

St. Anne's and
Guardian Angels
Catholic Primary School



Mixed Age Year 5/6 Curriculum Overview

Academic Year: 2025-2026

Updated: September 2025



St Anne's & Guardian Angels Primary School Mixed Age Year 5/6 Curriculum Overview

Academic Year: 2025-2026

	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
RE 'To Know You more Clearly' model curriculum: Year 5	Branch One: Creation and Covenant Y5 Focus: Moses ----- Class Saint, Gospel Writers & Guardian Angels. <i>Other Faith: Judaism</i>		Branch Two: Prophecy and Promise Y5 Focus: David	Branch Three: Galilee to Jerusalem Y5 Focus: Jesus – New Law ----- <i>Other Faith: Hinduism</i>	Branch Four: Desert to Garden Y5 Focus: Salvation	Branch Five: To the Ends of the Earth Y5 Focus: Holy Spirit and Confirmation	Branch Six: Dialogue and Encounter ----- <i>Other Faith: Islam</i>	
RSHCE (Ten:Ten Units)	Transition and Getting Along Together Asthma Awareness		Calming the Storm, Gifts & Talents	Girls' Bodies & Boys' Bodies, Spots & Sleep, Body Image	Funny Feelings, Emotional Changes, Seeing Stuff Online	Making Babies (Part 1 &2), Menstruation	The Trinity, Catholic Social Teaching, Reaching Out	
Topic	Local Study: The Battle of Cable Street	Black History Month: Slavery: Enslavement, Resistance and the Fight for Freedom	Local Study: The Brixton Uprisings	Ancient Greece & Its Legacy	The Victorians	World War II	Africa & Ancient Benin Civilisation	Refugee Week: Words
English: Key Texts	Fiction: The Invention of Peanut Butter and Why it Caused Problems by Matt Haig (short story from <i>Here I Stand</i> by Amnesty International) Fiction: The Battle of Cable Street by Tanya Landman		Fiction: The Night Bus Hero by Onjali Q. Rauf How To Cook Children a grisly recipe book by Martin Howard and Colin Stimpson (THEP) Poetry: Search Party by George	Fiction: The Story of Antigone by Ali Smith Fiction: The Orchard Book of Greek Myths by Geraldine McCaughrean and Emma Chichester Clark	Fiction: Street Child by Bernie Doherty Fiction: Lightning Strike by Tanya Landman Jane Eyre Big Cat (Guided Reading)	Fiction: Anna at War by Helen Peters Fiction: Carrie's War by Nina Bawden Literacy Shed Video: Beyond the Lines (WW2 Flashback Story)	Fiction: Tales from Africa by Kathleen Arnott Non-Fiction: Africa is not a Country by Melnicove & Burns Knight	



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		the Poet, Rules by Brian Patten, Thumbprint by Eve Merriam			Fiction: Once by Morris Gleitzman (Class Novel)	
English & Cross Curricular: Writing Outcomes / Genres	<ul style="list-style-type: none"> • Non-Chronological Report • Persuasive Writing • Explanation Text 	<ul style="list-style-type: none"> • Letter Writing • Instructions • Description 	<ul style="list-style-type: none"> • Short Story • Non-Chronological Report • Explanation Text 	<ul style="list-style-type: none"> • Diary entries / recount • Newspaper Report • Discussion 	<ul style="list-style-type: none"> • Short Story • Book Review 	<ul style="list-style-type: none"> • Non-Chronological reports • Description
Maths	Place value Addition and subtraction Multiplication and division Fractions Multiplication and division.		Multiplication and division Fractions Decimals Area, perimeter and volume.		Ratio Algebra Shape Position and direction Statistics Converting units.	
Art (Twinkl Units)		Wildlife Birds				The Seaside
DT (DT: Twinkl Units)				DT: Felt Phone Cases	Food Technology: Let's Get Cooking	
Science: Year A/B Rotation 2025/26: B 2026/27: A	Year 5 (Year A) Physics: Forces Physics: Space Sustainability: Global warming		Year 5 (Year A) Chemistry: Properties of materials Biology: animals including humans Biology: Life cycles		Year 5 (Year A) Biology: Reproduction A Chemistry: Reversible and irreversible changes. Sustainability: Plastic pollution Biology: Reproduction B	
	Year 6 (Year B) Biology: Living things and their habitats Physics: Electricity Sustainability: Renewable energy		Year 6 (Year B) Physics: Light Sustainability: Light pollution Biology: The circulatory system Biology: Diet, drugs and lifestyle		Year 6 (Year B) Biology: Variation Biology: Adaptations Biology: Fossils Themed Projects	
Computing (teachcomputing.org Units)	Computing systems and networks - Communication and collaboration		Programming – Variables in games		Creating media – 3D Modelling	
Music	Djembe Drumming		Djembe Drumming		Djembe Drumming	



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PE (Twinkl Units)	Invasion Games: Netball	Gymnastics: Movement	Circuit Training	Invasion Games	Striking and Fielding Games	Athletics
French (Twinkl Units)	Y5 Unit: Pleased to Meet You	Y5 Unit: All About Ourselves	Y5 Unit: That's Tasty!	Y5 Unit: Family and Friends	Y5 Unit: School Life	Y5 Unit: Time Travelling
Suggested Trips/Visits	Street Art Tour School Visit: Tower Hamlets MP	House of Parliament / Westminster Walking Tour	The British Museum	The Ragged School Museum V&A Museum	The Imperial War Museum	<i>School Residential</i> The Horniman Museum



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In Depth RE Overview...

