	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Maths	Unit 9- Decimals associate a fraction with division and calculate decimal fraction equivalents multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places multiply one-digit numbers with up to two decimal places by whole number Tooklit tasks to consolidate learning during week multiply (x), divide (÷), factor, placeholder, place value, decimal, convert, numerator, multiple, denominator, simplify, equivalent, divisor, dividend, remainder, quotient	Unit 9 – Decimals use written division methods in cases where the answer has up to two decimal places solve problems which require answers to be rounded to specified degrees of accuracy Tooklit tasks to consolidate learning during week multiply (x), divide (÷), factor, placeholder, place value, decimal, convert, numerator, multiple, denominator, simplify, equivalent, divisor, dividend, remainder, quotient	Unit 10 – Percentages compare and order fractions, including fractions > 1 multiply one-digit numbers with up to two decimal places by whole numbers Tooklit tasks to consolidate learning during week percent (%), decimal, whole, part, percentage, fraction, tenth, hundredth, half, quarter, greater than (>), less than (<), equivalent fraction, multiply (x), convert, share, divide (÷), compare, simplify, order	Unit 10 – Percentages recall and use equivalences between simple fractions, decimals and percentages, including in different contexts solve problems involving the calculation of percentages Tooklit tasks to consolidate learning during week percent (%), decimal, whole, part, percentage, fraction, tenth, hundredth, half, quarter, greater than (>), less than (<), equivalent fraction, multiply (x), convert, share, divide (÷), compare, simplify, order	Unit 11 – Area and perimeter 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 shape Tooklit tasks to consolidate learning during week perimeter, metres (m), area, centimetres (cm), volume, square centimetres cm2, square metres (m2), cubic centimetres (cm3), cubic metres (m3), square, parallelogram, cube, cuboid, distance, triangle, rectilinear shape, space	Unit 11 – Area and perimeter calculate the area of parallelograms and triangles calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3) Tooklit tasks to consolidate learning during week perimeter, metres (m), area, centimetres (cm), volume, square centimetres cm2, square metres (m2), cubic centimetres (cm3), cubic metres (m3), square, parallelogram, cube, cuboid, distance, triangle, rectilinear shape, space	Unit 12 – Statistics interpret and construct pie charts and line graphs and use these to solve problems calculate and interpret the mean as an average Tooklit tasks to consolidate learning during week line graph, axes, interpret, plot, estimate, horizontal and vertical, and frequency. Children will also be exposed to specific language relating to the mean and pie charts, including mean, average, set, pie chart, segment, slice, degree
English	Focus text – Boy in the tower (Formal letter) Use of the present perfect and progressive forms of verbs instead of the simple past Verb prefixes [for example, dis–, de–, mis–, over– and re–]	Focus text – Boy in the tower (Formal letter) Indicating degrees of possibility using adverbs or modal verbs Relative clauses beginning with who, which, where, when, whose or that Brackets, dashes or commas to indicate parenthesis	Focus text – Boy in the tower (Formal letter) the use of subjunctive forms (such as If I were you) Use of the semi-colon, colon and dash to mark the boundary between independent clauses	Focus text – Boy in the tower (Formal letter) Noting and developing initial ideas, drawing on reading and research where necessary Using a wide range of devices to build cohesion within and across paragraphs Assessing the effectiveness of their own and others' writing	Focus text – The Last Wild (Diary) Recap range of year 6 and Ks2 SPaG skills including : A range of adverbials (time, place and manner), expanded noun phrases, relative and subordinate clauses, first person, structured in chronological order	Focus text – The Last Wild (Diary) Recap range of year 6 and Ks2 SPaG skills including : A range of adverbials (time, place and manner), expanded noun phrases, relative and subordinate clauses, first person, structured in chronological order	Focus text – The Last Wild (Diary) Noting and developing initial ideas, drawing on reading and research where necessary Using a wide range of devices to build cohesion within and across paragraphs Assessing the effectiveness of their own and others' writing
Reading	Wolves of Willoughby Chase – Joan Aiken continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks increasing their familiarity with a wide range of books, including modern fiction and fiction from our literary heritage	Wolves of Willoughby Chase – Joan Aiken identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books asking questions to improve their understanding	Wolves of Willoughby Chase – Joan Aiken drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Distinguish between statements of fact and opinion	Comprehension tasks to recap test approach	I know why the caged bird sings – Maya Angelou to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	I know why the caged bird sings – Maya Angelou identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	I know why the caged bird sings – Maya Angelou 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
Science	Electricity -associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Electricity, neutrons, protons, electrons, nucleus, atom, electric current, appliances, mains, crocodile clips, wires, bulb, battery cell, battery holder,	Electricity -associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Electricity, neutrons, protons, electrons, nucleus, atom, electric current, appliances, mains, crocodile clips, wires, bulb, battery cell, battery holder,	Electricity -compare and give reasons for variations in how components function Electricity, neutrons, protons, electrons, nucleus, atom, electric current, appliances, mains, crocodile clips, wires, bulb, battery cell, battery holder,	Electricity -compare and give reasons for variations in how components function Electricity, neutrons, protons, electrons, nucleus, atom, electric current, appliances, mains, crocodile clips, wires, bulb, battery cell, battery holder, motor, buzzer,	Electricity -investigate the elements of a circuit that impacts on the brightness of bulbs, the loudness of buzzers and the on/off position of switches Electricity, neutrons, protons, electrons, nucleus, atom, electric current, appliances, mains,	Electricity -use recognised symbols when representing a simple circuit in a diagram. Electricity, neutrons, protons, electrons, nucleus, atom, electric current, appliances, mains, crocodile clips, wires, bulb, battery cell, battery holder,	Assessment tasks

	motor, buzzer, switch, conductor, electrical insulator, conductor.	motor, buzzer, switch, conductor, electrical insulator, conductor.	motor, buzzer, switch, conductor, electrical insulator, conductor.	switch, conductor, electrical insulator, conductor.	crocodile clips, wires, bulb, battery cell, battery holder, motor, buzzer, switch, conductor, electrical insulator, conductor.	motor, buzzer, switch, conductor, electrical insulator, conductor.	
