



English	<p><b>Persuade:</b> Letter of application to MI4.5</p> <p><b>Inform:</b> Newspaper report on Ian Rider's death</p> <p><b>Entertain:</b> Narrative retell of action Stormbreaker scrapyard scene</p>	<p><b>Entertain:</b> Diary of life in the trenches</p> <p><b>Inform:</b> Letter from the trenches</p>	<p><b>Entertain:</b> Narrative-recreating a scene from Kensuke's kingdom</p> <p><b>Persuade:</b> Balanced argument for sailing around the world</p>	<p><b>Entertain:</b> Japanese Haiku poetry</p> <p><b>Persuade:</b> Pollution letters</p>	<p><b>Entertain:</b> Mythological beast retell narrative</p> <p><b>Inform:</b> Report on Ancient Greece</p>	<p><b>Entertain:</b> Playscript</p> <p><b>Inform:</b> Letters to high school and a biography about inspirational figure</p>
Guided reading	<p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>Stormbreaker by Anthony Horowitz</li> <li>The Mansion on the hill</li> </ul> <p><b>Non-fiction:</b></p> <ul style="list-style-type: none"> <li>All about London</li> <li>Black History Month</li> </ul> <p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>From the balcony I can see by Pie Corbett</li> <li>A London Thoroughfare by Amy Lowell</li> <li>The London Breed by Benjamin Zephaniah</li> <li>Composed upon Westminster bridge by William Wordsworth</li> <li>New Day's Lyrics by Amanda Gorman</li> </ul>	<p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>War Horse by Michael Morpurgo</li> </ul> <p><b>Non-fiction:</b></p> <ul style="list-style-type: none"> <li>Remembrance Day</li> <li>The History of Christmas</li> </ul> <p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>The soldier by Rupert Brooke</li> <li>How to die by Siegfried Sassoon</li> <li>My Boy Jack by Rudyard Kipling</li> <li>Anthem for doomed youth by Wilfred Owen</li> <li>In Flander's Fields by John McCrae</li> </ul>	<p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>Kensuke's Kingdom by Michael Morpurgo</li> </ul> <p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li></li> </ul> <p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>The Sea's Lullaby by Thomas Miller</li> </ul> <p>Sailing Dreams by Lily Thompson</p>	<p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>The Old Photograph</li> <li>The Perfect Photo</li> </ul> <p><b>Non-fiction:</b></p> <ul style="list-style-type: none"> <li>Dare to Dance</li> <li>Drive into 1950s America</li> </ul> <ul style="list-style-type: none"> <li><b>Poetry</b></li> </ul>	<p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>A visit to Baba Yaga</li> <li>The Park</li> <li>The Music Box</li> <li>Gabrielle's Clock</li> <li>Superstar</li> </ul> <p><b>Non-fiction:</b></p> <ul style="list-style-type: none"> <li>Inside the world of jam</li> <li>The Great Wall of China</li> <li>Facts about Bumblebees</li> </ul> <p><b>Poetry</b></p> <p>Throwing a tree by Thomas Hardy</p>	

<p><b>Maths</b></p>	<p>White Rose – Numbers up to 10,0000</p> <ul style="list-style-type: none"> <li>• Rounding</li> <li>• Ordering and comparing numbers</li> <li>• Negative numbers</li> <li>• Written methods: Subtraction, Addition, Multiplication and Division</li> </ul>	<p>White Rose –</p> <ul style="list-style-type: none"> <li>• Finding equivalent fractions</li> <li>• Simplifying fractions</li> <li>• Converting between improper and mixed number fractions</li> <li>• Adding fractions</li> <li>• Subtracting fractions</li> <li>• Dividing fractions by integers</li> <li>• Multiplying fractions by integers</li> </ul>	<p>White Rose: ratio, decimals and percentages.