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE 'To Know You more Clearly' model curriculum: Year 5	Theme for the Year: Y5 - The significance of the Old Testament in understanding Jesus					
	Branch One: Creation and Covenant Y5 Focus: Moses ----- Class Saint, Gospel Writers & Guardian Angels. <i>Other Faith: Judaism</i>	Branch Two: Prophecy and Promise Y5 Focus: David	Branch Three: Galilee to Jerusalem Y5 Focus: Jesus – New Law ----- <i>Other Faith: Hinduism</i>	Branch Four: Desert to Garden Y5 Focus: Salvation	Branch Five: To the Ends of the Earth Y5 Focus: Holy Spirit and Confirmation	Branch Six: Dialogue and Encounter ----- <i>Other Faith: Islam</i>
Key Content / Skills	Hear The Moses story, focusing on the two key events of the call and the covenant: <ul style="list-style-type: none"> • The Burning Bush (Ex 3:1-15) • The Sinai covenant and the Ten Commandments (Ex 19:3-8, 20:1-17) • Jesus' summary of the law (Matt 22:36-40) Believe <ul style="list-style-type: none"> • A covenant is a binding agreement between God and human beings, which makes 	Hear <ul style="list-style-type: none"> • Scripture passages that speak of David's life and importance: <ul style="list-style-type: none"> • 1 Samuel 16:1-13: anointing of David (a great king) • 1 Samuel 17:1-11, 32-54: David and Goliath • 2 Samuel 5:1-5: David becomes king • 2 Samuel 7: 8-15 God's covenant with David • 1 Kings 2:1-4, 10-12: David's death • Psalm 21:1-7, Psalm 23 • Scripture passages that speak of Jesus' as 	Hear <ul style="list-style-type: none"> • The Beatitudes from the Sermon on the Mount (Matt 5:1-12) • Jesus summarises the law (the great commandment) (Matt 22:36-40, Lk 10:27) • A parable about living out Jesus' law (e.g., The Good Samaritan (Lk 10:25-37)) • The Transfiguration (Matt 17:1-13) • Our Father prayer (Matt 6:7-13) Believe	Hear <ul style="list-style-type: none"> • A selection of Ash Wednesday readings e.g., Joel 2:12-18, Psalm 50:3-6, 12-14, 17, 2 Cor 5:20-6, Matt 6:1-6, 16-18 • Temptation in the Wilderness (Matt 4:1-11) • The Resurrection of the Dead Paul (1 Corinthians 15:1-8, 20-25, 54-57) Believe <ul style="list-style-type: none"> • Ash Wednesday marks the beginning of the season of Lent and is the first of the forty 	Hear <ul style="list-style-type: none"> • Scriptural echoes of the Sacrament of Confirmation (Is 11:2, 61:1, Lk 4:16, Mt 3:13-17) • Pentecost (Acts 2:1-8, 14-18) • The gifts of the Spirit Paul (1 Cor 12:4-11) • Baptism in the Spirit (Acts 8:14-16) Believe <ul style="list-style-type: none"> • 'Without the Holy Spirit, we cannot understand Jesus'. (YC 114) • The Sacrament of Confirmation 	Dialogue <ul style="list-style-type: none"> • The many different writers of the Bible were inspired by the Holy Spirit. • What Christians call the Old Testament originates in Hebrew scriptures. • The Old Testament is important for Christians because it speaks of God's covenant with Abraham and is the foundation of the faith of the people of the Old and New Testaments:



