Writing	**Weeks 1-3 – Fiction:** Portal Stories **Model Text:** The Lost Library **Composition** - Develop the character through the use of show not tell - Use figurative language to allow the reader to visualise - Use a range of short and long sentences to control the pace - Develop suspense to add intrigue **Weeks 4-6 – Non-fiction:** Persuasion **Composition:** - Use topic sentences to introduce each new paragraph. - Continue to move away from the usual 5 paragraphs - Use of experts to further develop a point - Ensure that writing is cohesive through the use of adverbials and causal language
Reading	**Revision with a particular focus on:** - Responding to a range of short burst texts - Accurately answering a range of different question styles and knowing how to answer them
SPAG	Use hyphens to avoid ambiguity e.g. man eating shark versus man-eating shark. Recap and revise commonly misspelt words: *guarantee, harass, identity, individual, interrupt, language, leisure, lightning, necessary, neighbour, persuade, physical, prejudice, privilege, profession, pronunciation, queue, recommend, restaurant, sacrifice, secretary, shoulder, signature, soldier, stomach, suggest, symbol, system, temperature, variety, vegetable* Recap and revise Years 3-6 common errors. Recap the active and passive voices Recap the different tenses Revision of key SPaG terminology
Mathematics	**Geometry: Properties of Shapes** Draw 2-D shapes using given dimensions and angles. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. **Geometry: Position & direction** Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. **Revisit:** Consolidation of the Year 6 curriculum **Arithmetic:** Mixed questions across all areas to include: - The four operations - Fractions (using the four operations) - Percentages

Science	**Evolution and Inheritance**
	To ask questions about inheritance and mutations, e.g. If a woman has dyed her hair purple, might her baby have purple hair? or If Usain Bolt had a child, would he or she be a fast runner?
	To know that inheritance is when characteristics are passed on from generation to the next.
	To know that mutations in characteristics are not inherited from the parents and appear as new characteristics.
	To know that differences within a species (for example between parents and offspring) can be caused by inheritance and mutations.
	That plants and animals have characteristics that make them suited (adapted) to their environment. If the environment changes rapidly, some variations of a species may not suit the new environment and will die.
	To know that sometimes adaptations can be disadvantageous. One example of this can be the dodo, which became extinct as it lost its ability to fly through evolution. Flying was unnecessary for the dodo as it had lived for so many years without predators, until its native island became inhabited.
	That scientists **analyse** and **evaluate** data to **draw conclusions**.
	That over time, these inherited characteristics become more dominant within the population.
	That over a very long period of time, these characteristics may be so different to how they were originally that a new species is created. This is evolution.
	That Evolution is a process of change that takes place over many generations, during which species of animals, plants, or insects slowly change some of their physical characteristics. This is because offspring are not identical to their parents.
	That scientists use data such as scatter graphs, line graphs and causal relationships to draw valid conclusions.
	What is meant by natural selection:
	That if the environment changes slowly, animals and plants with variations that are best suited survive in greater numbers to reproduce and pass their characteristics on to their young. For example, polar bears have a thick layer of blubber under their fur to survive the cold, harsh environment of the Arctic while giraffes have long necks to reach the leaves on trees.
	To compare evidence from fossils to support of refute ideas or arguments of evolution.
	To know that evidence of evolution comes from fossils - when these are compared to living creatures from today, palaeontologists can compare similarities and differences. Fossils give us evidence of what lived on the Earth millions of year ago and provide evidence to support the theory of evolution.
	To know that according to this theory, all living things are struggling to survive. The living things that have the most helpful traits for their environment tend to survive. These living things then pass along their helpful traits to their young. In this way, animals change, or evolve, over hundreds of years.
	That scientists, **explore**, study and **observe changes over time**, first hand and from **secondary sources**, in order to **draw conclusions** and support or refute ideas or arguments.
Religious Education	**What can be done to reduce racism? Does religion help?** **Pupils learn:** - What diversity is and that Britain is a diverse community. - What racism is and can say why it is unfair. - That within a religion people suffer racism such as anti-semitism and islamophobia. - That we know racism is linked to religion from sources such as the media, documentaries and news including first-hand accounts. - How racism can challenge societies and what religion does to address this. (how religion encourages us to treat all people with dignity, respect and equality; that the prophet Muhammad taught Muslims to put racism aside; the roles of Colston and Wesley in promoting racism). - To form opinions about what is important when living in the modern world and diverse community. - To discuss their own ideas about reducing racism and prejudice, including equality, justice and race using the figures studied. - How they reduced and/or impacted on racism.

