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| ***Narrative Writing*** | Narrative:   * Suspense, atmosphere & dialogue * Science Fiction/Fiction from our literary heritage (timeslip- structure): exploring atmosphere, characterisation. * Contemporary Fiction: exploring morals and dilemmas; characterisation | | |
| ***Non-Fiction Writing*** | Inform   * Autobiography * Newspaper reports (including recounts and bias) * Explanation (within context of another curriculum area) * Biography * Diary   Persuade   * Campaign * Article   Discuss   * Balanced argument * Newspaper article * Review * Letter | | |
| ***Poetry*** | * Monologue/ free verse * Performance poetry- raps * Structure- cinquains; kennings | | |
| ***Immersion Texts for writing*** | * Skellig- David Almond * Shackleton’s Journey- William Gill * WW2 poetry (misc) * Holes – Louis Sachar * The Girl who Stole an Elephant – Nizrana Farook * The Garbage King – Elizabeth Laird. | | |
| ***Spelling*** | **Revisit**  Strategies at the point of writing: Have a go Words ending ‘-able/ably’, ‘-ible/ibly’  **Rare GPCs**  Revise words with the /i:/ sound spelt ‘ei’ after ‘c’.  **Prefixes and Suffixes**  Adding suffixes beginning with vowel letters to words ending in ‘-fer’.  **Word endings**  Endings that sound like /ous/ spelt ‘-cious’ or ‘-tious’ (*precious, ambitious*)  **Homophones**  *advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy*  **Proofreading**  Proofreading in smaller chunks – sentences and paragraphs.  **Learning and Practising spellings**  Pupils:   * Learn selected words taught in new knowledge this term. * Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) * Learn words from personal lists.   Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the  Years 5 and 6 word list.  **Revisit**  Words containing the letter string ‘-ough’  P**refixes and Suffixes**  Generating words from prefixes and suffixes  **Word endings**  The /ʃəl/ sound, words ending ‘tial’ and ‘cial’ (*official, special, artificial, partial, confidential, essential*)  **Homophones**  *compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/ stationary*  All homophones from KS2  **Proofreading**  Proofreading someone else’s writing. Note down strategies that help in spelling journals  **Learning and Practising spellings**  Pupils:   * + Learn selected words taught in new knowledge this term.   + Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)   + Learn words from personal lists.   Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the  Years 5 and 6 word list.  Revisit  Spelling strategies at the point of writing  Rare GPCs  Revise words with rare GPCs from the Years  5 and 6 word list (bruise, guarantee, queue,  immediately, vehicle, yacht)  Word endings  Words ending in ‘-ant’, ‘-ance’/‘-ancy’, ‘-ent’, ‘-  ence’/‘-ency’  Homophones and near homophones  draft/draught, dissent/descent, precede/pro-  ceed, wary/weary  Proofreading  Embedding proofreading strategies when  reviewing own writing independently.  Learning and Practising spellings  Pupils:  • Learn selected words taught in  new knowledge this term.  • Learn words from the Years 5 and 6  word list. (Suggest an average of 7  words each term.)  • Learn words from personal lists  • Root words and meanings  Extend the knowledge of spelling  strategies and apply to high-frequency  and cross-curricular words from the  Years 5 and 6 word list. | | |
| ***Grammar & Punctuation*** | * Use brackets, dashes or commas to indicate parenthesis. * Use hyphens and commas to clarify meaning or avoid ambiguity. * Use semicolons, colons or dashes to mark boundaries between independent clauses *(It’s raining; I’m fed up).* * Use a colon to introduce a list and punctuate bullet points consistently. * The difference between vocabulary typical of formal and informal speech and writing. *“School uniform is widely regarded as a necessity to be tolerated. However, many disagree with this view.”/ “School uniform- a great idea or the biggest pain ever? You decide.”* * The difference between structures that are appropriate for formal and informal speech and writing, including subjunctive forms (express things that should or could happen- eg: if I were you, I’d accept). * How words are related by meaning as synonyms and antonyms. * The difference between structures typical of formal and informal speech and writing (eg, the use of question tags: *He’s your friend isn’t he?* Or the use of subjunctive forms such as *If I were* or *Were they to come* in some very formal writing). * Use of the passive to affect the presentation of information in a sentence (*Water was added to the solution. Holidaymakers are typically found in the Newhaven area from July onwards).* * Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (eg, the use of adverbials such as *on the other hand, in contrast* or *as a consequence)* and ellipsis. * Layout devices (headings, subheadings, columns, bullets or tables) to structure texts. * Use the perfect form of verbs to mark relationships of time and cause (*I have walked. I had walked, I will have walked*). * Expanded noun phrases to convey complicated information concisely. * Indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must): *This could be the answer to all your problems/ Surely you must understand that, for some pupils, school uniform is simply unaffordable?*   Relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) relative pronoun. | | |
