



Using a text based learning approach.

The Lion the Witch and the Wardrobe by CS Lewis.

Reading They will be taught to maintain a positive attitude to reading and an understanding of what they read.

Writing Children will have the opportunity to write narrative pieces, poetry, diaries and letters and explanation texts.

They will be taught how to edit and revise their work using various strategies.

Vocabulary, grammar & punctuation

Children will 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 (ie 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 semicolons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently

Using the White Rose scheme of work small steps.

Place value; addition, subtraction, multiplication & division; fractions and converting units of measurement:

- Place value is the first block to be covered. A short unit of work; reading and writing numbers to 10,000,000 and exploring powers of 10.
- Addition, subtraction, multiplication and division is the largest block of Year 6. Unlike the other year groups, the four operations are all covered in one block, rather than being separated into two separate blocks. By this stage, pupils are expected to be confident using formal written methods for addition and subtraction. Focus is on securing confidence with long multiplication and division, and applying this knowledge to solving more complex multi-step problems. Learners also build on their understanding of factors, multiples, prime, square and cube numbers.
- Pupils continue to develop their understanding of equivalent fractions in Year 6; utilising this knowledge to be able to compare and order fractions, and add and subtract fractions and mixed numbers with different denominators.
- In this second fractions block, pupils build on the concepts introduced in Year 5; including multiplying and dividing fractions. They also continue to focus on calculating fractions of an amount
- Pupils build on their understanding of converting metric measures and are introduced to converting between metric and imperial measures (For example, between miles and kilometres.)

- Using the Kapow scheme

- **LIVING THINGS: CLASSIFYING BIG AND SMALL**

- Define the term 'organism' and name the seven life processes of all living things.
- Describe the work of Carl Linnaeus.
- Define the term 'vertebrate' and name the vertebrate groups.
- Describe the characteristics of fish, amphibians, reptiles, birds and mammals.
- Compare the characteristics of the vertebrate groups.
- Define the term 'invertebrate'.
- Describe the characteristics of worms, snails, spiders and insects.
- Compare the characteristics of the invertebrate groups.
- Name the plant groups.
- Describe the characteristics of flowering plants, ferns, mosses and conifers.
- Define the term 'micro-organism' and name some examples.
- Use a classification key to group and identify organisms.
- Make a simple classification key.

LIGHT AND REFLECTION

- Compare sources of light and explain how the eye is protected from light.
- Describe how light travels and how we see luminous and non-luminous objects.
- Recall factors that affect the size of a shadow and describe how the distance between an object and the surface its shadow is cast on affects the size of the shadow.
- Use ray diagrams to explain why shadows change size and why the shape of a shadow matches the object that cast it.
- Recall what happens to light when it reaches a smooth mirror surface.
- Identify the incoming and reflected rays and describe the relationship between their angles.
- Use mirrors to make a working periscope and explain how a periscope works using ray diagrams.
- Recall a range of uses of mirrors and reflection and describe how a mirror reflects light in different situations.
- Explain how light is reflected using knowledge of light and reflection.
- When working scientifically, pupils who are **secure** will be able to:
- Make observations about the properties of light.
- Use my observations as evidence to

- Using the Teach Computing scheme

Communication & Collaboration

National Curriculum links:

- 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
- 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
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Web Page Creation

National Curriculum Links:

- 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.
- use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">GEOGRAPHY</p>	<p>Using the Oddizzi scheme</p> <p>Food and Farming</p> <p>Where does our food come from? Who grows our food? What choices do I have about food and farming?</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">HISTORY</p>	<p>Using The National History Association</p> <p><u>The Early Islamic Civilisation</u></p> <p>When was Islam founded? What happened after the death of Muhammad? The Abbasid revolution and a new capital city What was the city of Baghdad like? Why were the silk roads important? What does the House of Wisdom reveal about the civilisation?</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">MUSIC</p>	<p>Using the Charanga scheme</p> <p>'Happy'</p> <p>Listen & Appraise - recognise styles, find the pulse, recognise instruments, listen, discuss all dimensions of music.</p> <ul style="list-style-type: none"> • Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Explore the link between sound and symbol. • Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. • Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol. • Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. <p>Carols by Candlelight rehearsals and performance.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PHYSICAL EDUCATION</p>	<p>Using the 'Get Set 4 PE' scheme</p> <p>Netball Basketball Tag Rugby Gymnastics</p>

Using the Kapow scheme

Making My Voice Heard

Collect a good range of imagery, adding annotated notes and sketches.
Make relevant comparisons between different styles of art.