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	<p>them his people.</p> <ul style="list-style-type: none"> • God made several covenants throughout history – with Noah, Abraham, Moses, and David. • God gives the Ten Commandments to help human beings live good and happy lives. • That Jesus teaches that the most important commandments are to love God and to love other people. • Catholic Social Teaching helps us to see that loving our neighbour demands a commitment to social change and transformation: ‘We profoundly belong together and are fundamentally dependent on one another’. (YC 321) <p>Celebrate</p> <ul style="list-style-type: none"> • That sin is the deliberate spoiling of our friendship with God and each < other. • We can develop habits that will help us accomplish what is 	<p>the fulfilment of the promise to David (e.g., Matt 1:1-17; Lk 1:32-33).</p> <p>Believe</p> <ul style="list-style-type: none"> • There were great kings anointed and chosen in the Old Testament. • God chooses in unexpected ways and especially values those the world overlooks. David, the shepherd was called by God to become a servant king. • David became a great king and united his people who loved him (see Psalm 21:1-7). • For Christians, Jesus fulfils the promises made to David. • Psalms are part of the Church’s treasury of prayers. In praying psalms David is a model of prayer. <p>Celebrate</p> <ul style="list-style-type: none"> • Some words of Psalm 23 to speak or sing. 	<ul style="list-style-type: none"> • The Beatitudes show the loving face of Christ. • The Beatitudes describe how faithful Christians should aim to live their lives. • Christian hope and charity unfold from the Beatitudes as they show the path to a life in Christ. • The Our Father is the perfect prayer given to us by Jesus himself. It is composed of seven petitions. • At the Transfiguration Jesus revealed his divine glory. <p>Celebrate</p> <ul style="list-style-type: none"> • A petition is a form of prayer. • The Our Father is the perfect prayer given to us by Jesus. • The theological virtues help Christians follow Jesus’ great commandment. <p>Live</p> <ul style="list-style-type: none"> • That the virtues of faith, hope and love 	<p>days of Lent leading up to Easter. The forty days refer to the time Jesus spent in the desert during which he was tempted.</p> <ul style="list-style-type: none"> • A sin is a word, deed, or intention by which a person deliberately chooses to turn away from God. • Sin separates people from love and from good. All sins are damaging but some are so deadly they break our friendship with God. • Conscience is an ‘inner voice’ that guides the choices people make. God speaks to people through their conscience. • The Last Things are death, judgement, heaven, purgatory, and hell. • Prayer is turning the heart towards God. <p>Celebrate</p> <ul style="list-style-type: none"> • What the ashes on Ash Wednesday symbolise. 	<p>completes baptismal grace, enriches those receiving the sacrament with the strength of the Holy Spirit who helps them be true witnesses of Christ in word and deed.</p> <ul style="list-style-type: none"> • The effects of confirmation are an increase in the gifts of the Holy Spirit, a closer bond with Jesus and the Church and a desire to spread the Gospel. These are experienced as the gifts and fruits of the Holy Spirit. • Mary is an example of discipleship. • The Holy Spirit appears under different names and signs through Scripture. <p>Celebrate</p> <ul style="list-style-type: none"> • The actions, signs, prayers, and symbols of the Catholic rite of Confirmation. • The Rosary is a prayerful reflection on the life of Christ and the glorious mysteries 	<p>Judaism and Christianity.</p> <ul style="list-style-type: none"> • The Bible was originally written in Hebrew, Aramaic, and Greek which were the languages of the writers. • God’s covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity. <p>Encounter</p> <p>By the end of this unit of study, pupils will have encountered the following:</p> <ul style="list-style-type: none"> • That the Tanakh (or Hebrew Bible) uses different names for God, to express different aspects of His nature (see e.g., https://bje.org.au/knowledge-centre/Jewish-prayer/names-for-god/). • That the Shema prayer is the basic creed of Judaism. It encapsulates the intrinsic unity of
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	<p>good. These habits are called virtues.</p> <ul style="list-style-type: none"> • Virtues are practical wisdom (prudence), justice, fortitude, and temperance (also known as the cardinal virtues). Through God's grace we can enjoy the theological virtues of faith, hope, and love. <p>Live</p> <ul style="list-style-type: none"> • Examples of acting with great love (e.g., Little Way week shows the importance of doing small things with great love). • What growing in virtue could mean in their school (e.g., Jesuit Pupil Profile, Virtues to Live By (Diocese of Leeds)). <p>Judaism</p> <ul style="list-style-type: none"> • <i>There are times for remembering</i> • <i>Pesach</i> • <i>God cares for his people</i> 	<ul style="list-style-type: none"> • The links between the O antiphons and the Evening Prayer of the Church (Vespers) for 17-23 December. • The verses of the hymn 'O Come, O Come Emmanuel' as expressions of beliefs about who Jesus is. • The joyful mysteries of the Rosary: the Annunciation, the Visitation, the Nativity of our Lord, the Presentation of the Child Jesus in the Temple, and the Finding of the Child Jesus in the Temple. <p>Live</p> <ul style="list-style-type: none"> • Psalms are an ancient way of prayer that are still prayed every day. • How the O Antiphons are expressed in art from around the world (e.g., illuminated manuscripts, sung versions of the O Antiphons). • How the O Antiphons are used 	<p>help Christians to live out the Beatitudes.</p> <ul style="list-style-type: none"> • Examples of some artists who have imagined the Transfiguration. <p>Hinduism</p> <ul style="list-style-type: none"> • <i>What is important?</i> • <i>Hindus believe in one God, pilgrimage</i> • <i>Respect for the beliefs of Hindus</i> 	<ul style="list-style-type: none"> • A simple examen and/or act of contrition. • The Sorrowful Mysteries of the Rosary. <p>Live</p> <ul style="list-style-type: none"> • Prayer is a way of sharing with God everything that is in a person's heart, what makes them happy and what is troubling them. • What Christians express by prayer postures e.g., kneeling, standing, sitting, joined hands 	<p>remember what followed the Resurrection.</p> <ul style="list-style-type: none"> • 'Come Holy Spirit, fill the hearts of your faithful' prayer. <p>Live</p> <ul style="list-style-type: none"> • Some examples of artistic symbolic representation of the Holy Spirit. • An example of a saint whose life was transformed by encountering Jesus and who went on to transform the lives of others. 	<p>the world and its Creator.</p> <ul style="list-style-type: none"> • Use specialist vocabulary to describe some Jewish beliefs expressed in the Shema prayer ('Hear Oh Israel – the Lord our God, the Lord is One'). • A mezuzah as it contains the Shema prayer and on the box is the letter 'Shin' or sometimes the whole word 'Shaddai' meaning mighty, (i.e., God is strong/almighty/powerful) on the mezuzah case. <p>Islam</p> <ul style="list-style-type: none"> • <i>Special times</i> • <i>Shahadah Ramadan, Id-ul-Fitr, Id-ul-Adha, Hajj</i> • <i>Respect for the special occasions for Muslims</i>
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		by Christians to reflect on the significance of Jesus and his coming at Christmas (e.g., The O Antiphons, by Ansgar Holmberg C.S.J.).				
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In Depth English Overview...

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English: Key Texts	<p>Fiction: The Invention of Peanut Butter and Why it Caused Problems by Matt Haig (short story from <i>Here I Stand</i> by Amnesty International)</p> <p>Fiction: The Battle of Cable Street by Tanya Landman</p>	<p>Fiction: The Night Bus Hero by Onjali Q. Rauf</p> <p>How To Cook Children a grisly recipe book by Martin Howard and Colin Stimpson (THEP)</p> <p>Poetry: Search Party by George the Poet, Rules by Brian Patten, Thumbprint by Eve Merriam</p>	<p>Fiction: The Story of Antigone by Ali Smith</p> <p>Fiction: The Orchard Book of Greek Myths by Geraldine McCaughrean and Emma Chichester Clark</p>	<p>Fiction: Street Child by Bernie Doherty</p> <p>Fiction: Lightning Strike by Tanya Landman</p>	<p>Fiction: Anna at War by Helen Peters</p> <p>Fiction: Carrie's War by Nina Bawden</p> <p>Literacy Shed Video: Beyond the Lines (WW2 Flashback Story)</p> <p>Fiction: Once by Morris Gleitzman (Class Novel)</p>	<p>Fiction: Tales from Africa by Kathleen Arnott</p> <p>Non-Fiction: Africa is not a Country by Melnicove & Burns Knight</p>
English & Cross Curricular: Writing Outcomes / Genres	<ul style="list-style-type: none"> • Non-Chronological Report • Persuasive Writing • Explanation Text 	<ul style="list-style-type: none"> • Letter Writing • Instructions • Description 	<ul style="list-style-type: none"> • Short Story • Non-Chronological Report • Explanation Text 	<ul style="list-style-type: none"> • Diary entries / recount • Newspaper Report • Discussion 	<ul style="list-style-type: none"> • Short Story • Book Review 	<ul style="list-style-type: none"> • Non-Chronological reports • Description
Grammar Focus Year 5	<ul style="list-style-type: none"> • Adverbs of time and manner and fronted adverbials (e.g. Later that day, I heard the bad news.) • Use of commas after fronted adverbials. • Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must). • Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was or I did instead of I done) 		<p>Reinforce and apply Autumn Term objectives throughout</p> <ul style="list-style-type: none"> • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to the strict maths teacher with curly hair). • Use of paragraphs to organise ideas around a theme. • Devices to build cohesion within a paragraph (e.g. then, after that, but, -ing verb, first, secondly). 		<p>Reinforce and apply Autumn and Spring objectives throughout</p> <ul style="list-style-type: none"> • Use of inverted commas and other punctuation to indicate direct speech, for example, a comma after the reporting clause. End punctuation with inverted commas: The conductor shouted, 'Sit down!' • Correct choice and consistent use of range of present and past tenses throughout writing 	



