Year 6 long term plan

Eynsham Community Primary School
Everybody Learning, Every Day.

Speaking & Listening Objectives

(Across Years 1 to 6)

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication to others
- select and use appropriate registers for effective communication

Year 6 – English Curriculum

New National Curriculum Objectives to be taught across years 5 and 6

Reading objectives

Comprehension

Children should be taught to:

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literacy heritage, and books from other cultures and traditions.
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Distinguish between statements of fact and opinion

Retrieve, record and present information from non-fiction

Writing objectives

Composition

Children should be taught to:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as a model for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- use a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining)

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to grammar and vocabulary to enhance effects and clarify meaning
- ensuring the consistency and correct use of a tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-reading for spelling and punctuation errors

Handwriting

Children should be taught to:

Write legibly, fluently and with increasing speed by:

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously *Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary* ▪ *Provide reasoned justifications for their views.* **Word Reading** Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of the new words that they meet.	▪ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. ▪ choosing the writing implement that is best suited for a task. **Spelling** **Children should be taught to:** ▪ use further prefixes and suffixes and understand the guidance for adding them ▪ spell some words with 'silent' letters [for example; knight, psalm, solemn) ▪ continue to distinguish between homophones and other words which are often confused ▪ use knowledge of morphology and etymology in spelling and understand that the spelling of some words need to be learnt specifically; as listed in English Appendix 1 ▪ use dictionaries to check the spelling and meaning of words ▪ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ▪ use a thesaurus.

Grammar and Punctuation Objectives

Pupils should be taught to:

- Develop their understanding of how spoken language differs from and can be represented in writing by using the elements below.
- Use and understand the grammatical terminology below accurately and appropriately when discussing their writing and reading.

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing, including the subjunctive (e.g. said versus reported, alleged, or claimed in formal speech)	Use of **passive voice** to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse *or* The window in the greenhouse was broken.) Expanded **noun phrases** to convey complicated information concisely	Linking ideas across paragraphs using a wider range of **cohesive devices**; **semantic cohesion** (e.g. repetition of a word or phrase) grammatical connections (e.g. the use of **adverbials** such as on the other hand, in contrast or as a consequence) and elision. Layout devices, such as headings, sub headings,	Use of a semi colon, colon and dash to indicate stronger subdivision of a sentence than a comma. **Punctuation** of bullet points consistently to list information. Use of colon to introduce a list and semi-colons within lists.	Active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points

	The difference between strictures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? , or the use of the **subjunctive** in some very formal writing and speech)	columns, bullets or tables to structure text.	How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark or recover versus re-cover)	NB: All terms in bold should be understood (see Glossary for meanings)

Narrative Text Structure	**Non-narrative Text Structure**	**Sentence Construction**	**Word Structure/ Language**
Planning Tools: Story map Plot matrix Boxing up story grid **Telling stories/ Drama:** Plan and tell stories to explore different styles of narrative. Present engaging narratives for an audience. **Character:**	**Non-Fiction** (Refer to Conjunctions and Sentence Signposts document for Introduction and Endings) **Secure** planning across non-fiction genres and application. Use a variety of text layouts appropriate to purpose	**Consolidate Year 5 list** **Types of sentences:** **Statements/ Questions/ Exclamations / Commands** **Secure use of simple / embellished simple sentences** **Secure use of compound sentences**	**Consolidate Year 5 list** Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors The difference between vocabulary typical of

Identify stock characters in particular genres and look for evidence of characters that challenge stereotypes and surprise the reader. Use a variety of techniques to introduce characters and develop characterisation. **Dialogue:** Recognise that authors can use dialogue at certain points in a story to explain plot, show characters and relationships, convey mood or create humour. Use dialogue at key points to move the story on or reveal new information. **Settings:** Discuss why and how scene changes are made and how they effect the characters and the events. Recognise that authors use language carefully to influence the reader's view of a place or situation. Create a setting by using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds. **Story structure:** Secure independent planning across story types using 5 part story structure.	Use a range of techniques to involve the reader – comments, questions, observations, rhetorical questions Express balanced coverage of a topic. Use different techniques to conclude texts. Use appropriate formal and informal styles of writing Choose or create publishing format to enhance text type and engage the reader. Link ideas within and across paragraphs using a full range of conjunctions and signposts. Linking ideas across paragraphs using a wider range of **cohesive devices**; **semantic cohesion** (e.g. repetition of a word or phrase) grammatical connections (e.g. the use of **adverbials** such as on the	**Secure use of complex sentences:** **(Subordination)** **Main and subordinate clauses** with full range of conjunctions: **Active and passive verbs to create effect and to affect presentation of information** e.g. **Active:** *Tom accidently dropped the glass.* **Passive:** *The glass was accidently dropped by Tom.* **Active:** *The class heated the water.* **Passive:** *The water was heated.* **Developed use of rhetorical questions for persuasion** Expanded **noun phrases** to convey complicated information concisely (e.g. *the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day*)	informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged versus claimed in formal speech or writing). How words are related as synonyms and antonyms e.g. *big/ large / little*

