

Subject	Content	Outcomes	Effort						
<p>Oracy</p>	<p>Oracy is a significant part of the curriculum at Central Primary School. Essentially, Oracy aims to develop speaking and listening skills. As a class, we will make Oracy rules at the start of the academic year and this will be revisited as needed throughout the year.</p> <p>Children will develop an increasingly sophisticated range of stems with fluency and accuracy; understand humour, irony and mimicry; sympathising with audience; effectively cite evidence; employ various roles; Secure negotiation and reading the room.</p>	<ul style="list-style-type: none"> I can deliberately vary tone of voice in order to convey meaning. I can speak fluently and with confidence in front of an audience. I can reflect carefully and show consistently strong listening skills in talk. I can engage in conversation with an unfamiliar adult as an equal. I can with confidence and maturity, considering the impact of their words on others when giving feedback and be sensitive to their needs. I can build, challenge and develop ideas critically. I can cite evidence, with mature and appropriate reference points. I can carefully consider the words and phrases used to express their ideas and how this supports the purpose of talk. I can use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy. 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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<p>Reading</p>	<p><i>'Pax' by Sarah Pennypacker</i></p> <p><i>'The Tiger Rising' by Kate Dicamillo</i></p> <p><i>'The Boy, the Mole, the Fox and the Horse' by Charlie Mackesy</i></p> <p>Using these books, we will start with focusing on children's reading fluency, practising choral and eco-reading, so children learn to read with a variety of emotions, which will help with comprehension. We will also develop pupils' inference and deduction. This work will then be developed to express their own opinions and incorporate the views of others in their work.</p> <p>In order to develop pupils' thinking, we will be helping them develop their thinking skills and recording methods to ensure they can maximise the usage they are getting from their reading so it helps them respond more effectively to questions.</p>	<ul style="list-style-type: none"> Identify how authors use a range of narrative structures. Notices how the author uses a range of cohesive language. Retrieves information from more than one place in the text. Analyses dialogue and summarises its purpose. Distinguishes between implicit and explicit points of view. Discusses main ideas from a text. Identifies if an events is predictable or unpredictable. Generates open questions to explore a range of possibilities. Identify and summaries underlying themes on a novel. Justifies personal response to a narrative with suitable expansion. Expresses and justifies personal preferences regarding the work of significant authors. 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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<p>Writing</p>	<p>Persuasive We will start our English with a unit on persuasion in the form of an advert. We will look at particular features of this text type, gathering relevant content and focusing on using persuasive strategies to sway the reader into thinking and feeling what we want to them to.</p> <p>Narrative We will be exploring alternative ending to traditional tales. Children will have to think how characters develop new personality traits that fit their new story, alongside with how they interact including dialogue and action. Children will also have to think how parts of the story can end to keep the audience engaged.</p> <p>Discussion Through the book 'The Boy, the Mole, the Fox and the Horse' we will discuss the various emerging themes on the book as well as debating some of the thought-provoking quotes.</p>	<ul style="list-style-type: none"> I can maintain a clear focus when planning, selecting and organising content. I can create vivid imagery through expressive and figurative language consistent with mood/atmosphere. I can choose the formality of my text. I can show flexibility in the use of narrative, interweaving elements of dialogue, action and description appropriately. I can use a full range of punctuation accurately to demarcate sentences and to show different purposes. I can proof read for spelling and punctuation. I can use cohesive devices within paragraphs. I can use paragraphs purposefully and creatively to clearly structure main ideas across the text, experimenting with order and length. 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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		<ul style="list-style-type: none"> I can use a range of adverbials of time/frequency and subordinating conjunctions to link, compare or contrast. I can use conditional structures to persuade. I can vary the length of my sentences with a specific intent. 							
