Key Stage 2 curriculum maps

Click a subject Title to view the detailed Curriculum information for that subject.

English	Computer science	Art
Maths	Geography	
Science	History	
P.E. Core	MFL (French)	

Subject: English

Year 5 end of year goals:

Throughout year 5, the children's study revolves around a novel from a different genre each half-term. The children will continue to gain in confidence in: reading and discussing a wide range of texts; predicting what might happen; making comparisons within and across books and drawing inferences such as inferring characters' thoughts, feelings and motives. They will be able to: identify the audience and purpose of a piece of writing and use this skill in their own compositions; select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning, and assess the effectiveness of their own and others' writing.

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn 1	**'Who Let The Gods Out?'** For their first half-term at Etonbury, the children will be reading 'Who Let The Gods Out' by Maz Evans in their Reading sessions. In their English lessons the children will have the opportunity to read and write about a variety of Ancient Greek gods and myths, which will add to their understanding and enjoyment of the novel.	**Students will know:** ● A background Ancient Greek mythology ● Features of a myth ● How to create a wordbank ● Features of narrative poetry ● A range of Greek myths and legends ● Features of explanation texts	**Reading Skills** ● Sequence events in a story ● Listening to a story ● Identifying rhyme and rhythm in poetry **Writing Skills** ● Recapping on basic punctuation ● Plan and write own myth ● Editing skills ● Note taking ● Descriptive writing		Empathy and considering others Greek mythology

			● Writing an explanation text		
Autumn 2	**Aut 2: 'Charlie and The Choc. Factory'** While reading this book, the chn will develop their writing skills by looking at characterisation and persuasive features. In y5 Reading lessons, children have the opportunity to look at short texts and also to read the novel, where the children have VIPERS (vocabulary, inference, prediction, explanation, retrieval, sequence/summarise) questions to answer.	**Students will know:** ● Features of persuasive writing AFOREST ● How to edit a draft ● Character description. ● POV ● Poetic techniques	**Reading Skills:** ● Audience and purpose ● Identifying adventurous vocabulary ● Close analysis of language choice ● VIPERS questions **Writing Skills:** ● Modal verbs ● Structuring a persuasive text ● Writing from different perspective ● Using personification for effect	Big Write - a character description of Grandpa Joe.	Visit to the Roald Dahl museum Rainforests and the impact of growing palm oil Awareness of environmental issues Lobbying for change in big companies
Spring 1	**Spr 1: 'Beowulf'** The children will be reading Morpurgo's retelling in prose of the Anglo-Saxon epic poem. This has links with the Greek Myths and legends in Aut 1. This is part of our studies on the Vikings, so the chn develop a good understanding of Anglo Saxon/Viking life and the importance of oral story-telling.	**Students will know:** ● Historical background ● Features of a diary ● The different types of character within a saga ● How to create a setting ● How to structure a story ● Writing a non-chronological report.	**Reading Skills:** ● Decipher archaic words from context. ● Identifying kennings within the text ● To compare landscape and weather descriptions to create a setting	Big Write - a non-chronological report on the book 'Beowulf'	Anglo-saxon and viking history Understanding word derivation Migration and impact of invaders place names in the UK

			Writing Skills: ● Writing a personal recount, which includes facts and emotions. ● .Choosing effective vocabulary to create character and setting ● Creating a story map/mountain		
Spring 2	**The Lion, The Witch and the Wardrobe** We read this book during our 'Out of this World' topic. It gives the children the opportunity to study a novel in the fantasy genre.	**Students will know:** ● How to use inference and deduction when looking at front covers and blurbs to predict what might happen. ● Embedding their knowledge of AFOREST ● How to deliver a speech. ● The features of a playscript, how to adapt prose to a playscript and to perform and evaluate their performance.	**Reading Skills:** ● To decide what makes a compelling blurb ● Identifying descriptive language which adds to understanding a character ● Identifying how figurative language creates a vivid picture ● Examine features of persuasive language ● Following a playscript **Writing Skills:**	Big Write - a persuasive speech Peer assessment of their persuasive speeches. PIXL tests are done during this half term.	Christian morality Understanding playscripts Speech writing and delivery Looking beyond the surface Understanding others' motivations

		• The features of free verse.	• Using relative clauses to add to character description • Writing a persuasive speech • Using the features of a playscript • Use the features of free verse to write a poem about space.		
Summer 1	**Spy Master** This half term, the children are studying the Tudors. Spy Master is set in the court of Henry VIII. It is an exciting adventure book, and it gives the children the opportunity to learn more about this time in history. There is a close focus on the Spanish Armada to act as a stimulus for writing a newspaper report. There are opportunities for debating and performing.	**Students will know:** • How to write an instruction text • Features of a news report • How to work collaboratively to debate a topic.Chn will learn how a debate runs • Research The Globe • A short Shakespeare selection, thinking about how a Tudor/Stuart audience would be entertained.	**Reading Skills:** • Investigating bias and censorship • Differences between tabloid and broadsheets • Identifying archaic language • Reading Shakepearean language **Writing Skills:** • Using imperative verbs and time connectives • Editing skills • Direct and indirect speech • Planning, drafting and editing • Create an acrostic poem	Big Write - newspaper report	Tudor England Spanish Armada Newspapers and the media Debating skills

			• Creating rhyming couplets		
Summer 2	**Kensuke's Kingdom** This half term the children read a contemporary novel by Michael Morpurgo.	**Students will know:** • Different genres of poetry, including the structure of poems. • A taster of Japan's involvement in WW2	**Reading Skills:** • Identifying features of a ship's log • Analysing poetry features • Comparing poems from other cultures. **Writing Skills:** • Writing a ship's log • Structuring a poem, to include figurative language. • Writing a book review	Mock SATS are done this half term. Big Write - Poem about a volcano	Japan and culture WW2 Unlikely friendships Protecting the environment

Year 6 end of year goals:

The English journey in year 6 builds on the children's studies in year 5. They will read a novel from widely different genres each half-term. They will be able to: identify and discuss themes and conventions in and across a wide range of writing; explore the meanings of words in context; summarise the main ideas drawn from more than one paragraph, identifying the key details and provide reasoned justifications for their own views. The children will gain confidence at planning, drafting and editing their own written compositions by developing initial ideas, using a wide range of devices to build cohesion and distinguishing between the language of speech and writing.

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn 1	**Alex Rider - Stormbreaker**	Features of a book cover Knowledge of the author Features of diary Types of sentence Literary features Characters traits Features of a setting Features of a summary Devices to structure writing Features of a narrative	Making predictions Note taking & research Effective planning Diary writing Comprehension & inference Identify a range of sentences Write PEEL paragraphs Find evidence to support a point of view Editing Writing a character description Writing a setting description	Baseline assessment - recount of holiday Narrative: character and setting description; main section of narrative and conclusion Newspaper report	

		Features of a newspaper Features of a book review	Summary writing Explanation text Comparison of two characters Narrative planning Narrative writing Direct/Indirect questioning Interviewing Writing effective headlines Write a newspaper report Book reviews		
Autumn 2	**Street Child**	**Students will know**: ● About Victorian England ● How to PEEL ● Editing skills ● How to make notes ● Features of persuasion ● Poetic genre ● Performance techniques ●	**Reading Skills**: ● Making predictions about a text. ● Finding evidence in a text ● Identifying character traits ● Features of a playscript ● Independent analysis of Victorian poetry ● A Christmas Carol (abridged) prediction **Writing Skills**: ● Using formal language		Visit the Victorian School Museum

			• A character description • Writing a narrative • An informal letter • Writing to persuade • Writing a playscript		
Spring 1	When Hitler Stole Pink Rabbit	This novel is under review			Trip to Duxford War Museum
Spring 2	**Harry Potter**	**Students will know**: • Fantasy genre • Features of persuasive writing • Features of a recount • Features of diary writing • Difference between fiction and non-fiction text	**Reading Skills**: • Comparing two characters • Select and retrieve information • Analyse character description **Writing Skills**: • Formal letter writing • Writing a leaflet to persuade • A diary entry using different sentence forms • Character study using PEEL	Mock SATS	Visit to Harry Potter studios. Value of humility, friendship and loyalty
Summer 1	**Floodlands**	**Students will know**: • How meaning is enhanced through choice of words and phrases • The terms dystopia and utopia • How flashback can be used in a novel • How to introduce tension to	**Reading Skills**: • Predicting using inference • Identifying phrases which describe setting and character • Identifying features of a persuasive speech	SATS (in week 5)	

		a narrative •	• Explain the meaning of words in context **Writing Skills**: • Summarise main ideas from more than one paragraph • Writing an informal letter • Plan and write a balanced discussion text • Plan and write a narrative		
Summer 2	**Journey to Jo'Burg**	**Students will know**: • Recognise when an author creates a sense of place • What is meant by perspective • Plan, write and editing skills • How to identify features of persuasive language • The terms intonation, tone, volume and action	**Reading Skills**: • Analysing emotive language • Annotating a text • Compare and contrast newspaper articles • Identify how a character comes to life **Writing Skills**: • Plan and write a diary using emotive language • Plan and write a balanced argument • Plan and write a persuasive argument • Plan and write a newspaper report • Writing a book review		The novel explores the themes of justice, freedom, identity and discrimination. It links to history this term, looking at apartheid.

Subject: Maths

Year 5 end of year goals:

The year 5 curriculum coverage provides consistency and progression in the teaching of maths for mastery. We provide a cumulative curriculum so that once a topic is covered, it is met many times again in other related contexts. In year 5 we teach in blocks so that students begin to further their application of the key number skills to a range of complex problems, making clear links with their algebraic thinking and begin to strengthen their deeper understanding of the reasoning skills where they begin to explore proofs in geometry. The year 5 lessons are planned to provide plenty of opportunities to use concrete objects and manipulatives to assist in the progression of the concepts taught. Alongside this, students are encouraged to use pictorial representatives, particularly during their algebraic thinking stages and the application of solving complex problems.

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)

Autumn	Place Value	(5N1) Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 (5N2) Read, write, order and compare numbers to at least 1,000,000 (5N3a) Determine the value of each digit in numbers up to 1,000,000 (5N3b) Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals (5N4) Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 (5N5) Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero (5N6) Solve number problems and practical problems that involve 5N1 - 5N5	Step 1 Roman numerals to 1,000 Step 2 Numbers to 10,000 Step 3 Numbers to 100,000 Step 4 Numbers to 1,000,000 Step 5 Read and write numbers to 1,000,000 Step 6 Powers of 10 Step 7 10/100/1,000/10,000/100,000 more or less Step 8 Partition numbers to 1,000,000 Step 9 Number line to 1,000,000 Step 10 Compare and order numbers to 100,000 Step 11 Compare and order numbers to 1,000,000 Step 12 Round to the nearest 10, 100 or 1,000 Step 13 Round within 100,000 Step 14 Round within 1,000,000	Pre and Post Unit Assessments Assessment A Assessment B	**Spiritual** - In most Maths lessons we aim to provide opportunities for all students to develop an appreciation of the richness and power of maths and opportunities to develop deep thinking through problem solving and a safe place to question each other's methods or way of working. **Moral** - Across the school, we encourage respect including teaching the value of listening to others views and opinions on problem solving. Students know it is okay to make mistakes and know this is how we learn; we encourage students to self and peer assess work to find their specific errors and then learn from these leading to deeper learning. **Social** - In classrooms, we look for opportunities for pupils to use mini-whiteboards to promote self-esteem and build self confidence. Collaborative learning in the classroom is encouraged in the form of listening and learning from each other which develops their mathematical voice and logical reasoning skills. We participate in team maths challenges for increased pupil involvement.

