

LONG TERM PLAN 2011/2012

KEY STAGE 2

	AUTUMN WW2		SPRING UNITED KINGDOM		SUMMER CASTLES	
English, Communication and Language	Texts: Goodnight Mr. Tom Extracts from Ann Franks Diary Extracts from Candle in the Dark War Poetry One Boy's War ¹	Guided Reading Texts: SATS paper Candle in the Dark	Texts: Author Study: Roald Dahl -The BFG -Witches -Poetry (Revolting Rhymes) -Minpins	Guided Reading Texts: Twits Fantastic Mr Fox	Texts: Macbeth Snow White in New York Cinder Boy / Billy the Beast	Guided Reading Texts: Extracts from The Sword in the Stone, Knights of the Round Table, Camelot
	<u>Speaking and Listening:</u> <u>- Harvest Assembly</u> L1. to convey complex ideas, using different techniques for clarity and effect L2. to select relevant ideas and use appropriate vocabulary to engage and maintain the interest of listeners L3. to organise and adjust what they say, including the use of spoken standard English, according to the formality of the context, the needs of their listeners and any communication technology being used L4. to evaluate their own and others' speech and identify how it varies L5. to sustain different roles, deal with disagreement and vary contributions in group discussion L6. to extend and justify their opinions and ideas, building on what they have heard L7. to use dialogue and discussion to build up and refine ideas, move groups on and reach agreement collaboratively L8. to identify differences between spoken and written language, both on paper and on screen, taking account of context, purpose and audience		<u>Speaking and Listening:</u> <u>- UK Assembly</u> <u>- Easter Service</u> L1. to convey complex ideas, using different techniques for clarity and effect L2. to select relevant ideas and use appropriate vocabulary to engage and maintain the interest of listeners L3. to organise and adjust what they say, including the use of spoken standard English, according to the formality of the context, the needs of their listeners and any communication technology being used L4. to evaluate their own and others' speech and identify how it varies L5. to sustain different roles, deal with disagreement and vary contributions in group discussion L6. to extend and justify their opinions and ideas, building on what they have heard L7. to use dialogue and discussion to build up and refine ideas, move groups on and reach agreement collaboratively L8. to identify differences between spoken and written language, both on paper and on screen, taking account of context, purpose and audience		<u>Speaking and Listening:</u> <u>Drama - Summer Production</u> <u>- Play 4 a Day (Macbeth)</u> L1. to convey complex ideas, using different techniques for clarity and effect L2. to select relevant ideas and use appropriate vocabulary to engage and maintain the interest of listeners L3. to organise and adjust what they say, including the use of spoken standard English, according to the formality of the context, the needs of their listeners and any communication technology being used L4. to evaluate their own and others' speech and identify how it varies L5. to sustain different roles, deal with disagreement and vary contributions in group discussion L6. to extend and justify their opinions and ideas, building on what they have heard L7. to use dialogue and discussion to build up and refine ideas, move groups on and reach agreement collaboratively L8. to identify differences between spoken and written language, both on paper and on screen, taking account of context, purpose and audience	
	<u>Reading:</u> L9. to use inference and deduction to understand layers of meaning L10. to make connections and comparisons between different parts of a text and with other texts they have read L11. to verify the accuracy and reliability of information, including from online sources, detect bias and distinguish evidence from opinion L12. to search for information using ICT and other methods and make choices about the appropriateness of the information ¹⁹ L13. to evaluate techniques used by writers and poets, commenting on how effective they are L14. to recognise and use some conventions for conveying meaning in moving-image and multimodal texts L15. to evaluate structural and organisational features, including the use of different presentational devices ²⁰ , layouts and combinations of formats, and their effects L16. to evaluate ideas and themes that broaden perspectives and extend thinking L17. to express and justify preferences by referring to the texts L18. to identify the use of specialist vocabulary and structures and techniques associated with different forms and purposes of writing L19. to critique views, opinions and arguments L20. to reflect on viewpoints in narratives and to distinguish between those of the characters and those of the author		<u>Reading:</u> L9. to use inference and deduction to understand layers of meaning L10. to make connections and comparisons between different parts of a text and with other texts they have read L11. to verify the accuracy and reliability of information, including from online sources, detect bias and distinguish evidence from opinion L12. to search for information using ICT and other