History							
Geography	Ice Biome and Taiga Biome Use maps to label and identify areas of Ice and Taiga biomes around the world. Describe the physical characteristics of each biome and the adaptations of plants and animals that live there latitude, longitude, permafrost, microscopic, terrestrial, situated, favourable, uninhabited, nutrients, migrate, hibernate	Ice Biome and Taiga Biome Use maps to label and identify areas of Ice and Taiga biomes around the world. Describe the physical characteristics of each biome and the adaptations of plants and animals that live there latitude, longitude, permafrost, microscopic, terrestrial, situated, favourable, uninhabited, nutrients, migrate, hibernate	Ice Biome and Taiga Biome Investigate how physical features affect human activities like settlement and resource use Recognise that latitude and elevation heavily influence the characteristics of the Ice and Taiga biomes latitude, longitude, permafrost, microscopic, terrestrial, situated, favourable, uninhabited, nutrients, migrate, hibernate	Ice Biome and Taiga Biome Investigate how physical features affect human activities like settlement and resource use Recognise that latitude and elevation heavily influence the characteristics of the Ice and Taiga biomes latitude, longitude, permafrost, microscopic, terrestrial, situated, favourable, uninhabited, nutrients, migrate, hibernate	Ice Biome and Taiga Biome Evaluate how human activities, such as resource extraction and pollution impact these biomes. Investigate how the biomes share global connections through climate regulation, migration routes, and environmental conservation efforts latitude, longitude, permafrost, microscopic, terrestrial, situated, favourable, uninhabited, nutrients, migrate, hibernate	Ice Biome and Taiga Biome Evaluate how human activities, such as resource extraction and pollution impact these biomes. Investigate how the biomes share global connections through climate regulation, migration routes, and environmental conservation efforts latitude, longitude, permafrost, microscopic, terrestrial, situated, favourable, uninhabited, nutrients, migrate, hibernate	POP tasks and end of unit check
Art							
DT	Frame structures Design with the user in mind, motivated by the service a product will offer assemble, technique, construct, extend, automatically, fluency, inspiration, purpose, user	Frame structures Design with the user in mind, motivated by the service a product will offer assemble, technique, construct, extend, automatically, fluency, inspiration, purpose, user	Frame structures Make products through stages of prototypes, making continual refinements. Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding). assemble, technique, construct, extend, automatically, fluency, inspiration, purpose, user	Frame structures Cut materials with precision and refine the finish with appropriate tools Ensure products have a high-quality finish, using art skills where appropriate. assemble, technique, construct, extend, automatically, fluency, inspiration, purpose, user	Frame structures Cut materials with precision and refine the finish with appropriate tools Ensure products have a high-quality finish, using art skills where appropriate. assemble, technique, construct, extend, automatically, fluency, inspiration, purpose, user	Frame structures Evaluate the design of products so as to suggest improvements to the user experience. assemble, technique, construct, extend, automatically, fluency, inspiration, purpose, user	Frame structures Evaluate the design of products so as to suggest improvements to the user experience. assemble, technique, construct, extend, automatically, fluency, inspiration, purpose, user
World Views	Is technology a good thing for religious worldviews? Part 1 Recording sources of authority 1	Is technology a good thing for religious worldviews? Part 1 Recording sources of authority 2	Is technology a good thing for religious worldviews? Part 1 Case study: William Tyndale	Is technology a good thing for religious worldviews? Part 1 Case study: the printing press	Is technology a good thing for religious worldviews? Part 1 Printing and Protestant Christianity	Is technology a good thing for religious worldviews? Part 1	Assess using end of unit quiz.
