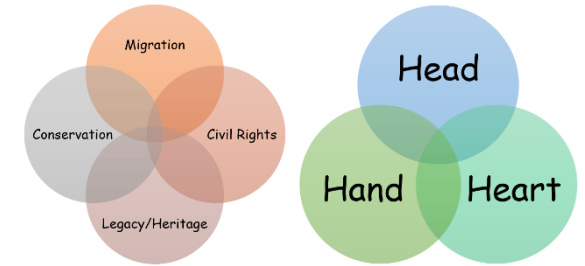



Riversdale Primary School

Medium Term Planning



Year Group	Year 6
Term	Spring 1

Learning Overview
<p>This half term, pupils will explore the second world war from the perspective of those living in London. After exploring the factors that led to the declaration of war, the pupils will begin to explore the various initiatives that the British government put in place to keep children safe, fed and clothed. In relation to WW2, pupils will study Bletchley Park in their computing lessons, developing an understanding the significance of the work undertaken there. In science, pupils will build on their learning about electricity from Year 3, by deepening their understanding of light and how we see. As well as this, they will be investigating how the size of a shadow is impacted its distance from a light source by working scientifically to develop a clear hypothesis and prediction before planning a fair test with clearly defined independent and control variables. Last half term, pupils explored Judaism, and pupils will deepen and develop their understanding by exploring what it means to be religious, using Judaism as a frame.</p>

Quality Stimulus Text(s)	
<ul style="list-style-type: none">Resist	

Significant People Past & Present	
<ul style="list-style-type: none">Betty Woodman (Art)Alan Turing (English)Ada Lovelace (Computing)	<ul style="list-style-type: none">Tim Berners-Lee (Computing)Steve Jobs (Computing)Margaret Hamilton (Computing)

Relevant UNCRC Articles	
<ul style="list-style-type: none">Article 3: Best Interests of the ChildArticle 6: Life, Survival and DevelopmentArticle 9: Keeping Families TogetherArticle 14: Freedom of Thought and Religion	<ul style="list-style-type: none">Article 19: Protection from ViolenceArticle 22: Refugee ChildrenArticle 27: Food, Clothing, A Safe HomeArticle 38: Protection in War

Subject	Consolidating: What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	Head* What substantive KNOWLEDGE should the children learn?	Hand* What disciplinary knowledge and SKILLS should the children learn?	Heart* What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
Writing:	Year 5: <ul style="list-style-type: none"> Know the features of a newspaper article including: Headline, Byline, Columns, Quotations, Photographs, Captions. Identify the need for a bold eye-catching headline which includes figurative language. Explain the purpose of a developed introduction and conclusion. Understand that paragraphs are developed through prioritised information into columns. Recognise that the key questions who, what, where, when and why must be clear in order to orientate the reader. Know that subheadings are used as an organisational device. Know that articles may shift between past and present tense depending on the information being presented, but are mostly in past tense as they recount events that have already taken place. Identify that formal language is used throughout to engage the reader and engender trustworthiness. Know that quotations must be succinct and emotive. Recognise that there are variations in formality between the journalist and the eye witness accounts. Recognise that a biography details the life and achievements of significant people. Know that an engaging title that hooks the reader. Identify that they are written in third person and in past tense. 	<u>NEWSPAPER ARTICLE:</u> <ul style="list-style-type: none"> Know the features of a newspaper article including: Headline, Byline, Columns, Quotations, Photographs, Captions. Identify the need for a bold eye-catching headline which includes figurative language. Explain the purpose of a developed introduction and conclusion. Understand that paragraphs are developed through prioritised information into columns. Recognise that the key questions who, what, where, when and why must be clear in order to orientate the reader. Know that subheadings are used as an organisational device. Know that articles may shift between past and present tense depending on the information being presented, but are mostly in past tense as they recount events that have already taken place. Identify that formal language is used throughout to engage the reader and engender trustworthiness. Know that quotations must be succinct and emotive. Recognise that there are variations in formality between the journalist and the eye witness accounts. Define the term active voice. Define the term passive voice. Recognise that passive voice can be used as a technique to achieve formality. Recall that fronted adverbials are used to clarify a specialist position. 	Pupils to apply grammar, purpose for writing and specific text type features in Writing to Inform : <ul style="list-style-type: none"> A newspaper article for the British public to announce the outbreak of war in 1939 and recount the contributing factors. A biography detailing the life and achievements of Alan Turing. Handwriting: <ul style="list-style-type: none"> Write increasing legibly, fluently and with increasing speed through improving choices of which the shape of a letter to use when given choices and deciding whether or not to join specific letters. Composition: <ul style="list-style-type: none"> Plan by identifying the audience for and purpose of the writing, and desired impact upon the audience. Plan by noting and developing initial ideas, drawing on reading where necessary. Draft and write by selecting appropriate grammar and vocabulary for the desired impact. Edit own work independently, applying current learning around spelling, punctuation and grammar. 	<ul style="list-style-type: none"> Work collaboratively, listening to one another and sharing ideas. Enjoying writing and listening to stories. Building confidence in reading and writing. Reflect on own writing and set targets for improvement, with support. Respect the work of others and show empathy when providing feedback.

