

Hillocks Primary Academy Cycle A 2024 - 2025

Year 5 and Year 6 Curriculum Plan

'Identity'

'Fallen Fields' & 'Blitz!'



Summer 'Tomorrow's World' & 'Around the world in 35 Days'

Residential



Sky Chasers – Emma Carroll

Writing	100 word stories Write a traditional tale Winter forest poems Information text Explanation text Persuasive language		Write a story with a flashback Diary entry Persuasive letter writing Descriptions		Narrative Fact files Letters of appli Recommendat Writing in the s Writing from d
Maths	 Y5 Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 and use to check calculations. Add and subtract numbers mentally with increasingly large numbers and using formal written methods. Estimate and use inverse operations to check answers to a calculation. interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1. Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01. Recognise the place value of each digit in numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places, and nonstandard partitioning Reason about the location of any number with up to 2 decimals places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each. Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts. Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth) 	 Y6 Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit Round any whole number to a required degree of accuracy. Use negative numbers in context and calculate intervals across zero Solve number and practical problems that involve all of the above. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Multiply multi-digit numbers up to 4 digits by a 2-digit whole number using the formal written method of long multiplication. Divide numbers up to four digits by a 2-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context Confidently identify and explain relationships between pairs - /sequences of expressions and equations in multiplication and division contexts, and apply this knowledge as a useful strategy to solve a variety of calculations Use their knowledge of the order of operations to carry out calculations involving the four operations. Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems How to calculate the area of shapes Plotting coordinates and reflecting and translating shapes on a four-quadrant grid. Solve problems involving ratio relationships. Focus on the importance of making connections to other maths concepts that pupils are already secure with (such as proportionality, fractions, percentages and the ordial position of numbers relative to other numbers), so that they can construct pie charts and line graphs as well as interpret them accurately. 	Y5 Multiply any whole number with up to 4 digits by any one-digit number using a formal written method. Divide a number with up to 4 digits by a one-digit number using a formal written method and interpret remainders appropriately for the context. Compare areas and calculate the area of rectangles (including squares) using standard units. Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation	 Y6 Focus on the importance of making connections to other maths concepts that pupils are already secure with (such as proportionality, fractions, percentages and the ordinal position of numbers relative to other numbers), so that they can construct pie charts and line graphs as well as interpret them accurately. Recognise when fractions can be simplified and use common factors to simplify fractions. Express fractions in a common denomination and use this to compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy. Children learn what the mathematical mean is and how to calculate it and they consider when using the mean is particularly useful, for example, when comparing sets of data of different sizes. Understand that 2 numbers can be related additively or multiplicative relationships (multiplicative relationships (multiplicative 	Y5 Multiply and and 100; und equivalent to or 100 times 1 hundredth Children may taller shapes than shorter because they Pupils only e equation fro Convert betw including usi and fractions Find non-uni quantities. Find equivale understand t same value a in the linear Recall decim for ½, 1/4, 1, multiples of

lication tions and reviews style of an author different viewpoints

l divide numbers by 10 derstand this as to making a number 10 s the size, or 1 tenth or times the size.

ay assume that longer or Statistics es have more volume r shapes, simply ey are longer ever calculate an om left to right.

tween units of measure, sing common decimals ٦s.

nit fractions of

lent fractions and that they have the and the same position r number system.

mal fraction equivalents 1/5 and 1/10, and for f these proper fractions.

Y6

Bespoke revision programme for SAT preparation.

