|  | **Year 5** | **Year 6** | **Year 8** |
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| **English** | **Reading Comprehension**   * Fiction * Non-fiction   **Writing**   * Plan, draft, proof-read and evaluate * Writing a legend * Animal Poetry   *\*Handwriting exercises completed in form time*  **Spelling, Punctuation and Grammar (SPAG)**   * Weekly spelling lists * Revision of Parts of Speech * Punctuation of complex sentences   **Literature and vocabulary**   * Reading *Beowulf* by Michael Morpurgo * Identifying language fit for legend writing * Animal and shape poetry * Creating rhyming couplets   **Speaking and Listening**   * Active listening * Class discussion   **Homework**   * Children will be set English homework twice a week on top of the weekly expectation to revise spelling lists. * The homework should take no longer than 20 minutes. * Children are encouraged to develop the habit of reading for pleasure. Aim to read independently for 20 minutes, five times a week.   **Assessments**   * Summative assessments for reading and writing take place three times in the year (including the summer exam). * Spelling assessments are weekly. | **Reading Comprehension**   * Fiction * Non-fiction   **Writing**   * Plan, draft, proof-read and evaluate * Writing a diary entry * Descriptive writing   *\*Handwriting exercises completed in form time*  **Spelling, Punctuation and Grammar (SPAG)**   * Weekly spelling lists * Consolidation and revision of KS2 Punctuation & Grammar   **Literature and vocabulary**   * Reading excerpts from various authors based on the topics inspired by Refugee Week * Identifying vocabulary for formal and informal writing   **Speaking and Listening**   * Active listening * Class discussion * Presentation   **Homework**   * Children will be set English homework twice a week on top of the weekly expectation to revise spelling lists. * The homework should take no longer than 25 minutes. * Children are encouraged to develop the habit of reading for pleasure. Aim to read independently for 25 minutes, five times a week.   **Assessments**   * Summative assessments for reading and writing take place three times in the year (including the summer exam). * Spelling assessments are weekly. | **Reading Comprehension**   * Fiction and Non-fiction prose * Poetry * Language analyse and answer techniques. * 13+ CE Level 2 Practice Papers   **Writing**   * Plan, draft, proof-read and evaluate * Persuasive and discursive writing * Letter writing   **Spelling, Punctuation and Grammar (SPAG)**   * Weekly spelling lists based on the SWST (Single Word Spelling Test) and Common Entrance spelling strategy. * Consolidation and extension of Year 7 punctuation and grammar. * Literary, poetic and persuasive devices.   **Literature and vocabulary**   * Macbeth * Building a vocabulary for essay writing * Noughts & Crosses by Malorie Blackman   **Speaking and Listening**   * Active listening * Presentation * Dramatising   **Homework**   * Children will be set English homework twice a week on top of the weekly expectation to revise spelling lists. * The homework should take no longer than 30 minutes. * Children are encouraged to develop the habit of reading for pleasure. Aim to read independently for 30 minutes, five times a week.   **Assessments**   * Summative assessments for reading and writing take place twice a year (January and May). * Spelling assessments are weekly. |

|  | **Year 5** | **Year 6** | **Year 8** |
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| **Mathematics** | **Geometry: position and direction**   * Translation * Reflection * Coordinates * Symmetry   **Geometry: properties of shapes and angles**   * Regular and irregular polygons * Calculate angles around a point and on a straight line * Classify, estimate, measure and draw angles   **Measurement: volume and capacity**  Convert between millilitres and litres to solve problems  Use equivalences between metric and imperial units of capacity  Calculate volume  **Problem solving**   * Use reasoning and problem solving skills to deal with open-ended problems * Work collaboratively using discussion, trial and error and planning   **Decimals**   * Add and subtract decimal numbers within and across 1 * Decimal sequences * Multiply and divide by 10, 100 and 1000 * Multiply and divide decimal numbers   **Negative numbers**   * Compare and order negative numbers * Sequences with negative numbers * Difference between negative numbers   **Measurement (Conversions)**   * Convert units of length, mass and capacity * Convert units of time * Calculate with timetables   **Measurement (Volume)**   * Cubic cms * Estimate and compare volume and Capacity | **Statistics**   * Line graphs * Dual bar charts * Pie charts * Averages   **Geometry (Shape)**   * Measure, classify and calculate angles * Vertically opposite angles * Angles in triangles, quadrilaterals and other polygons * Illustrate and name parts of circles including radius, diameter, circumference and know that radius is half the diameter * Nets of £D shapes   **Geometry (position and direction)**   * Read and plot points in 4 quadrants * Solve problems with coordinates * Draw and translate shapes on a four quadrant grid and reflect them in vertical horizontal and diagonal lines as well as in the axes   **Problem solving**   * Use reasoning and problem solving skills to deal with open-ended problems * Work collaboratively using discussion, trial and error and planning   **Revision** | **Statistics**   * Calculate averages from data * Scatter graphs, correlations and lines of best fit * Interpret and construct bar charts from tables * Interpret and construct pie charts * Interpret travel graphs * Use methods of recording data to make predictions   **Probability**   * Probability ranges * Express probability as a fraction * Listing outcomes * Calculate probability of one event * Calculate probability of simultaneous events   **Measure**   * Surface area and nets * volume   **Speed, distance and time**  **Bearings**   * Use length and angles to calculate bearings from North   **Revision**   * Algebra * Angles in parallel lines * BIDMAS * Factor trees and their uses * Number properties |