	<ul style="list-style-type: none"> • Understand that some use of present tense may be appropriate if the figure is alive and continuing their work. • Recognise the importance of a developed introduction identifying the significance of the person and include a personal response where appropriate. • Identify that information is organised chronologically with clear signals to the reader about time, place and personal response. • Explain the importance of descriptions of events being detailed and engaging. • Know that biographies include a closing statement to summarise the overall impact the person has had on society. • Recall that fronted adverbials are used to clarify a specialist position. • Identify that complex noun phrases and prepositional phrases used to add detail. • Explain how brackets, dashes or commas are used for parenthesis. • Know that commas are used to avoid ambiguity. • Identify that the purpose of relative clauses is to provide more detail. • Know that relative clauses can be demarcated by commas, brackets or dashes. • Recall that a range of conjunctions and adverbials are required to link ideas across a text cohesively. 	<ul style="list-style-type: none"> • Identify that complex noun phrases and prepositional phrases used to add detail. • Explain that semi-colons can be used for clause demarcation. • Recall that a range of conjunctions and adverbials are required to link ideas across a text cohesively. <p><u>BIOGRAPHY:</u></p> <ul style="list-style-type: none"> • Recognise that a biography details the life and achievements of significant people. • Know that an engaging title that hooks the reader. • Identify that they are written in third person and in past tense. • Understand that some use of present tense may be appropriate if the figure is alive and continuing their work. • Recognise the importance of a developed introduction identifying the significance of the person and include a personal response where appropriate. • Identify that information is organised chronologically with clear signals to the reader about time, place and personal response. • Explain the importance of descriptions of events being detailed and engaging. • Know that biographies include a closing statement to summarise the overall impact the person has had on society. • Recall that fronted adverbials are used to clarify a specialist position. • Identify that complex noun phrases and prepositional phrases used to add detail. • Explain that semi-colons can be used for clause demarcation. • Recall that a range of conjunctions and adverbials of time are 		
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		required to link events within a biography cohesively.		
Reading:	<p>Year 6:</p> <ul style="list-style-type: none"> Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. Increase their familiarity with a wide range of books, including modern fiction, fiction from our literary heritage and traditional tales. Read books that are structured in different ways and read for a range of purposes. 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. Retrieve, record and present information from fiction and non-fiction. Identify and discuss themes and conventions in and across a wide range of writing. Identify how language, structure and presentation contribute to meaning. Learn a wider range of poetry by heart. Prepare 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. Predict what might happen from details stated and implied. Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and 	<p>Ready, Steady Read Together Scheme:</p> <p>Fiction:</p> <ul style="list-style-type: none"> When the Sky Falls <p>Non-Fiction:</p> <ul style="list-style-type: none"> The Diary of a Young Girl <p>Poetry:</p> <ul style="list-style-type: none"> Poems from the Second World War <p>Comprehension:</p> <ul style="list-style-type: none"> Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. Increase their familiarity with a wide range of books, including modern fiction, fiction from our literary heritage and traditional tales. Read books that are structured in different ways and read for a range of purposes. 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. Retrieve, record and present information from fiction and non-fiction. Identify and discuss themes and conventions in and across a wide range of writing. Identify how language, structure and presentation contribute to meaning. Learn a wider range of poetry by heart. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, 	<p>Reading Skills:</p> <ul style="list-style-type: none"> Make meaning from words and sentences, including knowledge of phonics, word roots, word families. Make meaning from text organisation. Make meaning by drawing on prior knowledge. Read increasingly complex texts independently for sustained periods. Find the main idea of a paragraph and text. Identify how punctuation relates to sentence structure and how meaning is constructed in multi-clause and complex sentences. Read closely, annotating for specific purposes. Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases. Connecting prior knowledge and textual information to make inferences and predictions. Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity. Summarising a text. Secure responses and understanding through re-reading and cross-check information. Confidently use a range of strategies for finding and locating information e.g. skimming scanning for detail. Through discussion and read aloud, demonstrate how an understanding of sentence 	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> Pupils will respect the range of viewpoints and traditions presented in texts from literary heritage, modern fiction, and other cultures. They will listen respectfully and engage thoughtfully with others' ideas in discussions and debates. Pupils will confidently express their own interpretations of complex texts, justify their opinions with evidence, and develop a personal reading voice through critical reflection on themes, characters, and language. Pupils will value how authors use language and structure to convey meaning, and will appreciate a wide range of literary forms—including poetry, fiction, non-fiction, and plays—for their style, purpose, and impact. Pupils will take ownership of their reading by independently tackling complex texts, using close reading and annotation strategies, and applying advanced reading skills such as summarising and comparing texts. Pupils will reflect on how authors use figurative language and sentence structure to influence meaning and mood. They will make comparisons across books, evaluate language choices, and use re-reading to deepen understanding. Pupils will share their understanding through formal presentations and debates,

	<p>justifying inferences with evidence.</p> <ul style="list-style-type: none"> • Ask questions to improve their understanding. • Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas. • Make comparisons within and across books e.g. plot, genre and theme. • Provide reasoned justifications for their views. • Discuss and evaluate how authors use language, including figurative language considering the impact on the reader. Distinguishing between statements of fact and opinion. • 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. • Make meaning from words and sentences, including knowledge of phonics, word roots, word families. • Make meaning from text organisation. • Make meaning by drawing on prior knowledge. • Read increasingly complex texts independently for sustained periods. • Find the main idea of a paragraph and text. • Identify how punctuation relates to sentence structure and how meaning is constructed in multi-clause and complex sentences. • Read closely, annotating for specific purposes. • Use a range of strategies for skimming, e.g. gist, main ideas, 	<p>tone and volume so that the meaning is clear to an audience.</p> <ul style="list-style-type: none"> • Predict what might happen from details stated and implied. • Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Ask questions to improve their understanding. • Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas. • Make comparisons within and across books e.g. plot, genre and theme. • Provide reasoned justifications for their views. • Discuss and evaluate how authors use language, including figurative language considering the impact on the reader. Distinguishing between statements of fact and opinion. • 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. <p><i>Vocabulary:</i> <i>figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare</i></p>	<p>structure and punctuation help make meaning.</p>	<p>prepare and perform poetry and play scripts with fluency and expression, and contribute clearly and confidently to discussions.</p> <ul style="list-style-type: none"> • Pupils will engage in democratic dialogue by building on others' ideas, respectfully challenging viewpoints, and supporting their opinions with evidence during group tasks, debates, and comparative reading. • Pupils will aspire to read with insight and independence, develop a deeper understanding of literary techniques, and challenge themselves with texts that include layered meaning and sophisticated vocabulary. • Pupils will demonstrate a love of reading through sustained engagement with literature, enjoyment of performance, and thoughtful discussions about the deeper meanings within texts. • Pupils will show empathy by drawing inferences about characters' motives and feelings, evaluating how authors create emotional impact, and responding sensitively to the experiences and perspectives of others in texts.
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	<p>themes and scanning, e.g. finding key words or phrases.</p> <ul style="list-style-type: none"> • Connecting prior knowledge and textual information to make inferences and predictions. • Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity. • Summarising a text. • Secure responses and understanding through re-reading and cross-check information. • Confidently use a range of strategies for finding and locating information e.g. skimming scanning for detail. • Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning. 			
Mathematics:	<p>Year 5:</p> <ul style="list-style-type: none"> • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. • Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes. • Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. • Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. • Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, 	<ul style="list-style-type: none"> • Understand multiplication and division facts, especially with integers. • Define the term multiple. • Dering the term factor. • Recognise multiples and factors. • Know that ratio tells us how much of one thing there is in relation to another thing. For example, 'For every 2 apples we have 3 bananas.' • Know that in ratio the colon (said as the word 'to'), is used to denote the term 'for every'. E.g., the ration 2:3 (2 to 3), means for every 2 of x, there are 3 of y. • Understand that proportion tells us about how much of one thing there is in relation to the whole amount of something. For example, 'There are 50 pieces of fruit, and 1 in every 5 of those is an apple.' 	<p>Ratio & Proportion (Inc Percentages):</p> <ul style="list-style-type: none"> • 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 the calculation of percentages and the use of percentages for comparison. • 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. <p>Algebra:</p> <ul style="list-style-type: none"> • Use simple formulae. • Generate and describe linear number sequences. • Express missing number problems algebraically. 	<p>Values: Respect, Individuality, Value, Reflect, Share, Aspire, Empathy</p> <ul style="list-style-type: none"> • Working collaboratively with partners and in groups. • Using appropriate listening skills and turn taking in group discussion. • Showing empathy and kindness by helping each other to understand. • Knowing that giving your partner the answer is not helpful but explaining it is. • To recognise the value in making mistakes. • To identify the importance of resilience in problem solving. • To find different ways to solve the same problem.