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	<ul style="list-style-type: none"> • Use of inverted commas and other punctuation to indicate direct speech, for example, a comma after the reporting clause. End punctuation with inverted commas: The conductor shouted, 'Sit down!' • Verb prefixes (e.e, dis-, mis-, over- and re-). • Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify) e.g. person- personify-personalise- impersonate etc • Identify and use main and subordinating clauses • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. • Use of commas to clarify meaning or avoid ambiguity. 	<ul style="list-style-type: none"> • Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and frequency or number (often, from time to time, secondly). • Brackets, dashes or commas to indicate parenthesis. • Use inverted commas and other punctuation to indicate direct speech correctly and use reported and direct speech accurately. • Adapt sentence structures by re-ordering or embedding clauses and use different sentence lengths to create effects • Add detail using expanding noun phrases and sentence starters with effective word choices 	<ul style="list-style-type: none"> • (simple present, present progressive, simple past, and present perfect form of verbs. • Introduction to subject, verb object in simple sentences. • Use a rich and varied vocabulary (including well chosen verbs and nouns, and noun phrases) for description • Use a range of affixes for precision • Use a range of conjunctions (co-ordinating and subordinating), adverbs and prepositions • Use taught punctuation with accuracy • Use a range of affixes for precision • Use different verb forms accurately and consistently to provide clarity • Use all taught punctuation from year 5 (and previous years) accurately to ensure the meaning is clear <p>Use direct and reported speech accurately and effectively</p>
<p>Grammar Focus Year 6</p>	<p>NEW terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.</p> <ul style="list-style-type: none"> • Adverbs of time and manner and fronted adverbials (e.g. Later that day, I heard the bad news.) • Use of commas after fronted adverbials. • Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must). • Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was or I did instead of I done) • Use of inverted commas and other punctuation to indicate direct speech, for example, a comma after the reporting clause. End punctuation with inverted 	<p>Reinforce and apply Autumn Term objectives throughout</p> <ul style="list-style-type: none"> • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). • Use of paragraphs to organise ideas around a theme. • Devices to build cohesion within a paragraph (e.g. then, after that, but, -ing verb, first, secondly). • Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and frequency or number (often, from time to time, secondly). • Brackets, dashes or commas to indicate parenthesis. 	<p>Reinforce and apply Autumn and Spring objectives throughout</p> <ul style="list-style-type: none"> • Selecting vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogue in narrative; using passive verbs to affect how the information is presented; using modal verbs to suggest degrees of possibility) • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • Use verb tenses consistently and correctly throughout their writing • Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted



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	<p>commas: The conductor shouted, 'Sit down!'</p> <ul style="list-style-type: none">• Verb prefixes (e.e, dis-, mis-, over- and re-).• Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify) e.g. person- personify-personalise- impersonate etc• Identify and use main and subordinating clauses• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.• Use of commas to clarify meaning or avoid ambiguity.• Use of the colon to introduce a list and use of semi-colons within lists.• Use of the semi-colon, colon and dash to mark the boundary between independent clauses (eg, It's raining; I'm fed up).• Use of the passive to affect the presentation of information in a sentence (eg I broke the window in the greenhouse versus The window in the greenhouse was broken [by me]).• How words are related by meaning as synonyms and antonyms (eg. big, large, little). <ul style="list-style-type: none">• Punctuation of bullet points to list information.• Layout devices, for example, headings, sub-headings, columns, bullets, or tables, to structure text.• The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: He's your friend, isn't he?, or the use of	<ul style="list-style-type: none">• Use inverted commas and other punctuation to indicate direct speech correctly and use reported and direct speech accurately.• Adapt sentence structures by re-ordering or embedding clauses and use different sentence lengths to create effects• Add detail using expanding noun phrases and sentence starters with effective word choices• Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis.• How hyphens can be used to avoid ambiguity (for example, man eating shark versus man-eating shark).• The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, find out – discover; ask for – request; go in – enter).	<p>commas and other punctuation to indicate direct speech)</p> <ul style="list-style-type: none">• Explore how hyphens can be used to avoid ambiguity
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	<p>subjunctive forms such as <i>If I were</i> or <i>Were they</i> to come in some very formal writing and speech).</p>		
<p>Spelling Focus Year 5</p>	<ul style="list-style-type: none"> • Endings which sound like / əs/ ʃ spelt -cious or -tious • Endings which sound like /ʃəl/ -cial/tial • Words ending in -ant, -ance/-ancy, -ent, -ence/-ency • Words ending in -able and -ible • Words ending in -ably and -ibly 	<ul style="list-style-type: none"> • Use of the hyphen • Words with the /i:/ sound spelt ei after c e.g. deceive, conceive • Words containing the letter-string ough e.g. bought, thought • Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island • Homophones and other words that are often confused • See spelling appendix 1 	<p><i>Teacher to plan for and address gaps weaknesses from year 2 to year 5 Spelling and grammar.</i></p> <p><u>Year 5 & 6 Word list</u> <i>See Below</i></p>
<p>Spelling Focus Year 6</p>	<ul style="list-style-type: none"> • Adding suffixes beginning with vowel letters to words ending in -fer e.g. referring, referred, preferring, preferred • Endings which sound like / əs/ ʃ spelt -cious or -tious • Endings which sound like /ʃəl/ -cial/tial • Words ending in -ant, -ance/-ancy, -ent, -ence/-ency • Words ending in -able and -ible • Words ending in -ably and -ibly 	<ul style="list-style-type: none"> • Use of the hyphen • Words with the /i:/ sound spelt ei after c e.g. deceive, conceive • Words containing the letter-string ough e.g. bought, thought • Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island • Homophones and other words that are often confused 	<p><i>Teacher to plan for and address gaps weaknesses from year 2 to year 6 Spelling and grammar.</i></p> <p><u>Year 5 & 6 - Word list</u> accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience*, conscious*, controversy, convenience, correspond, criticise (critic + ise), curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle,</p>



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			necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht
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In Depth Maths Overview...