Number: Problem Solving

Transition Maths

				relationships restricted to		
				multiplication by a whole number).		
				Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.		
Science	 How do living things evolve? Recognise that living things have chang information about living things that inh Recognise that living things produce off offspring vary and are not identical to t plants are adapted to suit their environ adaptation may lead to evolution. Worl evidence that has been used to support How do humans change with age? Describe the changes as humans develor experienced in puberty, working scient or changes related to simple scientific i 	ed over time and that fossils provide abited the Earth millions of years ago. fspring of the same kind, but normally heir parents. Identify how animals and ment in different ways, and that the king scientifically identifying scientific t. Or refute ideas or arguments.	What make materials mix, change a Comparing group materials on the b for the particular uses of everyday m will dissolve in liquid to form a soluti and evaporating can be used to sepa why some changes are not reversible different types of scientific enquiries recognising and controlling variables present findings from enquiries, inclu- trust in results using tables. How does light travel? Recognise that light travels in straigh seen, explain why shadows have the cast them. Working scientifically reco complexity using scientific diagrams.	nd get magical? asis of their properties give reasons naterials. Know that some materials on. Describe how filtering, sieving arate and recover materials. Explain e. Working scientifically plan to answer questions, including working scientifically, report and uding conclusions and a degree of at lines. Explain why objects are same shape as the objects that ord data and results of increasing	 How do electrical circuits work? Associate the brightness of a lamp or the number and voltage of cells used in the of reasons for variations in how component brightness of bulbs, the loudness of buzz switches. Use recognise symbols when re a diagram. Working scientifically, record complexity using scientific diagrams and use test results to make predictions to se fair tests. How do forces affect movement? Explain that unsupported objects fall tow force of gravity acting between the earth the effects of air resistance, water resist between moving surfaces. Recognise that levers, pulleys and gears, allow a smaller Take measurements using a range of scient increasing accuracy and precision, taking Working scientifically - record data and re using line and scatter graphs. 	e volume of a buzzer with the circuit. Compare and give ts function, including the zers, and the on off position of epresenting a simple circuit in data and results of increasing labels. Working scientifically, et up further comparative and wards the earth because of the h and the falling object. Identify ance, and friction that act at some mechanisms, including r force to have a greater effect. entific equipment with g readings when appropriate. results of increasing complexity
Physical Education	 Football Dribble with control consistently Dribble at speed and change direction Pass accurately and control the ball Dribble and pass when moving at speed Tackle an opponent safely Perform jockeying effectively Shoot accurately at the goal from different positions, angles and distances Use attacking strategies to effectively outwit opponents Know basic rules of football 	 Gymnastics Form body shapes and balances with control Show tension and extension Travel using different methods fluently Use different lvels of travelling Balance in a group with control Perform complex balances and travelling Use apparatus as part of a gymnastics routine Perform a handstand, headstand and cartwheel with control and fluency Create links between balance and travelling 	 Dance- Mission Impossible Move using different directions, speeds and levels Perform entrances, searching and escaping movements to a Mission Impossible dance Combine dances with counts Perform travelling at different levels Create a physical theatre fight scene dance interpretation Use slow motion techniques to show an explosion dance interpretation Perform using correct timing to pieces of music 	 Handball Show ball handling skills Develop passing to increase accuracy and effectiveness Perform passing and catching consistently Use a range of shots effectively Dribble the ball in different directions Use and develop attacking and defending strategies Perform the drive and jump shots Block and mark opponents Use space to outwit an opponent 	 Athletics Regulate pace over long distances races Use different throws and techniques to increase accuracy Perform the standing long jump Perform the standing triple jump Use the body to increase distance in the standing long jump Safely and efficiently hurdle obstacles Use different throws and techniques to increase distance Perform the standing vertical jump Use the body to increase distance in the standing vertical jump Perform the standing vertical jump Perform jumps with height and control 	 Cricket Use ground fielding techniques, including the long barrier and standing pick up Use the reverse cup catch consistently Use the overarm bowl with accuracy Demonstrate the correct batting stance Perform the forward defensive shot Select an appropriate front foot shot to use when batting Perform deep field



	Swimming	• Perform a routine showing tension, extension and control		 Use the skills of passing, catching, dribbling, blocking, marking and shooting effectively in a Mini Handball game 		 catching Perform the pull short Use skills in Kwik Cricket and Pairs Cricket Apply the skills of throwing, catching, bowling and batting to a game situation
	 swim competently, confidently use a range of strokes effective perform safe self-rescue in diffe 	and proficiently over a distance of at lea y [for example - front crawl, backstroke rrent water-based situations.	ast 25 metres and breaststroke]			
	CONCEPTS: Understand how to develop common goal, agreeing rules, roles and respect for others and good sportsperso	a healthy body and mind by knowing h tactics, and sharing responsibility for ou on ship; Understand that having a positi	ow to stay fit and healthy, understand utcomes whilst displaying empathy, go ve approach, displaying emotional resi	the importance of exercise and livir od communication and respect for a lience and pride in performance will	ng a healthy life; Understand how to work II; Understand how to win and lose in a sa enhance performance.	as a team to achieve a fe environment whilst showing
History	Were the miners right to strike?		How far did World War II affect the li	ves of civilians in the UK?	What were the causes and consequence journey to the new world?	s of the Pilgrim Fathers'
Geography	How did the Earth form? How is it shap	ed and changed?	What makes Nottinghamshire a spec	cial place?	Where would you like to go?	
	Role of volcanic activity and the develop Geological features of tectonic plates.	oment of continents.	Describe the location of Nottingham Use an OS map to locate features of l	shire Nottinghamshire	Explore why these landmarks are import and how they represent historical event	ant to their respective cultures s, architectural achievements.
	Use of an 8-point compass.		Compass directions to describe the lo Nottinghamshire	ocation of features in	Explore the economic benefits such as jo growth, and infrastructure development	bb creation, local business in popular tourist destinations
	Case study: Geography of the Galapago the Pacific Ocean and their relation to t	s Islands, including their location in he Ecuadorian coast.	Describe and differentiate physical an Nottinghamshire	nd human features of	Compare climate, activities available, cu accessibility.	ltural experiences, and
			Explain how the human geography of	f Nottinghamshire has changed	Introduce 6 figure grid references	
			Explain how human activity has impa	cted the environment	Case studies of landmarks that attract si	gnificant numbers of tourists
			Стеате а sкetcn map • Use a fieldwork questionnaire to red graphically	cord information and present this		
Art	Key project: Print making – Our Town Significant Creators: Munch, Rembrand Hockney Technical Skills: Transferring images wi	t, Matisse, Lichtenstein, Warhol, th carbon paper, tabletop printing,	Key project: Vorticism and works fro Significant Creators: Percy Wyndham Sargent, CRW Nevinson	m the front line n Lewis, John Nash, John Singer	Key project: Zentangle Great Wave Significant Creators: Hokusai. Yayoi Kusa Technical skills: Consider perspective in pencil skills to create zentangle patterns	ama. composition. Use controlled . Evaluate and refine ideas