methods and make choices about the appropriateness of the information ¹⁹ L13. to evaluate techniques used by writers and poets, commenting on how effective they are L14. to recognise and use some conventions for conveying meaning in moving-image and multimodal texts L15. to evaluate structural and organisational features, including the use of different presentational devices ²⁰ , layouts and combinations of formats, and their effects L16. to evaluate ideas and themes that broaden perspectives and extend thinking L17. to express and justify preferences by referring to the texts L18. to identify the use of specialist vocabulary and structures and techniques associated with different forms and purposes of writing L19. to critique views, opinions and arguments L20. to reflect on viewpoints in narratives and to distinguish between those of the characters and those of the author		<u>Reading:</u> L9. to use inference and deduction to understand layers of meaning L10. to make connections and comparisons between different parts of a text and with other texts they have read L11. to verify the accuracy and reliability of information, including from online sources, detect bias and distinguish evidence from opinion L12. to search for information using ICT and other methods and make choices about the appropriateness of the information ¹⁹ L13. to evaluate techniques used by writers and poets, commenting on how effective they are L14. to recognise and use some conventions for conveying meaning in moving-image and multimodal texts L15. to evaluate structural and organisational features, including the use of different presentational devices ²⁰ , layouts and combinations of formats, and their effects L16. to evaluate ideas and themes that broaden perspectives and extend thinking L17. to express and justify preferences by referring to the texts L18. to identify the use of specialist vocabulary and structures and techniques associated with different forms and purposes of writing L19. to critique views, opinions and arguments L20. to reflect on viewpoints in narratives and to distinguish between those of the characters and those of the author	

¹ This is a story about a boy in the trenches during WW1 but has good links to WW2 and allows for further research on children under age 16 who lied about their age in order to fight for their country.

	<p><u>Writing:</u></p> <p>L21. to plan, create, shape and review their work, knowing when and how to improve it, including using ICT</p> <p>L22. to select form, content, style and vocabulary to suit particular purposes and readers</p> <p>L28. to explore how ideas are linked within and between sentences</p> <p>L29. the function of punctuation within sentences and how to use it to clarify structure and development in what they write</p> <p>L30. to recognise and apply common spelling patterns for regular and irregular words, using conventions and spell checking techniques as well as their knowledge of the origins of words and how spelling has changed over time</p> <p>L31. to gain fluency in handwriting and keyboard use</p>	<p><u>Writing:</u></p> <p>L21. to plan, create, shape and review their work, knowing when and how to improve it, including using ICT</p> <p>L22. to select form, content, style and vocabulary to suit particular purposes and readers</p> <p>L28. to explore how ideas are linked within and between sentences</p> <p>L29. the function of punctuation within sentences and how to use it to clarify structure and development in what they write</p> <p>L30. to recognise and apply common spelling patterns for regular and irregular words, using conventions and spell checking techniques as well as their knowledge of the origins of words and how spelling has changed over time</p> <p>L31. to gain fluency in handwriting and keyboard use</p>	<p><u>Writing:</u></p> <p>L21. to plan, create, shape and review their work, knowing when and how to improve it, including using ICT</p> <p>L22. to select form, content, style and vocabulary to suit particular purposes and readers</p> <p>L28. to explore how ideas are linked within and between sentences</p> <p>L29. the function of punctuation within sentences and how to use it to clarify structure and development in what they write</p> <p>L30. to recognise and apply common spelling patterns for regular and irregular words, using conventions and spell checking techniques as well as their knowledge of the origins of words and how spelling has changed over time</p> <p>L31. to gain fluency in handwriting and keyboard use</p>