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Place value</u> Roman numerals to 1,000, Numbers to 100,000, Numbers to 1,000,000, Read and write numbers to 1,000,000, Numbers to 10,000,000, Read and write numbers to 10,000,000, Powers of 10. Partition numbers to 10,000,000, Number line to 10,000,000, Compare and order any integers, Round within 100,000, Round any integer, Count through zero, Compare and order negative numbers, Negative numbers.</p> <p><u>Addition and subtraction</u> Mental strategies, Add integers, Subtract integers, Inverse operations and missing numbers, Reason from known facts.</p> <p><u>Multiplication and division (A)</u> Multiples, Common multiples, Factors, Common factors, Rules of divisibility, Prime numbers, Square and cube numbers, Multiply by 10, 100 and 1,000, Divide by 10, 100 and 1,000.</p> <p><u>Fractions (A)</u> Recognise equivalent fractions, Equivalent fractions and simplifying, Equivalent fractions on a number line, Convert improper fractions to mixed numbers, Convert mixed numbers to improper fractions, Compare fractions (denominator), Compare fractions (numerator), Order fractions.</p> <p><u>Multiplication and division (B)</u> Multiply a 2-digit number by a 2-digit number, Multiply up to a 4-digit number by a 2-digit number, Solve problems with multiplication, Short division, Divide a 4-digit number by a 1-digit number, Division using factors, Introduction to</p>	<p><u>Multiplication and division (B)</u> Multiply a 2-digit number by a 2-digit number, Multiply up to a 4-digit number by a 2-digit number, Solve problems with multiplication, Short division, Divide a 4-digit number by a 1-digit number, Division using factors, Introduction to long division, Long division with remainders, Solve problems with division, Efficient division, Solve multi-step problems, Order of operations, Mental calculations and estimation, Reason from known facts.</p> <p><u>Fractions (B)</u> Multiply a unit fraction by an integer, Multiply a non-unit fraction by an integer, Multiply a mixed number by an integer, Multiply fractions by fractions, Divide a fraction by an integer, Divide any fraction by an integer, Fraction of an amount, Fraction of an amount - find the whole.</p> <p><u>Decimals (A)</u> Decimals up to 2 decimal places, Decimals up to 3 decimal places, Place value - integers and decimals, Order and compare decimals (same number of d.p.), Order and compare decimals with up to 3 decimal places, Round to the nearest whole number, Round to 1 decimal place, Round to 2 decimal places.</p> <p><u>Area, perimeter and volume</u> Perimeter of rectangles and rectilinear shapes, Area of rectangles, Area of compound shapes, Estimate area, Area of triangles, Area of parallelograms, Volume - cubic centimetres, Volume of a cuboid, Compare volume, Estimate volume and capacity.</p>	<p><u>Ratio</u> Add or multiply?, Use ratio language, Ratio and fractions, Use scale factors, Similar shapes, Ratio problems, Proportion problems.</p> <p><u>Algebra</u> Function machines, Form expressions, Substitution, Formulae, Form equations, Solve equations, Find pairs of values, Solve problems with two unknowns.</p> <p><u>Shape</u> Understand and use degrees, Classify angles (include estimate), Measure angles (include estimate), Calculate angles around a point, Calculate angles on a straight line, Vertically opposite angles, Angles in a triangle (include missing angles), Angles in a triangle - special cases (include missing angles), Angles in quadrilaterals, Regular polygons, Irregular polygons, Circles, Draw shapes, 3-D shapes.</p> <p><u>Position and direction</u> The first quadrant, Four quadrants, Solve problems with coordinates, Translations, Lines of symmetry, Reflections.</p> <p><u>Statistics</u> Draw line graphs, Read and interpret line graphs, Bar charts, Read and interpret tables, Read and interpret timetables, Read and interpret pie charts, Pie charts with percentages, Draw pie charts, The mean.</p> <p><u>Converting units</u> Kilograms and kilometres, Millimetres and millilitres, Convert units of length, Miles and</p>			



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<p>long division, Long division with remainders, Solve problems with division, Efficient division, Solve multi-step problems, Order of operations, Mental calculations and estimation, Reason from known facts.</p>	<p><u>Decimals (B)</u> Use known facts to add and subtract decimals within 1, Complements to 1, Add and subtract decimals across 1, Add decimals with the same number of d.p., Subtract decimals with the same number of d.p., Add decimals with different numbers of d.p., Subtract decimals with different numbers of d.p., Efficient strategies, Decimal sequences, Multiply by 10, 100 and 1,000, Divide by 10, 100 and 1,000, Multiply decimals by integers, Divide decimals by integers, Multiply and divide decimals in contexts.</p> <p><u>Fractions, decimals and percentages</u> Equivalent fractions and decimals – tenths, Equivalent fractions and decimals – hundredths, Equivalent fractions and decimals – thousandths, Fractions as division, Understand percentages, Percentages as fractions, Percentages as decimals, Equivalent F, D, P, Percentages of an amount.</p>	<p>kilometres, Imperial measures, Convert units of time, Calculate with timetables.</p>
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In Depth Science Overview...