					Cultural - We explicitly teach areas of Maths in lots of different subjects across the school to show students the importance of Maths in different roles, for example: Statistics in Geography and Science; Finance in Citizenship and Chronology in History.
	Addition and Subtraction	(5C1) Add and subtract numbers mentally with increasingly large numbers (5C2) Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) (5C3) Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy (5C4) Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	Step 1 Mental strategies Step 2 Add whole numbers with more than four digits Step 3 Subtract whole numbers with more than four digits Step 4 Round to check answers Step 5 Inverse operations (addition and subtraction) Step 6 Multi-step addition and subtraction problems Step 7 Compare calculations Step 8 Find missing numbers	Pre and Post Unit Assessments Assessment A Assessment B	

	Multiplication and Division	(5C5a) Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers (5C5b) Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers (5C5c) Establish whether a number up to 100 is prime and recall prime numbers up to 19 (5C5d) Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) (5C6a) Multiply and divide numbers mentally drawing upon known facts (5C6b) Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 (5C7a) Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers (5C7b) Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context (5C8a) Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes (5C8b) Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign (5C8c) Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	Step 1 Multiples Step 2 Common multiples Step 3 Factors Step 4 Common factors Step 5 Prime numbers Step 6 Square numbers Step 7 Cube numbers Step 8 Multiply by 10, 100 and 1,000 Step 9 Divide by 10, 100 and 1,000 Step 10 Multiples of 10, 100 and 1,000	Pre and Post Unit Assessments Assessment A Assessment B	

	Fractions A	(5F2a) Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, 2/5 + 4/5 = 6/5 = 1 1/5] (5F2b) Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths (5F3) Compare and order fractions whose denominators are all multiples of the same number (5F4) Add and subtract fractions with the same denominator and denominators that are multiples of the same number (5F5) Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams (5F6a) Read and write decimal numbers as fractions [for example, 0.71 = 71/100] (5F6b) Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents (5F7) Round decimals with two decimal places to the nearest whole number and to one decimal place (5F8) Read, write, order and compare numbers with up to three decimal places (5F10) Solve problems involving number up to three decimal places (5F11) Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal (5F12) Solve problems which require knowing percentage	Step 1 Find fractions equivalent to a unit fraction Step 2 Find fractions equivalent to a non-unit fraction Step 3 Recognise equivalent fractions Step 4 Convert improper fractions to mixed numbers Step 5 Convert mixed numbers to improper fractions Step 6 Compare fractions less than 1 Step 7 Order fractions less than 1 Step 8 Compare and order fractions greater than 1 Step 9 Add and subtract fractions with the same denominator Step 10 Add fractions within 1 Step 11 Add fractions with total greater than 1 Step 12 Add to a mixed number Step 13 Add two mixed numbers Step 14 Subtract fractions Step 15 Subtract from a mixed number Step 16 Subtract from a mixed number – breaking the whole	Pre and Post Unit Assessments Assessment A Assessment B End of Term Assessment - Arithmetic End of Term Assessment - Problem solving and reasoning	

		and decimal equivalents of 1/2 , 1/4 , 1/5 , 2/5 , 4/5 and those fractions with a denominator of a multiple of 10 or 25	Step 17 Subtract two mixed numbers		

Spring	Multiplication and Division B	(5C5a) Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers (5C5b) Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers (5C5c) Establish whether a number up to 100 is prime and recall prime numbers up to 19 (5C5d) Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) (5C6a) Multiply and divide numbers mentally drawing upon known facts (5C6b) Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 (5C7a) Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers (5C7b) Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context (5C8a) Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes (5C8b) Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign (5C8c) Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	Step 1 Multiply up to a 4-digit number by a 1-digit number Step 2 Multiply a 2-digit number by a 2-digit number (area model) Step 3 Multiply a 2-digit number by a 2-digit number Step 4 Multiply a 3-digit number by a 2-digit number Step 5 Multiply a 4-digit number by a 2-digit number Step 6 Solve problems with multiplication Step 7 Short division Step 8 Divide a 4-digit number by a 1-digit number Step 9 Divide with remainders Step 10 Efficient division Step 11 Solve problems with multiplication and division	Pre and Post Unit Assessments Assessment A Assessment B	

	Fractions B		Step 1 Multiply a unit fraction by an integer Step 2 Multiply a non-unit fraction by an integer Step 3 Multiply a mixed number by an integer Step 4 Calculate a fraction of a quantity Step 5 Fraction of an amount Step 6 Find the whole Step 7 Use fractions as operators	Pre and Post Unit Assessments Assessment A Assessment B	

	Decimals and Percentages	(5F6a) Read and write decimal numbers as fractions [for example, 0.71 = 71/100] (5F6b) Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents (5F7) Round decimals with two decimal places to the nearest whole number and to one decimal place (5F8) Read, write, order and compare numbers with up to three decimal places (5F10) Solve problems involving number up to three decimal places (5F11) Recognise the percent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal (5F12) Solve problems which require knowing percentage and decimal equivalents of 1/2 , 1/4 , 1/5 , 2/5 , 4/5 and those fractions with a denominator of a multiple of 10 or 25	Step 1 Decimals up to 2 decimal places Step 2 Equivalent fractions and decimals (tenth Step 3 Equivalent fractions and decimals (hund Step 4 Equivalent fractions and decimals Step 5 Thousandths as fractions Step 6 Thousandths as decimals Step 7 Thousandths on a place value chart Step 8 Order and compare decimals (same nur decimal places) Step 9 Order and compare any decimals with u decimal places Step 10 Round to the nearest whole number Step 11 Round to 1 decimal place Step 12 Understand percentages Step 13 Percentages as fractions Step 14 Percentages as decimals Step 15 Equivalent fractions, decimals and perc	Pre and Post Unit Assessments Assessment A Assessment B	

	Perimeter and Area	(5M4) Solve problems involving converting between units of time (5M5) Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) (5M6) Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints (5M7a) Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres (5M7b) Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes (5M8) Estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water] (5M9a) Use all four operations to solve problems involving measure [for example, money] using decimal notation, including scaling (5M9b) Use all four operations to solve problems involving measure [for example, length] using decimal notation, including scaling (5M9c) Use all four operations to solve problems involving measure [for example, mass] using decimal notation, including scaling (5M9d) Use all four operations to solve problems involving measure [for example, volume] using decimal notation, including scaling	Step 1 Perimeter of rectangles Step 2 Perimeter of rectilinear shapes Step 3 Perimeter of polygons Step 4 Area of rectangles Step 5 Area of compound shapes Step 6 Estimate area	Pre and Post Unit Assessments Assessment A Assessment B	

	Statistics	(5S1) Complete, read and interpret information in tables, including timetables (5S2) Solve comparison, sum and difference problems using information presented in a line graph	Step 1 Draw line graphs Step 2 Read and interpret line graphs Step 3 Read and interpret tables Step 4 Two-way tables Step 5 Read and interpret timetables	Pre and Post Unit Assessments Assessment A Assessment B End of Term Assessment - Arithmetic End of Term Assessment - Problem solving and reasoning	

Summer	Shape	(5G2a) Use the properties of rectangles to deduce related facts and find missing lengths and angles (5G2b) Distinguish between regular and irregular polygons based on reasoning about equal sides and angles (5G3b) Identify 3-D shapes, including cubes and other cuboids, from 2-D representations (5G4a) Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles (5G4b) Identify angles at a point and one whole turn (total 360), angles at a point on a straight line and 1/2 a turn (total 180) and other multiples of 90 (5G4c) Draw given angles, and measure them in degrees	Step 1 Understand and use degrees Step 2 Classify angles Step 3 Estimate angles Step 4 Measure angles up to 180° Step 5 Draw lines and angles accurately Step 6 Calculate angles around a point Step 7 Calculate angles on a straight line Step 8 Lengths and angles in shapes Step 9 Step 9 Regular and irregular polygons Step 10 3-D shapes	Pre and Post Unit Assessments Assessment A Assessment B	
	Position and direction	(5P2) Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed	Step 1 Read and plot coordinates Step 2 Problem solving with coordinates Step 3 Translation Step 4 Translation with coordinates Step 5 Lines of symmetry Step 6 Reflection in horizontal and vertical lines	Pre and Post Unit Assessments Assessment A Assessment B	

	Decimals	(5F6a) Read and write decimal numbers as fractions [for example, 0.71 = 71/100] (5F6b) Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents (5F7) Round decimals with two decimal places to the nearest whole number and to one decimal place (5F8) Read, write, order and compare numbers with up to three decimal places (5F10) Solve problems involving numbers up to three decimal places	Step 1 Use known facts to add and subtract decimals within 1 Step 2 Complements to 1 Step 3 Add and subtract decimals across 1 Step 4 Add decimals with the same number of decimal places Step 5 Subtract decimals with the same number of decimal places Step 6 Add decimals with different numbers of decimal places Step 7 Subtract decimals with different numbers of decimal places Step 8 Efficient strategies for adding and subtracting decimals Step 9 Decimal sequences Step 10 Multiply by 10, 100 and 1,000 Step 11 Divide by 10, 100 and 1,000 Step 12 Multiply and divide decimals – missing values	Pre and Post Unit Assessments Assessment A Assessment B	

	Negative Numbers	(5N5) Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero (5N6) Solve number problems and practical problems that involve 5N1 - 5N5	Step 1 Understand negative numbers Step 2 Count through zero in 1s Step 3 Count through zero in multiples Step 4 Compare and order negative numbers Step 5 Find the difference	Pre and Post Unit Assessments Assessment A Assessment B	
	Converting Units	(5M4) Solve problems involving converting between units of time (5M5) Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) (5M6) Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints	Step 1 Kilograms and kilometres Step 2 Millimetres and millilitres Step 3 Convert units of length Step 4 Convert between metric and imperial units Step 5 Convert units of time Step 6 Calculate with timetables	Pre and Post Unit Assessments Assessment A Assessment B	

	Volume	(5M5) Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) (5M8) Estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water] (5M9d) Use all four operations to solve problems involving measure [for example, volume] using decimal notation, including scaling	Step 1 Cubic centimetres Step 2 Compare volume Step 3 Estimate volume Step 4 Estimate capacity	Pre and Post Unit Assessments Assessment A Assessment B End of Term Assessment - Arithmetic End of Term Assessment - Problem solving and reasoning	

Year 6 end of year goals:

The year 6 curriculum coverage provides consistency and progression in the teaching of maths for mastery. We provide a cumulative curriculum so that once a topic is covered, it is met many times again in other related contexts. In year 6 we develop and strengthen key calculator skills throughout the whole year. The teaching blocks consist of depth and understanding in proportional reasoning and a variation of representations, both algebraically and graphically. Students will build core understanding of their algebraic thinking and will further deepen their techniques by solving a range of complex equations. The year 6 students will continue to practise developing their number and geometric skills which will enable them to draw upon a range of reasoning skills when asked to make justifications . Throughout year 6, students will continue to be given opportunities to use concrete objects and manipulatives to assist in the progression of the concepts taught.