</p> <ul style="list-style-type: none"> <li>• Adding and subtracting decimals</li> <li>• Multiplying and dividing decimals</li> <li>• Converting between fractions and decimals</li> <li>• Finding percentages</li> <li>• Fraction, decimal and percentages</li> </ul>	<p>White Rose</p> <ul style="list-style-type: none"> <li>• Find the area of same shape shapes</li> <li>• Find the area of triangles</li> <li>• Find the area of parallelogram</li> <li>• Find the volume by counting squares</li> <li>• Find the volume of a cuboid</li> <li>• Read, interpret and draw line graphs</li> <li>• Dual bar charts</li> <li>• Read, interpret and draw pie charts</li> <li>• Calculate the mean average</li> </ul>	<p>White Rose and revision</p> <ul style="list-style-type: none"> <li>• Year 6 SATS revision</li> <li>• Measure and classify angles</li> <li>• Vertical opposite angles</li> <li>• Calculate angles in a triangle</li> <li>• Angles in a quadrilateral</li> <li>• Angles in polygon</li> <li>• Circles diameter and radius</li> <li>• Nets of 3D shapes</li> <li>• The first quadrant</li> <li>• Read and plot coordinates</li> <li>• Translations and Reflections</li> </ul>	<p>White Rose and themed projects (real life maths)</p> <ul style="list-style-type: none"> <li>• Projects on time, climate and money</li> </ul>
<p><b>Science</b></p>	<p><b>Enquiry question:</b> How can voltage effect the brightness of bulbs and volume of buzzers? (electricity objectives)  <b>Working Scientifically:</b> asking questions, making predictions, setting up tests, observing and measuring, recording data, interpreting and</p>	<p><b>Enquiry question:</b> What did the British Red Cross need to know to assist wounded soldiers? (animals objectives)  <b>Working Scientifically:</b> asking questions, making predictions, setting up tests, observing and measuring, recording</p>	<p><b>Enquiry question:</b> How could Michael identify the different types of animals and plants on the island? (living things habitats objectives)  <b>Working Scientifically:</b> asking questions, making predictions, setting up tests, observing and measuring, recording</p>	<p><b>Enquiry question:</b> Science week and ‘How have the animals in the story evolved to survive in their habitat?’ (evolution objectives)  <b>Working Scientifically:</b> asking questions, making predictions, setting up tests, observing and measuring, recording</p>	<p><b>Enquiry question:</b> How does light travel? (light objectives)  <b>Working Scientifically:</b> asking questions, making predictions, setting up tests, observing and measuring, recording data, interpreting and communicating results</p>	<p><b>Enquiry question:</b> Revisit of working scientifically objectives using TAPs investigations  <b>Working Scientifically:</b> asking questions, making predictions, setting up tests, observing and measuring, recording data, interpreting and</p>

	communicating results and evaluating. <b>STEM hero/es:</b> Florence Parpart	data, interpreting and communicating results and evaluating. <b>STEM hero/es:</b> Edith Cavell	data, interpreting and communicating results and evaluating. <b>STEM hero/es:</b> Carolus Linnaeus	data, interpreting and communicating results and evaluating. <b>STEM hero/es:</b> Willebrord Snell and Charles Darwin	and evaluating. <b>STEM hero/es:</b> Maude Adams	communicating results and evaluating. <b>STEM hero/es:</b> Use British Science Week website
History	<b>When in the World:</b> revisit timeline chronology through significant people and events. Children to make links between all taught periods of history.	<b>Enquiry question:</b> Who was impacted by WWI? <b>Second order skill:</b> cause and consequence, change and continuity, similarity and difference, sources and evidence, historical interpretations <b>Thread:</b> people and their daily lives, inventions, conflict and power	<b>When in the World:</b> revisit timeline chronology through significant people and events. Children to make links between all taught periods of history.	<b>When in the World:</b> revisit timeline chronology through significant people and events. Children to make links between all taught periods of history.	<b>Enquiry question:</b> How did the Ancient Greeks influence the modern world? <b>Second order skill:</b> cause and consequence, change and continuity, similarity and difference, historical significance, sources and evidence, historical interpretations <b>Thread:</b> people and their daily lives, inventions, conflict and power	<b>When in the World:</b> revisit timeline chronology through significant people and events. Children to make links between all taught periods of history.