	<p><u>Languages: French</u></p> <p>L32. to try to make sense of unfamiliar language that they hear</p> <p>L33. to understand the main points of what people say</p> <p>L34. to engage in conversation, expressing their own opinions and responding to the opinions of others</p> <p>L35. to present ideas and information to a range of audiences, selecting appropriate ways of expressing themselves</p> <p>L40. to empathise with others and imagine how others may see their own way of life and culture</p> <p>L41. to explore the origins, influences and development of words in different languages</p> <p>L42. to compare attitudes to different languages and reflect on the importance of respect for others</p>	<p><u>Languages: French</u></p> <p>L32. to try to make sense of unfamiliar language that they hear</p> <p>L33. to understand the main points of what people say</p> <p>L34. to engage in conversation, expressing their own opinions and responding to the opinions of others</p> <p>L35. to present ideas and information to a range of audiences, selecting appropriate ways of expressing themselves</p> <p>L40. to empathise with others and imagine how others may see their own way of life and culture</p> <p>L41. to explore the origins, influences and development of words in different languages</p> <p>L42. to compare attitudes to different languages and reflect on the importance of respect for others</p>	<p><u>Languages: French</u></p> <p>L32. to try to make sense of unfamiliar language that they hear</p> <p>L33. to understand the main points of what people say</p> <p>L34. to engage in conversation, expressing their own opinions and responding to the opinions of others</p> <p>L35. to present ideas and information to a range of audiences, selecting appropriate ways of expressing themselves</p> <p>L36. to understand the main points and some of the details of texts they read</p> <p>L37. to read aloud with expression and accuracy</p> <p>L38. to recognise and apply the links between the sounds and spelling of a language</p> <p>L39. to express ideas in sentences and short texts</p>
	<p><u>ICT:</u></p> <p>L23. to combine written text and illustration, moving image and sound, integrating different effects to add power to the words and meanings</p> <p>L24. to synthesise ideas using ICT by combining a variety of information from different sources</p> <p>L25. to communicate and collaborate with others remotely and in locations beyond the school by selecting and using appropriate ICT</p> <p>L26. to use features of layout, presentation and organisation effectively in written and on-screen media</p> <p>L27. how paragraphs, bullets, hyperlinks, screen layout and headings are used to organise and link ideas, and to use these in their own work</p> <p>One Boy's War - "The Great War was supposed to be the war to end all wars..."</p> <p>2Publish - looking at the scene in the trenches create a comic strip as a class of Sydney in the trenches. Children act out the different scenes in as much costume as possible and create own extracts from One Boy's War.</p>	<p><u>ICT:</u></p> <p>L23. to combine written text and illustration, moving image and sound, integrating different effects to add power to the words and meanings</p> <p>L24. to synthesise ideas using ICT by combining a variety of information from different sources</p> <p>L25. to communicate and collaborate with others remotely and in locations beyond the school by selecting and using appropriate ICT</p> <p>L26. to use features of layout, presentation and organisation effectively in written and on-screen media</p> <p>L27. how paragraphs, bullets, hyperlinks, screen layout and headings are used to organise and link ideas, and to use these in their own work</p>	<p><u>ICT:</u></p> <p>L23. to combine written text and illustration, moving image and sound, integrating different effects to add power to the words and meanings</p> <p>L24. to synthesise ideas using ICT by combining a variety of information from different sources</p> <p>L25. to communicate and collaborate with others remotely and in locations beyond the school by selecting and using appropriate ICT</p> <p>L26. to use features of layout, presentation and organisation effectively in written and on-screen media</p> <p>L27. how paragraphs, bullets, hyperlinks, screen layout and headings are used to organise and link ideas, and to use these in their own work</p>
<p>Mathematical Understanding</p>	<p><u>Number and the Number System:</u></p> <p>L1. to use decimals up to three decimal places in measurement contexts</p> <p>L2. to understand and use the equivalence of families of fractions and their decimal representation when ordering and comparing</p> <p>L3. to explore number patterns and properties, and represent them using graphs, simple formulae and ICT</p> <p>L4. about the development of the number system</p> <p>L5. to interpret computer and calculator displays and round to an appropriate level of accuracy</p>	<p><u>Number and the Number System:</u></p> <p>L1. to use decimals up to three decimal places in measurement contexts</p> <p>L2. to understand and use the equivalence of families of fractions and their decimal representation when ordering and comparing</p> <p>L3. to explore number patterns and properties, and represent them using graphs, simple formulae and ICT</p> <p>L4. about the development of the number system</p> <p>L5. to interpret computer and calculator displays and round to an appropriate level of accuracy</p>	<p><u>Number and the Number System:</u></p> <p>L1. to use decimals up to three decimal places in measurement contexts</p> <p>L2. to understand and use the equivalence of families of fractions and their decimal representation when ordering and comparing</p> <p>L3. to explore number patterns and properties, and represent them using graphs, simple formulae and ICT</p> <p>L4. about the development of the number system</p> <p>L5. to interpret computer and calculator displays and round to an appropriate level of accuracy</p>