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn	Place value	(6N2) Read, write, order and compare numbers up to 10 000 000 (6N3) Determine the value of each digit in numbers up to 10 000 000 (6N4) Round any whole number to a required degree of accuracy (6N5) Use negative numbers in context, and calculate intervals across zero (6N6) Solve number and practical problems that involve 6N2 - 6N5	Step 1 Numbers to 1,000,000 Step 2 Numbers to 10,000,000 Step 3 Read and write numbers to 10,000,000 Step 4 Powers of 10 Step 5 Number line to 10,000,000 Step 6 Compare and order any integers Step 7 Round any integer Step 8 Negative numbers	Pre and Post Unit Assessments Assessment A Assessment B	**Spiritual** - In most Maths lessons we aim to provide opportunities for all students to develop an appreciation of the richness and power of maths and opportunities to develop deep thinking through problem solving and a safe place to question each other's methods or way of working. **Moral** - Across the school, we encourage respect including teaching the value of listening to others

	Addition, subtraction, multiplication and division	(6C3) Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy (6C4) Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why (6C5) Identify common factors, common multiples and prime numbers (6C6) Perform mental calculations, including with mixed operations and large numbers (6C7a) Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication (6C7b) Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context (6C3) Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy (6C4) Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why (6C5) Identify common factors, common multiples and prime numbers (6C6) Perform mental calculations, including with mixed operations and large numbers (6C7a) Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication (6C7b) Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context (6C7c) Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context	Step 1 Add and subtract integers Step 2 Common factors Step 3 Common multiples Step 4 Rules of divisibility Step 5 Primes to 100 Step 6 Square and cube numbers Step 7 Multiply up to a 4-digit number by a 2-digit number Step 8 Solve problems with multiplication Step 9 Short division Step 10 Division using factors Step 11 Introduction to long division Step 12 Long division with remainders Step 13 Solve problems with division Step 14 Solve multi-step problems Step 15 Order of operations Step 16 Mental calculations and estimation Step 17 Reason from known facts	Pre and Post Unit Assessments Assessment A Assessment B	views and opinions on problem solving. Students know it is okay to make mistakes and know this is how we learn; we encourage students to self and peer assess work to find their specific errors and then learn from these leading to deeper learning. **Social** - In classrooms, we look for opportunities for pupils to use mini-whiteboards to promote self-esteem and build self confidence. Collaborative learning in the classroom is encouraged in the form of listening and learning from each other which develops their mathematical voice and logical reasoning skills. We participate in team maths challenges for increased pupil involvement. **Cultural** - We explicitly teach areas of Maths in lots of different subjects across the school to show students the importance of Maths in different roles, for example: Statistics in Geography and Science; Finance in Citizenship and Chronology in History.

		(6C8) Solve problems involving addition, subtraction, multiplication and division (6C9) Use their knowledge of the order of operations to carry out calculations involving the four operations interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context (6C7c) Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context (6C8) Solve problems involving addition, subtraction, multiplication and division (6C9) Use their knowledge of the order of operations to carry out calculations involving the four operations			
	Fractions A + B	(6F2) Use common factors to simplify fractions; use common multiples to express fractions in the same denomination (6F3) Compare and order fractions, including fractions > 1 (6F4) Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions (6F5a) Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, 1/4 × 1/2 = 1/8] (6F5b) Divide proper fractions by whole numbers [for example, 1/3 ÷ 2 = 1/6] (6F6) Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8]	Step 1 Equivalent fractions and simplifying Step 2 Equivalent fractions on a number line Step 3 Compare and order (denominator) Step 4 Compare and order (numerator) Step 5 Add and subtract simple fractions Step 6 Add and subtract any two fractions Step 7 Add mixed numbers Step 8 Subtract mixed numbers Step 9 Multi-step problems Step 1 Multiply fractions by integers	Pre and Post Unit Assessments Assessment A Assessment B	

			Step 2 Multiply fractions by fractions Step 3 Divide a fraction by an integer Step 4 Divide any fraction by an integer Step 5 Mixed questions with fractions Step 6 Fraction of an amount Step 7 Fraction of an amount – find the whole		
	Converting units	(6M5) Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places (6M6) Convert between miles and kilometres (6M7a) Recognise that shapes with the same areas can have different perimeters and vice versa (6M7b) Calculate the area of parallelograms and triangles (6M7c) Recognise when it is possible to use formulae for the area of shapes (6M8a) Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units [for example, mm3 and km3] (6M8b) Recognise when it is possible to use formulae for the volume of shapes (6M9) Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate	Step 1 Metric measures Step 2 Convert metric measures Step 3 Calculate with metric measures Step 4 Miles and kilometres Step 5 Imperial measures	Pre and Post Unit Assessments Assessment A Assessment B End of Term Assessment - Arithmetic End of Term Assessment - Problem solving and reasoning	

Spring	Ratio	(6R1) Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts (6R2) Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison (6R3) Solve problems involving similar shapes where the scale factor is known or can be found (6R4) Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples	Step 1 Add or multiply? Step 2 Use ratio language Step 3 Introduction to the ratio symbol Step 4 Ratio and fractions Step 5 Scale drawing Step 6 Use scale factors Step 7 Similar shapes Step 8 Ratio problems Step 9 Proportion problems Step 10 Recipes	Pre and Post Unit Assessments Assessment A Assessment B	
	Algebra	(6A1) Express missing number problems algebraically (6A2) Use simple formulae (6A3) Generate and describe linear number sequences (6A4) Find pairs of numbers that satisfy an equation with two unknowns (6A5) Enumerate possibilities of combinations of two variables	Step 1 1-step function machines Step 2 2-step function machines Step 3 Form expressions Step 4 Substitution Step 5 Formulae Step 6 Form equations Step 7 Solve 1-step equations Step 8 Solve 2-step equations Step 9 Find pairs of values	Pre and Post Unit Assessments Assessment A Assessment B	

			Step 10 Solve problems with two unknowns		
	Decimals	(6F9a) Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to three decimal places (6F9b) Multiply one-digit numbers with up to two-decimal places by whole numbers (6F9c) Use written division methods in cases where the answer has up to two decimal places	Step 1 Place value within 1 Step 2 Place value – integers and decimals Step 3 Round decimals Step 4 Add and subtract decimals Step 5 Multiply by 10, 100 and 1,000 Step 6 Divide by 10, 100 and 1,000 Step 7 Multiply decimals by integers Step 8 Divide decimals by integers Step 9 Multiply and divide decimals in context	Pre and Post Unit Assessments Assessment A Assessment B	
	Fractions, decimals and percentages	(6F2) Use common factors to simplify fractions; use common multiples to express fractions in the same denomination (6F3) Compare and order fractions, including fractions > 1 (6F4) Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions (6F5a) Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, 1/4 × 1/2 = 1/8] (6F5b) Divide proper fractions by whole numbers [for example, 1/3 ÷ 2 = 1/6] (6F6) Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8]	Step 1 Decimal and fraction equivalents Step 2 Fractions as division Step 3 Understand percentages Step 4 Fractions to percentages Step 5 Equivalent fractions, decimals and percentages Step 6 Order fractions, decimals and percentages Step 7 Percentage of an amount – one step	Pre and Post Unit Assessments Assessment A Assessment B	

		(6F10) Solve problems which require answers to be rounded to specified degrees of accuracy (6F11) Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts (6R2) Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison	Step 8 Percentage of an amount – multi-step Step 9 Percentages – missing values		
	Area, perimeter and volume	(6M7a) Recognise that shapes with the same areas can have different perimeters and vice versa (6M7b) Calculate the area of parallelograms and triangles (6M7c) Recognise when it is possible to use formulae for the area of shapes (6M8a) Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units [for example, mm3 and km3] (6M8b) Recognise when it is possible to use formulae for the volume of shapes (6M9) Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate	Step 1 Shapes – same area Step 2 Area and perimeter Step 3 Area of a triangle – counting squares Step 4 Area of a right-angled triangle Step 5 Area of any triangle Step 6 Area of a parallelogram Step 7 Volume – counting cubes Step 8 Volume of a cuboid	Pre and Post Unit Assessments Assessment A Assessment B	
	Statistics	(6S1) Interpret and construct pie charts and line graphs and use these to solve problems (6S3) Calculate and interpret the mean as an average	Step 1 Line graphs Step 2 Dual bar charts Step 3 Read and interpret pie charts Step 4 Pie charts with percentages	Pre and Post Unit Assessments Assessment A Assessment B	

			Step 5 Draw pie charts Step 6 The mean	End of Term Assessment - Arithmetic End of Term Assessment - Problem solving and reasoning	
Summer	Shape	(6G2a) Compare and classify geometric shapes based on their properties and sizes (6G2b) Describe simple 3-D shapes (6G3a) Draw 2-D shapes using given dimensions and angles (6G3b) Recognise and build simple 3-D shapes, including making nets (6G4a) Find unknown angles in any triangles, quadrilaterals, and regular polygons (6G4b) Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles (6G5) Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius	Step 1 Measure and classify angles Step 2 Calculate angles Step 3 Vertically opposite angles Step 4 Angles in a triangle Step 5 Angles in a triangle – special cases Step 6 Angles in a triangle – missing angles Step 7 Angles in a quadrilateral Step 8 Angles in polygons Step 9 Circles Step 10 Draw shapes accurately Step 11 Nets of 3-D shapes	Pre and Post Unit Assessments Assessment A Assessment B	

	Position and direction	(6P2) Draw and translate simple shapes on the coordinate plane, and reflect them in the axes (6P3) Describe positions on the full coordinate grid (all four quadrants)	Step 1 The first quadrant Step 2 Read and plot points in four quadrants Step 3 Solve problems with coordinates Step 4 Translations Step 5 Reflections	Pre and Post Unit Assessments Pre and Post Unit Assessments Assessment A Assessment B	

Subject: Science

Upper KS2 end of year goals:

During years 5 and 6, pupils will develop basic practical scientific methods, processes and skills building on prior learning in year 4 and below. These will include:
Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary;
Taking measurements and using a range of scientific equipment with increasing accuracy and precision, taking repeat readings when appropriate;
Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs;
Using test results to make predictions to set up further comparative and fair tests;
Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations;
Identifying scientific evidence that has been used to support or refute ideas or arguments.