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science Year A/B Rotation 2025/26: B 2026/27: A	Year 5 (Year A) Physics: Forces Physics: Space Sustainability: Global warming		Year 5 (Year A) Chemistry: Properties of materials Biology: animals including humans Biology: Life cycles		Year 5 (Year A) Biology: Reproduction A Chemistry: Reversible and irreversible changes. Sustainability: Plastic pollution Biology: Reproduction B	
	Year 6 (Year B) Biology: Living things and their habitats Physics: Electricity Sustainability: Renewable energy		Year 6 (Year B) Physics: Light Sustainability: Light pollution Biology: The circulatory system Biology: Diet, drugs and lifestyle		Year 6 (Year B) Biology: Variation Biology: Adaptations Biology: Fossils Themed Projects	
Knowledge	Year 5 (Year A) <u>Physics: Forces</u> Explain that unsupported objects fall towards the Earth. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect <u>Physics: Space</u> Describe the movement of the Earth, moon and other planets Describe the sun, Earth and moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky <u>Sustainability: Global warming</u> Identify the cause and effect of global warming		Year 5 (Year A) <u>Chemistry: Properties of materials</u> Compare and group together everyday materials based on their properties and give reasons, based on evidence from comparative and fair tests, for the uses of everyday materials. <u>Biology: animals including humans</u> Describe the changes as humans develop to old age <u>Biology: Life cycles</u> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird		Year 5 (Year A) <u>Biology: Reproduction A</u> Describe the life process of reproduction in some plants and animals <u>Chemistry: Reversible and irreversible changes.</u> Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible <u>Sustainability: Plastic pollution</u> Describe what happens to plastic products when they end up in landfills Identify what micro plastics are and the impact of them on animals. <u>Biology: Reproduction B</u>	



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			Describe the life process of reproduction in some plants and animals
	<p>Year 6 (Year B) <u>Biology: Living things and their habitats</u> Describe how living things are classified into broad groups and give reasons for classifying plants and animals based on specific characteristics</p> <p><u>Physics: Electricity</u> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram</p> <p><u>Sustainability: Renewable energy</u> Identify some renewable and non-renewable sources of energy and describe the impact of burning fossil fuels or using renewable energy sources</p>	<p>Year 6 (Year B) <u>Physics: Light</u> Recognise that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye and why shadows have the same shape as the objects that cast them 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</p> <p><u>Sustainability: Light pollution</u> Describe what light pollution is and the effect it has and identify ways in which we can reduce light pollution</p> <p><u>Biology: The circulatory system</u> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Describe the ways in which nutrients and water are transported within animals, including humans</p> <p><u>Biology: Diet, drugs and lifestyle</u> Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	<p>Year 6 (Year B) <u>Biology: Variation</u> Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p><u>Biology: Adaptations</u> Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p><u>Biology: Fossils</u> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p><u>Themed Projects</u></p>
Working Scientifically Skills	<p>Year 5 (Year A) <u>Physics: Forces</u> Present findings, plan, take measurements, answer questions and make conclusions</p> <p><u>Physics: Space</u> Present findings, answer questions and make conclusions; gather, record and classify data</p>	<p>Year 5 (Year A) <u>Chemistry: Properties of materials</u> Plan, take measurements, evaluate, gather, record and classify data; answer questions and make conclusions</p> <p><u>Biology: animals including humans</u></p>	<p>Year 5 (Year A) <u>Biology: Reproduction A</u> Present finding, plan, take measurements, gather, record and classify data; answer questions and make conclusions</p> <p><u>Chemistry: Reversible and irreversible changes.</u></p>



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	<p><u>Sustainability: Global warming</u> Gather, record and classify data, answer questions and make conclusions</p>	<p>Plan, present findings, gather, record and classify data; answer questions and make conclusions</p> <p><u>Biology: Life cycles</u> Present findings, gather, record and classify data</p>	<p>Evaluate, take measurements, present findings, gather, record and classify data</p> <p><u>Sustainability: Plastic pollution</u> Present findings, answer question and make conclusions</p> <p><u>Biology: Reproduction B</u> Evaluate</p>
	<p>Year 6 (Year B) <u>Biology: Living things and their habitats</u> Present findings, answering questions and make conclusions; gather, record and classify data</p> <p><u>Physics: Electricity</u> Present findings, plan, take measurements, evaluate; gather, record and classify data</p> <p><u>Sustainability: Renewable energy</u> Present findings, answer questions and make conclusions</p>	<p>Year 6 (Year B) <u>Physics: Light</u> Plan, take measurements; answer questions and make conclusions; gather, record and classify data</p> <p><u>Sustainability: Light pollution</u> Present findings, answer questions and make conclusions</p> <p><u>Biology: The circulatory system</u> Ask questions, make observations, present findings, evaluate, answer questions and make conclusions</p> <p><u>Biology: Diet, drugs and lifestyle</u> Plan, take measurements, evaluate, answer questions and make conclusions</p>	<p>Year 6 (Year B) <u>Biology: Variation</u> Gather, record and classify data</p> <p><u>Biology: Adaptations</u> Plan, present findings, answer questions and make conclusions</p> <p><u>Biology: Fossils</u> Present findings, answer questions and make conclusions</p> <p><u>Themed Projects</u> Ask questions, plan, make observations, take measurements, evaluate; gather, record and classify data; answer questions and make conclusions</p>
Enquiry Skills	<p>Year 5 (Year A) <u>Physics: Forces</u> Fair Test</p> <p><u>Physics: Space</u> Research</p> <p><u>Sustainability: Global warming</u> Sustainability</p>	<p>Year 5 (Year A) <u>Chemistry: Properties of materials</u> Comparative test</p> <p><u>Biology: animals including humans</u> Pattern seeking</p> <p><u>Biology: Life cycles</u> Research</p>	<p>Year 5 (Year A) <u>Biology: Reproduction A</u> Observation over time</p> <p><u>Chemistry: Reversible and irreversible changes.</u> Identifying, grouping and classifying</p> <p><u>Sustainability: Plastic pollution</u> Sustainability</p>



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			<u>Biology: Reproduction B</u> Observation over time
	Year 6 (Year B) <u>Biology: Living things and their habitats</u> Identifying, grouping and classifying; observation over time <u>Physics: Electricity</u> Fair test <u>Sustainability: Renewable energy</u> Sustainability	Year 6 (Year B) <u>Physics: Light</u> Fair test <u>Sustainability: Light pollution</u> Sustainability <u>Biology: The circulatory system</u> Research <u>Biology: Diet, drugs and lifestyle</u> Fair Test	Year 6 (Year B) <u>Biology: Variation</u> Pattern seeking <u>Biology: Adaptations</u> Pattern seeking <u>Biology: Fossils</u> Research <u>Themed Projects</u> Comparative test and fair test



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In Depth Topic (History/Geography) Overview...