	<p>4/5 and fractions with a denominator of a multiple of 10 or 25.</p> <ul style="list-style-type: none"> • Use all four operations to solve problems involving measure using decimal notation including scaling. • Solve comparison, sum and difference problems using information presented in a line graph. 	<ul style="list-style-type: none"> • Explain how to convert fractions to percentages and vice versa. • Know common percentage, fraction and decimal equivalents. • Explain how to find a percentage of a quantity. • Understanding how to use percentages for comparison, such as comparing 20% of X vs 20% of Y. • Define scale factor as when you enlarge a shape and each side is multiplied by the same number. • Explain how ratio can be used to find missing side lengths in relation to scale factor. • Understand the meaning of the term formula. • Identify the correct mathematical symbols for the four operations as well as equals. • Recognise basic formulas, such as those to calculate area (e.g., for rectangles and triangles), perimeter, and volume (for cubes and cuboids). • Identify what a linear number sequence is. • Know that the term-to-term rule describes how each term in a sequence relates to the previous term. E.g., add 2, multiply by 4 etc. • Explain that in algebra, placeholders are used for unknown values and variables, e.g. a symbol or more commonly a letter. • Understand the difference between an expression and an equation. • Define the term variable as a value, denoted by a symbol or letter, with an infinite number of possible values. • Understand that an unknown is when a finite value, denoted by a 	<ul style="list-style-type: none"> • Find pairs of numbers that satisfy an equation with two unknowns. • Enumerate possibilities of combinations of 2 variables. 	
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		symbol or letter, is needed to make the equation true.		
Science:	<p>Year 3:</p> <ul style="list-style-type: none"> Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. <p>Year 5 & 6:</p> <ul style="list-style-type: none"> Independently ask scientific questions, stimulated by a scientific experience or to ask further questions to developed understanding following an enquiry. Given a wide range of resources decide for themselves how to gather evidence to answer a scientific question. Choose a type of enquiry to carry out and justify this choice. Recognise the need for control variables where necessary and identify these. Select from a range of practical resources to gather evidence to answer questions. Look for patterns and relationships using a suitable sample. 	<p>Light – Working Scientifically Focus Part 1</p> <ul style="list-style-type: none"> When white light strikes an object, some wavelengths are absorbed, and others are reflected. Refraction happens when light bends as it passes through different substances. White light is made up of waves of different lengths. The wavelengths that are reflected determine the colour of the object we see. According to the law of reflection, the angle of reflection is always equal to the angle of incidence. When light encounters opaque objects, it cannot pass through, forming a shadow. The shape of the shadow matches the object that casts it because the light rays around it are not being blocked. <p><i>Vocabulary:</i> <i>light, reflection, refraction, angle of incidence, shadow, light source, visible spectrum, wavelength, hypothesis, prediction, variable, fair test</i></p>	<p>Ask Questions</p> <ul style="list-style-type: none"> Given a wide range of resources decide for themselves how to gather evidence to answer a scientific question. Choose a type of enquiry to carry out and justify this choice. Recognise how secondary sources can be used to answer questions that cannot be answered through practical work. Independently ask scientific questions, stimulated by a scientific experience or to ask further questions to developed understanding following an enquiry. Recognise the need for control variables where necessary and identify these. <p>Enquiry</p> <ul style="list-style-type: none"> Select from a range of practical resources to gather evidence to answer questions. Look for patterns and relationships using a suitable sample. <p>Record/Present</p> <ul style="list-style-type: none"> Record observations, for example: using annotated photographs, videos, labelled diagrams, observational drawings, labelled scientific diagrams or writing. 	<p>Value: Share, Empathy, Individuality, Entrust, Share, Democracy</p> <ul style="list-style-type: none"> Encouraging students to share their insights, questions, and findings about light and vision with their peers, promoting collaboration and collective learning. Developing empathy by considering how understanding angles of incidence and reflection can help us design safer roads, better optical devices, and improve our understanding of the world around us. Encouraging individuality by celebrating students' unique perspectives on colour perception, fostering self-expression and confidence in their distinct viewpoints. Entrusting students with opportunities to explore and experiment with shadows, allowing them to develop their own insights and understanding through hands-on activities, promoting self-confidence and emotional resilience. Encouraging pupils to share their scientific knowledge and understanding, will help to enrich and develop quality hypothesis and predictions. Pupils should be encouraged to discuss and jointly develop a clear methodology for their experiment using democratic processes where necessary.