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn	Properties of materials	Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a	Identify, group and select materials using properties and behaviours that can be tested, and identify and group living things using observable features and other characteristics Investigate what happens when materials are mixed,	Teacher assessments End of unit tests	

	Changes of materials	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, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic 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, including changes associated with burning and the action of acid on bicarbonate of soda	and whether and how they can be separated again Explore, explain and use reversible and non-reversible changes that occur in the world around them and how changes can be used to create new and useful materials		
Spring	Forces	Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and	Investigate the effects of different forces and how they can use these to move mechanical parts or objects in specific ways	Teacher assessments End of unit tests	

	Earth and Space	friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect 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.	Investigate and explain the effect of changes in electrical circuits Investigate combinations of forces Explore and explain how time measurement relates to day and night and the Earth's place in the solar system		
Summer	Living things and their habitats	Explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals.	Apply scientific knowledge and understanding to grow healthy plants and explain how humans and other animals stay fit and healthy Investigate the physical characteristics of the local environment and the living things in it, comparing them with those from another locality	Teacher assessments End of unit tests	

	Animals including humans	Describe the changes as humans develop to old age	Investigate the structure, function, life cycle and growth of flowering plants and how these grow and are used around the world Investigate, identify and explain the benefits of micro-organisms and the harm they can cause Investigate and explain how plants and animals are interdependent and are diverse and adapted to their environment as a result of evolution Apply scientific knowledge and understanding to grow healthy plants and explain how humans and other animals stay fit and healthy Apply knowledge and understanding to describe and explain the structure and function of key human body systems including reproduction Investigate, identify and explain the benefits of micro-organisms and the harm they can cause		

Year 6 end of year goals:

During years 5 and 6, pupils will develop basic practical scientific methods, processes and skills building on prior learning in year 4 and below. These will include:
Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary;
Taking measurements and using a range of scientific equipment with increasing accuracy and precision, taking repeat readings when appropriate;
Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs;
Using test results to make predictions to set up further comparative and fair tests;
Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations;
Identifying scientific evidence that has been used to support or refute ideas or arguments.

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning (Equality and diversity, SMSC, cultural capital)**
Autumn	Electricity	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	Systematically identifying the effect of changing one component at a time in a circuit. Designing and making a set of traffic lights, a burglar alarm or other useful circuits.	Teacher assessments End of unit tests	Multiple opportunities for discussion and use of language, revisited frequently, to aid understanding.

	Light	Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. 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. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	Deciding where to place rear-view mirrors on cars. Designing and making a periscope and using ideas on how light travels to explain how it works. Investigate the relationship between light sources, objects and shadows by using shadow puppets. Research a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters.		
Spring	Living things and their habitats Evolution and inheritance	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics. Can recognise that living things have changed over time and that fossils provide information about	Use classification systems and keys to identify some animals and plants in the immediate environment. Research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system. Observe and ask questions about local animals and how	Teacher assessments End of unit tests	Multiple opportunities for discussion and use of language, revisited frequently, to aid understanding. Use of nature walks and access to wider school grounds. School visits to The Imperial War Museum School visits to The Warner Brothers Studios

		living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	they are adapted to their environment. Compare how some living things are adapted to survive in extreme conditions, for example cactuses, penguins and camels. Analyse the advantages and disadvantages of specific adaptations, fro example being on two feet rather than four, having a long or short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.		
Summer	Animals including humans	Identify and name the main parts of the human circulatory system,	Explore the work of scientists and scientific research about the relationship between diet,	Teacher assessments End of unit tests	Multiple opportunities for discussion and use of language, revisited

	KS3 preparation unit Scientists and Inventors	and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans. Research a number of Key Scientists, both male and female	exercise, drugs, lifestyle and health. Explore the work of key scientists both in areas of study at UKS2 and the wider world. Including Libbie Hyman (classification of invertebrates) Alexander Flemming (penicillin) and Stephen Hawking (astrophysicist).		frequently, to aid understanding. Use of the wider school grounds to investigate the impact of exercise. Revisiting aspects of Science, giving multiple opportunities for discussion and use of language, revisited frequently, to aid understanding.

Subject: P.E. Core

Year 5 end of year goals:

In year 5 we aim to introduce our students to a wide range of Sports and Physical Activities including Autumn Term: Football, Netball/Handball, Basketball and Gymnastics/Dance. Spring Term: Badminton, Rugby, Table Tennis and Hockey. Summer Term: Rounders, Athletics, Cricket and Volleyball. In Year 5 the curriculum is on the whole skills based, alongside providing opportunities for pupils to become physically confident and develop reliance in a way which supports their health, fitness, mental health and well-being.

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn	***Football*** - Passing - Dribbling - Shooting - Defending - Positioning - Rules	***Football*** - Short and long passing techniques - Dribbling techniques - Shooting techniques - Defensive position, how and when to tackle - Positions on a football pitch - Key rules of football	***Football*** - Passing techniques including; laces, inside and outside of boot, - Dribbling techniques, use of both feet, close control and control at speed, - Shooting techniques, how to develop power and accuracy, - Body shape for defending, shielding players, - The role of an official	***All practical PE assessments are made through:*** - Verbal feedback communicated through question and answering - Use of peer and self feedback, - Verbal teacher feedback in lessons, - Use of inter-house competitions to assess students abilities in competitive environments.	***All practical PE lessons promote wider learning in the following ways:*** - Communication skills, - Teamwork - Social skills, - Leadership, - Understanding the human body and how sport affects this, - How to cope with losing, - Resilience skills

	Gymnastics - Travel movements - Rolls - Balances - Sequences ***Dance*** - Actions	***Gymnastics*** - Body tension, - Aesthetics, - Counter balance, - Extension, - Shapes, - Travel methods, - How to link travel movements and balances	***Gymnastics*** - How to keep core strength when holding body shape, - The importance of aesthetics and presentation in performance, - How to use body weight and positioning to allow for counter balance, - How to extend parts of the body effectively, - Types of shapes that can be held both in stationary positions and whilst travelling, - Effective modes of travel, - Linking travel and balances to create smooth transitions leading to short sequences ***Dance***		

	- Space - Dynamics - Relationships - Transitions - Contact ***<u>Basketball</u>*** - Dribbling, - Passing, - Shooting, - Defensive techniques, - Rules of basketball.	***Dance*** - Describe examples of Actions - Describe examples of Space - Describe examples of Dynamics - Describe examples of Relationships - Describe examples of effective transitions - Describe examples of contact ***<u>Basketball</u>*** - Dribbling techniques, - Passing techniques, - Shooting techniques in controlled environments, - Body position for effective defending, - Key rules of basketball	**-Examples of Actions** - Perform examples of Space - Perform examples of Dynamics - Perform examples of Relationships - Perform examples of effective transitions - Perform examples of contact ***<u>Basketball</u>*** - Dribbling techniques, including close control and dribbling at speed, - Passing techniques including, chest, bounce and shoulder passes, - Shooting technique without defensive pressure, focussed on routine, - Body positioning, how to defend against dribbling and passing, - How to officiate basketball.		

	Netball - Passing - Shooting - Footwork - Positioning - Defensive technique - Rules ***Handball -*** - Passing - Shooting - Dribbling - Defending - Rules	***Netball*** - Passing techniques, - Shooting techniques, - How to use footwork, - Defensive positioning, - Key rules of netball ***Handball -*** - Passing techniques, - Shooting techniques, - Dribbling techniques, - Defensive tactics - Key rules of handball	***Netball*** - Passing techniques, including, chest, bounce and shoulder passes, - Shooting techniques, in isolation and non competitive environments, focus on shooting routine, - Rules on footwork, - Effective defensive positioning including how to effectively intercept the ball, - How to officiate in netball. ***Handball -*** - Pass techniques including, bounce and shoulder passe, - Shooting technique, how to develop power and accuracy, - Dribbling technique, under control and at speed,		

			- Defensive tactics, formations, how to defend effectively as a team unit, - How to officiate in handball		
Spring	***<u>Table Tennis</u>* -** - Forehand shots - Backhand shots - Grip - Scoring - Rules ***Rugby -*** - Tackling technique, - Running with the ball, - Passing technique, - Attacking and defensive lines, - Key rules	***<u>Table Tennis</u>* -** - Forehand technique, - Backhand technique, - Grip styles, - How to keep score, - Key rules of table tennis ***Rugby -*** - Tackling techniques, focus on safety, - Passing techniques, - Attacking and defensive lines for effective team play, - Key rules of rugby.	***<u>Table Tennis -</u>*** - Forehand & backhand technique, how to control the direction of the ball to move opposing players, - How to grip the bat to allow for consistent shots, - Rules for scoring, - Rules for winning points ***Rugby -*** - Tackling techniques, how to tackle safely in isolation and competitive environments,	**<u>See above</u>**	**<u>See above</u>**

	Hockey - - Passing - Shooting - Dribbling - Defending - Rules - Attacking and defensive techniques - Key rules **Badminton -** - Grip - Court Lines - Serving	***Hockey -*** - Passing techniques, - Shooting techniques, - Dribbling techniques, - Defensive tactics - Key rules of Hockey **Badminton -** - Forehand Serve - Backhand Serve - Forehand Grip - Backhand Grip - Overhead clear - Smash Shot - The lob	- How to pass in game situations using correct technique, - Attacking and defensive lines, how to structure effective team play, - Understanding and applying rules in game situations. ***Hockey -*** - Pass techniques including push, slap, hit. - Shooting technique, how to develop power and accuracy, - Dribbling technique, under control and at speed, - Defensive tactics, formations, how to defend effectively as a team unit, - How to officiate in hockey **Badminton -**		

	- Clears, Smashes, Drives, Drops - Rules - Attacking and defensive techniques	- Drop Shot - Clears, Smashes, Drives, Drops - Rules - Attacking and defensive technique	- The role of an official - Serving techniques, how to serve in isolation and competitive environments, - How to rally in a practice and play in game situations using correct technique, - How to demonstrate effective team play, - Understanding and applying rules in game situations.		
Summer	***Cricket*** **-** - Fielding techniques, catching, throwing, - Bowling technique, - Batting techniques, - Key rules ***Volleyball -***	***Cricket*** **-** - Catching techniques, - Throwing techniques, - Bowing technique, - Batting grip and stance, - Key rules of cricket ***Volleyball -***	***Cricket*** **-** - How to catch the ball when it is above and below the shoulder height, - Throwing techniques, underarm and overarm, - Bowling technique, focus on grip of the ball and keeping arm straight, - Understanding and applying rules of cricket.	**See above**	**See above**

	- Dig shot, - Set shot, - Spike shot, - Key rules ***<u>Athletics -</u>*** - *Sprint Starts* - *Quoit Throw* - *Shot Putt* - *Javelin* - *Long and Triple Jump* - *100m, 200m, 800m and 1500m* - *Relay* ***<u>Rounders -</u>*** - Throwing and catching - Batting - Bowling - Fielding - Backstop	- Dig shot technique, - Set shot technique, - Spike shot technique, - Key rules of volleyball ***<u>Athletics -</u>*** - *Sprint Start technique* - *Quoit Throw technique* - *Shot Putt technique* - *Javelin technique* - *Long and Triple Jump technique* - *100m, 200m, 800m and 1500m technique* - *Relay technique* ***<u>Rounders -</u>*** - Catching techniques, - Throwing techniques, - Bowing technique, - Batting grip and stance, - Key rules of rounders	***Volleyball -*** - Dig shot used in isolation, - Set shot used in isolation, - Spike shot used in isolation, - Application with some consistency in gameplay, - Understanding and applying the key rules of volleyball ***<u>Athletics -</u>*** - *Officiating, coaching and timing* - *Sprint Start technique in isolation* - *Quoit Throw technique in isolation* - *Shot Putt technique in isolation* - *Javelin technique in isolation* - *Long and Triple Jump technique in isolation* - *100m, 200m, 800m and 1500m technique in isolation*		

	- Placement - Rules of rounders		- *Relay technique in isolation* - Understanding and applying rules of each event. ***<u>Rounders -</u>*** - How to catch the ball when it is above and below the shoulder height, - Throwing techniques, underarm and overarm, - Bowling technique, focus on grip of the ball and keeping arm straight, - Understanding and applying rules of rounders.		