| ***Class Readers related to topic work*** | Skellig  The Boy in the Striped Pyjamas  The Girl who Stole an Elephant – Nizrana Faroo  Letters from the Lighthouse – Emma Carrol  The Garbage King - Elizabeth Laird  The Viewer - Shaun Tan  The High Rise Mystery – Sharna Jackson  Classics:   * Goodnight Mr Tom – Michelle Magorian * Treasure Island – Robert Louis Stevenson * Oliver Twist – Charles Dickens * The Adventures of Tom Sawyer – Mark Twain * Diary of Ann Frank – Ann Frank   Poetry (song lyrics):   * The Dreadful Menace * The Tyger – William Blake * Dulce et Decorum Est – Wilfred Owen * If – Rudyard Kipling * Funeral Blues – WH Auden * Read all About it – Emily Sande * Let it Be – The Beatles * Eleanor Rigby - The Beatles   ‘Additional Text Extracts:   * The London Eye Mystery – Siobhan Down * Goldfish Boy – Lisa Thompson * The Island at the end of Everything – Kiran Millwood Hargrave. * When Hitler Stole Pink Rabbit – Judith Kerr | | |
| **Mathematics** | *Skills as appropriate in:*  Number & Place Value  Addition & Subtraction  Multiplication & Division  Fractions  Measurement  Shape  Position  Ratio  Algebra  Position  Statistics  **Maths in real life and a mathematician**  **Ratio and Proportion**  Examples –   * Following a recipe increase/decrease amount using ratios. Carrying out a survey and look at the findings using ratio and proportion. * Colour mixing using ratios. * Using scale factor designing the backdrop for Year 6 show and scaling it to life size link to scale factor.   **Yes Programme link occupation – paint mixer** (ratio) and **market researcher** (identifying data)  **Mathematician - *Muhammad ibn Musa al-Khwarizmi –* *‘****Father of Algebra’* introduced Hindu-Arabic numerals used by the Islamic world and later adopted by European mathematicians in the 12th Century. Also introduced the fundamental algebraic methods and techniques for solving equations so the words algorithm and algebra are the Latinisation of his name. <https://www.youtube.com/watch?v=oRkNaF0QvnI> | | |
| **Science** | Animals including humans  To investigate living things and their habitats  To understand light  To understand evolution and inheritance  To understand electricity A Scientist study - Lewis Latimer – links between electric power and political power | | |
| **History** | The content areas through which the skills are taught –  A local study  How is national history  reflected in the locality  A historic site dating from a  period beyond 1066  Margaret Thatcher & Charles Dickens both lived in Finchley  A study of an aspect in  British history that extends knowledge beyond 1066 - **WW2**  Tuskegee Airmen – all black American fighter pilot group  A non-European society - **Mayans**  that provides contrast with  British History – e.g Mayan,  Benin, Islamic | | |
| Skills in History -  I can sequence events in the time studied  I know key dates, characters and events of time studied  I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings including the experiences of men, women and children  I can compare accounts of events from different sources – fact or fiction  I am aware that different evidence will lead to different conclusions  I can use a range of evidence to build up a picture of an aspect of a past event  I can select and organise information to produce structured work, making appropriate use of dates and terms. | | |
| **Geography** | The content areas through which the skills are taught –  Global sense: North and South America (a study of significant places, features and environments)  Study of a region of the United Kingdom (understand geographical similarities and differences through the study of human and physical geography)  Study of region within North or South America (understand geographical similarities and differences through the study of human and physical geography)  Fieldwork: **Traffic Survey** | | |
| **Geographical Enquiry**  I can understand geographical similarities and differences through human and physical geography of a region of the UK, a region in Europe and a region within North or South America  I can suggest questions for investigating  I can use primary and secondary sources of evidence in my investigations  **Human & Physical Geography**  I can describe and understand key aspects of physical geography  I can describe and understand key aspects of human geography including - types of settlement and land use, economic activity such as trade links, natural resources including energy, food, minerals and water  **Place Knowledge**  I can understand geographical similarities and differences through human and physical geography of a region of the UK, a region in Europe and a region within North or South America  **Drawing Maps**  I can begin to draw a variety of thematic maps based on my own data  I can begin to draw plans of increasing complexity  **Using Maps**  I can compare maps with aerial photos  I can select a map for a particular purpose e.g Atlas to find Taiwan. An OS map to find a particular local village  I can use atlases to find out about other features of places e.g wettest part of the world, mountain regions, weather patterns  I can follow a short route on an OS map and describe features shown  I can locate places on a world map  I can use lines of longitude and latitude on maps  **Scale/Distance**  I can measure straight line distances on a plan  I can use a scale to measure distances  I can find/recognise places on maps of different scale e.g River Nile  I can use maps and plans of a range of scales  **Perspective**  I can draw a plan view map with some accuracy  **Fieldwork**  I can select appropriate methods of data collection such as interviews  I can use a database to interrogate and amend information collected  I can use graphs to display data collected  I can evaluate the quality of evidence collected and suggest improvements  I can use sketches as evidence in an investigation. I can annotate my sketches and describe and explain geographical processes and patterns  I can use photographic evidence in my investigations and evaluate the usefulness of the images | | |