Art:	<p>Year 5:</p> <ul style="list-style-type: none"> Develop slab technique using slip and scoring to join pieces together. Use folding, bending or carving to shape and manipulate clay to achieve the desired form and design. Use smoothing techniques to create desired finish before painting. Add final finishes to models using paint/glazing techniques. <p>Year 6:</p> <ul style="list-style-type: none"> Use a sketchbook to collect and record visual information from different sources as well as experimentations/ planning/trying out ideas for future works. Express thoughts and feelings about their own work and that of others through clear and well explained annotations. Make notes to indicate their intentions/purpose of a piece of work. Use a sketchbook to explain how they can adapt and improve their work, throughout the creative process based on their intentions. Develop own style based on learning around artists and techniques, including mixed media. Discuss and review own and others work, with clear explanations that are supported by their knowledge or artists and techniques. Reflect on own work identifying modifications that can be made, in relation to styles and approaches to develop this further. Identify artists who have worked in a similar way to their own work 	<p>Sculpture:</p> <ul style="list-style-type: none"> A pot made by stacking rolled-out clay "ropes" (coils) on top of each other. You roll clay between your hands or on a flat surface to make ropes of even thickness. Uneven coils can cause the pot to collapse or look uneven. Blending is smoothing the edges where coils join so they stick together and look neat. To do this you use your fingers or a clay tool to smooth the inside and outside where the coils touch. Blending makes the pot strong and prevents cracks when the clay dries. To join clay pieces, we score (scratch) the surfaces, apply slip (a mixture of clay and water), then press pieces together. Handles, decorative shapes, or textured details for interest can be added to a sculpture using the score and slip method. If pieces aren't joined properly, they might fall off when the clay dries. Methods like painting, glazing, or smoothing to make a sculpture look polished. Glazing is a shiny or coloured coating applied to clay that is then fired in a kiln. Finishing a sculpture improves how it looks and can make it waterproof (if glazed). <p>Significant People Betty Woodman:</p> <ul style="list-style-type: none"> Began as a studio potter in the 1950s. Began creating more contemporary and abstract ceramic art. 	<p>Exploring & Developing Ideas:</p> <ul style="list-style-type: none"> Use a sketchbook to collect and record visual information from different sources as well as experimentations/ planning/trying out ideas for future works. Express thoughts and feelings about their own work and that of others through clear and well explained annotations Make notes to indicate their intentions/purpose of a piece of work. Use a sketchbook to explain how they can adapt and improve their work, throughout the creative process based on their intentions. Develop own style based on learning around artists and techniques, including mixed media. <p>Responding to Art:</p> <ul style="list-style-type: none"> Discuss and review own and others work, with clear explanations that are supported by their knowledge or artists and techniques. Reflect on own work identifying modifications that can be made, in relation to styles and approaches to develop this further. Identify artists who have worked in a similar way to their own work and explain the intended impact on the viewer. Recognise the art of key artists and continue to place them in key movements or historical events. <p>Sculpture:</p> <ul style="list-style-type: none"> Make a coil pot by rolling clay into coils of consistent thickness and layering these. Blend seams together to create a seamless surface/ the desired finish. 	<p>Values: Value, Respect, Share, Love, Empathy</p> <ul style="list-style-type: none"> Discuss the value and importance of experimentation and how we learn from this what works and what does not. Respect the work and life of Betty Woodman and the influence she had in the art world. Share ideas with each other and help encourage each other in their planning. Encourage students to approach their sculpture-making with love and care, as they shape their ideas into physical forms. Encourage students to empathise with their peers by listening attentively to their reflections on their artwork, understanding the effort and emotions invested in the creative process.
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	<p>and explain the intended impact on the viewer.</p> <ul style="list-style-type: none"> Recognise the art of key artists and continue to place them in key movements or historical events. 	<ul style="list-style-type: none"> Took influence from artists like Matisse and Picasso (Studied in Year 2). 	<ul style="list-style-type: none"> Confidently use joining techniques to add detail to a coil pot, e.g. handles. Add final finishes to models using paint/glazing techniques. 	
Computing:	<p>Year 5:</p> <ul style="list-style-type: none"> To know how search engines work. To understand that anyone can create a website and therefore we should take steps to check the validity of websites. To understand what copyright is. To know the difference between ROM and RAM. To know different ways that we communicate online. To understand how online information can be used to form judgements. To know that apps require permission to access private information and that you can alter the permissions. Learning that external devices can be programmed by a separate computer. Recognising that computers transfer data in binary and understanding simple binary addition. Developing searching skills to help find relevant information on the internet. To know some common online scams. <p>Year 6:</p> <ul style="list-style-type: none"> Identify different types of AI and their applications in everyday life. Exploring text-based and image-based AI tools to understand how they generate content. Applying coding skills like decomposition and pattern 	<p>Kapow Computing Scheme:</p> <p>Bletchley Park and the History of Computers Lessons 1 – 3:</p> <p>To know:</p> <ul style="list-style-type: none"> The importance of having a secure password and what brute force hacking is. The first computers were created at Bletchley Park to crack the Enigma code to help the war effort in World War 2. About some of the historical figures that contributed to technological advances in computing. What techniques are required to create a presentation using appropriate software. <p>Significant People:</p> <p>Pupils to select from:</p> <ul style="list-style-type: none"> Ada Lovelace Alan Turing Tim Berners-Lee Steve Jobs Margaret Hamilton 	<ul style="list-style-type: none"> Learning about the history of computers and how they have evolved over time. Using past experiences to help solve new problems. Writing increasingly complex algorithms for a purpose. Debugging quickly and effectively to make a program more efficient. Remixing existing code to explore a problem. Changing a program to personalise it. Evaluating code to understand its purpose. Predicting code and adapting it to a chosen purpose. Using search and word processing skills to create a presentation. Understanding how search engines work. Using search engines safely and effectively. Understanding the importance of secure passwords and how to create them. 	<p>Values: Respect, Empathy, Aspire</p> <ul style="list-style-type: none"> Recognise that the codebreakers' ability to decode secret messages was critical in protecting lives and ensuring the success of the war effort. Understand the importance of respecting boundaries and confidentiality in technology. Learning about brute force hacking and the importance of secure passwords can foster empathy by understanding the consequences of security breaches on individuals, companies, and nations. By learning about the visionary figures behind the advancement of computing, such as Alan Turing, students are inspired to recognise the power of innovation and problem-solving. The legacy of historical figures demonstrates how individuals can change the world through determination, creativity, and intellect.