	drypoint printmaking, monoprinting with oil pastels, collage Be able to select and mix a specific colour of their choice and explain the process with known colour vocabulary (hue, shade) Formal elements : line, space, form, texture, mood, atmosphere	Technical skills: Accurately use a range of paintbrush sizes, with increasing control. Emulate (and show inspiration from) the work of others. Select and mix specific colours, including hues, shades and tints. Formal elements: Colour (hue, saturation), line, shape (geometric), space, form, mood History of Art: Purpose of Art - to inform, to persuade, to communicate - How did Vorticist art show attitudes to the war? What can we learn about the Front Line from these works? Consider the creation of posters by the government for specific reasons. What do the posters have in common? Why were they so important? What were they used for and why?	based on out choosing app Formal eleme complimenta History of Art of Mount Fuji used? Additional pr Embroidery - black – refere
Design and Technology	A bag for an elderly person Sew - Bags Design—use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; generate, develop, model and communicate their ideas through discussion, annotated sketches Make—select from and use a wider range of tools and equipment to perform practical tasks, for example, cutting, shaping, joining and finishing; select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities. Evaluate- investigate and analyse a range of existing products; evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; understand how key events and individuals in design and technology have helped shape the world.	Honey Cake or Pitta -Bread Honey Cake or Pitta Bread Cook In Key Stage 2 pupils should be taught to: • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of dishes using a range of cooking techniques • know where and how a variety of ingredients are grown, reared, caught and processed	Electrical Mo Design—use of innovative aimed at indi communicate Make—select perform prace finishing; sele components, functional pro analyse a ran against their improve their design and te
Computing	 Computing systems and networks – Systems and searching. Recognise the role of computer systems in our lives. Identify tasks that are managed by computer systems and the human elements of a computer system. Experiment with search engines, explain how the results are ranked and understand why the ranking is important. Creating media – Video production. Capture video using a range of filming techniques. Suggest filming techniques for a given purpose and can create and save video content. Explain how to improve a video by reshooting and editing using the correct tools. Store, retrieve, and export my recording to a computer. Evaluate and share opinions. 	 Programming A – Selection in physical computing Connect more than one output component to a microcontroller and design sequences that use count-controlled loops. Create a detailed drawing of a project, describe what the project will do. Test and debug a project and write an algorithm that describes what a model will do. Data and information – Flat-file databases Create a database using cards whilst able to explain how information can be recorded, ordered, sorted and grouped. Select an appropriate chart to visually compare data and refine the data by selecting relevant filters. Refine a search in a real-world context and present findings to a group. 	Creating me Expla objec dupli Recog Creat Refle them Programming Creat Desig Imple progr Testin
Music	 Pitch and Melody—Free-flowing melody, using poetry for inspiration, ascending and descending to imitate flight, pentatonic scale (Timbre—How instruments can create different sounds; Tonality/Harmony—Drone; Structure and Form—ternary form; Texture—Solo with accompaniment; Articulation/Dynamics— Legato/Crescendo, diminuendo) Texture—Three part canon, singing in rounds (Pitch—high pitch of treble voices; Dot notation on stave in treble clef showing do-la range, stick notation showing crotchets, paired quavers, minims and rests.) 	 Rhythm/Texture-Layering of repetitive rhythmic patterns, drums and chanting, syncopation (Instrumentation-djembe, electronic music; Structure and Form—Call and response) Pitch , Melody, Harmony — Main theme based on a triad, using triads built on I, IV and V to create a melody Rhythm and metre - minim/crotchet pattern in 3/4 (Structure and form—Symphony, first movement, heroic motif to suit heroic theme; Dynamics—Sforzando to show drama; Dot notation on stave in treble clef showing do-do' range, stick notation showing crotchets, paired quavers, minims and rests, notation 	Texture—sing Structure an (Instrumenta Structure and Texture—sing built on triad

come/draft work. Blending using watercolours. Selecting propriate media.

ents: Line, shape (geometric, organic), form, perspective, ary colours (creating a considered palette)

t: Japanese artists – Compare and contrast images created ii. What is an installation? How are woodcuts created and

roject – Flowers and Rachel Ruysch

lazy daisy, back stitch, chain stitch - bright colours on
ence Yayoi Kusama

oving Car Build – Electrical Toys

research and develop design criteria to inform the design e, functional, appealing products that are fit for purpose, ividuals or groups; generate, develop, model and e their ideas through discussion, annotated sketches. t from and use a wider range of tools and equipment to ctical tasks, for example, cutting, shaping, joining and ect from and use a wider range of materials and , including construction materials, according to their operties and aesthetic qualities. Evaluate- investigate and nge of existing products; evaluate their ideas and products own design criteria and consider the views of others to r work; understand how key events and individuals in echnology have helped shape the world.

edia – Introduction to vector graphics

ain that each element added to a vector drawing is an ct and move, resize, and rotate objects that have been icated.