Maths	<p>Place Value: Pupils will build upon their understanding of place value up to 10,000,000 and learn various ways that numbers can be partitioned.</p> <p>Addition and Subtraction including decimals Pupils will apply their place value knowledge to addition and subtraction formal methods, paying close attention to how columns change when digits need carrying and borrowing.</p> <p>Multiplication and division including decimals Pupils will explore formal methods to solve multiplication and divisions in the most effective way.</p>	<ul style="list-style-type: none"> I can recognise the place value of numbers up to 10,000,000. I can partition numbers up to 10,000,000. I can read, write, compare, order and round numbers up to 10,000,000. I can add and subtract numbers up to 10,000,000. I can add and subtract numbers up to 999 with 3 decimal numbers. I can divide and multiply numbers up to the 9,999 by numbers up to 99. I can divide with remainders and convert them into decimal numbers of up to two digits. 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td></td></tr> <tr><td>Persistence</td></tr> <tr><td></td></tr> <tr><td>Attainment</td></tr> <tr><td></td></tr> </table>	Curiosity		Persistence		Attainment	
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Science	<p>Electricity</p> <p>This work will be both theory and enquiry based with pupils exploring and considering their thinking and applying their electricity knowledge to design and make a game at the end of the unit.</p>	<ul style="list-style-type: none"> 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. I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. I can use test results to make predictions to set up further comparative and fair tests. 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td></td></tr> <tr><td>Persistence</td></tr> <tr><td></td></tr> <tr><td>Attainment</td></tr> <tr><td></td></tr> </table>	Curiosity		Persistence		Attainment	
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Art	<p>Portraits</p> <p>We will be exploring the work of Lynette Yiadom Boakye, thinking about how portraits capture more than just faces and learning how to draw portraits using facial proportions.</p>	<ul style="list-style-type: none"> I can use precise lines to place facial features on portraits I can use different lines to add shape and form to portraits I can use measuring (visually) to improve the accuracy of my portrait work I can accurately draw a face using gridlines I can accurately draw a face using guidelines and knowledge of proportion I can draw from across my knowledge of Art to improve my pieces I can observe and use the work of portrait artists to enhance my own work 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td></td></tr> <tr><td>Persistence</td></tr> <tr><td></td></tr> <tr><td>Attainment</td></tr> <tr><td></td></tr> </table>	Curiosity		Persistence		Attainment	
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Design and Technology	<p>Freedom quilts</p> <p>The children need to be taught the origins of freedom quilts and the meanings behind them. They need to explore fabrics and the positive and negative qualities of them. A brief (reason and rules for design) needs to be written by the children based on the origins and meanings of the quilts. The children will then need to design a variety of quilt patches based on the brief and then select one to make. Evaluation of their designs needs to take place before the making for logistical purposes.</p> <p>When making the quilt patches children need to select fabrics carefully and meaningfully. The shapes can then be attached, using the sewing machine and all the patches joined together to create a class quilt.</p>	<ul style="list-style-type: none"> I can use and evaluate a range of complicated products designed for a specific purpose I can identify positive and negative qualities of materials I can analyse a situation and the current products on the market and create a brief recognising that different products have variations that make them more desirable to a consumer I can recognise whether a design solution will be successful or not before construction I can evaluate the success of my design, planning and making process I can choose fabrics to meet my intended outcome I can layer fabrics to create designs 							

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Computing	<p>E-safety</p> <p>Children will progressively learn and understand the risks of being online and more importantly, of making use of our technologies irresponsibly. Additionally, how to deal with abuse or issues will be a topic taught across the years groups. Our effort are aimed to keep our children safe at all time and provide them with the ability and maturity to use the technologies responsibly.</p>	<ul style="list-style-type: none"> Children continue to explore appropriate and inappropriate content to share. Children can understand the impact of their digital footprint. Children are aware of social pressure online and targeted marketing. Children know how to protect and sustain their online rights. (Terms and Conditions) Children can explain how to maintain healthy relationships online. Children understand their ethical responsibility to report harmful/inappropriate posts/content/messages etc. Children explore and analyse the benefits of having screen limit time and how this can impact their lives. 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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French	<p>Le parc d’amusement</p> <p>This half term we will be exploring a theme park and its ride. We will learn to describe an event that has occurred in the past and give an opinion.</p>	<ul style="list-style-type: none"> I can say simple and complex sentences with different sentence patterns (I may hesitate) I can identify key information from what a person has said in short conversation/presentations I can read new texts and employ decoding techniques to extract meaning from them I can use my reading to develop my vocabulary I can write a simple text using paragraphs(this may be supported by a writing frame) I can use a range of connectives in my writing. I am aware of grammar and can check my work for errors. 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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History / Geography	<p>Slavery</p> <p>In this topic, we will explore an outline of events throughout the Slavery Trade, countries involved, motives behind the start of the trade, as well as reasons and groups that contributed to the end of the trade. We will also be identifying similarities and differences between this period and our own, particularly around social aspects of each era.