	<p>recognition to interact with AI applications.</p> <ul style="list-style-type: none"> Analysing the effectiveness of prompts and refining them for improved AI outputs. Exploring ethical considerations around AI use and its impact on society. 			
DT:	<p>Year 2:</p> <ul style="list-style-type: none"> A freestanding structure is one that stands on its own foundation or base. As a structure's centre of gravity rises it becomes less stable. Increasing the base of a structure helps to spread the weight. Buttresses prevent a structure from collapsing under its own weight. Frame structures and shell structures can be freestanding. <p>Years 5 & 6:</p> <ul style="list-style-type: none"> Work confidently within a range of contexts, such as the home, school, leisure, local community, culture, enterprise, industry and the wider environment. Clearly describe the purpose of their products. Indicate the design features of their products that will appeal to intended users, with clear reasoning. Explain how particular parts of their products work. Carry out research, using surveys, interviews, questionnaires and web-based resources. Identify the needs, wants, preferences and values of particular individuals and groups. Develop a simple design specification to guide their thinking. Share and clarify ideas through discussion. 	<p>CONTEXT:</p> <p><i>"Hi everyone, my name is Jyoti. I am an architect working for a local park. They want their playground to be fun, safe, and accessible, with equipment that children can climb, swing, or balance on. But they've had problems with some equipment in the past breaking and wobbling, so they're worried about safety. Can you help me design and make something for the children?"</i></p> <p>Frame Structures Lessons 1 – 3:</p> <ul style="list-style-type: none"> Famous frame structures include: The Eiffel Towers (designed by Stephen Sauvestre). The Iron Bridge (designed by Thomas Farnolls Pritchard). Frame structures support larger objects as they can bear weight well. Diagonal beams (called struts) to are added to square or rectangular structures to create triangles. Triangulation strengthens a structure by distributing weight effectively and improving rigidity. Triangulation reduces compression. It is important to ensure structures have stable joints, otherwise they may fall apart. Strengthening joints through gusset plates, triangle shapes which are connected to the beams, improves stability. Strong materials such as wood or metal would be best suited to the 	<p>Structures:</p> <ul style="list-style-type: none"> Confidently use appropriate vocabulary for tools, materials and their properties. Recognise that frame structures combine beams, columns and slabs to resist heavy loads/compression. Experiment with different techniques for constructing simple frame structures. Investigate ways of strengthening a frame structure, including struts. Investigate ways of strengthening joints, including gusset plates. Apply the concept of triangulation to increase rigidity of a frame structure. <p>Designing:</p> <ul style="list-style-type: none"> Work confidently within a range of contexts, such as the home, school, leisure, local community, culture, enterprise, industry and the wider environment. Clearly describe the purpose of their products. Indicate the design features of their products that will appeal to intended users, with clear reasoning. Explain how particular parts of their products work. Carry out research, using surveys, interviews, questionnaires and web-based resources. Identify the needs, wants, preferences and values of particular individuals and groups. 	<p>Values: Value, Individuality, Share</p> <ul style="list-style-type: none"> Emphasise the value of various frame structures and tools used in building structures with a focus on purpose. Exploring a range of playgrounds, supports the understanding that different playground equipment appeals to different people. Sharing their design ideas with peers as well as discussing and exchanging feedback ensures that they make the most of the varying opinions in the room and learn from each other.

	<ul style="list-style-type: none"> Model their ideas using prototypes and pattern pieces. Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas. Generate innovative ideas, drawing on research. Make design decisions, taking account of constraints such as time, resources and cost. Evaluate existing products. 	<p>construction of playground equipment.</p> <p><i>Vocabulary:</i> <i>frame, beams, compression, strut, triangulation, joints, strengthen, rigidity</i></p>	<ul style="list-style-type: none"> Develop a simple design specification to guide their thinking. <p>Evaluating:</p> <ul style="list-style-type: none"> Discuss: <ul style="list-style-type: none"> how well products have been designed, how innovative products are, how sustainable the materials in products are, how well products have been made, why materials have been chosen, what methods of construction have been used, how well products work, how well products achieve their purposes, how well products meet user needs and wants. 	
History:	<p>Year 5 & 6:</p> <ul style="list-style-type: none"> Chronologically summarise the main events from a time period, with relation to specific historical concepts (e.g. Change and Continuity/Cause and Consequence etc.) Continue to develop a chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods studied. Identify a range of causes of major events in history. Begin to analyse the reasons for, and results of these historical events, including long-term changes in society. Discuss the reasons behind historical changes in British society and their impact. Give reasons why changes may have occurred supported by evidence. 	<p>Wandsworth's War Lessons 1 – 6:</p> <ul style="list-style-type: none"> Adolf Hitler used economic and political instability to rise to power. World War Two began with Germany's invasion of Poland in 1939. In anticipation of war, Britain constructed air raid shelters, implemented blackout measures, and formed the Home Guard. Children were systematically evacuated to rural areas as a precautionary measure. Evacuation had immediate and lasting effects on evacuees and their families. Some Evacuees had positive experiences whilst others had very negative ones. The government introduced rationing to ensure a fair distribution of essential items like food and clothing. 	<p>Chronology</p> <ul style="list-style-type: none"> Chronologically summarise the main events from a time period, with relation to specific historical concepts (e.g. Change and Continuity/Cause and Consequence etc.) Continue to develop a chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods studied. <p>Cause & Consequence</p> <ul style="list-style-type: none"> Identify a range of causes of major events in history. Begin to analyse the reasons for, and results of these historical events, including long-term changes in society. <p>Change & Continuity</p> <ul style="list-style-type: none"> Discuss the reasons behind historical changes in British society and their impact. 	<p>Value: Empathy, Entrust, Democracy, Reflect, Value, Share</p> <ul style="list-style-type: none"> Explore the concept that war was declared as a response to the invasion of Poland and that this is based in empathy for the Polish people. Explore the wider concept of dictatorships in relation to this. Discussing the trust placed in civilians forming the Home Guard to explore how they were entrusted with protection of the community. Explore the emotions associated with leaving family not knowing when you would be reunited. Discuss how it might have felt if you were placed in a negative host family environment. Consider the concept of democracy in times of national crisis. Might people have voted for evacuation?