	Topic	What Pupils Should Learn
Autumn 1	Local Study: The Battle of Cable Street	<p>Big Question How can standing up against hate and fear help protect a community?</p> <p>Key Text(s): Fiction: The Battle of Cable Street by Tanya Landman</p> <p>Pupils Should Learn</p> <ul style="list-style-type: none"> • That we all have wants, needs and rights and the differences between these • The rights of every child according to the UN Convention on the Rights of The Child • Democracy and the rule of Government • The difference between parliament and government • About the main political parties in the UK and their priorities • Who our local MP is and their role within Tower Hamlets • What Fascism is and its impact on Europe in the 20th Century • About the Battle of Cable Street in 1936
Autumn 1 (Black History Month)	Slavery: Enslavement, Resistance and the Fight for Freedom	<p>Big Question What does it mean to be enslaved? What does it mean to be free?</p> <p>Key Text: <i>Skin: A First Conversation About Race</i> by Madison, Ralli and Roxas</p> <p>Pupils Should Learn</p> <ul style="list-style-type: none"> • Explore the notion of discrimination and racism through reading and discussing, <i>Skin: A First Conversation About Race</i> by Madison, Ralli and Roxas • What Africa / regions of Africa were like before the Transatlantic Slave Trade • The origins of the Slave Trade [Prince Henry the Navigator of Portugal's trading expedition to Africa in search of gold in 1441] • The role that plantations played in the slave trade • The role of trading companies in the slave trade, particularly The Royal African Company • About how slaves were captured and transported ('the middle passage') and the dehumanising effects of slavery upon Africans • That Africans resisted their enslavement and the various documented uprisings on slave ships and forts: The records of the English Royal African Company, the St. John Revolt (1733-34), Sam Sharpe's rebellion in Western Jamaica in 1831-1832 in which Sharpe led the slaves to strike against any further work unless the plantation owners agreed to pay them wages



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		The Haitian Revolution
Autumn 2	Local Study: The Brixton Uprisings	<p>Big Question What does freedom of speech really mean and why are there limits to it?</p> <p>Pupils Should Learn</p> <ul style="list-style-type: none"> • What we can do if we disagree with something that's happening in our local community (the role of petitions, complaints, the role of MPs, protests, strikes etc.) • What freedom of speech is – when it can be restricted and when it can't • Instances where freedom of speech is not upheld across the world • What civil rights are and people who have worked to promote and uphold civil rights and racial equality throughout history • Events that lead to the 1981 Brixton uprisings including the social and economic issues faced by the residents of Brixton • The aftermath of the Brixton uprising including injuries, arrests, damage to property etc. <p>The impact of the Brixton uprising: the Scarman report, a new code for police behaviour (the Police and Criminal Evidence Act 1984) and the creation of an independent Police Complaints Authority</p>
Spring 1	Ancient Greece & Its Legacy	<p>Big Question How do Ancient Greece's ideas, cities, and beliefs shape the world we live in today?</p> <p>Key Text(s): The Ancient Greeks (DK Eyewitness Books) by Neil Morris Greek Myths: Tales of Gods and Heroes by Marcia Williams</p> <p>Pupils Should Learn</p> <ul style="list-style-type: none"> • How to locate Greece on a variety of maps. Some of the physical features of Greece • Identify when the Ancient Greek period was and be able to place it on a timeline. Discuss this period in relation to other key periods / historical events • Know that Greece was made up of city states and that Athens and Sparta were the most important. Identify key characteristics of life in Athens and Sparta and differences in how they were ruled and how this impacted life • That Athens was the birthplace of democracy in around 508BC and about the three institutions that enabled this: the Ekklesia, the Boule and the Dikasteria • Comparisons with how Ancient Athens was governed and how modern day Britain is governed • The importance of religion and the Greek gods in daily life and how this differs to some of the most prominent world religions today • Understand the impact and influences that Greece has on the modern world, in particular: art, architecture, sport and democracy
Spring 2	The Victorians	<p>Big Question What can we learn from the challenges people faced in Victorian times?</p>



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		<p><u>Key Text(s):</u> DK Eyewitness: Victorians You Wouldn't Want to Be a Victorian Schoolchild! By John Malam & David Antram</p> <p><u>Pupils Should Learn</u></p> <ul style="list-style-type: none">• Understand when the Victorian period was and how it fits in with world history. Understand how this impacted on our local area and what is still evident today• Remember changes that occurred throughout this era and significant people who worked and influenced society during this time• Analyse children's experiences, contrasting rich and poor• Understand how the Education Acts changed the way in which education was delivered and became available to all• Understand punishments given to children when they were in trouble at school• Understand what and how children were taught in schools• Evaluate the gender divide that was prevalent during this period• Analyse the industries that Victorians worked in and their working conditions• Understand inventions that were made during this period and reflect on those that we still use today• Apply and compare knowledge of my life and my experiences to those of a Victorian child
Summer 1	World War II	<p><u>Big Question</u> How did World War II change the world?</p> <p><u>Key Text(s):</u> DK Eyewitness: World War II by Simon Adams World War II: An Interactive History Adventure by Allison Lassieur</p> <p><u>Pupils Should Learn</u></p> <ul style="list-style-type: none">• An overview of the end of World War I and the Treaty of Versailles• The events that lead to the outbreak of World War II• Who the allied and axis powers were and their rulers• What the Blitz was and which cities were targeted and why• How civilians protected themselves against the Blitz and air raids (air raid sirens, wardens, shelters, gas masks etc.)• To describe and understand key aspects of evacuation• To describe and understand key aspects of rationing• To describe and understand the role that women played in World War II• How WWI has been, and continues to be commemorated
Summer 2	Africa & Ancient Benin Civilisation	<p><u>Big Question</u> Can making things right in the present help heal the wrongs of the past?</p> <p><u>Key Text(s):</u></p>