</p>	<ul style="list-style-type: none"> I can establish clear narratives of periods of time I can become increasingly confident when discussing different periods of time I can compare and contrast historical themes of discrimination and leadership (e.g in the holocaust and slavery) I can understand the short and long term (present day) impacts of the slave trade. I can recognise patterns from history that reoccur I can analyse trends across long and short time scales I can confidently comment on the reliability of sources and their value to a discussion I can critically analyse conflicting evidence about different ways of life using a range of sources, eg pictures, artefacts, diaries. I can appreciate another point of view, using details about that person's perception of events. 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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Music	<p>Pitch, Part-singing and Notation</p> <p>We will carry on with our Voices Foundation programme to consolidate our music skills.</p>	<ul style="list-style-type: none"> I can confidently match and sing in pitch and identify if others around me are not in pitch I can match pitch throughout a song if I recognise I am not in the correct pitch I am exposed to time signatures and bar lines through video and drawing I am exposed minim (half note) rhythm-knowing that a half note is played for half the duration of a whole note 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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Physical Education (PE)	<p>Basketball/ Handball</p> <p>In PE, we will be working the game of basketball and handball. Pupils will develop essential skills for the sport including throwing, catching, dribbling, defending and shooting before taking part in short matches.</p>	<ul style="list-style-type: none"> I can develop two-part signing by applying it to new songs I can select appropriate throws for different purposes. I can develop my shooting techniques. I can develop my dribbling techniques following basketball rules. I can play a game of basketball with a basic knowledge of the rules. I can recognise what makes effective teamwork. I can reflect on my own performance, as well as my peers and give feedback in a respectful manner. 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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Personal, Social, Health, Citizenship Education (PSHCE)	<p>Celebrating differences</p> <p>This half term we are exploring how we can celebrate differences. This will include looking into what is considered 'normal', disabilities, dynamics of power between two people or an individual and a group and reasons behind bullying.</p>	<ul style="list-style-type: none"> I understand there are different perceptions about what normal means I can describe the impact of cyberbullying and identify examples of it I can describe reasons why people may resort to bullying behaviours I can propose and discuss a range of strategies for managing my emotions in bullying situations and for problem solving when I am part of such a situation, either directly or indirectly I can name the law which protects against all forms of discrimination and give examples of what behaviours might be illegal under this act I can empathise with and show interest in people who are different I understand the potential impact of being different on someone's life I can describe how power dynamics in a group can lead to a person being included or excluded I can explain ways in which difference can be a source of conflict or a cause for celebration and reflect on some of the changes to my own attitude and behaviours which I wish to make I can think of examples when I have seen power dynamics at work in a group and reflect on my own reactions in that situation 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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Religious Education	<p>Understanding Core beliefs and Values</p> <p>In Y6, Buddhism is our focus religion. Children will get to know about key Buddhist beliefs and how they compare to the other religions they have studied in the past.</p>	<ul style="list-style-type: none"> I can retell the origin story of the Buddha I can explain how Buddha formulated his views on suffering I can name the 4 Noble Truths I can name The 3 Jewels in Buddhism I can compare and contrast The 3 Jewels with various core values of Christianity. I can compare The 3 Jewels with principles of other religions without being prompted to do so. I know that Buddhists follow the teachings of Buddha in the Tripitaka I can analyse verses and prayers and comment on how they reflect the teachings in Buddhism and Christianity. I can comment on how the teachings of Buddhism and Christianity are still followed in modern day life. 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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Spanish	<p>Ropa, lugares y tiempo</p>	<ul style="list-style-type: none"> I can understand simple and complex sentences with different sentence patterns 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> </table>	Curiosity					
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	<p>In this unit we will learn about clothes. We will practice by discussing what to wear according to the destination and weather. We will revise the grammar rules for adjectives position and agreement by describing what we packed in our suitcase.</p>	<ul style="list-style-type: none"> • I can say simple and complex sentences with different sentence patterns (I may hesitate) • I can identify key information from what a person has said in short conversation/ presentations • I can start to summarise information (in English) from my reading • I can skim and scan texts for detail • I can write short texts adapting and innovating from a model text • I can check my own writing for grammatical errors for grammatical rules I have been taught 	<table border="1"> <tr> <td data-bbox="1377 188 1487 232">Persistence</td> </tr> <tr> <td data-bbox="1377 232 1487 255"></td> </tr> <tr> <td data-bbox="1377 255 1487 300">Attainment</td> </tr> <tr> <td data-bbox="1377 300 1487 322"></td> </tr> </table>	Persistence		Attainment	
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