gnise when to group and ungroup objects

te a vector drawing for a specific purpose

ect on skills that have been used and why they have used

g B – Selection in quizzes

te a program with different outcomes using selection.

gn the flow of a program which contains 'if... then... else...' ement an algorithm to create the first section of a ram.

ing and then extending a program.

ging in parts, harmony **Id Form**—Verse and chorus, call and response **ation**—singing a cappella, jazz band)

d Form—Songs forms, verse/chorus, call and response ging a cappella, singing in unison and in parts, harmony s (Rhythm and metre—Simple and compound metre)

		showing time signatures and bar lines, combining notation for pitch and for rhythm.)	
PSHE/ RSE	Being me in my world I can face new challenges positively and know how to set personal goals. I know how to use my Jigsaw Journal. I understand my rights and responsibilities as a citizen of my country. I understand my rights and responsibilities as a citizen of my country and as a member of my school. I can make choices about my own behaviour because I understand how rewards and consequences feel. I understand how an individual's behaviour can impact on a group. I understand how democracy and having a voice benefits the school community and know how to participate in this.	Dreams and Goals I understand that I will never need money to help me achieve some of my dreams. I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs. I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it. I can describe the dreams and goals of young people in a culture different to mine. I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other. I can encourage my peers to support young people here and abroad to	Relationships I have an accur characteristics I understand the positive and milling I understand the community of I know there a online. I can recognis (screen time). I can explain the with my friend
	Celebrating differenceI understand that cultural differences sometimes cause conflict.I understand what racism is.I understand how rumour-spreading and name-calling can be bullying behaviours.I can explain the difference between direct and indirect types of bullying.I can compare my life with people in the developing world.I can understand a different culture from my own.Relationships- What makes a respectful relationship?Respect, positive, negative, abuse, intentionalESafety- Link with Anti Bullying weekSMART is revisited termly, with individual areas focussed on in more detailChildlineAccepting ReliableExternal agencies: D.A.R.E, The Great Project	 meet their aspirations, and suggest ways we might do this, e.g. through sponsorship. Healthy Me I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. I know and can put into practise basic emergency aid procedures (including recovery position) and know how to get help in emergency situations. I understand how the media, social media and celebrity culture promotes certain body types. I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures. I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.	Changing Me I am aware of that. I can explain h the importance I can describe I understand t how babies an I also understan I also understan I can identify of class. Relationship independent Different relo
	Events: Anti Bullying Week	Relationships- What are the ingredients for a good friendship? Care, mutual, respect, characteristics, trust, loyalty, kindness, inclusive E Safety - Digital Citizenship SMART is revisited termly, with individual areas focussed on in more detail Childline Safe Meet Events: Safer Internet Day	Relationship What will cha friendships c growing, adu E Safety- Und SMART is revi detail Childline Tell & Be Sma
Religious Education	Autumn 1 Islam - Muslims show commitment Autumn 2 Humanism – Is anything ever eternal – evolution	Spring 1 Christianity - Is anything ever eternal? Spring 2 Christianity - Beliefs and Practices	Summer 1 Judaism - Kinc Summer 2 Islam - Akhira

ps

curate picture of who I am as a person in terms of my ics and personal qualities.

that belonging to an online community can have a I negative consequences.

there are rights and responsibilities in an online or social network.

are rights and responsibilities when playing a game

ise when I am spending too much time using devices e).

how to stay safe when using technology to communicate nds.

of my own self-image and how my body image fits into

how a girl's body changes during puberty and understand nce of looking after yourself physically and emotionally. be how boys' and girls' bodies change during puberty. that sexual intercourse can lead to conception and that is

are usually made.

stand that sometimes people need IVF to help them have a

what I am looking forward to about becoming a teenager and this brings growing responsibilities (age of consent). what I am looking forward to when I move to my next

ips (Y6 only)- What will change as we become more nt?

elationships, changing and dulthood, independence, moving to secondary school

ips

hange as we become more independent? How do change as we grow? dulthood, independence, moving to secondary school

nderstanding digital consequences visited termly, with individual areas focussed on in more

nart with a Heart summary!

encies: You vs. Train (external provider – railway safety)

ndertransport

Languages	French La Phonetique – In these sequential lessons pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. Each of the lessons is accompanied by a mouth mechanics guide video.	French J'apprends le francais – By the end of the unit pupils will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where the foreign language is spoken.	French Les animaux introduced t foreign langu recognise, re indefinite ar
			pupils will ha phrases with

x - In this unit pupils will learn 10 familiar animals and be to the 1st person singular high frequency verb 'I am' in the guage. By the end of the unit pupils will be able to recall, remember and spell up to 10 animals with their rticle. This is one of the first sentence building units where have the knowledge and skills to be able create short h the verb 'I am' plus the animal nouns and determiners.