Use tools effectively to explore a range of effects.

Respond to the meaning of a spirit animal through drawing.

Generate symbols that reflect their likes and dislikes with little support.

Create a tile that is full of pattern, symbols and colours that represents themselves.

Discuss ideas to create light and dark through drawing techniques.

Explain the term chiaroscuro.

Apply chiaroscuro to create light and form through a tonal drawing.

Understand the impact of using techniques for effect.

Participate in a discussion that examines the similarities and differences between different styles of art.

Form their own opinions about what art is, justifying their ideas.

Identify a cause and decide what message they want to convey.

Understand artist's choices to convey a message.

Review sketchbook and creative work to develop a drawn image.

Review and revisit ideas to develop their work.

ART

Using the Kapow scheme

Mechanical Systems: Automata Toys

Mark, saw and cut out the components and supports of their toy with varying degrees of accuracy to the intended measurements.
Follow health and safety rules, taking care with the equipment.

Attempt a partial assembly of their toys using an exploded diagram following a teacher's demonstration.

Develop a design idea with some descriptive notes.

Explore different cam profiles and choose three for their follower toppers with an explanation of their choices.

Create neat, decorated follower toppers with some accuracy.

Measure and cut panels that fit with some inaccuracies to conceal the inner workings of the automata.

Decorate and finish the automata to meet the design criteria and brief.

Evaluate their finished product, making descriptive and reflective points on function and form.

DESIGN TECHNOLOGY

PSHE	<p>Using the Kapow scheme</p> <p><u>Family & Relationships</u></p> <p>Understand that everyone can expect a level of respect but this can be lost. Understand what respect is and how they should be respected. Understand how stereotypes influence our ideas and opinions. Understand a range of stereotypes and share this information effectively. Create a resolution guide that includes strategies to manage conflicts and describes situations where conflict is likely to arise. Understand the term grief and describe some of the associated emotions.</p> <p><u>Health & Wellbeing</u></p> <p>Describe qualities or values they want to develop and create achievable goals. Describe the importance of relaxation and suggest different strategies. Describe how they take care of their physical wellbeing. Understand that technology can have an impact on physical and mental health and know some strategies they can use to overcome this. Describe what resilience is, why it is important and some useful resilience strategies. Understand how vaccination works and why it is important to individuals. Understand that habits can be good or bad for health. Understand that changes in their body could indicate illness and know what to do if they notice them.</p>	RELIGIOUS EDUCATION	<p>Using the South Tyneside locally agreed syllabus</p> <p><u>What can we learn about religious diversity in our area?</u></p> <ul style="list-style-type: none"> Looking at census data and how it has changed over time Speaking to leaders of different faiths (vicar and Imam) <p><u>What do the gospels tell us about the birth of Jesus?</u></p> <ul style="list-style-type: none"> Children will learn about the two versions of the birth story and will consider some of the ideas that have grown up around the nativity story, but are not part of the story. They will think about the question “Are the Christmas stories true?”
	FRENCH		<p>Unit 9 At the end of this unit: most children will: say what activities they like/ dislike; recognise and respond to instructions including parts of the body; record daily activities in French independently and understand related written information. They will also be able to use the verb ‘avoir’ correctly and be able to understand a description of a monster and write a description of their own monster. They will also be able to use a few conjunctions to extend sentences. some children will have progressed further and will: give opinions about different daily activities and use the structures to express opinions spontaneously about other situations; extend utterances to include time, date, opinion; complete written accounts of activities and opinions; exchange this information with other speakers of French. They will be able to write a description of a monster which includes conjunctions and also adjectives which agree and they will be able to retell a simple story, orally and in writing.</p>

TERM DATES

Term	Open morning of	Close afternoon of
Autumn Term	Mon 02 Sep 2024	Fri 25 Oct 2024
	Mon 04 Nov 2024	Fri 20 Dec 2024
Spring Term	Mon 06 Jan 2025	Fri 21 Feb 2025
	Mon 03 Mar 2025	Fri 11 Apr 2025
Summer Term	Mon 28 Apr 2025	Fri 23 May 2025
	Mon 02 Jun 2025	Fri 18 Jul 2025

All dates may be subject to change, please check with the school.
In-Service days to be confirmed.

VISITS

GNR event **6th Sept 2024**

RAP (reducing accidents at play) event **2nd Oct 2024**

South Shields Mosque visit **19th November 2024**

Broomhouse Farm Visit date TBC