	<ul style="list-style-type: none"> Describe how and why some changes within past societies are maintained and still affect us today. Analyse a wide range of evidence to justify claims about the past. Suggest plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Know that some evidence is propaganda, opinion, or misinformation and that this affects interpretations of history. Using a range of sources to find out about a particular aspect of the past. Form own opinions about historical events from a range of sources. Know that the most reliable sources are primary sources which were created for official purposes. Evaluate the usefulness and accuracy of different sources of evidence. Describe the most significant features of past societies and periods. Explain a range of similarities and differences between daily lives of people in the past and today. 	<ul style="list-style-type: none"> People received ration books stating their allocated amounts of essential goods. "Dig for Victory" encouraged citizens to grow their own food in "victory gardens". Clothing books allowed people to buy one new set of clothes each year. 'Make Do & Mend,' encouraged people to repair and reuse items. Women's contributions were diverse and essential for supporting the war effort. <p><i>Vocabulary:</i> <i>invasion, economic, political, instability, air raid, blackout, evacuation, rationing, propaganda, munitions, military, intelligence</i></p>	<ul style="list-style-type: none"> Give reasons why changes may have occurred supported by evidence. Describe how and why some changes within past societies are maintained and still affect us today. <p>Historical Interpretation</p> <ul style="list-style-type: none"> Analyse a wide range of evidence to justify claims about the past. Suggest plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Know that some evidence is propaganda, opinion, or misinformation and that this affects interpretations of history. <p>Using Sources for Enquiry</p> <ul style="list-style-type: none"> Using a range of sources to find out about a particular aspect of the past. Form own opinions about historical events from a range of sources. Know that the most reliable sources are primary sources which were created for official purposes. Evaluate the usefulness and accuracy of different sources of evidence. <p>Similarities & Differences</p> <ul style="list-style-type: none"> Describe the most significant features of past societies and periods. Explain a range of similarities and differences between daily lives of people in the past and today. 	<ul style="list-style-type: none"> Explore the idea of sustainable practices and supplementing rationing, encouraging the pupils to reflect on what concepts can be adopted in the modern day. Discuss how people would share ideas for reusing household items and fabric; even the government released a booklet of ideas. Explore the importance of this and how we should apply similar concepts in today's climate.
Music:	<p>Year 6:</p> <ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Representing changes in pitch, dynamics and texture using 	<p>Kapow Music Scheme:</p> <p>Songs of WW2</p> <ul style="list-style-type: none"> To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2. 	<ul style="list-style-type: none"> Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. 	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> Appreciate the skills and efforts of their peers and musicians.

	<p>graphic notation, justifying their choices with reference to musical vocabulary.</p> <ul style="list-style-type: none"> Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. Improvising coherently and creatively within a given style, incorporating given features. Recording own composition using appropriate forms of notation and/or technology. Constructively critique their own and others' work, using musical vocabulary. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation. 	<ul style="list-style-type: none"> To know that the Solfa syllables represent the pitches in an octave. A 'countersubject' or 'countermelody' provides contrast to the main melody. To know that a countermelody is different to harmony because it uses a different rhythm as well as complementary notes. <p><i>Vocabulary:</i> <i>accuracy, backing track, compare, contrast, complement, control, counter-melody, diaphragm, dynamics, era, expression, features, graphic score, harmony, harmonise, lyrics, melody, melody line, morale, notate, octave, parts, performance techniques, phrase, phrasing, pitch, purpose, score, Solfa, Solfa ladder, tempo</i></p>	<ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Representing changes in pitch, dynamics, and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions. Using musical vocabulary to offer constructive and precise feedback on others' performances. 	<ul style="list-style-type: none"> Respect for the instruments and equipment used in music-making. Express individual creativity through music composition and performance. Explore different instruments and musical roles. Maintain individual responsibilities in group performances, ensemble rehearsals, and collaborative projects. Lead, make decisions, and contribute to the musical process. Engage in reflective practices after performances, analysing what went well and areas for improvement. Share musical talents and skills through performances. Share ideas, insights, and responsibilities. Engage in discussions about the selection of repertoire and the organisation of musical events. Set musical goals, whether related to technique, theory, or performance. Aim for higher levels of musical proficiency and expression. Develop a love for music through exposure to various genres and styles. Nurture emotional connections to music and express and interpret emotions through performance. Develop empathy by understanding the emotions conveyed in different pieces. Listen to and understand each other in teamwork.
PE:	<p>Year 5:</p> <ul style="list-style-type: none"> Choose actions, shapes and balances from a wider range of themes and ideas. 	<ul style="list-style-type: none"> Explain the varying aspects of composition. Identify changes in level, direction and speed and how these impact compositions. 	<p>Consolidation of Year 5, plus:</p> <ul style="list-style-type: none"> Adapt performances to the demands of the task, applying their knowledge of composition. 	<p>Values: Respect, Value, Entrust, Reflect, Share, Democracy, Aspire, Empathy</p> <ul style="list-style-type: none"> Carry out activities to improve their work and understand why they are useful.

