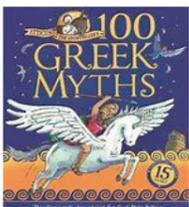
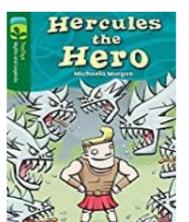
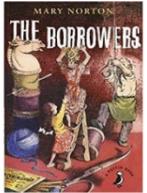
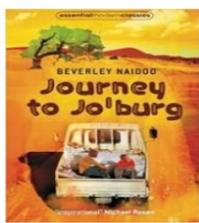
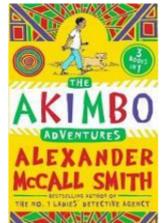
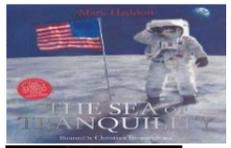


Subjects	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
<p>Topic (inc. Key Texts, Visits &amp; Websites to explore)</p>	<p><b>Ancient Greece</b></p>   <p>Theatre company visit</p>	<p><b>Ropes and Railways</b> (History of Hailsham)</p> <p>Hailsham Visit including trip to museum or visit by someone from the museum.</p> <p>Visitor to show how rope was made (Marlow Ropes?)</p> 	<p><b>Smashing-Saxons</b></p> <p>Artist to show dyeing with plants and natural materials.</p>  	<p><b>African Adventure</b></p> <p>Visit from a South African to talk about experiences of growing up under apartheid.</p> <p>Fundraising activity for a project in Africa.</p>  	<p><b>Circle of Life</b></p>  	<p><b>Space Oddity</b> <b>Apollo 11 Moon Landings</b></p> <p>Webinar with European Space Agency or British Space Agency</p> <p>Visit to Herstonceux Science Centre</p>   
<p>English Reading (Word recognition &amp; Comprehension)</p>	<p>Can read <b>some</b> of the Year 5/6 common exception words list (20 words approx)</p> <ul style="list-style-type: none"> <li>• Demonstrates a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction.</li> <li>• Make comments supported by some generally relevant textual reference or quotation.</li> <li>• Can skim and scan non-fiction text at speed for research</li> <li>• Identify the main purpose of the text; simple comments show some awareness of writer's viewpoint.</li> </ul>	<p>Can read <b>approximately half</b> of Year 5/ common exception words list (50 words approx)</p> <ul style="list-style-type: none"> <li>• Recommends books to others based on own reading preferences, giving reasons for choice.</li> <li>• In non-fiction, retrieve, record and present information to the reader from a range of sources.</li> <li>• Can explain a characters' motive throughout a story and use evidence from the text to back up opinions.</li> </ul>	<p>• Can read <b>approximately half</b> of common exception words list (50 words approx)</p> <ul style="list-style-type: none"> <li>• Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</li> <li>• Identify and discuss explicit and implicit points of view in some texts at an appropriate level (e.g. obvious and underlying themes).</li> <li>• Can comment on the quality and usefulness of a range of texts and explain clearly to others.</li> <li>• Can explore texts to support and justify predictions and opinions</li> <li>• Can identify the purpose, audience and organisation of different fiction/non-fiction texts and evaluate the success of each of these elements.</li> </ul>			
<p>English Writing (inc. Punctuation &amp; Grammar)</p>	<p>A wide range of punctuation is used, mostly accurately, including possessive apostrophes for plural nouns and other punctuation to indicate direct speech.</p> <p>Evaluation is made of the effectiveness of own and others' writing.</p> <p>The structure and organisation of writing is informed by its audience, purpose and context through the appropriate use of: Paragraphs to group related ideas and information. Pronouns and nouns chosen to aid cohesion and clarity and to avoid repetition.</p>	<p>Commas to clarify meaning or avoid ambiguity in writing and hyphens to avoid ambiguity are used with increasing accuracy.</p> <p>Relative clauses beginning with who, which and that to add detail and description are used.</p> <p>Evaluation of the effectiveness of own and others' writing is made to propose changes to grammar and vocabulary to improve consistency.</p> <p>Structure and organisation of writing is informed by its audience, purpose and context, through the appropriate use of: Paragraphs to group related ideas and information. Pronouns and nouns chosen to aid cohesion and clarity and to avoid repetition. Simple organisational devices, including headings and sub-headings to aid presentation. Fronted adverbials to vary sentence construction</p>	<p>A range of punctuation is used, mostly accurately including commas after fronted adverbials, possessive apostrophes for plural nouns, bullet points and other punctuation to indicate direct speech.</p> <p>A colon to introduce a list is also beginning to be used.</p> <p>Structure and organisation of writing is informed by its audience, purpose and context, through the appropriate use of: Paragraphs to group related ideas and information. Pronouns and nouns chosen to aid cohesion and clarity and to avoid repetition. Simple organisational devices, including headings and sub-headings to aid presentation. Fronted adverbials to vary sentence construction Adverbials of time, place and number to link ideas across paragraphs.</p>			