Computing	Spreadsheets collect data, suggest how to structure my data and enter data into a spreadsheet data, collecting, table, structure, spreadsheet, cell, cell reference, data item, format, formula, calculation, spreadsheet, input, output, operation, range, duplicate, sigma, propose, question, data set, evaluate,	Spreadsheets explain what an item of data is, choose an appropriate format for a cell and apply an appropriate format to a cell data, collecting, table, structure, spreadsheet, cell, cell reference, data item, format, formula, calculation, spreadsheet, input, output, operation, range, duplicate, sigma, propose,	Spreadsheets explain which data types can be used in calculations, construct a formula in a spreadsheet and identify that changing inputs changes outputs data, collecting, table, structure, spreadsheet, cell, cell reference, data item, format, formula, calculation, spreadsheet, input, output, operation, range,	Spreadsheets calculate data using different operations, create a formula which includes a range of cells and apply a formula to multiple cells by duplicating it data, collecting, table, structure, spreadsheet, cell, cell reference, data item, format, formula, calculation, spreadsheet, input, output, operation, range, duplicate,	Spreadsheets use a spreadsheet to answer questions, explain why data should be organised and apply a formula to calculate the data I need to answer questions data, collecting, table, structure, spreadsheet, cell, cell reference, data item, format, formula, calculation, spreadsheet, input, output, operation, range, duplicate, sigma, propose,	Spreadsheets produce a chart from given data, use a chart to show the answer to questions and suggest when to use a table or chart data, collecting, table, structure, spreadsheet, cell, cell reference, data item, format, formula, calculation, spreadsheet, input, output, operation, range, duplicate, sigma, propose,	Assess using end of unit quiz

	results, sum, comparison, software, tools	question, data set, evaluate, results, sum, comparison, software, tools	duplicate, sigma, propose, question, data set, evaluate, results, sum, comparison, software, tools	sigma, propose, question, data set, evaluate, results, sum, comparison, software, tools	question, data set, evaluate, results, sum, comparison, software, tools	question, data set, evaluate, results, sum, comparison, software, tools	
PE	Tennis To develop placement of the ball using a forehand. Forehand, backhand, serve, volley, groundstroke, tactics, singles, doubles, net, tramlines	Tennis To develop placement of the ball using a backhand groundstroke. Forehand, backhand, serve, volley, groundstroke, tactics, singles, doubles, net, tramlines	Tennis To develop the volley and understand when to use it. Forehand, backhand, serve, volley, groundstroke, tactics, singles, doubles, net, tramlines	Tennis To employ tactics when playing with a partner. Forehand, backhand, serve, volley, groundstroke, tactics, singles, doubles, net, tramlines	Tennis To develop accuracy and consistency using the underarm serve Forehand, backhand, serve, volley, groundstroke, tactics, singles, doubles, net, tramlines	Tennis To apply rules, skills and principles to play against an opponent. Forehand, backhand, serve, volley, groundstroke, tactics, singles, doubles, net, tramlines	Tennis To apply rules, skills and principles to play against an opponent. Forehand, backhand, serve, volley, groundstroke, tactics, singles, doubles, net, tramlines
RSHE	Healthy me take responsibility for my health and make choices that benefit my health and well-being *Responsibility, Choice, Immunisation, Prevention*	Healthy me different types of drugs and their uses and their effects on the body *Effects, Motivation, Prescribed Unrestricted, Over-the-counter Restricted, Illegal*	Healthy me understand that some people can be exploited and made to do things that are against the law *Exploited, Vulnerable, Drugs Criminal, Illegal*	Healthy me know why some people join gangs and the risks this involves *Pressure, Strategies, Reputation Anti-social behaviour*	Healthy me understand what it means to be emotionally well and can explore people's attitudes towards mental health *Mental health, Emotional health Mental illness, Symptoms*	Healthy me recognise stress and the triggers that cause this *Stress, Triggers, Strategies Managing Stress*	POP TASK assessment for term
Music	You to me are everything – The Real Thing Listen with attention to detail, recognise/identify key features in the music. Develop knowledge of the music and where it comes from. Learn to sing the chorus melody. Learn to sing the chorus with a harmony note and added disco dance moves.	You to me are everything – The Real Thing Use music vocabulary and knowledge to compare pieces of music. Identify key musical features. Appreciate a wide range of music and develop an understanding of its origins.	You to me are everything – The Real Thing Use music vocabulary and knowledge when comparing pieces of music. Identify key musical features. Appreciate a wide range of music and develop an understanding of its origins. Practise some choreography to a disco song.	Twinkle variations Interpret a score and perform a piece using body percussion. Learn about theme and variations form. Invent variations upon a theme using body percussion. Listen to Mozart.	Twinkle variations Orchestrate *Twinkle, twinkle little star* (choose which instruments play which parts). Create a new variation and perform it	Twinkle variations Learn about and create a passacaglia. Learn about improvisation. Improvise on top of a repeating bassline. Structure ideas into a finished piece. Perform to an audience/make a recording of their performance.	Assess and review learning from the term. End of unit POP task and check understanding of vocabulary.