| **Computing** | * To design and write programs that accomplish specific goals\*\*        To debug programs that accomplish specific goals\*\*       To control or simulate physical systems\*\*       To solve problems by decomposing them into smaller parts\*\*       To use sequence in programs\*\*       To use selection in programs\*\*       To use repetition in programs\*\*       To work with variables\*\*       To work with various forms of input\*\*       To work with various forms of output\*\*       To use logical reasoning to explain how some algorithms work\*\*       To use logical reasoning to detect and correct errors in algorithms and programs\*\*       To use search technologies effectively and appreciate how results are selected and ranked ***(CS1)***       To understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration ***(CS1)***   * To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals***(IT1)***        To collect, analyse, evaluate and present information and data ***(IT2)***  To develop and build a website.  This is linked to the digital literacy strand of the computing curriculum. | | |
| **Art** | Skills in the following areas:  Drawing   |  | | --- | | I can use a choice of techniques to depict movement, perspective, shadows and reflection. E.g shading, hatching and cross hatching  I can use a variety of source materials for my work and work for a sustained period to creat a detailed drawing  I can use a sketch book to collect and develop ideas  I can begin to use simple perspective in my work using a single focal point and horizon  I can develop close observational skills using a variety of view finders  I can explore colour mixing and blending with coloured pencils  I have an awareness of scale, proportion. I have a sense of foreground, middle ground and background/ |   Painting  I can explain a few techniques including mono, resist and relief printing.  I can choose a printing method appropriate to a task  I can build layers of colour and texture  I can choose inks and overlay 3 colours  I can create printing blocks by simplifying an initial sketch idea  Sculpture  I can use tools to carve and add shapes, texture and pattern in malleable media  I can plan a sculpture through drawing and other preparatory work  I can develop skills in clay – slabs, coils, slips etc  I can use recycled, man-made and natural materials to create sculpture  I can shape, form, model and construct from observation or imagination and describe the different qualities used in modelling, sculpture and construction  Digital Media  I can record, collect and store visual information using digital cameras, ipads and video cameras  I can enhance digital media by editing (including sound, video, animation, still images and installations).  I can present visual images using powerpoint  I can use a graphics package to create and manipulate images | | |
| Content /context (artists)  Henry Moore  Vermeer  Jamie Hageman  Alberto Giacometti  David Hockney (Perspective) | | |
| **DT** | * Sheet Materials (Mechanisms) * Construction * Food * Developing, Planning and Communicating Ideas * Evaluating * Use bradawl to mark hole positions * Use hand drill to drill tight and loose fit holes * Cut strip wood, dowel, square section wood accurately to 1mm * Join materials using appropriate methods * Incorporate motor and a switch into a model * Control a model using an ICT control programme * Use a cam to make an up and down mechanism. * Build frameworks using a range of materials e.g. wood, card corrugated plastic to support mechanisms   Use glue gun with close supervision   * Prepare food products taking into account the properties of ingredients and sensory characteristics * Select and prepare foods for a particular purpose * Taste a range of ingredients, food items to develop a sensory food vocabulary for use when designing. * Weigh and measure using scales * Cut and shape ingredients using appropriate tools and equipment e.g. grating * Join and combine food ingredients appropriately e.g. beating, rubbing in * Decorate appropriately * Work safely and hygienically   Show awareness of a healthy diet from an understanding of a balanced diet   * Cut slots * Cut accurately and safely to a marked line * Join and combing materials with temporary, fixed or moving joinings * Use craft knife, cutting mat and safety ruler under one to one supervision if appropriate * Choose an appropriate sheet material for the purpose   •Investigate products/images to collect ideas  •Sketch and model alternative ideas  •Develop one idea in depth  •Combine modelling and drawing to refine ideas  •Plan the sequence of work using a storyboard  •Record ideas using annotated diagrams+  •Use models, kits and drawings to help formulate design ideas  •Make prototypes  •Use found information to inform decisions  •Use a computer to model ideas  •Draw plans which can be read/followed by someone else  •Give a report using correct technical vocabulary   * Use the design criteria to inform their decisions about ways to proceed   • Justify their decisions about materials and methods of construction  • Reflect on their work using design criteria stating how well the design fits the needs of the user  • Identify what does and does not work in the product  • Make suggestions as how their design could be improved  **Inventor/Creator**  Rafael Sergio Smith: American designer of the ‘uber’ shelter for disaster relief (Sheet Materials/Construction) | | |