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<b>Phonics/Spelling</b>	• Some of the common exception words from Y5/6 list are spelt increasingly accurately.		Approx. $\frac{1}{2}$ common exception words from Y5/6 list are spelt increasingly accurately		• Approx. $\frac{1}{2}$ common exception words from Y5/6 list are spelt accurately.	
<b>Maths</b>	Place Value Addition and Subtraction Statistics	Multiplication and Division Perimeter and Area	Multiplication and Division Fractions	Fractions, Decimals and Percentages	Decimals Properties of shape	Position and Direction Converting Units of Measurement Volume
<b>Science</b>	<b>Forces</b> -Identify the effects of air resistance, water resistance and friction that act between moving surfaces.	<b>Forces</b> -Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	<b>Properties and changes of materials</b> -dissolving -separation of solids, liquids and gases. -reversible changes -changes can make new materials	<b>Animals including humans</b> -Describe changes as humans develop to old age.	<b>Living things and their habitats</b> -Life cycles of different species. -Reproduction of plants and animals.	<b>Earth and Space</b> -Movement of Earth and planets. -Movement of moon in relation to the sun. -day and night.
<b>Computing</b>	Online Safety and producing posters  In class: Purple Mash Greek activities	Programing - Digital Art	Vector Drawing	Databases  In class: iPad research for African animal	Computer Networks	Programming games  In class: Newspaper report on Purple Mash (Space link)
<b>R.E.</b>	Creation stories/myths	Prophecy Christmas symbolism: The Advent Ring	Islam: The Prophet Muhammad	Islam: The Qu'ran Easter: Good Friday	Judaism: Bar/Bat Mitzvah	Judaism: The Synagogue
<b>History</b>	Ancient Greece - the study of Greek life and achievements and their influence on the western world	A local history study	Britain's settlement by Anglo-Saxons and Scots			Modern History - The Moon Landings
<b>Geography</b>		Plan View maps Points of a compass	OS maps	Compare a region in UK with a region in Africa, with significant differences and similarities.		Hemispheres, latitudes, longitudes.
<b>P.E.</b>	Outdoor and Adventurous Activities/Team Building Health-Related Fitness  Dance	Gymnastics (Swimming for children not at 25 metres).  Dance	Invasion games: Netball and Hockey  Dance	Net and wall games. Tennis and Badminton  Dance.	Athletics  Dance	Striking and Fielding Games: Rounders and Stoolball Intrahouse competition  Dance
<b>Art and Design</b>	Design their own greek plate (paper plate).	Local Artist: Jane Robbins (collage)  Digital art taught in Computing	Textiles: Weaving	African animal sculptures (clay)	Monet - painting and drawing	Space scene printing
<b>Design Technology</b>	Link to Science and History  Ch to design, make and investigate which types of column best supports a building by testing heavy objects.	See Science Moving parts/Forces. (Make a working pulley)  Christmas cookie.	Design and build an Anglo-Saxon home or structure to keep the water out		Food technology nutrition and where we get our food.	Robot arm technology workshop at Herstmonceux Science Centre Moon buggies.
<b>Music</b>	DIY musical percussion instruments Singing Learn about Rock Music Use of DIY Percussion Instruments for rhythmic activities	Singing, Rhythmic activities and Learning about the Musical Periods (Part 1)	Learning about the Musical Periods (Part 2), singing and rhythmic activities	Different Music styles from modern musical era-singing Music elements Use of DIY Percussion Instruments, Body Percussion, Composing, Note Values	Musical Theatre (Lion King), Singing, Body percussion	Music games, Singing, body percussion, music composition with the use of DIY instruments
<b>Spanish</b>	Greetings and describing self	Numbers to 50 Christmas	Colours	Days of the week Months of the year	Animals/pets	Parts of the body



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RSHE/PSHE	My rights and responsibilities	My relationships	Economic wellbeing	Drugs, alcohol and tobacco education	My Feelings My Body	My Beliefs Asking for Help
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