	• How art, music, film, prayer have been used in the fight against racism.
Physical Education	**Krav Maga:** **Pupils learn:** • To develop self-defence techniques and tactics (basic) • To develop dealing with conflict skills (basic) • To develop situational awareness (basic) • To understand what is right and wrong in a self-defense scenario. • To focus • To develop discipline • To develop self confidence • To develop fitness, flexibility, and motor skills (fine & gross) • To develop perseverance • To develop dedication • To develop secondary school preparation • To empower children with mutual respect and a sense of camaraderie. **Tennis:** **Pupils learn:** • To develop the **forehand** groundstroke. • To be able to return the ball using a **backhand** groundstroke. • To develop the **volley** and understand when to use it. • To develop the volley for use it in a game situation. • To develop accuracy of the **underarm serve.** • Why different strokes are important in tennis performance. • To learn to use the official scoring system. • To work co-operatively with a partner and employ tactics to outwit an opponent. • To reflect on their own and other's performances and identify areas to improve.
Geography	**Mapping the United Kingdom and the Wider World** **Pupils learn:** • That maps represent the human and physical Geography of a location, based on fieldwork and observation. • That Geographers observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases and simple maps and charts. • That the ordinal directions are: northeast (NE), southeast (SE), southwest (SW), and northwest (NW), and that these are each halfway between each cardinal direction. • That Ordnance Survey (OS) is Britain's mapping agency. They create up to date and accurate maps depicting the landscape's human and physical features. • That all OS maps use the same symbols, which are included in a key so people using the map know what each symbol represents. • That on an OS map, different types of road and path are represented differently. • That the symbols represent human features such as information points and physical features such as forests. • To recognise a variety of OS symbols. • 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 • That a grid reference allows someone to mark a place on a map by referring to vertical and horizontal lines called 'eastings' and 'northings'. • That six-figure grid references are more precise than four-figure grid references. • To know OS maps contain brown contour lines. That these lines show high and low areas of land. The contour lines join up areas of the same height, and when they are close together it means the hill or mountain is steep. • That some geographical knowledge is open to debate, challenge and discussion. • That land use is often determined by the climate and physical Geography of a location.
RSHE	**Communities** **Pupils learn:**