Include suspense, cliff hangers, flashbacks/forwards. Start story at any point of the 5 part structure. Vary narrative structure e.g. start with a dramatic event and then provide background information; use two narrators to tell the story from different perspectives. Maintain plot consistently working from plan. Vary sentence length to create a specific effect. Use paragraphs to very pace and emphasis. Secure use of linking ideas within and across paragraphs **Viewpoint:** Look at elements of an author's style to identify common elements and make comparisons between books. Consider how style is influenced by the intended audience. Recognise that the narrator can change – talk about the effect his has on the story and the reader's response.	other hand, in contrast or as a consequence) and elision. Layout devices, such as headings, sub headings, columns, bullets or tables to structure text.	The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the **subjunctive** in some very formal writing and speech) as in: *If I were you.*	

Year 6 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number- Place Value		Number- Addition, Subtraction, Multiplication and Division				Fractions				Geometry- Position and Direction	Consolidation
Spring	Number- Decimals		Number- Percentages		Number- Algebra		Measurement Converting units	Measurement Perimeter, Area and Volume		Number- Ratio		Consolidation
Summer	Geometry- Properties of Shapes		Problem solving			Statistics		Investigations				Consolidation

Year 6 Autumn term:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number: Place Value 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.		Number- addition subtraction, multiplication + division Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why. Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication. Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context. Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context. Perform mental calculations, including with mixed operations and large numbers. Identify common factors, common multiples and prime numbers. Use their knowledge of the order of operations to carry out calculations involving the four operations. Solve problems involving addition, subtraction, multiplication and division. Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.				Fractions Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions > 1 Generate and describe linear number sequences (with fractions) Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions. Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] Divide proper fractions by whole numbers [for example $\frac{1}{3} \div 2 = \frac{1}{6}$] Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example $\frac{3}{8}$] Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.			Geometry- Position and Direction Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.	Consolidation

Year 6 Spring term:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number: Decimals Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places. Multiply one-digit numbers with up to 2 decimal places by whole numbers. Use written division methods in cases where the answer has up to 2 decimal places. Solve problems which require answers to be rounded to specified degrees of accuracy.		Number: Percentages Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison. Recall and use equivalences between simple fractions, decimals and percentages including in different contexts.		Number: Algebra Use simple formulae Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables.		Measurement Converting Units Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp. Convert between miles and kilometres.	Measurement: Perimeter, Area and Volume Recognise that shapes with the same areas can have different perimeters and vice versa. Recognise when it is possible to use formulae for area and volume of shapes. Calculate the area of parallelograms and triangles. Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm^3, m^3 and extending to other units (mm^3, km^3)		Number: Ratio Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.		Consolidation

Year 6 Summer term:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<u>Geometry: Properties of Shapes</u> Draw 2-D shapes using given dimensions and angles. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.		<u>Problem Solving</u>			<u>Statistics</u> Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Interpret and construct pie charts and line graphs and use these to solve problems. Calculate the mean as an average.		<u>Investigations</u>				Consolidation

Science long-term planning: Year 6

Autumn Spring Summer

Working scientifically:

Working scientifically	**Taught throughout the year** • Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.

Biology:

Animals and humans	• Describe the changes as humans develop to old age. • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions. • Describe the ways in which nutrients and water are transported within animals, including humans.

living things	• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals. • Describe how living things are classified into broad groups according to common observable characteristics. • Give reasons for classifying plants and animals based on specific characteristics.
evolution and inheritance	• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Physics:

Light	• Understand that light appears to travel in straight lines. • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.

Electricity	• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. • Use recognised symbols when representing a simple circuit in a diagram.

Art and Design long-term planning: Year 5 and 6

Skills	Media	
To develop ideas	n/a	• Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language.
To master techniques	Painting	• Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.
	Collage	• Mix textures (rough and smooth, plain and patterned).

		• Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques.
	Sculpture	• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form.
	Drawing	• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement.
	Print	• Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work.
	Textiles	• Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces.
	Digital media	• Enhance digital media by editing (including sound, video, animation, still images and installations).
To take inspiration from the greats (classic and modern)		• Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists.

		• Create original pieces that show a range of influences and styles.

Computing long-term planning: Year 5 and 6

To code (using Scratch)	Motion	• Set IF conditions for movements. Specify types of rotation giving the number of degrees.
	Looks	• Change the position of objects between screen layers (send to back, bring to front).
	Sound	• Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.
	Draw	• Combine the use of pens with movement to create interesting effects.
	Events	• Set events to control other events by 'broadcasting' information as a trigger.
	Control	• Use IF THEN ELSE conditions to control events or objects.
	Sensing	• Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.
	Variables and lists	• Use lists to create a set of variables.
	Operators	• Use the Boolean operators () < () () = ()

		() > () ()and() ()or() Not() to define conditions. • Use the Reporter operators () + () () - () () * () () / () to perform calculations. Pick Random () to () Join () () Letter () of () Length of () () Mod () This reports the remainder after a division calculation Round () () of ().

To connect		• Collaborate with others online on sites approved and moderated by teachers. • Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. • Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. • Understand the effect of online comments and show responsibility and sensitivity when online. • Understand how simple networks are set up and used.
To communicate		• Choose the most suitable applications and devices for the purposes of communication. • Use many of the advanced features in order to create high quality, professional or efficient communications.
To collect		• Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.

Design Technology long-term planning: Year 5 and 6

Skill	Context	
To master practical skills	Food	• Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures.
	Materials	• Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).
	Textiles	• Create objects (such as a cushion) that employ a seam allowance.

		• Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).
	Electricals and electronics	• Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).
	Computing	• Write code to control and monitor models or products.
	Construction	• Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).
	Mechanics	• Convert rotary motion to linear using cams. • Use innovative combinations of electronics (or computing) and mechanics in product designs.
To design, make, evaluate and improve		• Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate. • Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.
To take inspiration from design throughout history		• Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. • Create innovative designs that improve upon existing products. • Evaluate the design of products so as to suggest improvements to the user experience.

Geography long-term planning: Year 5

Autumn Spring Summer

To communicate geographically	**Ongoing throughout geography learning** • Describe and understand key aspects of: • **physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • **human geography**, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
Locational knowledge	• Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics.

History long-term planning: Year 5

Autumn Spring Summer

To investigate and interpret the past		Ongoing in all history learning • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.
To build an overview of world history		• Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Study the cultural achievements of the ancient Greek civilisation

To understand chronology	Ongoing in all history learning • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events.
To communicate historically	• Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.

To read fluently	• Read and understand the main points and some of the detail in short written texts. • Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. • Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. • Show confidence in reading aloud, and in using reference materials.
To write imaginatively	• Write short texts on familiar topics. • Use knowledge of grammar (or pitch in Mandarin) to enhance or change the meaning of phrases. • Use dictionaries or glossaries to check words. • Refer to recent experiences or future plans, as well as to everyday activities. • Include imaginative and adventurous word choices. • Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). • Use dictionaries or glossaries to check words.
To speak confidently	• Understand the main points and opinions in spoken passages. • Give a short prepared talk that includes opinions. • Take part in conversations to seek and give information. • Refer to recent experiences or future plans, everyday activities and interests. • Vary language and produce extended responses. • Be understood with little or no difficulty.

To understand the culture of the countries in which the language is spoken	• Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. • Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.

Music long term planning: Year 5 and 6

To perform	• Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument).
To compose	• Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody.

	• Use digital technologies to compose, edit and refine pieces of music.
To transcribe	• Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and ♭ (flat) symbols. • Use and understand simple time signatures.
To describe music	• Choose from a wide range of musical vocabulary to accurately describe and appraise music including: • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies

	• accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning.

Religious Education long term planning: Year 5 and 6

	Year 5 and 6
To understand beliefs and teachings	• Explain how some teachings and beliefs are shared between religions. • Explain how religious beliefs shape the lives of individuals and communities.
To understand practices and lifestyles	• Explain the practices and lifestyles involved in belonging to a faith community. • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. • Show an understanding of the role of a spiritual leader.
To understand	• Explain some of the different ways that individuals show their beliefs.

how beliefs are conveyed	
To reflect	• Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. • Explain their own ideas about the answers to ultimate questions. • Explain why their own answers to ultimate questions may differ from those of others.
To understand values	• Explain why different religious communities or individuals may have a different view of what is right and wrong. • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). • Express their own values and remain respectful of those with different values.