Hillocks Cycle B Year 5 and Year 6 Curriculum Plan

	Αι	Itumn	Sp	ring	
	'Children Can	Change the World'	'Spac	،	
Experiences	Trip – Ga Memorable expe	alleries of Justice erience - Heart dissection	Trip – Sherwood Observato Visitor – Dr Steve Walla	ory - evening slot/Space Centre ce (Sherwood Observatory)	
Text Bank	For the second	NEIL GAIMAN FROST GLANTS FROST GLANTS FROST GLANTS Odd and the Frost Giants – Neil Gaiman Torrest Giants Frost Glants Frost Glants Gaiman Stai and the Monkey King – Joe Todd-Stanton	<image/> <text><text><image/></text></text>	Figure of the cold fish Boy – Lisa Thompson	Bold & Brave W – The Sh A Stage Full O Ange
Writing	Diary entries Biographies Character profiles Emails Myths Setting descriptions		Formal biography Recounts Summarising Persuasive leaflet Oral presentation		Persuasive spe Recounts Scripts Write and perfe Debate prepara
Maths	Y5 Read, write, order and compare numbers to at	Y6 Read, write, order and compare numbers up to 10 000 000 and	Y5 Multiply any whole number with up to 4 digits by a one-	Y6 Focus on the importance of making connections to other	Y5

Summer 'All the world's a stage!'

Trip – Theatre Visitor - Circus Skills Workshop



Vomen from Shakespeare Shakespeare Trust



Of Shakespeare Stories – gela McAllister



Plastic Planet – Georgia Amson-Bradshaw



Great Adventurers – Alastair Humphreys

eech

form a soliloquy ration



least 1 000 000 and	determine the value of each digit	digit number using a formal	maths concepts that pupils are	Multiply and di
determine the value of each	Round any whole number to a	written method.	already secure with (such as	and 100; unde
aigit	required degree of accuracy.	Divide a number with up to 4	proportionality, fractions,	equivalent to n
Round any number up to 1	Use negative numbers in context	digits by a one-digit number	position of numbers relative to	100 times the
000 000 to the nearest 10.	and calculate intervals across zero	using a formal written method	other numbers), so that they	nunareath time
100, 1000, 10 000 and 100	Solve number and practical	and interpret remainders	can construct pie charts and	
000 and use to check	problems that involve all of the	appropriately for the context.	line graphs as well as interpret	Children may a
calculations.	above.		them accurately.	taller snapes n
		Compare areas and calculate		shorter shapes
Add and subtract numbers	Solve addition and subtraction	the area of rectangles	Recognise when fractions can	are longer
mentally with increasingly	multi-step problems in contexts,	(including squares) using	be simplified and use common	or upils only eve
formal written methods	methods to use and why	standard units.	factors to simplify fractions.	equation nom
ionnai whiten methods.	methous to use and why	Lise all four operations to solve	Express fractions in a common	Convert betwe
Estimate and use inverse	Multiply multi-digit numbers up to 4	problems involving measure	denomination and use this to	including using
operations to check	digits by a 2-digit whole number	Ifor example, length, mass.	compare fractions that are	and fractions
answers to a calculation.	using the formal written method of	volume, money] using decimal	similar in value.	and fractions.
	long multiplication.	notation		Find non-unit f
interpret negative numbers			Compare fractions with different	
in context, count forwards	Divide numbers up to four digits by		denominators, including	Find equivalen
and backwards with	a 2-digit number using the formal		fractions greater than 1, using	understand the
positive and negative whole	written method of short division		reasoning, and choose	value and the
numbers, including through	where appropriate, interpreting		between reasoning and	linear number
2010	context		comparison strategy	
Know that 10 tenths are	CONTEXT		companson strategy.	Recall decima
equivalent to 1 one, and	Confidently identify and explain		Children learn what the	for 1/2 .1/4 .1/5
that 1 is 10 times the size of	relationships between pairs-		mathematical mean is and how	multiples of the
0.1.	/sequences of expressions and		to calculate it and they consider	
	equations in multiplication and		when using the mean is	
Know that 100 hundredths	division contexts, and apply this		particularly useful, for example,	
are equivalent to 1 one, and	knowledge as a useful strategy to		when comparing sets of data of	
that 1 is 100 times the size	solve a variety of calculations		different sizes.	
01 0.01. Know that 10 hundredths	Lise their knowledge of the order		Inderstand that 2 numbers can	
are equivalent to 1 tenth	of operations to carry out		be related additively or	
and that 0.1 is 10 times the	calculations involving the four		multiplicatively and quantify	
size of 0.01.	operations.		additive and multiplicative	
Recognise the place value	•		relationships (multiplicative	
of each digit in numbers	Draw, compose, and decompose		relationships restricted to	
with up to 2 decimal places,	shapes according to given		multiplication by a whole	
and compose and	properties, including dimensions,		number).	
decompose numbers with	angles and area, and solve related			
up to ∠ decimal places	problems		Use a given additive of	
nonstandard partitioning	How to calculate the area of		derive or complete a related	
nonstandard partitioning	shapes Plotting coordinates and		calculation, using arithmetic	
Reason about the location	reflecting and translating shapes		properties, inverse	
of any number with up to 2	on a four-quadrant grid.		relationships, and place-value	
decimals places in the	Solve problems involving ratio		understanding.	
linear number system,	relationships.		_	
including identifying the				
previous and next multiple	Focus on the importance of			
of 1 and 0.1 and rounding	making connections to other maths			
to the nearest of each.	concepts that pupils are already			

livide numbers by 10 erstand this as making a number 10 or size, or 1 tenth or 1 nes the size.