Geography	<b>Enquiry question:</b> How could Alex Rider navigate from MI5 to Cornwall?	<b>Where in the World</b> <ul style="list-style-type: none"> <li>• Countries involved in WW1</li> <li>• Triple Entente and Triple Alliance</li> <li>• Ottoman empire</li> </ul>	<b>Enquiry question:</b> What are natural disasters, how are they formed and how do people survive who live by them?	<b>Enquiry question:</b> What are natural disasters, how are they formed and how do people survive who live by them?	<b>Enquiry question:</b> What are the changes over time between Ancient and modern Greece?	<b>Where in the World</b> <b>Fieldwork:</b> Local field study
Art		<b>Enquiry question:</b> <b>Textiles:</b> How can we use different stitching techniques to create a 3D Poppy for	<b>Enquiry question:</b> How can we use watercolours and collage to recreate the style of a Japanese Artist?		<b>Enquiry question:</b> How can we use tools to carve and add patterns confidently and safely explaining why	<b>Enquiry question:</b> How can we use digital technology in a creative way for a particular purpose?

		Remembrance? <b>Skill:</b> Textiles / Sewing  <b>Linked to DT</b>	<b>Skill:</b> Painting, drawing and collage <b>Artist:</b> ZouHanShun, Hokusai		they have been chosen?  <b>Skill:</b> Sculpture <b>Artist:</b> TBC	<b>Skill:</b> Photography and Collage <b>Artist:</b> Slinkachu and Picasso
D.T	<b>Enquiry question:</b> <b>Electrical / Mechanical / Structural:</b> How can we use our electrical, mechanical and structural systems knowledge to create a spy gadget?	<b>Enquiry question:</b> <b>Textiles:</b> How can we use different stitching techniques to create a 3D Poppy for Remembrance?  <b>Chefs:</b> Which rationed & sustainable food items can we use to create a WW1 recipe?		<b>Enquiry question:</b> <b>Chefs:</b> How can we demonstrate good hygiene skills in the kitchen, when handling different food groups?		
Computin 9	<b>Enquiry question:</b> How does technology make our lives easier? (Computer systems and networks- collaboration and communication – Unit 1)  <b>Significant Computing Figure – Revisit (Year 5)</b> Katherine Johnson and Margaret Hamilton.  <b>E-Safety: Project Evolve – Privacy and Security.</b>	<b>Enquiry question:</b> How can I use technology to make things happen? (Programming a, Variables in Games – Unit 3)  <b>Significant Computing Figure – Carol Shaw</b>  <b>E-Safety: Project Evolve – Online Relationships.</b>	<b>Enquiry question:</b> How can technology help me organise information? (Data and Information, Spreadsheets – Unit 4)  <b>Significant Computing Figure – Revisit (Year 3)</b> Ada Lovelace and Alan Turing  <b>E-Safety: Project Evolve – Copyright and Ownership</b>		<b>Enquiry question:</b> How can I use technology to make things happen? (Programming b, Sensing Movement – Unit 6)  <b>Significant Computing Figure – Revisit (Year 4)</b> Khalia Braswell and Sir Clive Sinclair  <b>E-Safety: Project Evolve – Online Bullying</b>	<b>Enquiry question:</b> How can I be creative and express myself with technology? (Creating Media, Web Page Creation – Unit 2)  <b>Significant Computing Figure – Grace Hopper</b>  <b>E-Safety: Project Evolve – Health, Well-Being and Lifestyle.</b> Self-Image and Identity.  <b>Enquiry question:</b> How can I be creative

						and express myself with technology? (Creating Media, 3D Modelling – Unit 5)  <b>E-Safety: Project Evolve</b> – Managing Online Information. Online Reputation.