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		<p>Africa is not a Country by Melnicove & Burns Knight Daily Life in Ancient Benin by Paul Mason</p> <p><u>Pupils Should Learn</u></p> <ul style="list-style-type: none">• Name and locate the countries and major cities of the continent of Africa• Use four and six figure grid references to build their knowledge of map reading and the regions studied• Study the weather patterns, climate and key physical and human characteristics of Nigeria plus one other region of Africa. Make comparisons between these regions and London• The history of the Benin Empire: how, when and where it was established• Key rulers of the Benin Empire• The customs, rituals and traditions of the Benin Empire including art, trade, religion and human sacrifice• Trade between Benin and Europe (most notably Portugal) including The West African Slave Trade• The British invasion of Benin in 1897. The events that led to this and what happened afterwards (including Nigeria's independence from Britain in 1960)• Debates around 'The Benin Bronzes': how these were acquired and whether these should be returned to Nigeria from The British Museum
<p>Summer 2 (Refugee Week)</p>	<p>Refugee Week: Words</p>	<p><u>Big Question</u> What difference can words make in someone's life?</p> <p><u>Key Text(s):</u> <i>'Who are Refugees and Migrants? What Makes People Leave their Homes? And other Big Questions'</i> by Michael Rosen and Annemarie Young <i>'Where the Stars are Scattered'</i> by Victoria Jamieson and Omar Mohamed <i>'We Need to Make Some Changes Around Here'</i> Tower Hamlets Creative Writing Competition 2018</p> <p><u>Pupils Should Learn</u></p> <ul style="list-style-type: none">- Definitions of the terms: displaced, migrant, expat, immigrant, refugee and asylum seeker- Debunking myths about seeking asylum and refuge (laws and misconceptions) and how this might be reported in the press- The rights of refugees and those who work to protect them: The UN Refugee Agency (UNHCR), the 1951 Refugee Convention



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In Depth Art / DT Overview...

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art/DT focus for topic		Art: Wildlife Birds		DT: Felt Phone Cases	Food Technology: Let's Get Cooking	Art: The Seaside
Key Content / Skills		<p>...all children should be able to:</p> <ul style="list-style-type: none"> • Print. • Produce an observational drawing. • Use clay tools. • Roll clay. <p>...most children will be able to:</p> <ul style="list-style-type: none"> • Draw details carefully. • Apply a 'papier mache' technique. • Soften clay. • Make textures in clay. • Make a 3D model. • Finish a bird-like form. • Draw patterns based on their own observations <p>...some children will be able to:</p> <ul style="list-style-type: none"> • Name some of Brancusi's sculptures. • Describe facts about Brancusi's life and work. • Name some of Sweeney's work. • Tell some facts about Sweeney's life and work. 		<p>...all children should be able to:</p> <ul style="list-style-type: none"> • Develop their own design criteria. • Use backstitch. • Create simple patterns. <p>... most children will be able to:</p> <ul style="list-style-type: none"> • Aim the design criteria at a target market. • Use at least two different types of stitches. • Create an accurate paper template. • Measure and mark a sewing and cutting line. <p>...some children will be able to:</p> <ul style="list-style-type: none"> • Prioritise the most important points from the design criteria. • Use a combination of different stitches. • Create accurate paper templates for both the phone case and decoration. • Demonstrate precision when measuring and cutting. 	<ul style="list-style-type: none"> • Recipes needing skills like folding, zesting, and using vegetable knives. <p>Speedy Biryani https://www.bda.uk.com/resource/speedy-biryani.html</p> <p>Turkish Kofte Kebabs https://www.bda.uk.com/resource/turkish-kofta-kebabs.html</p> <p>Vegetable Chow Mein https://www.bda.uk.com/resource/vegetable-chow-mein.html</p> <p>Potato and Sweetcorn Fritters https://www.bda.uk.com/resource/potato-and-sweetcorn-fritters.html</p> <p>Chicken Korma https://www.bda.uk.com/resource/chicken-korma.html</p>	<p>...all children should be able to:</p> <ul style="list-style-type: none"> • Show colours in a drawing. • Print. • Weave with plastic. • Use a sketchbook. <p>...most children will be able to:</p> <ul style="list-style-type: none"> • Draw details. • Make a lantern structure. • Finish a lantern. <p>...some children will be able to:</p> <ul style="list-style-type: none"> • Name some of Alfred Wallis's artwork. • Name some of Hokusai's artwork. • Describe facts about Alfred Wallis's life and work. • Describe facts about Hokusai's life and work.



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In Depth Computing Overview...

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Content / Knowledge	Computing systems and networks - Communication and collaboration		Programming - Variables in games		Creating media - 3D Modelling	
	<ul style="list-style-type: none"> • Explain the importance of internet addresses • Recognise how data is transferred across the internet • Explain how sharing information online can help people to work together • Evaluate different ways of working together online • Recognise how to communicate using technology • Evaluate different methods of online communication 		<ul style="list-style-type: none"> • Define a 'variable' as something that is changeable • Explain why a variable is used in a program • Choose how to improve a game by using variables • Design a project that builds on a given example • Use a design to create a project • Evaluate a project 		<ul style="list-style-type: none"> • Recognise that you can work in three dimensions on a computer • Identify that digital 3D objects can be modified • Recognise that objects can be combined in a 3D model • Create a 3D model for a given purpose • Plan a 3D model • Create A own digital 3D model 	
National Curriculum Links	2.4 2.6 2.7		2.1 2.2 2.3 2.6		2.6 2.7	



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In Depth Music Overview...

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music	Djembe Drumming		Djembe Drumming		Djembe Drumming	
	See THAMES Music Curriculum Plans		See THAMES Music Curriculum Plans		See THAMES Music Curriculum Plans	