assume that longer or have more volume than es, simply because they

ver calculate an left to right.

een units of measure, g common decimals

fractions of quantities.

nt fractions and hat they have the same same position in the system.

al fraction equivalents 5 and 1/10, and for nese proper fractions. Number: Problem Solving

Statistics

Transition Maths

	Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts.	secure with (such as proportionality, fractions, percentages and the ordinal position of numbers relative to other numbers), so that they can construct pie charts and line graphs as well as interpret them accurately.				
	additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth)					
Science	How and why does blood t Identify and name the main p system and describe the fund and blood. Working scientific has been used to support or How do we take care of our Recognise the impact of diet way that bodies function. Des and water are transported wi Working scientifically - take r accuracy and precision, takir Working scientifically - record scattergraphs.	ravel around your body? barts of the human circulatory ctions of the heart, blood vessels ally - identify scientific evidence that refute ideas or arguments r amazing bodies? , exercise, drugs and lifestyle on the scribe the ways in which nutrients thin animals, including humans. neasurements with increasing ng repeat readings when necessary. d data and results using	 How do the planets and sun means of the planets and sun means of the sun in the solar system. Describes approximately spherical bodies. Totation to explain day and night the sun across the sky describes relative to the earth. Working sciencidence that has been used to arguments. How do different organisms reproduction in animals. Describe describe different types sexual and asexual reproduction reproduction in animals. Describe animal behaviourists. For example, Jane Goodall. Working scientificall increasing complexity using bar 	A solution of the second secon	How do scientists classify living thi Describe how living things are classifie to common observable characteristics differences, including animals, plants a reasons for classifying plants and anim characteristics. Working scientifically - increasing complexity using classificat	ngs? ed into broad groups according and based on similarities and and a micro organisms. Give hals based on specific recording data and results of ion keys.
Physical Education	 Tennis Use components of fitness for tennis, including agility, balance and coordination Hold the racket correctly Use forehand, backhand, serve and volley techniques and apply them in a game situation Know the basic rules of Mini Tennis 	 Tag Rugby Grip the ball securely Pass accurately when static Catch the ball successfully Pass on the move to a moving target Use width of the playing area Perform the loop to outwit an opponent Tag and evade opponents effectively Use switch and dummy techniques Use skills in Tag Rugby Games Know the basic rules of Tag Rugby 	 Dance- Hand Jive Identify and perform the key points for the Hand Jive Link steps together fluently Vary speed of movements Compose own hand jive routines Perform kicks and flicks Rehearse own routines, considering timing, counts, cannon and unison 	 Netball Use a variety of passes, including chest, bounce and overhead Pivot accurately and use passing to a moving target Use footwork legally Work with others to move towards the opponents' net Pass on the move Shoot accurately Understand where each position is allowed on the court Use skills effectively and know the basic rules of a High 5 netball game 	 Athletics Perform the three stages of the sprint race fluently Perform the down sweep baton exchange Link sprinting and baton exchanges in a competitive situation Throw the shot put with distance and accuracy Throw the javelin with distance and accuracy Perform the long jump Perform the Scissor Kick technique in high jump Measure results of speed and distance 	 Rounders Perform the cup and reverse cup catches Perform underarm and overarm throws Bowl with accuracy and variation Use ground fielding techniques effectively, including long barrier and standing pick up Bat with accuracy and effectiveness, varying batting strokes and using reverse hitting Adopt a range of fielding positions Use skills effectively in a game