Year 6 end of year goals:

In year 6 we aim to embed and develop the skills learnt in year 6 by re-introducing our students to a wide range of Sports and Physical Activities including Autumn Term: Football, Netball/Handball, Basketball and Gymnastics/Dance. Spring Term: Badminton, Rugby, Table Tennis and Hockey. Summer Term: Rounders, Athletics, Cricket and Volleyball. In Year 6 the curriculum has a focus on embedding the skills previously learnt, moving from isolated practices to adding competitive elements, alongside providing opportunities for pupils to become physically confident and develop reliance in a way which supports their health, fitness, mental health and well-being.

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning (Equality and diversity, SMSC, cultural capital)**
Autumn	***Football*** - Passing - Dribbling - Shooting - Defending - Positioning - Rules	***Football*** - Short and long passing techniques - Dribbling techniques - Shooting techniques - Defensive position, how and when to tackle - Positions on a football pitch - Key rules of football	***Football*** - Passing techniques including; laces, inside and outside of boot, - Dribbling techniques, use of both feet, close control and control at speed, - Shooting techniques, how to develop power and accuracy, - Body shape for defending, shielding players, - The role of an official ***Gymnastics***	***All practical PE assessments are made through:*** - Verbal feedback communicated through question and answering - Use of peer and self feedback, - Verbal teacher feedback in lessons, - Use of inter-house	***All practical PE lessons promote wider learning in the following ways:*** - Communication skills, - Teamwork - Social skills, - Leadership, - Understanding the human body and how sport affects this, - How to cope with losing, - Resilience skills

	Gymnastics - Travel movements - Rolls - Balances - Sequences ***Dance*** - Actions	***Gymnastics*** - Body tension, - Aesthetics, - Counter balance, - Extension, - Shapes, - Travel methods, - How to link travel movements and balances	- How to keep core strength when holding body shape, - The importance of aesthetics and presentation in performance, - How to use body weight and positioning to allow for counter balance, - How to extend parts of the body effectively, - Types of shapes that can be held both in stationary positions and whilst travelling, - Effective modes of travel, - Linking travel and balances to create smooth transitions leading to short sequences ***Dance*** **-Examples of Actions** - Perform examples of Space - Perform examples of Dynamics - Perform examples of Relationships - Perform examples of effective transitions - Perform examples of contact	competitions to assess students abilities in competitive environments.	

	- Space - Dynamics - Relationships - Transitions - Contact ***<u>Basketball</u>*** - Dribbling, - Passing, - Shooting, - Defensive techniques, - Rules of basketball.	***Dance*** - Describe examples of Actions - Describe examples of Space - Describe examples of Dynamics - Describe examples of Relationships - Describe examples of effective transitions - Describe examples of contact ***<u>Basketball</u>*** - Dribbling techniques, - Passing techniques, - Shooting techniques in controlled environments, - Body position for effective defending, - Key rules of basketball	***<u>Basketball</u>*** - Dribbling techniques, including close control and dribbling at speed, - Passing techniques including, chest, bounce and shoulder passes, - Shooting technique without defensive pressure, focussed on routine, - Body positioning, how to defend against dribbling and passing, - How to officiate basketball. ***<u>Netball</u>*** - Passing techniques, including, chest, bounce and shoulder passes, - Shooting techniques, in isolation and non competitive environments, focus on shooting routine, - Rules on footwork, - Effective defensive positioning including how to effectively intercept the ball, - How to officiate in netball.		

	Netball - Passing - Shooting - Footwork - Positioning - Defensive technique - Rules ***Handball -*** - Passing - Shooting - Dribbling - Defending - Rules	***Netball*** - Passing techniques, - Shooting techniques, - How to use footwork, - Defensive positioning, - Key rules of netball ***Handball -*** - Passing techniques, - Shooting techniques, - Dribbling techniques, - Defensive tactics - Key rules of handball	***Handball -*** - Pass techniques including, bounce and shoulder passe, - Shooting technique, how to develop power and accuracy, - Dribbling technique, under control and at speed, - Defensive tactics, formations, how to defend effectively as a team unit, - How to officiate in handball		

Spring	***Table Tennis*** **-** - Forehand shots - Backhand shots - Grip - Scoring - Rules ***Rugby -*** - Tackling technique, - Running with the ball, - Passing technique, - Attacking and defensive lines, - Key rules	***Table Tennis*** **-** - Forehand technique, - Backhand technique, - Grip styles, - How to keep score, - Key rules of table tennis ***Rugby -*** - Tackling techniques, focus on safety, - Passing techniques, - Attacking and defensive lines for effective team play, - Key rules of rugby.	***Table Tennis -*** - Forehand & backhand technique, how to control the direction of the ball to move opposing players, - How to grip the bat to allow for consistent shots, - Rules for scoring, - Rules for winning points ***Rugby -*** - Tackling techniques, how to tackle safely in isolation and competitive environments, - How to pass in game situations using correct technique, - Attacking and defensive lines, how to structure effective team play, - Understanding and applying rules in game situations. ***Hockey -*** - Pass techniques including push, slap, hit.	**See above**	**See above**

	Hockey - - Passing - Shooting - Dribbling - Defending - Rules - Attacking and defensive techniques - Key rules **Badminton -** - Grip - Court Lines - Serving - Clears, Smashes, Drives, Drops - Rules - Attacking and defensive techniques	***Hockey -*** - Passing techniques, - Shooting techniques, - Dribbling techniques, - Defensive tactics - Key rules of Hockey **Badminton -** - Forehand Serve - Backhand Serve - Forehand Grip - Backhand Grip - Overhead clear - Smash Shot - The lob - Drop Shot - Clears, Smashes, Drives, Drops - Rules	- Shooting technique, how to develop power and accuracy, - Dribbling technique, under control and at speed, - Defensive tactics, formations, how to defend effectively as a team unit, - How to officiate in hockey **Badminton -** - The role of an official - Serving techniques, how to serve in isolation and competitive environments, - How to rally in a practice and play in game situations using correct technique, - How to demonstrate effective team play, - Understanding and applying rules in game situations.		

		- Attacking and defensive technique			
Summer	***<u>Cricket</u>* -** - Fielding techniques, catching, throwing, - Bowling technique, - Batting techniques, - Key rules ***Volleyball* -** - Dig shot, - Set shot, - Spike shot, - Key rules	***<u>Cricket</u>* -** - Catching techniques, - Throwing techniques, - Bowing technique, - Batting grip and stance, - Key rules of cricket ***Volleyball* -** - Dig shot technique, - Set shot technique, - Spike shot technique, - Key rules of volleyball	***<u>Cricket</u>* -** - How to catch the ball when it is above and below the shoulder height, - Throwing techniques, underarm and overarm, - Bowling technique, focus on grip of the ball and keeping arm straight, - Understanding and applying rules of cricket. ***Volleyball* -** - Dig shot used in isolation, - Set shot used in isolation, - Spike shot used in isolation, - Application with some consistency in gameplay, - Understanding and applying the key rules of volleyball ***<u>Athletics -</u>*** - *Officiating, coaching and timing* - *Sprint Start technique in isolation*	**<u>See above</u>**	**<u>See above</u>**

	Athletics - - *Sprint Starts* - *Quoit Throw* - *Shot Putt* - *Javelin* - *Long and Triple Jump* - *100m, 200m, 800m and 1500m* - *Relay* ***Rounders -*** - Throwing and catching - Batting - Bowling - Fielding - Backstop - Placement - Rules of rounders	***Athletics -*** - *Sprint Start technique* - *Quoit Throw technique* - *Shot Putt technique* - *Javelin technique* - *Long and Triple Jump technique* - *100m, 200m, 800m and 1500m technique* - *Relay technique* ***Rounders -*** - Catching techniques, - Throwing techniques, - Bowing technique, - Batting grip and stance, - Key rules of rounders	- *Quoit Throw technique in isolation* - *Shot Putt technique in isolation* - *Javelin technique in isolation* - *Long and Triple Jump technique in isolation* - *100m, 200m, 800m and 1500m technique in isolation* - *Relay technique in isolation* - Understanding and applying rules of each event. ***Rounders -*** - How to catch the ball when it is above and below the shoulder height, - Throwing techniques, underarm and overarm, - Bowling technique, focus on grip of the ball and keeping arm straight, - Understanding and applying rules of rounders.		

Subject: Computer science

Year 5 end of year goals:

The goal for the year is to ensure that students develop a strong understanding of E-safety, enabling them to use computers responsibly and stay safe both in school and at home. Alongside this, students will build key IT skills through regular use of core digital tools, including word processing with Google Docs, managing and analysing data in Google Sheets, and designing effective presentations using Google Slides. Finally, students will be introduced to text-based programming through Scratch, laying the groundwork for computational thinking and problem-solving in a way that is both accessible and engaging.

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn	E-Safety. Investigating what we need to include to make a password strong and why it is important to have a strong password. Looking at the dangers of being online and how we remain safe.	Why passwords need to be strong and what the potential consequences are if they are not strong. Be able to identify some key indicators of unsafe behaviour online.	Able to create strong and safe passwords. Know who to report to if they feel unsafe online.	No formal assessment	Staying safe online, understanding how to be respectful online to all.
Spring	Google applications. Looking at which programmes we would use for a specific task. How to access and use the tools available.	Know what a word processor document is used for. Know what a spreadsheet is used for. Know what a slideshow is used for. Know how to use the basic functions of these applications.	Able to format and use the application tools available. Able to identify which applications to use for selected tasks.	No formal assessment	Core skills for life and school, being able to use presentation applications is key to numerous jobs.

Summer	Scratch programming. Understanding the basics of programming and learning how a program will follow a set of instructions.	Understand what coding is and how it is relevant to computers. Understand the basics of coding and how to apply the basic functions.	Can follow a stepped task to create a functioning program.	No formal assessment	Problem solving skills Following instructions Collaborative learning - coding with a “driver” and “navigator” one writing the code and one deciding what to write.

Year 6 end of year goals:

This year, the aim is to develop students' programming skills through more in-depth work with Scratch, enabling them to build confidence in coding and logical thinking. Students will also work on more advanced IT skills, including creating and manipulating complex spreadsheets and exploring the use of databases to manage and organise information effectively. A key focus will be on strengthening their understanding of algorithmic thinking and problem solving, helping them to approach tasks in a structured, logical way that supports both digital literacy and broader critical thinking.