	• That rules and laws are made and enforced to protect themselves and others; there are consequences to not adhering to rules and laws. • That a 'bill' is a proposal for a new law and that these are debated and passed in parliament and must then be formally approved by a monarch. • That there are some cultural practices, which are against British law and universal human rights. • To recognise the consequences of anti-social, prejudice and aggressive behaviours such as bullying and discrimination on individuals and communities by evaluating the ways of responding to it if witnessed or experienced. For example, in some countries prejudice towards women is accepted and others it is not. • How to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. **Economic Well-being: Money & Aspirations, Work and Career** **Pupils learn:** • About different ways to keep track of money. • Risks associated with money for example, money can be won, lost or stolen and ways of keeping money safe and that this can impact on peoples feelings and emotions. • About the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations. **Media literacy & digital resilience** **Pupils learn:** • That there is a broad range of different jobs/careers that people can have. • To identify the kind of job/career that they might like to do when they are older and how their choices now could impact their future.. • About some of the skills that will help them in their future careers, e.g. teamwork, communication and negotiation and that these are life long skills which will develop them personally too. • That there are a variety of routes into careers (e.g. college, apprenticeships, university).
Computing	**Further micro:bits** **Pupils learn:** • that a change in MakeCode blocks will also be represented within Javascript, and vice versa. • that a programming code is more commonly presented in a written **script** rather than blocks as it is more precise. • To evaluate the differences between MakeCode and Javascript • to modify an existing Javascript for a simple micro:bit program and know what effect this has on the output. • that the function of a **logic** statement in coding is to **execute** a specific block of code if a defined condition is met or not. • to write a simple algorithm incorporating simple logic statements (unplugged). • to use the following logic blocks within MakeCode: if, if then, or, else • To decompose and identify key features of codes used to create games. • That programmers decide the most appropriate inputs and outputs for a game with the intended user in mind • That technological advancements have allowed games to incorporate more input/output functions over time • to create a program for a game which combines buttons, sound, LED lights, accelerometer, compass, scoreboard and logic statements. • what to do if you are being bullied online - copy and paste URL, block and report, screenshot, close laptop and report. This is 'capturing evidence.'
Art	**Surrealism:** **Pupils learn:** • To form own interpretations of the message in a piece of art, and understand that not every interpretation will be the same, especially in abstract art. • That surrealism was a 20th century art and literary movement which had the purpose of releasing the potential of the 'unconscious mind'. • It came to be regarded by the public as the most extreme form of modern art.

	• That artists often use art to express a message, and this can be personal or political (or both).
	• That surrealist artists such as Salvador Dalí used surrealism to express political messages.
	• That this was often done by the irrational juxtaposition of subjects (putting objects together in a way that is strange or impossible).
	• That deliberately chosen subjects combined with their composition among other subjects/placement in the painting are what sends a clear message to a viewer.
	• To choose objects that represent certain emotions, thoughts and feelings that can be juxtaposed to send a message.
	• To use foreground, midground and background in the composition of a piece of art.
	• To choose a medium in which to do final art piece based on personal preference and confidence.
	• That artists make and display art knowing that it is subjective and not everyone will interpret/appreciate it in the same way as the creator.

Primary Languages – Spanish	**El fin de semana (The Weekend)**
	Pupils learn:
	
	Vocabulary:
	• How to say, read and write what activities they do at the weekend; the time they do it and provide an opinion on it.
	    • What do you do at the weekend? (*¿Qué haces los fines de semana?*)
	    • Quarter past (*y cuarto*)
	    • Half past (*y media*)
	    • Quarter to (*menos cuarto*)
	    • I get up (*me levanto*)
	    • I have my breakfast (*desayuno*)
	    • I go to the cinema (*voy al cine*)
	    • I read (*leo*)
	    • I play football (*juego al fútbol*)
	    • I play computer games (*juego a videojuegos*)
	    • I go to the swimming pool (*voy a la piscina*)
	    • I watch television (*veo la tele*)
	    • I listen to music (*escucho música*)
	    • I go to sleep (*voy a dormir*)
	    • And (*y*)
	    • After (*después*)
	    • Later on (*más tarde*)
	    • Finally (*finalmente*)
	    • Also (*también*)
	
	• That many words are similar to French and English because of their latin origin (etymology) and we can use these cognates to help us understand new vocabulary. However, some words are 'false-friends'.
	• To integrate conjunctions, adverbials and opinions into written and spoken work to extend sentences
	• That being able to manipulate more complex language structures will enable us to communicate more easily.
	
	Grammar:
	• That accents can only be written over vowel to place emphasis
	• That a personal pronoun isn't required before a verb (e.g. *juego* and *leo*)
	
	Phonics:
	• That 'h' is always silent in Spanish as in the word 'horrible' which sounds like 'orrible'
	
	Cultural links:
	• Find out what children from other countries (not necessarily Spanish speaking) get up to at the weekend.