<p><u>Number Operations and Calculations:</u> L6. to use proportional reasoning to compare numbers and quantities and solve problems L7. to extend their knowledge of multiplication facts to 10×10 and use them to solve multiplication and division problems L8. to understand and use different models of division, including interpreting the outcome of a division calculation, in relation to the context, where the answer is not a whole number L9. to recognise and use the relationship between fractions and division and represent division as number sentences L10. to recognise and use the relationships between addition, subtraction, multiplication and division L11. to develop a range of strategies including mental and written ones, for calculating and checking, including using a calculator or computer efficiently</p>	<p><u>Number Operations and Calculations:</u> L6. to use proportional reasoning to compare numbers and quantities and solve problems L7. to extend their knowledge of multiplication facts to 10×10 and use them to solve multiplication and division problems L8. to understand and use different models of division, including interpreting the outcome of a division calculation, in relation to the context, where the answer is not a whole number L9. to recognise and use the relationship between fractions and division and represent division as number sentences L10. to recognise and use the relationships between addition, subtraction, multiplication and division L11. to develop a range of strategies including mental and written ones, for calculating and checking, including using a calculator or computer efficiently L12. to solve multi-step problems involving more than one operation</p>	<p><u>Number Operations and Calculations:</u> L6. to use proportional reasoning to compare numbers and quantities and solve problems L7. to extend their knowledge of multiplication facts to 10×10 and use them to solve multiplication and division problems L8. to understand and use different models of division, including interpreting the outcome of a division calculation, in relation to the context, where the answer is not a whole number L9. to recognise and use the relationship between fractions and division and represent division as number sentences L10. to recognise and use the relationships between addition, subtraction, multiplication and division L11. to develop a range of strategies including mental and written ones, for calculating and checking, including using a calculator or computer efficiently L12. to solve multi-step problems involving more than one operation</p>
<p><u>Problem Solving with Money:</u> <u>Rationing - ration books</u> <u>War-time party food; planning a tea dance</u> L12. to solve multi-step problems involving more than one operation L15. how to manage money and prepare budgets for events, including using spreadsheets</p>	<p><u>Money:</u> L13. to solve problems related to borrowing, spending and saving L14. to understand and convert between different currencies L15. how to manage money and prepare budgets for events, including using spreadsheets</p>	
<p><u>Measures: Dig 4 Victory, plotting a vegetable garden.</u> L17. to convert between units within the metric system L18. to use an angle measurer to measure angles in degrees L20. to use decimal calculations to solve problems with measures</p>	<p><u>Measures: looking ay yards (metric conversions)</u> L16. to recognise when area, volume and mass are conserved L17. to convert between units within the metric system L18. to use an angle measurer to measure angles in degrees L19. to solve problems involving time and time intervals, including time represented by the 24-hour clock L20. to use decimal calculations to solve problems with measures</p>	<p><u>Measures:</u> L16. to recognise when area, volume and mass are conserved L17. to convert between units within the metric system L18. to use an angle measurer to measure angles in degrees L19. to solve problems involving time and time intervals, including time represented by the 24-hour clock L20. to use decimal calculations to solve problems with measures</p>
<p><u>Geometry:</u> L22. to understand area as the space enclosed by a perimeter on a plane, and find areas of rectangles and related shapes L23. to solve practical problems involving 3D objects L24. to visualise geometric objects and to recognize and make 2D representations of 3D shapes</p>	<p><u>Geometry:</u> L21. to use and make maps, scale models and diagrams for a purpose L22. to understand area as the space enclosed by a perimeter on a plane, and find areas of rectangles and related shapes L23. to solve practical problems involving 3D objects L24. to visualise geometric objects and to recognize and make 2D representations of 3D shapes L25. to create and refine sequences of instructions, using ICT to construct and explore geometric patterns and problems L26. to explore aspects of geometry to find out about its origins, and its use in different cultures, religions, art and architecture</p>	<p><u>Geometry:</u> L21. to use and make maps, scale models and diagrams for a purpose L22. to understand area as the space enclosed by a perimeter on a plane, and find areas of rectangles and related shapes L23. to solve practical problems involving 3D objects L24. to visualise geometric objects and to recognize and make 2D representations of 3D shapes L25. to create and refine sequences of instructions, using ICT to construct and explore geometric patterns and problems</p>