<b>Music</b>	<b>Enquiry question:</b> How can 'code' musical themes to create variations, exploring the interrelated dimensions of music?	<b>Enquiry question:</b> How can we use features from Military Musical styles, to inspire our own War composition?	<b>Enquiry question:</b> How can we use music technology to manipulate sound and therefore mood to inspire our own composition for a movie trailer?		<b>Enquiry question:</b> How can we use Greek Plate design as a score to represent the structure of our music?	<b>Enquiry question:</b> How can we work as an ensemble to compose and perform a class leavers' song?
<b>MFL</b>	<b>Enquiry questions:</b> <i>Revisit and deepen:</i> How can we greet people? How do we talk about Olympic sports in Spanish?	<b>Enquiry question:</b> How do we talk about subjects at school and express opinions in Spanish?	<b>Enquiry question:</b> How do we describe and discuss about Spanish places and cultural events?		<b>Enquiry question:</b> How do we write a letter in Spanish?	
<b>R.E.</b>	<b>Enquiry Question:</b> Creation and science: conflicting or complementary? <b>Key Concepts:</b> Creation	<b>Enquiry Question:</b> Why do Christians believe that Jesus is the Messiah? <b>Key Concepts:</b> Incarnation	<b>Enquiry Question:</b> Why do Hindus want to be good? <b>Key Concepts:</b> Karma, dharma, samsara, moksha		<b>Enquiry Question:</b> Why is the Torah so important to Jewish people? <b>Key Concepts:</b> God, Torah	
<b>P.E.</b>	<b>Netball:</b> How can running, jumping, catching and throwing skills be used to attack and defend in competitive games?  <b>Golf:</b>	<b>Dance:</b> How can a dance be choreographed with a variety of movement patterns?  <b>Tag Rugby:</b> How can skills, tactics	<b>Gymnastics:</b> How can variations in levels, pathways and direction with partners and apparatus be used to improve aesthetics?	<b>Dodgeball:</b> How can running, jumping, throwing and catching skills be applied to competitive dodgeball scenarios to outwit an	<b>Cricket:</b> What are the different tactical roles of bowler, fielder, wicket keeper and batter, and how can striking the ball be used to outwit an opponent?	<b>Tennis:</b> How can tactical awareness be used to outwit an opponent when playing individually or with a partner?

	How can accurately aiming at a target be used to overcome competitive challenges?	and strategy be used to outwit an opponent while maintaining honesty and fair play, abiding by rules?	<b>OAA:</b> How can working individually or as part of a team produce the best solution to a challenge?	opponent? <b>Handball:</b> How can skills, tactics and strategy be used to maintain possession and move towards a goal?	<b>Athletics:</b> How can a personal best be achieved in events of speed, distance or accuracy?	<b>Rounders:</b> How can the consistency and selection of fielding skills be used to outwit an opponent in competitive games?
<b>Cultural capital:</b> visits, visitors and experiences, including enterprise and eco	<b>Visitor:</b> HSBC money workshop	<b>Visit:</b> Hollyfields residential home to share poems and songs for Remembrance.  <b>Visit:</b> School Council voting in the church hall with ballot boxes.	<b>Experiences:</b> International day activities. Preparing and tasting sushi. Orienteering OAA.	<b>Visitor:</b> HSBC Workshop	<b>Visitors experience:</b> Career Week	<b>Visit:</b> Young Citizen's Challenge
<b>Parent workshops / engagement</b>	Maths workshop 25.10.24 – 4 written methods Parent Reading afternoons	Parent Christmas workshop Parent Reading afternoons	Maths workshop 13.2.25- finding percentages  Parent Reading afternoons	Spelling workshop  Parent Reading afternoons	Parent Reading afternoons	Year 6 Leavers' Production  Sports' day  Parent Reading afternoons