	<ul style="list-style-type: none"> • Create, practice, perform and refine longer, more complex sequences. • Compose motifs and plan dances. • Use basic set criteria to make simple judgments about performances and suggest ways they could be improved. 	<ul style="list-style-type: none"> • Explain the term motif. • Identify different styles of dance. • Show an understanding of the impact dance has on their fitness, health and wellbeing. 	<ul style="list-style-type: none"> • Create, practice, perform and refine longer, more complex sequences including changes in level, direction and speed. • Choose actions, shapes and balances from a wider range of themes and ideas. • Compose motifs and plan dances creatively and collaboratively in groups. • Adapt and refine different techniques to express themselves in the style of dance they use. • Perform different styles of dance clearly and fluently. • Organise own activities to support class development in dance. • Use basic criteria to make judgements on how to improve their performance to become more complex. 	<ul style="list-style-type: none"> • Come up with and share sensible solutions, given time to think about their actions. • Work collaboratively to improve individual and team member skills, showing aspiration. • Value the efforts of others and show empathy when providing peer-assessment/feedback. • Entrust each other to be kind and supportive, showing good sportsmanship. • Show resilience when receiving feedback and reflect on how this can be used.
RE:	<p>Year 5:</p> <ul style="list-style-type: none"> • Describe some reasons for why people belong to religions. • Explain how similarities and differences between religions can make a difference to the lives of individuals and communities. • Use a wider religious vocabulary. • Begin to suggest reasons for similarities and differences in the answers given to moral questions. • Begin to explain how religious sources are used to provide answers to moral questions. • Say what religions teach about some of the big questions of life and begin to use more sources to explain different views. • Give own views and describe the views of others on questions about identity and the meaning of life. • Use brief reasons and some references to sources of wisdom, such as inspirational people. 	<p>What makes someone religious?</p> <ul style="list-style-type: none"> • Jewish people can be any skin tone and can be found in many countries. • There are many different types of Jewish people: Orthodox, Reform or Liberal. • There are Jews who see themselves as secular and some as culturally Jewish. • Whilst many see themselves as different Jews recognise that they have a shared history. • The word 'synagogue' refers to a Jewish place of worship. • Synagogues have different functions: meeting, praying and learning. • A non-religious Jew might visit a synagogue for festivals, weddings, funerals, or to learn more about their heritage. 	<p>Learning About Religion & Belief</p> <ul style="list-style-type: none"> • Explain how similarities and differences between religions can make a difference to the lives of individuals and communities. • Use a wider religious vocabulary. • Begin to explain how religious sources are used to provide answers to moral questions. • Begin to explain the effects of beliefs and practices on individuals, communities and societies. • Describe some reasons for why people belong to religions. • Say what religions teach about some of the big questions of life and begin to use more sources to explain different views. <p>Learning From Religion & Belief</p> <ul style="list-style-type: none"> • Give own views and describe the views of others on questions about identity and the meaning of life. 	<p>Values: Individual, Value, Share, Reflect, Respect, Aspire,</p> <ul style="list-style-type: none"> • Appreciate that individual Jews may value different parts of their religion, culture and heritage, including the Torah. • Recognise that there are many different types of Jewish people, they may share beliefs and heritage, or they may have little in common. • Discuss that a Jewish person may visit a synagogue to reflect on their faith, whether they are religious or not. • Explore why some Jewish people may have a Jewish wedding out of respect for their families, despite not being religious themselves. Discuss if this is necessary. • Yom Kippur is a time to reflect on the year before to share confession and ask for forgiveness.

	<ul style="list-style-type: none"> Begin to express much clearer opinions on matters of religion and belief and use some examples to support their views. 	<ul style="list-style-type: none"> Jewish weddings include aspects that reflect on what married life may entail. Non-religious Jews may have a religious wedding out of respect for their family. A non-religious Jew may observe Yom Kippur to reconnect with G_d and their faith. <p><i>Vocabulary:</i> chuppah, ketubah, Yom Kippur, atone, fast, atheist, agnostic, secular, culture, tradition</p>	<ul style="list-style-type: none"> Begin to express much clearer opinions on matters of religion and belief and use some examples to support their views. Use brief reasons and some references to sources of wisdom. 	<p>It is time to take individual responsibility for your actions and to aspire to be the best you can be.</p> <ul style="list-style-type: none"> Individual Jews may not believe whilst respecting those that do and appreciating the heritage and culture that they share.
RHW:	<p>Year 4:</p> <ul style="list-style-type: none"> About what is meant by first aid; basic techniques for dealing with common injuries. How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact the mand what to say. <p>Year 5:</p> <ul style="list-style-type: none"> What appreciation means and think of ways to show appreciation to others. What they should focus on when thinking about gratitude. They will explore 3 questions to help them develop deeper levels of gratitude. Why it is important to tell others that we're grateful for them and how it makes others feel good when we create a Gratitude Domino Effect. How gratitude helps our bodies stay calm and releases Dopamine. This then helps to keep Team H-A - P happy and the Amygdala calm. That when we regularly give and receive gratitude, Dopamine will continuously be released, and even thinking about experiences 	<p>My Happy Mind: Appreciate - Lessons 1 – 2:</p> <p>To learn:</p> <ul style="list-style-type: none"> How gratitude can help them think about all they have in their lives to be thankful for. How to build their resilience by looking at when their bucket is full vs when their bucket is empty. How focussing on their appreciation around the strengths work they have done can remind them of what they DO have during times of stress. To establish a new perspective on how gratitude can help them to build resilience when they face tough times. <p><i>Vocabulary:</i> appreciate, grateful, thankful, wheel of gratitude, yourself, others, experiences, team H-A-P, happy breathing, dopamine, attitude of gratitude, neuroplasticity, habit, gratitude domino effect</p> <p>My Happy Body: First Aid - Lesson 1</p> <p>To revisit learning:</p> <ul style="list-style-type: none"> About what is meant by first aid; basic techniques for dealing with common injuries. 	<p>My Happy Mind: Appreciate:</p> <ul style="list-style-type: none"> Identifying and listing things they are grateful for in their lives. Recognising emotional states by using the "bucket full/empty" analogy. Reflecting on their personal strengths during difficult or stressful moments. Connecting gratitude with resilience through self-reflection. Using perspective-taking to reframe challenges with a more positive outlook. Applying strategies to focus on what they do have during times of stress. Monitoring and managing emotions by recognising what lifts or drains their emotional 'bucket'. Using gratitude intentionally as a tool to support emotional wellbeing. <p>My Happy Body: First Aid</p> <ul style="list-style-type: none"> Use basic first aid techniques for common injuries (e.g. minor cuts, nosebleeds, bumps) Recognise when a situation is an emergency and know how to respond 	<p>My Happy Mind: Appreciate</p> <p>Values: Reflect, Value</p> <ul style="list-style-type: none"> Pupils will reflect on how gratitude and personal strengths can support them during challenging times. Pupils will build resilience by valuing what they have and focusing on the positives in their lives. <p>My Happy Body: First Aid</p> <p>Value: Entrust</p> <ul style="list-style-type: none"> Pupils will trust in their ability to act responsibly in emergencies and know when and how to seek help from trusted adults or services. <p>My Happy Body: Drugs, Alcohol & Tobacco</p> <p>Value: Reflect</p> <p>Pupils will reflect on the risks and consequences of drug use and consider how to make healthy, informed choices.</p>