<p><u>Statistics:</u> L27. how statistics are used in society today L28. to use different kinds of averages and range to summarise and compare data sets L29. to use data to assess likelihood and risk and develop an understanding of probability through computer simulations, games and consideration of outcomes of everyday situations L30. to discuss, sort and order events according to their likelihood of occurring L31. to answer questions or test hypotheses by using ICT to collect, store, analyse and present data</p>	<p><u>Statistics:</u> L27. how statistics are used in society today L28. to use different kinds of averages and range to summarise and compare data sets L29. to use data to assess likelihood and risk and develop an understanding of probability through computer simulations, games and consideration of outcomes of everyday situations L30. to discuss, sort and order events according to their likelihood of occurring L31. to answer questions or test hypotheses by using ICT to collect, store, analyse and present data L32. to use ICT to represent data on a scattergraph, and proportional data in a pie chart in order to explore possible relationships and interpret the findings</p>	<p><u>Statistics:</u> L27. how statistics are used in society today L28. to use different kinds of averages and range to summarise and compare data sets L29. to use data to assess likelihood and risk and develop an understanding of probability through computer simulations, games and consideration of outcomes of everyday situations L30. to discuss, sort and order events according to their likelihood of occurring L31. to answer questions or test hypotheses by using ICT to collect, store, analyse and present data</p>

<p>Scientific and Technological Understanding</p>	<p>L1. to ask questions that can be answered by different types of investigative activity and decide the best approach to use L2. to make and record accurate measurements and detailed observations, presenting them appropriately, and analyse, interpret and apply them L3. to explore and explain how significant innovations and inventions have come about and how they have changed the way people live and use ideas from other cultures and times to inform their own experiments, investigations and designs L4. to devise criteria to evaluate their approaches, products and outcomes</p> <p>Electricity L7. To investigate and explain the effect of changes in electrical circuits.</p> <p>Green Plants L12. To investigate the structure, function, life cycle and growth of flowering plants and how these grow and are used around the world. M13. To apply scientific knowledge and understanding to grow healthy plants and explain how humans and other animals stay fit and healthy.</p> <p>Use junk modelling techniques to create a large class model of the Dunkirk rescue. Create scale models of air raid shelters</p> <p>M5. to apply knowledge, skills and understanding when designing and making products using construction materials and textiles M6. to use a variety of methods to explore design alternatives and to test fitness for purpose of materials, components and techniques</p>	<p>L1. to ask questions that can be answered by different types of investigative activity and decide the best approach to use L2. to make and record accurate measurements and detailed observations, presenting them appropriately, and analyse, interpret and apply them L3. to explore and explain how significant innovations and inventions have come about and how they have changed the way people live and use ideas from other cultures and times to inform their own experiments, investigations and designs L4. to devise criteria to evaluate their approaches, products and outcomes</p> <p>Human Body L11. To apply knowledge and understanding to describe and explain the structure and function of key human body systems including reproduction. M13. To apply scientific knowledge and understanding to grow healthy plants and explain how humans and other animals stay fit and healthy.</p> <p><u>To design a healthy snack for a Holiday Camp day with packaging</u> Prepare food products taking into account the properties of ingredients and sensory characteristics</p> <p>Select and prepare foods for a particular purpose</p> <p>Taste a range of ingredients, food items to develop a sensory food vocabulary for use when designing.</p> <p>Weigh and measure using scales</p>	<p>L1. to ask questions that can be answered by different types of investigative activity and decide the best approach to use L2. to make and record accurate measurements and detailed observations, presenting them appropriately, and analyse, interpret and apply them L3. to explore and explain how significant innovations and inventions have come about and how they have changed the way people live and use ideas from other cultures and times to inform their own experiments, investigations and designs L4. to devise criteria to evaluate their approaches, products and outcomes</p> <p>Drugs and Bugs L13. To investigate, identify and explain the benefits of micro-organisms and the harm they can cause. Light and Sight M9. To investigate light.</p> <p><u>To design and make a cam and gears draw bridge and a pulley system for a castle / fort.</u> L5. to make controllable systems or models, devising and refining sequences of instructions taking into account users, purposes and needs</p>
<p>Historical, Geographical and Social Understanding</p>	<p><u>Start of WW2, Life at Home, Evacuees, Battle of Britain, Blackouts, Doodlebug</u> L1. how societies have been organised and governed in different ways and at different times, including in the present L2. to distinguish between fact and opinion and make choices about sources of online information to find out about communities, locations, environments and events L6. that communities and the people within them are diverse, changing and interconnected L12. the characteristic features of, and changes within, two key periods of history that were significant to the locality and the UK L13. the effects of economic, technological and scientific developments on the UK and the wider world over time L14. to understand the broad chronology of major events in the UK, and some key events in the wider world, from ancient civilisations to the present day, and to locate within this the periods, events and changes they have studied</p>	<p><u>United Kingdom: Maps and major rivers, lakes and mountains within the UK, The Royal Family, 1966 and the World Cup, The 60s, Mary Quant, Twiggy</u> L2. to distinguish between fact and opinion and make choices about sources of online information to find out about communities, locations, environments and events L3. to investigate and understand local, national and global issues, including by using ICT to analyse and process data L4. how rights need to be balanced to protect individuals and communities from injustice L5. to engage actively with democratic processes, and address issues of concern to them through their actions and decision making L7. to consider how people can live and work together to benefit their communities L8. a range of geographical processes that cause change in the physical and human world in different places L9. how human patterns are influenced by both human and physical processes L10. about the factors that affect weather and climate L11. ways in which environments can be managed sustainably and why this is important now and in the future L14. to understand the broad chronology of major events in the UK, and some key events in the wider world, from ancient civilisations to the present day, and to locate within this the periods, events and changes they have studied</p>	<p><u>Castles: When were first castles built? Why built? Where built? Biggest castle in England/World, Mottle and Bailey, Inside castles.</u> L8. a range of geographical processes that cause change in the physical and human world in different places L14. to understand the broad chronology of major events in the UK, and some key events in the wider world, from ancient civilisations to the present day, and to locate within this the periods, events and changes they have studied</p>

<p>Physical Development, Health and Wellbeing</p>	<p>L1. to take the lead, priorities actions and work independently and collaboratively towards goals L2. to listen to, reflect on and respect other people's views and feelings while negotiating and presenting their own views L3. to recognise and challenge stereotyping and discrimination L4. to self-assess, set goals, priorities and manage time and resources, understanding how this will help their future actions L5. to recognise their strengths and how they can contribute to different groups L6. to take responsibility for their own safety and the safety of others and where to seek help in an emergency L7. to use ICT safely, including using software features and settings L8. how to respond to challenges, including recognising, taking and managing risks L9. about the factors influencing opinion and choice, including the media L10. to recognise how their behaviour and the behaviour of others may influence people both positively and negatively</p> <p><u>Physical Education:</u> L11. to perform physical movements and complex series of movements with increasing control, coordination, precision and consistency L12. to create and apply rules and use more complex compositions, tactics and strategies in competitive and cooperative games and other physical activities L13. to develop and perform sequences and compositions using appropriate movements to express ideas and emotions L14. to refine physical skills and techniques, commenting on strengths and weaknesses in their own and others' performance L15. to recognise the benefits of practice and reflection for improving personal and group performance</p> <p>Dance Football Box 2b Fit Cross Country</p> <p><u>Personal Wellbeing:</u> changes that take place in the human body as they grow and how these relate to human reproduction L21. how to manage changing emotions and relationships and how new relationships may develop L23. strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures</p>	<p>L1. to take the lead, priorities actions and work independently and collaboratively towards goals L2. to listen to, reflect on and respect other people's views and feelings while negotiating and presenting their own views L3. to recognise and challenge stereotyping and discrimination L4. to self-assess, set goals, prioritise and manage time and resources, understanding how this will help their future actions L5. to recognise their strengths and how they can contribute to different groups L6. to take responsibility for their own safety and the safety of others and where to seek help in an emergency L7. to use ICT safely, including using software features and settings L8. how to respond to challenges, including recognising, taking and managing risks</p> <p><u>Physical Education:</u> L11. to perform physical movements and complex series of movements with increasing control, coordination, precision and 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challenge stereotyping and discrimination L4. to self-assess, set goals, prioritise and manage time and resources, understanding how this will help their future actions L5. to recognise their strengths and how they can contribute to different groups L6. to take responsibility for their own safety and the safety of others and where to seek help in an emergency L7. to use ICT safely, including using software features and settings L8. how to respond to challenges, including recognising, taking and managing risks</p> <p><u>Physical Education:</u> L11. to perform physical movements and complex series of movements with increasing control, coordination, precision and consistency L12. to create and apply rules and use more complex compositions, tactics and strategies in competitive and cooperative games and other physical activities L13. to develop and perform sequences and compositions using appropriate movements to express ideas and emotions L14. to refine physical skills and techniques, commenting on strengths and weaknesses in their own and others' performance L15. to recognise the benefits of practice and reflection for improving personal and group performance</p> <p>Swimming Rounders Cricket Athletics</p> <p><u>Personal Wellbeing:</u> L16. to understand the particular benefits of different physical activities for promoting health L17. to take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle L18. to plan, prepare and cook simple healthy meals L22. that hygiene, physical activity and nutrition needs might change as a result of growth and adolescence</p> <p><u>Economic Wellbeing - Year 5 Snait Unit</u> L24. about the connections between their learning, the world of work and their future economic wellbeing L25. about how people manage money and about basic financial capability L26. to show initiative and take responsibility for activities that develop enterprise capability</p> <p>+ Y6 Transition at Snait</p>
<p>Understanding the Arts</p>	<p>L1. To work individually and with others to use each art form by itself and in combination to create and to perform for different audiences L3. To select and use appropriate ICT tools and techniques to develop and refine their ideas across the arts</p>	<p>L1. To work individually and with others to use each art form by itself and in combination to create and to perform for different audiences L2. About the diverse roles of the arts within the cultures of their locality and the wider world</p>	<p>L1. To work individually and with others to use each art form by itself and in combination to create and to perform for different audiences L2. About the diverse roles of the arts within the cultures of</p>

	<p>L4. To evaluate and appreciate their own work and the work of others <u>Art and Design: Blitz pictures, Evacuees painting, watercolours. Landscapes and perspective.</u></p> <p>L5. To investigate, explore and record information, to appreciate aesthetic qualities and generate imaginative ideas</p> <p>L6. To design and create images and artefacts by selecting, developing and refining techniques and using a range of materials and media ideas <u>Music: Wartime songs</u></p> <p>L12. To listen carefully, developing and demonstrating musical understanding and increasing aural memory</p> <p>L13. To perform by ear and use notations and ICT to support creative work</p> <p>L14. To compose their own instrumental and vocal music and perform their own and others' compositions in ways that reflect their meaning and intentions</p> <p>L15. To describe and compare different kinds of music using appropriate musical vocabulary <u>Music: Y4 Play it again / Y6 Who knows?</u></p> <p>Tea Dance</p>	<p>L3. To select and use appropriate ICT tools and techniques to develop and refine their ideas across the arts</p> <p>L4. To evaluate and appreciate their own work and the work of others <u>Art and Design: Flower Power, design own VW Beetle, David Hockney/Lowry??</u></p> <p>L5. To investigate, explore and record information, to appreciate aesthetic qualities and generate imaginative ideas</p> <p>L6. To design and create images and artefacts by selecting, developing and refining techniques and using a range of materials and media ideas <u>Dance:</u></p> <p>L7. To draw upon different dance styles to compose dances and communicate meaning</p> <p>L8. To develop and refine their movement repertoire and show understanding of artistic meanings and intentions when they dance <u>Music: 60s Songs, Mersey Beat sound</u></p> <p>L12. To listen carefully, developing and demonstrating musical understanding and increasing aural memory</p> <p>L13. To perform by ear and use notations and ICT to support creative work</p> <p>L14. To compose their own instrumental and vocal music and perform their own and others' compositions in ways that reflect their meaning and intentions</p> <p>L15. To describe and compare different kinds of music using appropriate musical vocabulary <u>Music: Y5 Roundabout / Y5 Songwriter</u></p> <p>60s Disco</p>	<p>their locality and the wider world</p> <p>L3. To select and use appropriate ICT tools and techniques to develop and refine their ideas across the arts</p> <p>L4. To evaluate and appreciate their own work and the work of others <u>Art and Design: Festival, Heraldry</u></p> <p>L5. To investigate, explore and record information, to appreciate aesthetic qualities and generate imaginative ideas</p> <p>L6. To design and create images and artefacts by selecting, developing and refining techniques and using a range of materials and media ideas Drama: Summer Production</p> <p>L9. To create roles and devise performances that sustain characters, plots and intentions</p> <p>L10. How facial expressions, body language, movement and space can communicate different emotions and characteristics of behaviour</p> <p>L11. To select and experiment with a broad range of drama conventions and forms for different purposes²⁵ and effects <u>Music:</u></p> <p>L12. To listen carefully, developing and demonstrating musical understanding and increasing aural memory</p> <p>L13. To perform by ear and use notations and ICT to support creative work</p> <p>L14. To compose their own instrumental and vocal music and perform their own and others' compositions in ways that reflect their meaning and intentions</p> <p>L15. To describe and compare different kinds of music using appropriate musical vocabulary <u>Music: Y6 Journey into Space / Y4 Dragon Scales</u></p>
<p>Religious Education</p>	<p>L1. to describe and discuss some key aspects of the nature of religion and belief</p> <p>L2. to investigate the significance and impact of religion and belief in some local, national and global communities</p> <p>L3. to consider the meaning of a range of forms of religious expression, identifying why they are important in religious practice and noting links between them</p> <p>L4. to reflect on the challenges of belonging and commitment both in their own lives and within traditions, recognising how commitment to a religion or personal belief is shown in a variety of ways</p> <p>L5. to describe and begin to develop arguments about religious and other responses to ultimate and ethical questions</p> <p>L6. to reflect on ideas of right and wrong and apply their own and others' responses to them</p> <p>Judaism The Shepherd's Story</p>	<p>L1. to describe and discuss some key aspects of the nature of religion and belief</p> <p>L2. to investigate the significance and impact of religion and belief in some local, national and global communities</p> <p>L3. to consider the meaning of a range of forms of religious expression, identifying why they are important in religious practice and noting links between them</p> <p>L4. to reflect on the challenges of belonging and commitment both in their own lives and within traditions, recognising how commitment to a religion or personal belief is shown in a variety of ways</p> <p>L5. to describe and begin to develop arguments about religious and other responses to ultimate and ethical questions</p> <p>L6. to reflect on ideas of right and wrong and apply their own and others' responses to them</p> <p>Hinduism Easter</p>	<p>L1. to describe and discuss some key aspects of the nature of religion and belief</p> <p>L2. to investigate the significance and impact of religion and belief in some local, national and global communities</p> <p>L3. to consider the meaning of a range of forms of religious expression, identifying why they are important in religious practice and noting links between them</p> <p>L4. to reflect on the challenges of belonging and commitment both in their own lives and within traditions, recognising how commitment to a religion or personal belief is shown in a variety of ways</p> <p>L5. to describe and begin to develop arguments about religious and other responses to ultimate and ethical questions</p> <p>L6. to reflect on ideas of right and wrong and apply their own and others' responses to them</p> <p>Special People: Moses and Abraham</p>
<p>VISITS</p>	<p>WW2 Visit- Eden Camp Pantomime</p>	<p>Yorkshire Wildlife Centre Residential- Canal Barge</p>	<p>Bolton Castle Seaside</p>