| **RE** | We use the agreed Barnet Syllabus for Religious Education.  Pilgrimage & sacred places  Journey of Life & Death  Visit to a Hindu Temple  BAPS Shri Swaminarayan Mandir,  Pramukh Swami Road. Neasden, London NW10 | | |
| **PSHE & Citizenship** | **HHEALTHY LIFESTYLES**  γ  Children will learn:   * about the benefits of sun exposure and the risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer **SG** * the facts and science relating to immunisation and vaccination **SG** * about what is meant by first aid; basic techniques for dealing with common injuries, including head injuries (recap on making a 999 call) **SG**   Children should:   * understand the benefits and risks of sun exposure and know how to keep themselves safe **SG** * understand some basic facts around immunisations **SG** * be able to demonstrate some basic first aid techniques and talk through how to make a clear 999 call **SG**   **DRUG EDUCATION – DRUGS, RISK AND THE MEDIA**  Children will learn:   * to understand the effects, risks and laws in relation to drugs **SG** * about the mixed messages in the media about drugs, including alcohol and smoking/vaping **SG** * about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns **SG**   Children should:   * be able to describe effects and risks, understand consequences of drug use and know where to go for help **SG**   **CONFLICT RESOLUTION**  Children will learn:   * about how to deal with conflicts as they arise * how to recognise pressure from others to do something that is unsafe, or that feels unsafe or uncomfortable, and strategies for managing this (including online) **SG**   Children should:   * be able to suggest strategies for handling conflict **SG** * be able to recognise and manage ‘dares’, including strategies for removing themselves from situations within which they feel unsafe or uncomfortable * be able to recognise how “peer acceptance” may be influential in their actions and behaviours **SG**   **CELEBRATION – SUPPORTING EACH OTHER**  Children will learn:   * about the people who are responsible for helping them stay healthy and safe, **SG** ways that they can help these people, and how showing kindness to these people is a positive expression of thanks and celebration for them. * the importance of empathy and compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others   Children should:   * be able to demonstrate how to show care and compassion to others   **PROTECTED CHARACTERISTICS AND BULLYING**  Children will learn:   * about the ‘protected characteristics’ within the Equality Act (2010) **SG** * that our behaviour has an effect on others and ourselves **SG** (jncluding online) and discriminatory behaviours are wrong * about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced **SG**   Children should:  understand about bullying and discrimination and the effect of these on others and themselves **SG** | **MOVING ON**  Children will learn:   * to recognise their individuality and personal qualities, strengths and achievements and how these contribute to a sense of self-worth and mental health and wellbeing * about taking on more personal responsibility, managing setback and reframe unhelpful thinking * about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement **SG**   Children should:   * have a range of problem-solving strategies and self-care techniques, including relaxation for dealing with emotions, challenges and change, including transition to new schools * recognise that they may experience conflicting emotions, and when they might need to listen to their emotions and find ways to overcome them **SG**   **MENTAL HEALTH AND ONLINE SAFETY**  γ Children will learn:   * about the benefits of rationing time spent online and the impact of positive and negative content online on their own and others’ mental and physical health and wellbeing **SG** * why social media and some online games are age restricted **SG** * how to be a discerning consumer of information online and that information from search engines is ranked, selected and targeted **SG**   Children should:   * understand the links between time spent online and their mental and physical health and wellbeing **SG** * understand the many benefits of the internet as well as how they may be targeted as a consumer **SG**   **FAMILY DYNAMICS**  Children will learn:   * about how families behave   Children should:   * recognise that reaching positive solutions usually involves considering things from different perspectives, negotiation and compromise   **DEMOCRACY AND DECISIONS**  Children will learn:   * learn about government and parliament **BV**   Children should:   * be able to explain how our government and parliament function **BV**   **MEMEDIA