	<p>or people we are grateful for releases Dopamine.</p> <ul style="list-style-type: none"> • That the more we think about gratitude, the stronger the Neural Pathways get and the easier it becomes. • That an Attitude of Gratitude helps us to see all things we are grateful for and makes the problems we face little easier. • That often the hardest category to think about gratitude for is ourselves. 	<ul style="list-style-type: none"> • How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact the mand what to say. <p>My Happy Body: Drugs, Alcohol & Tobacco – Lesson 1</p> <p>To Learn:</p> <ul style="list-style-type: none"> • The effects of smoking on oral hygiene. • About the risks and effects of legal drugs common to everyday life (e.g. Cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health. • Recognise that drug use can become a habit which can be difficult to break. • Recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others. • About why people choose to use or not use drugs (including nicotine, alcohol and medicines). • About the mixed messages in the media about drugs, including alcohol and smoking/vaping. • About the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use. • People they can talk to if they have concerns. <p><i>Vocabulary:</i> <i>drugs, substances, laws, legal, illegal, drugs, alcohol, tobacco, media, risks, effects</i></p>	<ul style="list-style-type: none"> • Contact emergency services confidently and clearly, knowing what information to give • Stay calm and act responsibly in situations where someone is hurt or unwell <p>My Happy Body: Drugs, Alcohol & Tobacco</p> <ul style="list-style-type: none"> • Read and interpret health warnings on products like cigarette packets, vape packaging, or alcohol bottles. • Identify and avoid situations where they might be encouraged or pressured to try harmful substances. • Practise saying no confidently in response to peer pressure around drugs, smoking, or alcohol. • Ask a trusted adult for help if they or someone they know is using drugs or showing signs of harm. • Use critical thinking to challenge misleading messages about drugs in adverts, social media, or conversations. • Access reliable sources of support (e.g. school nurse, Childline, FRANK, trusted adults) if concerned about drug use. 	
Spanish:	<p>Year 6:</p> <ul style="list-style-type: none"> • Listening and gisting information from an extended audio passage using language detective skills. 	<p>Kapow Spanish Scheme:</p> <p>Household Tasks in Spanish: Grammar</p>	<p>Language Comprehension</p> <ul style="list-style-type: none"> • Reading short authentic texts for enjoyment or information. 	<p>Values: Respect, Individuality, Value, Reflect, Share, Aspire, Love, Empathy</p>

	<ul style="list-style-type: none"> Identifying and extracting key information in a range of authentic texts. Planning, asking and answering extended questions. Developing extended sentences to justify a fact or opinion. Modifying, expressing and comparing opinions. Recognising key phonemes in an unfamiliar context, applying pronunciation rules. Recognising and using a wide range of descriptive phrases. Using existing knowledge of vocabulary and phrases to create new sentences. Constructing a short text on a familiar topic. Recognising and using a wide range of descriptive phrases. 	<ul style="list-style-type: none"> Know that porque (because) can be used to extend a sentence and give a justification. Know that demasiado, muy and bastante are all adverbs that are placed before an adjective to express its intensity e.g. es demasiado aburrido. Know rules for changing the ending of an adjective according to the gender and number of the noun it describes. Know that an adverb is formed in Spanish by taking the adjective in its feminine form and adding suffix -mente. <p><i>Key Vocabulary:</i> <i>bastante, completamente, demasiado, desagradable, hacer la cama, limpiar, para, peligroso, pasar la aspiradora, planchar la ropa</i></p>	<ul style="list-style-type: none"> Identifying and extracting key information in a range of authentic texts. Using a bilingual dictionary to select alternative vocabulary for independent sentence building. Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary. <p>Language Production</p> <ul style="list-style-type: none"> Developing extended sentences to justify a fact or opinion. Planning and giving a short oral presentation. Modifying, expressing and comparing opinions. Speaking and reading aloud with increasing confidence and fluency. Creating and presenting a monologue, dialogue or role-play. Giving a presentation drawing upon learning from a number of previous topics. Using existing knowledge of vocabulary and phrases to create new sentences. Recognising and using a wide range of descriptive phrases. 	<ul style="list-style-type: none"> To feel confident speaking Spanish and therefore other languages in the future. Appreciate and respect the similarities and differences between languages and cultures. Respect pronunciation and the importance of accuracy in communicating in different languages. Reflect on own progress and aspire for highest quality possible. Acknowledge that we are individuals, with varying identities which can be expressed in a range of languages. Develop a love and interest of languages.
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*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage