactions to risk and being assertive in decision making</li> <li>* recognise peer influence and its effect on decision making and behaviour</li> <li>* develop attitudes towards media and advertising of alcohol, nicotine and other legal drugs</li> <li>* begin to distinguish between fact and opinion in relation to drugs and know where to check information and advice</li> </ul> <p><b>Online Safety</b> - all year groups to have a focus on online safety through Computing – linking to Safer Internet Day in Feb</p>	<ul style="list-style-type: none"> <li>* be able to judge how appropriate and proportionate their own reactions might be when feeling overwhelmed</li> <li>* be able to describe how mental well-being is a part of daily life for everyone</li> <li>* understand what is meant by mental ill health and how common this is</li> <li>* be able to describe some self-care strategies and how these might help</li> <li>* understand what is meant by loneliness and be able to suggest some strategies when feeling isolated</li> <li>* understand what is meant by someone's identity and what might influence how confident and comfortable we feel in our identity</li> <li>* understand how to have self-respect and be able to describe what might help to boost this</li> <li>* know when they might need support, who they might approach and how to do this</li> </ul> <p>Everyone's Welcome: Leaf – S Dieckmann * Overcome fears about difference</p>
British Values	Rule of Law	Individual Liberty
RE	<p><b>Salvation 2b.7 What difference does the Resurrection make for Christians?</b></p> <ul style="list-style-type: none"> <li>• Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.</li> <li>• Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.</li> <li>• Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.</li> <li>• Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.</li> <li>• Show how Christians put their beliefs into practice in different ways.</li> <li>• Explain why some people find belief in the Resurrection makes sense and inspires them.</li> </ul> <p>Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.</p>	
LOTC		
MFL (French)	<p><b>The weekend</b></p> <ul style="list-style-type: none"> <li>• Ask what the time is in French.</li> <li>• Tell the time accurately in French.</li> <li>• Learn how to say what they do at the weekend in French.</li> </ul>	





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	<ul style="list-style-type: none"> <li>• Learn to integrate connectives into their work.</li> <li>• Present an account of what they do and at what time at the weekend.</li> </ul>	
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<b>Year 6</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
	<b>King Richard III</b>	<b>The Tudors</b>
<b>TRIPS/VISITS</b>		Residential End of term treat
<b>Linked books</b>	SATs	The Executioner's daughter?
<b>ENGLISH READING</b>	<p>WORD READING</p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> </ul> <p>COMPREHENSION</p> <p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>• recommending books that they have read to their peers, giving reasons for their choices</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• making comparisons within and across books</li> <li>• learning a wider range of poetry by heart</li> <li>• preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul> <p>Understand what they read by:</p> <ul style="list-style-type: none"> <li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• asking questions to improve their understanding</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction</li> </ul>	



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	<ul style="list-style-type: none"><li>• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li><li>• 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><li>• provide reasoned justifications for their views</li></ul>
ENGLISH WRITING	<p><b>Transcription</b> Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• use further prefixes and suffixes and understand the guidance for adding them</li><li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li><li>• continue to distinguish between homophones and other words which are often confused</li><li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li><li>• use dictionaries to check the spelling and meaning of words</li><li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li><li>• use a thesaurus.</li></ul> <p><b>Composition</b> Pupils should be taught to: Plan their writing by:</p> <ul style="list-style-type: none"><li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li><li>• noting and developing initial ideas, drawing on reading and research where necessary</li><li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li></ul> <p>Draft and write by:</p> <ul style="list-style-type: none"><li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li><li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li><li>• précisising longer passages</li><li>• using a wide range of devices to build cohesion within and across paragraphs</li><li>• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li></ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"><li>• assessing the effectiveness of their own and others' writing</li><li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li><li>• ensuring the consistent and correct use of tense throughout a piece of writing</li><li>• ensuring correct subject and verb agreement when using singular and plural,</li><li>• distinguishing between the language of speech and writing and choosing the appropriate register</li><li>• proof-read for spelling and punctuation errors</li></ul> <p><b>Grammar and Vocabulary</b> Pupils should be taught to: Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"><li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li><li>• using passive verbs to affect the presentation of information in a sentence</li><li>• using the perfect form of verbs to mark relationships of time and cause</li><li>• using expanded noun phrases to convey complicated information concisely</li><li>• using modal verbs or adverbs to indicate degrees of possibility</li></ul>



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	<ul style="list-style-type: none"> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using hyphens to avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>• using a colon to introduce a list</li> <li>• punctuating bullet points consistently</li> <li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul> <p><b>Handwriting</b> Pupils should be taught to: Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul>	
	Poetry – various odes and narratives Persuasive writing	Narrative stories Playscripts
ENGLISH SPOKEN LANGUAGE	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication.</li> </ul>	
MATHS	<b>Revision</b>	<b>Transition to KS3 maths activities</b>
SCIENCE		
COMPUTING	* design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	