LITERACY AND DIGITAL RESILIENCE**  Children will learn:   * about how information on the internet is ranked, selected and targeted at specific individuals and groups and that connected devices can share information **SG** * recognise things appropriate to share and things that should not be shared on social media; rules around distributing images **SG** * about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation **SG**   Children should:   * understand the law around sharing images **SG** * Look at current media campaigns including how images can be manipulated and content can be targeted **SG** * Design a positive media campaign aimed at children | **PUBERTY AND RELATIONSHIPS**  Children will learn:   * to explore positive and negative ways of communicating in a relationship * that there is nothing that they should be afraid to ask about **SG**   Children should:   * know that communication and permission seeking are important **SG** * know when it is appropriate to share personal/private information in a relationship **SG**   **SEX EDUCATION**  Children will learn:   * about the links between puberty and reproduction **SG** * about the different ways people might start a family **SG**   Children should:   * know some basic facts about conception and pregnancy **SG** * Describe the decisions that have to made before having children (including age of consent) **SG**   **RELATIONSHIPS**  Children will learn:   * that people may be attracted to someone (of the opposite or same sex) romantically and sexually * that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment **SG BV** * that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others **SG BV**   Children should:   * appreciate there are different types of love e.g. parental love, partner love, friendship love etc. **SG**   be aware that marriage and civil partnerships are a commitment freely entered into by both people and that no one should enter into if they don’t absolutely want to do so **SG B**  **MONEY AND ME**  Children will learn:   * about the role money plays in their own and others’ lives, including the impact it can have on people’s feelings and emotions * about risks associated with money including different ways money can won or lost through gambling-related activities (including online) and the impact this has on health, wellbeing and future aspirations **SG** * about enterprise and the skills that make someone ‘enterprising’   Children should:   * develop an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’ (e.g. their contribution to society through the payment of VAT) **SG** * consider the links between money and wellbeing including knowledge around the risks of gambling (on and offline) **SG**   **ASPIRATIONS, WORK AND CAREER**  Children will learn:   * that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid * to identify the kind of job they might like to do when they are older * to recognise a variety of routes into careers (e.g. college, apprenticeship, university)   Children should:   * have an understanding about a variety of different jobs/careers and the possible routes to these * have an understanding that having a job will allow me to achieve certain goals in my life including financial ones. |
| **PHSE Books that represent our different families:**  Bringing Asha Home (Uma Krishnaswami) – Adoption  Sulwe (Lupita Nyongo’o) – Colourism  Raising You Alone (Warren Hanson) – Single parent families  Julian at the Wedding (Jessica Love) – Gender stereotypes  Weirdo (Zadie Smith and Nick Laird) – Being different  Wonder (R J Palacio) – Being different (facial abnormality)  When Kayla was Kyle (Amy Fabrikant) – Gender identity  Love Your Body (Jessica Sanders) – Girls and body image | | |
| **PE** | **Outdoor Adventurous Activities**  Read a variety of maps and plans to be able to orienteer successfully in known and unknown environments  To know how to prepare and engage in more physically and demanding outdoor adventurous activities  **Invasive games**  Can organise team to think of ideas to be more successful both skilfully and tactically through football  **Dance**  Contribute fully to the choreography of a dance understanding the aesthetics and performance skills with a focus on the Lindy Hop during WW2  **Gymnastics**  To determine judging criteria for their own and others gymnastic performances with a focus on counter balance and counter tension  **Invasive games**  Develop leadership skills of warm up, skills and tactical coaches as well as umpiring and refereeing skills with a focus on basketball  **Athletics**  Can organise themselves and others safely in different roles as a coach, performer and official  **Striking and fielding games**  Become familiar with the rules of cricket and keep games going independently. Are able to act as a motivational and knowledgeable coach to improve performance  **Net games**  Can work well with a partner, adapting their play to suit their own and others strengths. Focus on tennis based at the local tennis courts  **Dance**  Use their own start points and ideas to develop celebratory dances linked to different dances of South America | | |
|  | **Extra PE Offer -** water sport activities such as canoeing at Norfolk Lakes | | |
| **TRIPS/**  **CURRIC DAYS** | British Museum (Mayan Visit)  National History Museum – Evolution Workshop (Science)  Geography Curriculum Day  D&T Curriculum Day  Neasden Temple (Religious Visit) | | |