	Swimming swim competently, cor use a range of strokes perform safe self-resculation 	nfidently, and proficiently over a dista effectively [for example - front craw] ue in different water-based situations	ance of at least 25 metres I, backstroke, and breaststroke]		
History	How did the Industrial Revolut	tion affect Nottinghamshire?	Was the Moon Landing in 1969 space race?	the greatest achievement of the	What were the
Geography	Key project: -Fossil Fuels (link with science the context of mining and Gre Conservation Geographical enquiry: (hum - Human impact on the planet -What lies in the future, lookin can be made and who is maki -Global picture: who is doing w Poland vs Sweden. Link with PfC - How can we be	e previously taught in Cycle A, in en Badge award) an geography focus) in terms of global warming g at renewables. What differences ing them? what and why? Consider industry in e good global citizens?	Key project: Satellite and aerial photography how we see and understand our Geographical enquiry: How has our understanding of th solar system changed over time Using Maps: -study aerial / satellite images ar corresponding physical and polit photographic images. -Use digital mapping software to mapping details at different scale	- how has technology changed planet? ne planet and other planets in our and with innovative technology? nd be able to identify tical maps that match the o explore and understand es.	Key project: Land use patt (Brazil, linked Geographica Land use patt Using Maps: Look at topog and difference
Art	Key project: Arts and Crafts a Significant Creators: William Ford Madox Brown ('Work') Watson Fothergill (Local Victo Technical Skills: To be able range of materials to design a the Arts and Crafts style to cre Formal elements: form, conto History of Art: social comme understand what life was like period? Arts and Crafts moven industrialisation and mass-pro-	style objects n Morris orian architect) to purposely select and use a nd create a 3D sculpture. Emulate eate decorative objects. our, line, space ntary in works (FMB) - How can we at the time through the art of the ment and a return to nature, vs oduction.	Key project: Layered mixed me footage (linked with year 3/4 Rot Significant Creators: Eugenia I Technical Skills: To create a co (Space Tourism), focusing on co mixed media, surrealist proportio Use cameras to take images to o and shade. 3D works: Planet Mobile Formal Elements: perspective, History of Art: surrealism	edia piece using <i>James Webb</i> <i>usseau-inspired collages)</i> Loli ollage of a chosen subject matter omposition (e.g., photomontage, ons) capture texture, colour, line, tone, composition, colour, mood.	Key project: 0 Significant C Technical Sk including the o medium, ident Create artwort orientations fo Be able to exp Formal Eleme tone, texture, work. History of Art design
Design and Technology	Cams operated toy animal Build – Cams Toys Design—use research and de design of innovative, functiona purpose, aimed at individuals model and communicate their annotated sketches, cross-see from and use a wider range of practical tasks, for example, c finishing; select from and use components, including constru- functional properties and page	evelop design criteria to inform the al, appealing products that are fit for or groups; generate, develop, ideas through discussion, ctional diagrams. Make —select f tools and equipment to perform utting, shaping, joining and a wider range of materials and uction materials, according to their betic qualities. Evaluate	A cultural Mezze board Cook – Mezze In Key Stage 2 pupils should be apply the principles of a healthy cook a variety of dishes using a know where and how a variety o caught and processed	taught to: • understand and and varied diet • prepare and range of cooking techniques • f ingredients are grown, reared,	Upcycle a pie Sew – Upcyc Design—use design of inno purpose, aime model and con sketches, patt tools and equi shaping, joinir materials and functional pro

• Know the basic rules of a rounders game

e effects of the transatlantic slave trade?

terns in agriculture in the UK and a contrasting locality with Year 3/4 work on deforestation.) al enquiry:

terns in agriculture in the UK and a contrasting locality.

raphical maps and land use maps, examine similarities es. What can we hypothesise because of our map work?

Creating Movie and Theatre Posters

Creators: John Alvin, Saul Bass (cinematic posters) kills: To be able to use a range of drawing techniques continuous line technique. To draw using a negative tifying light and dark areas.

rk showing a range of different perspectives and or objects, people, and scenery.

plain decisions they have made about composition. nents: Be able to describe and discuss line, shape, form, pattern, colour, and composition in their own and others'

rt: The evolution of posters, and a timeline of graphic

ece of clothing for a costume cling

research and develop design criteria to inform the ovative, functional, appealing products that are fit for ed at particular individuals or groups; generate, develop, ommunicate their ideas through discussion, annotated tern pieces Make—select from and use a wider range of ipment to perform practical tasks, for example, cutting, ng and finishing; select from and use a wider range of components, including textiles, according to their operties and aesthetic qualities. Evaluate- investigate range of existing products; evaluate their ideas and

	investigate and analyse a range of existing products; evaluate		products again
	their ideas and products against their own design criteria and consider the views of others to improve their work; understand how key events and individuals in design and technology have helped shape the world.		others to impro individuals in o
Computing	 Computing systems and networks - Communication and collaboration Explain that the internet allows different media to be shared and recognise how to access shared files stored online. Identify that there are a variety of ways to communicate over the internet Understand and decide when I information should not share information online. Creating media – Web page creation Draw a web page layout that suits a purpose. Recognise the common features of a web page Add content to my own web page and evaluate what a web page looks like on different devices. Then suggest/make edits. Link them using hyperlinks. 	 Programming A – Variables in games Explain that the way a variable changes can be defined. Identify that variables can hold numbers or letters. Make use of an event in a program to set a variable and choose a name that identifies the role of a variable. Test the code that I have written. Data and information – Spreadsheets Collect data and enter data into a spreadsheet. Construct a formula in a spreadsheet. Apply a formula to calculate the data needed to answer questions. 	Creating med Add 3E anothe View 3 Constr improv Programming Apply I and the Use a of a pro Create Use a
Music	 Pitch and Melody—Free-flowing melody, using poetry for inspiration, ascending and descending to imitate flight, pentatonic scale (Timbre—How instruments can create different sounds; Tonality/Harmony—Drone; Structure and Form—ternary form; Texture—Solo with accompaniment; Articulation/Dynamics—Legato/Crescendo, diminuendo) Texture—Three part canon, singing in rounds (Pitch—high pitch of treble voices; Dot notation on stave in treble clef showing do-la range, stick notation showing crotchets, paired quavers, minims and rests.) 	 Rhythm/Texture-Layering of repetitive rhythmic patterns, drums and chanting, syncopation (Instrumentation-djembe, electronic music; Structure and Form—Call and response) Pitch , Melody, Harmony —Main theme based on a triad, using triads built on I, IV and V to create a melody Rhythm and metre - minim/crotchet pattern in 3/4 (Structure and form—Symphony, first movement, heroic motif to suit heroic theme; Dynamics—Sforzando to show drama; Dot notation on stave in treble clef showing do-do' range, stick notation showing crotchets, paired quavers, minims and rests, notation showing time signatures and bar lines, combining notation for pitch and for rhythm.) 	Texture—sing Structure an (Instrumentar Structure and Texture—sing built on triads
PSHE/ RSE	 Being Me in my world I can identify my goals for this year, understand my fears and worries about the future and know how to express them. I know how to use my Jigsaw Journal. I know that there are universal rights for all children but for many children these rights are not met. I understand that my actions affect other people locally and globally. I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities. 	Dreams and Goals I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out of school goal). I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these. I can identify problems in the world that concern me and talk to other people about them. I can work with other people to help make the world a better place. I can describe some ways in which I can work with together people to help make the world a better place.	Relationships I know that it is I know how to I understand t different types I can recognis I can judge wh I can use tech friends and fat

inst their own design criteria and consider the views of rove their work; understand how key events and design and technology have helped shape the world.

dia – 3D Modelling

D shapes to a project and move them relative to one er.

3D shapes from different perspectives.

ruct a 3D model based on a design and then modify and ve it.

g B - Sensing movement

learnt knowledge of programming to a new environment en test a program on an emulator.

variable in an if, then, else statement to select the flow rogram.

a program based on a design

range of approaches to find and fix bugs.

ging in parts, harmony **Id Form**—Verse and chorus, call and response **Ition**—singing a cappella, jazz band)

d Form—Songs forms, verse/chorus, call and response ging a cappella, singing in unison and in parts, harmony (Rhythm and metre—Simple and compound metre)

S

is important to take care of my mental health.

take care of my mental health.

that there are different stages of grief and that there are s of loss that cause people to grieve.

se when people are trying to gain power or control. hether something online is safe and helpful for me. nnology positively and safely to communicate with my mily.

•

	I understand how an individual's behaviour can impact on a group. I understand how democracy and having a voice benefits the school community. Celebrating Differences I understand there are different perceptions about what normal means. I understand how being different could affect someone's life. I can explain some of the ways in which one person or a group can have power over another. I know some of the reasons why people use bullying behaviours. I can give examples of people with disabilities who lead amazing lives. I can explain ways in which difference can be a source of conflict and a cause for celebration. Relationships- What makes a respectful relationship? <i>Respect, positive, negative, abuse, intentional</i> ESafety- <i>Link with Anti Bullying week</i> SMART is revisited termly, with individual areas focussed on in more detail Childline Accepting Reliable	I know what some people in my class like or admire about me and can accept their praise. Healthy Me I can take responsibility for my health and make choices that benefit my health and well-being. I know about different types of drugs and their uses and their effects on the body particularly the liver and heart. I understand that some people can be exploited and made to do things that are against the law. I know why some people join gangs and the risks this involves. I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness. I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse. Relationships What will change as we become more independent? <i>Responsibility, trust, changes, boundaries</i> E Safety- Digital Citizenship SMART is revisited termly, with individual areas focussed on in more detail Childline Safe Meet Events: Safer Internet Day	I am aware of that. I can explain h understand the emotionally. I can describe months of pred understand h nature of the r girlfriend/boyfr I am aware of do to develop I can identify w the transition t Relationships How do friend <i>Different relati</i> growing, adult E Safety- Unc SMART is rev detail Childline Tell & Be Sma
Religious Education	Autumn 1 Sikhism - How far would a Sikh go for their religion? Autumn 2 Christianity - Is the Christmas story true?	Spring 1 Humanism - Where do we come from? Spring 2 Christianity – What happens at Easter?	Summer 1 Sikhism - Com Summer 2 Islam - Comm
Languages	French Ancient Britain - In this unit pupils will be taught three high frequency verbs in the 1 st person singular form. The verbs are: 'to be', 'to have' and 'to live'. Through the medium of this period of history, pupils will pretend to be characters from the Stone, Bronze and Iron Ages. By the end of the unit pupils will be able to say / write who they are, where they live and which hunting tool they use, incorporating the three high frequency verbs in their phrases.	French I Am Able - In this unit pupils will learn 10 familiar activities that they are able or are not able to do in French. This is one of the first units introducing the negative form, allowing the children to build more interesting and complex sentences including the option of using conjunctions	French Seasons - In t with a key feat pupils will hav season and w

my own self-image and how my body image fits into

how girls' and boys' bodies change during puberty and he importance of looking after yourself physically and

how a baby develops from conception through the nine gnancy, and how it is born.

now being physically attracted to someone changes the relationship and what that might mean about having a riend.

the importance of a positive self-esteem and what I can it.

what I am looking forward to and what worries me about to secondary school/or moving to my next class.

S

dships change as we grow? tionships, changing and Ithood, independence, moving to secondary school

derstanding digital consequences *i*sited termly, with individual areas focussed on in more

art with a Heart summary!

ncies: You vs. Train (external provider – railway safety)

nmitment to God

nunity and belonging

this unit pupils will learn the 4 seasons of the year along ature for each season in French. By the end of the unit ve the skills and knowledge to say which is their favourite why.