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn	E-Safety. Looking at what makes a strong password and how we stay safe online when in school and at home.	Understanding what makes a strong password. What a safe and unsafe website would look like.	Can create strong passwords. Can report online issues.	No formal assessment	Staying safe online, understanding how to be respectful online to all.
Spring	Google applications. Looking at the basics of a spreadsheet, formatting and layout. Understanding formulas and how they work. Understanding slides and how to create a professional looking document. Developing word processing skills.	How to format a document to have a professional image surrounding it. Understand which application is relevant for a particular activity.	Can create a slideshow, format a word processing document and create a basic spreadsheet with formatting to make it look user friendly.	No formal assessment	Core skills for life, being able to use presentation applications is key to numerous jobs.
Summer	Scratch programming. Understanding the basics of programming and learning how a program will follow a set of instructions.	Understanding an algorithm in basic terms - step by step instructions. Be able to look at problems and discover the best solution to solve it.	Can create a simple algorithm following instructions. Apply this knowledge to a program which will allow it to function correctly.	No formal assessment	Problem solving skills Collaborative learning - coding with a "driver" and "navigator" one writing the code and one deciding what to write.

Subject: Geography

Year 5 end of year goals:

Year 5 introduces the students to a range of real world geographical issues. Students being to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Students will be able to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Students will also be able to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Finally, students will understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a Russia, and a region within South America.

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning (Equality and diversity, SMSC, cultural capital)**
Autumn	Rainforests The Water Cycle Climate Zones Biomes Rivers Mountains Earthquakes and Volcanoes	Geographical processes at different scales and in different places. How humans impact upon natural processes in a positive and negative way e.g. water cycle	Physical processes Mapping geographical information and the physical landscape Describe and explain Case study examples	No formal assessment	Global Issues and challenges Current Affairs Global Development

Spring	Communities Types of settlement and land use Economic activity including trade links The distribution on natural resources including food, water and energy	How societies are organised and governed and changes over time Distinguish between facts and information using online sources Continue to develop understanding of how humans impacts upon natural processes	Describe and explain Case study examples Using sources Research Push and pull factors	No formal assessment	Globalisation Homogenisation Human Rights Equality and Diversity Global Issues and challenges Global Development
Summer	Coasts What happens when the land meets the sea Coastal landforms and processes Human impacts on coastal environments	Geographical processes at different scales and in different places. How humans impact upon natural processes in a positive and negative way e.g. how can we speed up or slow down erosion	Physical processes Landform formation Modelling Sketching and annotating Case Study examples	No formal assessment	Learning outside the classroom Current Affairs and Issues Sustainability

Year 6 end of year goals:

Year 6 continues to explore a range of real world geographical issues. Students will locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Students will be able to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Students will also be able to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Finally, students will understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a Russia, and a region within South America.

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning (Equality and diversity, SMSC, cultural capital)**
Autumn	UK Geography Locate counties and cities in the UK Identify human and physical characteristics Topographical features including hills, mountains and coastlines Land use patterns and changes over time	Locations on a variety of scales Great British landmarks (human and physical) Urbanisation and land use change including population distribution. Historical changes over time	Location knowledge and mapping Land use mapping Computer mapping Describing geographical landscapes Use of compass directions Use of grid references	No formal assessment	Geopolitics Global Development

Spring	Where in the world? Equator - Northern and Southern Hemispheres Tropics of Cancer and Capricorn Arctic and Antarctic Circle Greenwich Meridian and time zones Key features of major cities and regions around the world focusing on Russia and South America.	Importance of longitude and latitude in determining climate and time zones Position and significance of the equator, tropics, Arctic and Antarctic circles Locating world countries using a map Key characteristics of environmental regions including human and physical features	Location knowledge and mapping - continents Case study examples Lines of latitude and longitude Atlas skills Data Presentation Research Climate graphs and data interpretation Oral presentation Scale and land area - maths skills	No formal assessment	Local and global scales Geographical location
Summer	Rivers The water cycle The journey of the river from source to mouth Features of the river along it's course e.g. waterfalls and meanders River management e.g. dams	Processes of water movement The long and cross profiles Erosion and transportation Formation of features Management of rivers and prevention of flooding	Physical processes Landform formation Modelling Using a legend on a map Sketching and annotating Case Study examples	No formal assessment	Learning outside the classroom

			Describe, explain, compare		

Subject: History

Year 5 end of year goals:

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning (Equality and diversity, SMSC, cultural capital)**
Autumn	Ancient Greece. A study of Greek life and achievements and their influence on the western world.	Spartans and Athenians Everyday life in ancient Greece Legacy of the Greeks Democracy Persian Empire	Source analysis Different types of sources Cause and consequence Similarities and differences Chronology Develop the appropriate use historical terms	No formal assessment	Democracy Greek and Persian life
Spring	Vikings. Pupils should be taught about the Viking and AngloSaxon struggle for the Kingdom of England to the time of Edward the Confessor Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England, further Viking invasions and Danegeld.	Who were the vikings and anglo saxons? Key terminology ‘invaders’ and ‘settlers’ Fighting ships and trade ships Crime punishment Key features of viking society	Similarities and differences Judgement making Debate skills Develop the appropriate use historical terms	No formal assessment	Norse mythology

Summer	Tudors. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	Tudor 'everyday life' The reign of Henry VIII Elizabeth 1st Portraits Black Tudors	Chronology Source analysis Decoding Similarities and differences	No formal assessment	Black Tudors

Year 6 end of year goals:

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn	Victorians. Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 the changing power of monarchs using case studies such as John, Anne and Victoria.	Victoria England's relationship with India Industrial revolution Case study: Cholera Victorians 'everyday life' Case study: Dr. Barnado Crime punishment	Judgement making Problem solving Similarities and differences Develop the appropriate use historical terms Construct informed responses	No formal assessment	Democracy Social responsibilities British Empire
Spring	World War 2. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	Start of World War 2 Case study: Battle of Britain Evacuation and rationing Role of women Propaganda	Cause and consequence Similarities and differences Chronology	No formal assessment	Democracy British values
Summer	South Africa/Apartheid	Apartheid laws	Cause and consequence	No formal assessment	Democracy

		Propaganda Everyday life in apartheid south africa Case study: Soweto youth uprising Role of women Case study: Nelson Mandela & Desmund Tutu	Research skills Similarities and differences Judgement making		Civil rights Diversity Equality

Subject: MFL

Year 5 end of year goals:

By the end of Year 5, students will be able to understand and use basic vocabulary and phrases related to various topics such as ordering in a cafe, talking about nationalities and countries including personal information, and simple descriptions. They should be able to read and pronounce familiar words accurately, including understanding the impact of accents and silent letters. Students should also be able to understand and use simple grammatical structures, such as masculine and feminine nouns, adjective placement, and basic verb conjugations.

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn	**Bonjour!** ● Meeting and greeting people ● Spelling in French **Quel âge as-tu?** ● Counting to 21 ● Saying how old you are	**Key language and grammar point** Greeting/ saying how you are and responding to greeting / learning the alphabet and spelling your name/ using French accents **Key language and grammar point** Learning numbers from 1 to 21/ saying your age/understanding the use of verb “avoir” to say your age	**Listening and understanding Writing *Reading Speaking.*** **Listening and understanding Writing *Reading Speaking.***	Teacher’s assessment: -Linguascope -Mini quiz End of term assessment: Listening and reading Same as above	Mutual respect and tolerance of those with different faiths and beliefs.

	Joyeux anniversaire ● Days and months ● Saying when your birthday is **Dans mon sac** ● Contents of your school bag ● The indefinite article ● Plurals **Ma salle de classe** ● Describing your classroom ● The definite article **J'adore le judo** ● Likes and dislikes ● Talking about hobbies	**Key language and grammar point** Learning days of the week and months/ saying when your birthday is/ understanding months and days are written with capital letters **Key language and grammar point** Naming items in your school bag/ learning the indefinite article and using plurals,**introducing dictation** **Key language and grammar point** Saying what you have in your classroom and understanding the use of the definite article. **Learning how to describe a photo: (à droite, à gauche, au centre)** **Key language and grammar point** Learning free time activities and discussing your likes and dislikes	**Listening and understanding** **Writing** ***Reading*** ***Speaking*.** Same as above + ● Dictation **Listening and understanding** **Writing** ***Reading*** ***Speaking*** **photo card description dictation** Same as above	Same as above Same as above +dictation Teacher's assessment: -Linguascope -Mini quiz -photo card description End of term assessment: Listening and reading Same as above	Same as above Mutual respect and tolerance of those with different faiths and beliefs. (Understanding French educational system) the rule of law Same as above Mutual respect and tolerance of those with different faiths and beliefs.

	Joyeux Noël! ● *Talking about winter celebrations* ● *Developing speaking skills (Studio 1 page 42-43)*	**Key language and grammar point** Discussing what you do at Christmas Comparing Christmas in England and France	**Listening and understanding** **Writing** ***Reading*** ***Speaking***	Teacher's assessment: -Linguascope -Mini quiz -Dictation -photo card description End of term assessment: Listening and reading	Mutual respect and tolerance of those with different faiths and beliefs. the rule of law, individual liberty
Spring	**Les goûts et les couleurs** ● Colours ● Adjectives **Tu as un animal?** ● Talking about animals ● Using a dictionary **Ma grand-mère est une hippie!** ● Talking about your family ● Using *mon*, *ma*, *mes*	**Key language and grammar point** Saying what colours things are Using adjectives **Key language and grammar point** Learning animals, describing your animal, learning how to use the dictionary **Key language and grammar point** Naming family member and learning possessive adjectives: mon, ma, mes	**Listening and understanding** **Writing** ***Reading*** ***Speaking*** **dictation** Same as above **Listening and understanding** **Writing** ***Reading*** ***Speaking***	Same as above Teacher's assessment: -Linguascope -Mini quiz -Dictation -photo card description End of term assessment: Writing and translation	Mutual respect and tolerance of those with different faiths and beliefs. Democracy Mutual respect and tolerance of those with different faiths and beliefs. **S**ame as above

	J'habite dans un château! ● *Saying where you live* ● *Using petit and grand* ***À table!*** ● *Saying what you eat and drink* ● *Ordering in a café*	**Key language and grammar point** Describing the house you live in and understanding the use of adjectives "grand" and "petit" **Key language and grammar point** **Discussing what you eat and drink for breakfast and lunch** **Understanding the use of indefinite articles "un, une des"**	**Listening and understanding** **Writing** ***Reading*** ***Speaking*** **Dictation** ● **Same as above + photo card description**	Same as above Teacher's assessment: -Linguascope -Mini quiz -Dictation -photo card description End of term assessment: writing and translation	Mutual respect and tolerance of those with different faiths and beliefs. Same as above
Summer	**Mon pays** ● Nationalities and countries ● Using *être*	**Key language and grammar point** Learning countries and nationalities and saying where you live Learning the verbs "être" and "habiter" singular form and how to say "in"	**Listening and understanding** **Writing** ***Reading*** ***Speaking*** **Dictation**	Teacher's assessment: -Linguascope -Mini quiz -Dictation End of term assessment: dictation and speaking	Mutual respect and tolerance of those with different faiths and beliefs.

	La météo ● Talking about the weather ● Rhyming and syllables **Revision** ● Grammar **Writing from memory** **Revision**	**Key language and grammar point** ***To describe the weather*** ***Using time and frequency*** ***Key grammar point*** ***Gender, singular/plural, articles, adjectives, mon/ma/mes, present tense verbs (singular forms)*** ***Learning how to write longer paragraph from memory***	**Same as above** **Listening and understanding** **Writing** ***Reading*** ***Speaking*** **Dictation** **Grammar** **Writing** **Translation and dictation**	Same as above Teacher's assessment: -Linguascope -Mini quiz -Dictation -Grammar End of term assessment: dictation and speaking Same as above	Same as above Mutual respect and tolerance of those with different faiths and beliefs. Mutual respect

	Mini project on Francophone countries ● Exploring the French speaking world	● Learning Francophone countries ● Researching key facts about Francophone countries and doing a presentation about a Francophone country of your choice	***Reading*** ***Speaking*** **Listening and understanding**	Same as above	Democracy Individual liberty Mutual respect and tolerance of those with different faiths and beliefs.

Year 6 end of year goals:

By the end of year 6 students will

- Use a range of vocabulary and grammatical structures
- Understand and use spoken and written language for real and relevant purposes, including transactional language
- Initiate and sustain conversations
- Understand different spoken and written language from varying sources/media for a variety of purposes
- Transcribe spoken language with accurate spelling and punctuation
- Translate phrases and short paragraphs into and from the target language
- Understand and accurately apply the fundamentals of key grammar such as spelling, gender of nouns, verb conjugation and how to structure a sentence
- Apply and adapt previously learned language for new purposes and redraft work
- Read aloud confidently including correct pronunciation and intonation
- Use a variety of timeframes in their spoken and written work to add interest and complexity

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning (Equality and diversity, SMSC, cultural capital)**
Autumn	Studio 1 **Module 1** – C'est perso **Unit 1 – Mon autoportrait (My auto portrait)** Talking about likes and dislikes Using regular –*er* verbs (*je, tu, il/elle*) **Unit 2 – Mon kit de survie (My survival kit**) Talking about your survival kit Using *avoir* (*je, tu, il/elle*)	*Use regular -ER verbs (je,tu,il,elle,on forms)* ***J'aime/ tu aimes/ il,elle,on aime*** *Use the negative (ne…pas)* ***je n'aime pas la violence.*** *Use connectives (et/ aussi/ mais…)*	Listen to a variety of forms of spoken language to obtain information and respond appropriately. Speak with accurate pronunciation and intonation.	Teacher assessment: Linguascope Mini quiz End of term assessment: Listening and reading	Equality and diversity Mutual respect and tolerance of those with different faiths and beliefs.

	Unit 3 – Comment je me vois (How I see myself) Describing yourself understanding adjective agreement (singular) **Unit 4 – Et les autres? (And the others?)** Talking about other peopl**e** understanding adjective agreement (plural) **Unit 5 – Il est hypercool! (He is super cool!)** -Describing a musician using the present tense (*je, tu, il/elle*) Module 2 – Mon collège Unit 1 - Mes matières (My subjects) Talking about school subjects and asking questions.	*Use the verb AVOIR in the present tense. (je/tu/il.elle,on forms)* ***J'ai/ tu as / il,elle,on a…*** Use the verb ETRE in the present tense (je/tu/il,elle,on forms) and use singular adjectives and intensifiers. Use plural adjectives and possessive adjectives. Say what subjects I like and dislike using est-ce que… Give reasons for liking and disliking a subject. Use intensifiers with adjectives and join sentences using *parce que.* **Key structures** J'aime …/Tu aimes …?/ Il/Elle aime …la musique, les animaux, les mangas, etc J'ai …/Tu as …/Il/Elle a …un appareil photo, une gourde. *Je suis/Je ne suis pas …/Tu es …Il/Elle est …branché(e), curieux/ curieuse /Il a …/Elle a …les yeux bleus/gris, etc./les cheveux longs/courts et*	Read and show comprehension of original and adapted materials from a range of different sources. English translation of short, suitable material. Translate short written text accurately into French. Use the negative form. Write short paragraphs using a range of vocabulary and structures.		

		bruns/roux, etc./ Il/Elle est …grand(e), petit(e), de taille moyenne ***Key grammar points and verbs*** *the definite article (le, la, l', les)* *–er verbs.Adjective agreement (singular)/ être (present singular)/possessive adjectives (mon/ma/mes, ton/ta/tes)/the present tense (singular: aimer, s'appeler, être, avoir* ***Key vocabulary*** *School subjects/ personality adjectives/items in the classroom and in the survival kit.*			
Spring	Module 2 Unit 2 – C'est génial ! (It's great) Giving opinions and reasons, agreeing and disagreeing.	Say the time and describe your time table. Understand the	Speak coherently and confidently	Linguascope Mini test	Mutual respect and tolerance of those

	Unit 3 – J'ai cours ! (I've got a class) Describing your timetable using the 12-hour clock. Unit 4 - Au collège en France (At school in France) Describing your school day using *on* to say 'we'. Unit 5 – Miam-miam ! (Yum!) Talking about food using the partitive article (*du/de la/de l'/des*). **Studio 1** **Module 3 – Mes passe temps** **Unit 1 – Mon ordi et mon portable (My computer and my phone)** Talking about computers and mobiles using regular *–er* verbs. **Unit 2 – Tu es sportif/sportive? (Are you sporty?)** Talking about which sports you play using *jouer à*	French school system. *Asking questions with intonation.* Use *qu'est-ce que* and *est-ce que* correctly and use the partitive article with food. Ask someone what he or she does on his or her computer or mobile phone and say what you do on your mobile phone and your computer using regular -ER verbs. Say how often you do things. Say the sport I play. Ask someone whether he or she is sporty, say who my favourite sportsperson is and use *jouer à* correctly. ***Je suis sportif, mon sportif prefere est*** … **Key structures** *C'est …intéressant, ennuyeux,* etc*./ On a beaucoup de devoirs./ Le/La prof est sympa/trop sévère./Quelle heure est-il?Il est …neuf heures, neuf heures et quart, etc./ l'emploi du temps/On a cours (le lundi, …)./On commence/finit les cours à …/Je mange …du fromage, de la pizza, des crudités, etc./Je*	Listen to a variety of forms of spoken language to obtain information and respond appropriately. Speak with accurate pronunciation and intonation. Ask and respond to questions Read and show comprehension of original and adapted materials from a range of different sources. English translation of short, suitable material. Translate short written text accurately into French. Write longer paragraphs using a range of vocabulary and structures. Photo card description.	End of term assessment: Translation and writing	with different faiths and beliefs. Individual liberties Cultural awareness

		joue./ Je surfe sur Internet./ Je tchatte sur MSN. etc./ quelquefois, souvent, tous les jours, etc./ je suis (assez/très) sportif/ sportive **Key grammar points** on form (–er verbs, avoir and être)/the partitive article (du, de la, de l', des) Qu'est-ce que … ?and Est-ce que… ? /Regular –er verbs (singular) /– adverbs of frequency/ jouer à + a sport/ faire de + a sport/activity Key vocabulary Sport activities/ Activities on the internet/ Food and drinks			

Summer	**Unit 3 – Qu'est-ce que tu fais ? (What are you doing?)** *Talking about activities using the verb faire* **Unit 4 – J'aime faire ça! (I like doing this!)** *Saying what you like doing using aimer + the infinitive* **Unit 5 – Ils sont actifs ! (They are active!)** Describing what other people do using ***ils*** and ***elles.***	Talk about what activities I do depending on the weather and use ***faire de*** correctly. ***Quand il pleut, je fais du judo.*** Say what I like doing using aimer/adorer/detester + infinitive. J'aime jouer au foot. Use the ***ils*** and ***elles*** forms of a verb and use sequencing words to talk about other people. ***Il joue au billard ensuite il…***	Listen to a variety of forms of spoken language to obtain information and respond appropriately. Speak with accurate pronunciation and intonation. Read and show comprehension of original and adapted materials from a range of different sources. English translation of short, suitable material. Translate short written text accurately into French. Write longert paragraphs using a range of vocabulary and structures.	Linguascope Mini test End of term assessment (speaking and dictation)	Individual liberties. Mutual respect Cultural awareness

Subject: Art & Design

Year 5 end of year goals:

In Year 5 Art, students will develop a deep understanding of the formal elements of art—line, shape, tone, colour, pattern, texture, and form—through hands-on exploration and creative challenges. They will be introduced to a broad range of materials, techniques, and processes, including drawing, painting, collage, printmaking, sculpture, and mixed media, encouraging experimentation and personal expression. Pupils will study key art movements and historical styles, learning to recognise their features and draw inspiration from. Through sketchbook work and guided projects, students will explore design development, learning how to generate ideas, test techniques, and refine their outcomes. They will also build confidence in art analysis, developing the language and skills to interpret and evaluate both their own work and that of others, fostering critical thinking and visual literacy. This well-rounded curriculum lays the foundation for creative independence while embedding cultural understanding and historical context.

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)

Autumn	**<u>Proejct 1:Formal elements</u>** **<u>Specialism: drawing, painting, printmaking</u>** Year 5 students build their foundational art knowledge by exploring the formal elements of art. Each week, they apply what they have learnt about each element by creating a piece of artwork in response. Formal elements—like line, shape, colour, pattern, texture, and tone are the building blocks of art. Just as grammar is essential to writing, these elements are essential to making and interpreting art. Learning how to recognise and use formal elements helps students: ● Interpret artworks more deeply ● Communicate ideas visually ● Understand visual impact and compositional choices ● Develops technical skills ● Ability to describe what they see ● Comparing styles and movements	● What are the **formal elements** of art? ● **Why are the formal elements of art important?** **Henri Mattise- Shape** ● What is an artist analysis? ● How can we use collage to create art? **Michael Craig Martin- Colour** ● What is colour theory? ● Colour wheel and key elements ● Why is it important in art? **Pattern illustration- line** ● What is line and how is it used in art? ● Types of lines.	**Henri Mattise- Shape** ● How to **analyse** artists and artwork using a writing framework ● **Composition**: Improving understanding of visual balance and layout ● Collage and cutting techniques **Michael Craig Martin- Colour** ● Teaches how to use and mix colours effectively ● **Fine motor control**: Improves hand-eye coordination and precision. ● **Manual dexterity**: Helps with steady hands and controlled brushwork ● **Observation**: Training the eye to notice details, light, shadow, and proportion.	Throughout and at the end of each project, students will be assessed using assessment matrix grids which they have in their sketchbooks. They will be assessed on how well they meet the following assessment objectives: A01 Research and develop: Contextual understanding A02 Experiment and refine: Experimentation with materials, techniques and processes AO3 Observe and record:Recording skills A04 Present and evaluate:Final Outcome and evaluation Students receive **<u>live verbal feedback</u>** from their teachers and peers whilst lessons are taking place, allowing them to immediately **<u>review</u>**, **<u>refine</u>** and **<u>modify</u>** their work as it progresses.	**Disability awareness** **Sense of Inclusion and Belonging** **Increased Self-Advocacy**