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	<p>* use sequence, selection and repetition in programs; work with variables and various forms of input and output          * use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs          * understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p><b>Computing</b>          To explain game design ideas like user interface, input and output.          To design and create a game or online environment from block code that achieves a specific outcome.          To design and create a programme which controls a physical device which uses sensors to either collect data or make decisions.          To recognise the importance of encryption when using the internet.</p> <p>Ongoing– development and application of basic keyboard skills; use of internet for research; using technology within other areas of the curriculum</p>	
HISTORY	<p><b>Richard III/Tudors</b>          To study the life and times of Richard III.          To understand the significance of Richard III to local history.          To understand how our knowledge of the past is constructed from a range of sources.          To use a wide range of historical words to explain the passing of time.          To show an awareness of chronology, and order of events by making and using timelines.          To know that the past can be divided into different periods of time and to know and plot these periods on a timeline.          To develop a chronologically secure knowledge and understanding of British and local history establishing clear narratives within and across the periods they study.          To note connections, contrasts and trends over time and develop the appropriate use of historical terms.          To devise and answer historically valid questions about change, cause, similarity and difference, and significance.          To construct informed responses that involve thoughtful selection and organisation of relevant historical information using a range of primary and secondary sources.          To carry out historical enquiries by analysing sources and making historical claims.          To understand how and why contrasting arguments and interpretations of the past have been constructed.          To continue to build up a bank of local history stories, events and people.</p>	
GEOGRAPHY	<p><b>Fieldwork</b>          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</p>	
ART AND DESIGN	<p>Textiles          Weaving rag rugs          Environment collages          Awareness of the potential of the uses of material.</p>	<p>Production props          Scenery etc          Masks for the production</p>



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	Use different techniques, colours and textures etc when designing and making pieces of work. To be expressive and analytical to adapt, extend and justify their work	
	<u>Year 6 Ongoing Skills</u> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	
DT	<b>Cooking and nutrition-</b> <ul style="list-style-type: none"><li>understand and apply the principles of a healthy and varied diet</li><li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li></ul> understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	<b>Masks and props</b> <b>Research, design, make and evaluate</b> Design: <ul style="list-style-type: none"><li>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li><li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li></ul> Make: <ul style="list-style-type: none"><li>Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately.</li><li>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</li></ul> Evaluate: <ul style="list-style-type: none"><li>Investigate and analyse a range of existing products.</li><li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li><li>Understand how key events and individuals in design and technology have helped shape the world.</li></ul>



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		<p>Technical knowledge:</p> <ul style="list-style-type: none"> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> </ul> <p>Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).</p>
MUSIC		
PE	<p>Basketball – Power of PE scheme</p> <p>Athletics – Power of PE scheme</p>	<p>Cricket – Power of PE scheme</p> <p>Tennis – Football and Fitness CPD</p>
PSHE	C11: Rights, Rules & Responsibilities	<p>HSL: Relationships &amp; Sex Education 6</p> <p>May also incorporate elements of HSL: Personal Safety 2020</p> <p><b>* to include basic first aid (visitor)</b></p>
	<p>* understand the basic rights of children and who is responsible for ensuring they are achieved</p> <p>* understand how rights, rules and responsibilities affect them and others in class and in the school</p> <p>* take an active role in making and changing rules and in carrying them out</p> <p>* recognise that there may be differences and sometimes conflict between rights and responsibilities at home and at school</p> <p>* understand why rules and laws are needed in society</p> <p>* know about the role of parliament and MPs</p> <p>* know about local councils and the role of councillors</p> <p>* understand how democratic elections work at school and nationally and how people represent or act on behalf of others</p> <p>* take part in a project which develops active citizenship skills</p> <p>* discuss and debate moral and social questions and develop their own views</p> <p>Everyone's Welcome: Dreams of Freedom – Amnesty International</p> <p>* Recognise my freedom</p>	<p>* know about, different ways babies are conceived and born, including sexual reproduction and sexual intercourse</p> <p>* recognise their changing emotions with friends and family and express their feelings and concerns positively</p> <p>* understand that they have some responsibility for the feelings and well-being of others</p> <p>* have an awareness that there should be stable, caring relationships in a family to ensure children are cared for securely</p> <p>* consider the reasons people enter into marriage or civil partnerships</p> <p>* be aware of and respect a range of family arrangements</p> <p>HSL Personal Safety 2020:</p> <p>* recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>* recognise who to trust and who not to trust</p> <p>* be able to ask for advice or help for themselves or others and to keep trying until they are heard</p> <p>* know where to get advice</p> <p>* know how to respond safely and appropriately to adults they may encounter whom they do not know</p> <p>* be able to judge whether their feelings and behaviour are appropriate and proportionate</p>



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		<p>* know what sort of boundaries are appropriate in friendships with peers and others</p> <p>* know the importance of permission-seeking in relationships with friends, peers and adults</p> <p>* know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>* know about the concept of privacy and the implications for children and adults, including that it is not always right to keep secrets</p> <p>* know how to report concerns or abuse, and the vocabulary and confidence needed to do so</p>
British Values	Democracy	
RE	<p><b>Kingdom of God 2b.8 What kind of King is Jesus?</b></p> <ul style="list-style-type: none"> <li>• Explain connections between biblical texts and the concept of the Kingdom of God.</li> <li>• Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.</li> <li>• Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.</li> </ul> <p>Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.</p>	<p><b>Believing U2.3 What do religions say to us when life gets hard?</b></p> <p>Express ideas about how and why religion can help believers when times are hard, giving examples.</p> <p>Outline Christian, Hindu and/or non-religious beliefs about life after death.</p> <p>Explain some similarities and differences between beliefs about life and death.</p> <p>Explain some reasons why Christians and Humanists have different ideas about the afterlife.</p>
LOTC		
MFL (French)	<p><b>Heathy Lifestyles</b></p> <ul style="list-style-type: none"> <li>• Name and recognise ten foods and drinks that are considered good for your health.</li> <li>• Name and recognise ten foods and drinks that are considered bad for your health.</li> <li>• Say what activities they do to keep in shape during the week.</li> <li>• Say in general what they do to keep a healthy life-style.</li> <li>• Learn to make a healthy recipe in French.</li> </ul>	



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