		Texture- sensory box activity ● What is **texture**? How is it used in art? ● What are **adjectives?** **Adinkra symbols- pattern** ● **philosophical significant cultural, moral, and spiritual meaning.**	**Pattern illustration- line** ● Control of line quality, variation, and usage to create texture, depth, and movement. **Texture- sensory box activity** ● Cognitive development- problem-solving, critical thinking,sorting, and learning about textures ● Fine motor skills ● Sensory Exploration ● Building language skills by describing what they see ● Drawing different mark making skills and techniques **Adinkra symbols- pattern** ● **visual storytelling symbolism, and design, learning how to convey**		**<u>Cross curricular links:</u>** **English (increased vocabulary, adjectives)** **Expressing ethical values** **Teach virtues, enhance spiritual understanding, promote cultural pride/identity, and**

		• **Practical uses: fabrics, pottery, logos, and advertising to communicate ideas, virtues, and social values.** • **Relief** printing process • Printmaking **tools and materials**	**complex ideas with simplicity and elegance** • **Carving and engraving** skills using poly tiles		**inspire critical thinking**
Spring	**<u>Art history/movements</u>** **Specialism: drawing, painting, printmaking** Year 5 students learn art history by exploring the key art movements, including Pop Art, Cubism, Impressionism, Art Nouveau, and Surrealism. They study each movement and create pieces of art inspired by each art movement. Students built on and apply their knowledge and understanding of the formal elements of art and are able to identify how artists and art styles use them in different ways. Art history teaches students to not only see artwork—but to analyse it, question them, and understand the world through them. Students' art history and contextual understanding is built on and revisited in the curriculum throughout KS3-5.	• What is an **art movement?** • Learning the **history of art movements and why they are important** • **Develop knowledge and understanding of important artists and styles** of different movements (Impressionism, Cubism, Art Nouveau, Surrealism,Pop Art).	**Impressionism- Monet inspired painting** • **Landscape fundamentals** • **Mark making and layering** painting technique using watercolour • Paint colour **mixing and application** **Cubism- fragmented portrait** • **Abstracting** facial features • Breaking and **fragmenting** the face	**Assessment point 1** **Self evaluation** **Written teacher feedback and MRI time based on success critiera/rubics.**	

			• **Distorting** using **geometric shapes** **Art Nouveau- Klimt collage** • **Analysis skills** when identifying **formal elements** used by Klimt • **Composition and arrangement of lines, shapes, patterns and human figure.** **Surrealism- Fantasy character illustration** • **Imagination and creativity** • **juxtaposing** objects in a strange or contradictory context • **Free Thinking and Unconstrained Ideas** • **conveying a message, emotion, or narrative.**		**Open-Mindedness and Curiosity** **<u>Cross curricular:</u>** music, literature, nature, or science. Bringing in inspiration from outside of the usual artistic mediums can expand a student's creative vision.

			Pop Art- onomatopoeia typography • Typography skills • Working in comic strip/Pop Art style, visual language of comic strips, including bold outlines, benday dots		English
Summer	**Project 2: ETA Fest Merchandise t shirt project** **Specialism: Graphics, textiles** In this creative, hands-on project, Year 5 students work to a brief by repurposing plain white T-shirts into vibrant, personalised tops to wear at the school's ETA Festival. Through the use of tie-dye techniques, embellishments, and custom textile design, students explored colour theory, sustainable fashion practices, and self-expression. This unit encouraged problem-solving, design thinking, and a strong focus on individual creativity while promoting environmental responsibility through upcycling.	What is textiles? Why is it important? History of tie dye Tie dye methods What is graphics?	**Tie Dye:** • T shirt preparation • Tie dye folding and tying techniques • Dye application and setting Rinsing and washing **Logo design:** • **Visual storytelling** – Communicate ideas, moods, or narratives through visuals. • **Composition & layout** – Arrange	Throughout and at the end of each project, students will be assessed using assessment matrix grids which they have in their sketchbooks. They will be assessed on how well they meet the following assessment objectives: A01 Research and develop: Contextual understanding A02 Experiment and refine: Experimentation with materials, techniques and processes AO3 Observe and record:Recording skills A04 Present and evaluate:Final Outcome and evaluation Students receive **live verbal feedback** from their	6 R's of sustainabilty Environmental responsibility **Careers links**: graphic designer, fashion designer, merchandising, PR.

		Transfer techniques- heat press Merchandise and logo design Customising and embellishing	elements for balance, flow, and visual hierarchy. ● **Colour theory** – Understand colour harmony, contrast, psychology, and branding. ● **Typography** – choosing fonts appropriately for tone and readability. ● **Idea generation** – Brainstorm and develop strong, original design concepts. ● **Moodboarding** – Curate inspiration and aesthetics to guide the creative direction. ● **Aesthetic- backgrounds, sizes, and formats**, space and readability. **Customisation:** ● Heat transfer/press ● Embellishments- beading, hand	teachers and peers whilst lessons are taking place, allowing them to immediately **review**, **refine** and **modify** their work as it progresses. **Assessment point 2** **Self evaluation** **Written teacher feedback and MRI time based on success critiera/rubics.**	**Cross curricular:** Media, DT, music

			stitching, cutting techniques.		

Year 6 end of year goals:

Year 6 art should build on foundational skills learnt previously and deepen students' understanding and application of the formal elements of art, such as line, shape, colour, texture, and space. This year provides an opportunity for students to explore more advanced techniques, materials, and processes within art and design, including drawing, painting, 3D art, and printmaking. They experiment with different methods and media, allowing them to develop their technical skills and creative thinking. Students also gain more insight into art history by studying famous artists, artistic movements, and cultural art, while learning design principles like symmetry, composition, and pattern. Throughout the year, Year 6 students are encouraged to express their creativity, refine their fine motor skills, and engage in problem-solving as they bring their artistic ideas to life, fostering both their artistic and critical thinking abilities.

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn	**Project 1: 'Why bees matter?'** **Specialism:** drawing, mixed media, ceramics, painting Year 6 students explore the topic "Why Bees Matter", learning about the vital role bees play in our ecosystems and food supply. Through this art project, students deepen their understanding of the environmental importance of bees while developing a range of artistic techniques and media. As part of their creative journey, students study composition, learning how to arrange elements thoughtfully to create balanced, visually engaging artworks that tell a story. They experiment with pencil drawing to develop fine details, watercolour painting to explore how to control their paintbrush, acrylic paint techniques to add bold, textured layers and vibrant colour to their	• **Understand** why bees matter in the environment. • **What and how is the grid system used in art?**	• Ability to **search, extract, organise, evaluate** and use or present information that is relevant to a particular topic. Bee tonal drawing- Accuracy and proportions • T**raining the eye** to see and replicate correct shapes, sizes, and spatial relationships • Accuracy in proportions	Throughout and at the end of each project, students will be assessed using assessment matrix grids which they have in their sketchbooks. They will be assessed on how well they meet the following assessment objectives: A01 Research and develop: Contextual understanding A02 Experiment and refine: Experimentation with materials, techniques and processes AO3 Observe and record:Recording skills A04 Present and evaluate:Final Outcome and evaluation	**Cross curricular links:** Science and Geography Pollination and Food Production Maintaining Ecosystem Balance Protecting the Planet Social development- community arts

	clay final outcomes. This project not only enhances students' technical skills but also allows them to use art as a powerful tool for advocacy and environmental awareness. Through their creative expression, Year 6 students are able to share an important message: bees matter, and we all have a role to play in protecting them.	• **What is mixed media?**	• Tone and texture techniques • Scaling and enlarging Mixed media collage- composition • Watercolour techniques and mixing • Collage and use of shape, imagery and space	Students receive **live verbal feedback** from their teachers and peers whilst lessons are taking place, allowing them to immediately **review**, **refine** and **modify** their work as it progresses.	
Spring	**Project 1: 'Why bees matter?'** **Specialism:** drawing, mixed media, ceramics, painting	What is clay? (introduced to techniques materials and equipment) Score, slip,stick,smooth Kiln firing	Design ideas- Hexagon bee tile- • Rolling out a slab • Adding/building reliefs and engraving techniques • Textures and surface decoration • Acrylic paint application and control with the paint brush	**Assessment point 1** **Self evaluation** **Written teacher feedback and MRI time based on success critiera/rubics.**	**Careers:** public artist, ceramic artist

Summer	**<u>Project 2: Harry Potter</u>** **<u>Specialism:</u>** Illustration, 3d, painting In the spring term, students explored *Harry Potter* in their English lessons to deepen their understanding of the **fantasy genre**, with a focus on **character comparisons** and **descriptive writing**. Their learning culminated in an inspiring visit to the **Warner Bros. Harry Potter Studios in London**, which becomes the creative foundation for their art project. In their art lessons, students translated their literary knowledge into visual outcomes. They begin by analysing detailed **character descriptions**, focusing on **Professor Dumbledore**. Students create **illustrations of Hagrid** in the **style of Tim Burton**, drawing on his signature gothic and exaggerated aesthetic which they are taught by creating an artist's analysis of him and his work. As a 3D outcome, students craft **clay mandrakes**, inspired by the iconic **repotting scene** in the film, applying skills in form, texture, and expressive sculpture. This project enriches students' understanding of **visual storytelling**, **character design**, and how literature can directly influence artistic creativity.	• Fantasy genre • You'll understand how to convey emotions, actions, and concepts through facial expressions, body language, and composition. • Who is Tim Burton?- his Gothic style and signature aesthetic • What is illustration? Clay mandrakes: • Analysing mandrake scene from the film • What is 3D modelling • Building on basic clay knowledge from previous year	• Analysing character descriptions • Observational skills • Proportions and anatomy • Mark making and drawing techniques of Tim Burton Clay mandrakes: • Basic clay modelling techniques • Botanical detailing • Textures	**Baseline drawing assessment on the character dumbledore** Throughout and at the end of each project, students will be assessed using assessment matrix grids which they have in their sketchbooks. They will be assessed on how well they meet the following assessment objectives: A01 Research and develop: Contextual understanding A02 Experiment and refine: Experimentation with materials, techniques and processes AO3 Observe and record:Recording skills A04 Present and evaluate:Final Outcome and evaluation Students receive **<u>live verbal feedback</u>** from their teachers and peers whilst lessons are taking place, allowing them to immediately **<u>review</u>**, **<u>refine</u>** and **<u>modify</u>** their work as it progresses. **Assessment point 2**	**<u>Cross curricular links:</u>** English- students study Harry Potter and the 'fantasy genre' then visit Harry Potter studios. **<u>Careers links:</u>** book illustration, model making Spiritual (mythology & imagination)

				Self evaluation **Written teacher feedback and MRI time based on success criteria/rubics.**	