|  | **Year 5** | **Year 6** | **Year 8** |
| **Science** | **Habitats and Environment including Evolution**   * Habitats and threats * Food chains and webs * British wildlife and endangered wildlife * Animal classification * Adaptations of plants and animals * Charles Darwin and the Theory of Evolution | **Animal Reproduction**   * Male and female reproductive systems * Fertilisation and development of a human baby * Human life cycle including puberty and menstruation.   **Forces**   * Types of forces * Measuring Forces * Force investigations   **Acids and Alkalis**   * Acids and alkali substances * Indicators such as universal indicator and red cabbage * Neutralisation reaction | **Inheritance, Genetics and Classification**   * Classification of plants and animals * Environmental and genetic variation * Genes, DNA and chromosomes * Inheritance of genes and chromosomes * Selective breeding and evolution   **Environmental and Carbon Chemistry**   * Carbon cycle * Global warming and climate changes * Sustainable living   **Pressure and Moments**   * Measuring and calculating pressure and moments * Sound * How sound travels * Measuring sound * The Human Ear |
| **P.S.H.E. (Personal, Social, Health Education)** | **Money Matters**  We will discuss what a financial risk is, why take risks with money and the consequences.Children will explore how to see the real value of products by being critical consumers and influences that advertisers use to encourage people to spend money. They will also learn about budgeting and to prioritise spending. We will also discuss what impact money can have on people’s emotional wellbeing, the fact that people cannot always afford what they want or what they need. They will also explore the impact of spending on the environment by discussing how earning and spending can contribute to society (payment of tax) and ethical spending by discussing issues like fair trade, single-use plastics and recycling.  **Growing Up and Changing Me**  This topic builds on children’s knowledge of the human body; how we grow and change, both physically and emotionally. Children will learn about their own and others’ bodies and how male and female bodies play a part in human reproduction. They will also learn about different relationships and family structures. | **It’s My Body and Growing Up**  Children will learn about how to take care of their bodies and how they change physically and emotionally during puberty and the types of relationships they have. This will involve learning about consent and autonomy, learning about body image and stereotypes and learning about substances which are harmful to our bodies. Children will also learn about the importance of sleep, exercise and hygiene. Explore the things that influence the way people think about their bodies, where different pressures can come from and how these pressures can be resisted. Children will be encouraged to consider the choices they have, healthy habits that can benefit us all and how to seek support should they need to.  **Safety First**  C[hildren will consider what it means to take responsibility for their own safety, including the decisions they make and how they can stand up to peer pressure in a range of situations. They will assess the risk associated with different situations and learn about what to do if they feel in danger. They will also learn about how to identify an emergency, what to do in this situation and how to get help when needed. Children will look at hazards, dangers and risks, both inside the home and outdoors, and they will identify strategies for safe use of roads,railways, water and fireworks.](https://make-5-grow.co.uk/) | * Boyfriends, Girlfriends, Marriage * Learning to Relax * Healthy Eating * Drugs, alcohol, smoking * Transition to senior school |

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| **History** | **The Aztecs**   * The Aztec Origin Story * Tenochtitlan- the Aztec capital city and how it functioned * Aztec gods * Aztec Food * Aztec Sport * The Fall of the Aztec Empire * Civilisation comparison project | **The Second World War**   * Post World War One and the rise of Hitler * How did the war start? * Dunkirk * The Battle of Britain * The Blitz * D Day * How did the war end? * The Holocaust | **The Civil War**   * Exam skills * Life during the Civil War * The execution of Charles I * Oliver Cromwell and his legacy * History Project of pupils’ choice |
| **Geography** | **River Chess fieldwork**   * **Preparation for fieldwork, including risk assessments** * **Fieldwork skills: field sketching, measuring width, depth and speed of river** * **Fieldwork investigation.**   **Revision skills**  **Microclimates**   * map skills * defining a microclimate * investigating microclimates at CPS * microclimate decision making exercise | **Atlas skills**   * latitude and longitude   **Revision skills**  **Geography of Tigers**   * types of Geography * biomes and habitats * climate * comparing places * conservation | **Population**   * Defining key terms: population, population distribution and population density * Explaining the reasons for population distribution * How and why population changes * The population explosion * Migration   **Revision and exam skills**  **Geography project**   * **39 ways to save the planet project** * **Tourism project** |
| **Religious Education** | Within the 6 main World Religions exploring the following**:**  **Worship**   * Having worth * Music * Prayer * Art * Artefacts * Freedom   **Forgiveness**   * What is forgiveness * Forgiveness in Judaism * Yom Kippur * Forgiveness in Buddhism * Comparing forgiveness in Buddhism and Judaism * A symbol for forgiveness | **Environmentalism**   * Stewardship – Adam and Eve * Christian and Islamic attitudes to protecting the planet * Recycling – clothing * The oceans and pollution * Who is responsible for the planet?   **Miracles of Jesus**   * The feeding of the 5000 * Calming the storm * The paralysed man | * **Topic ‘What Matters most’ In this unit children will look at the different values and some of the traditions from different faiths and worldviews.**   + What matters most to me?   + What matters most to Hindu’s?   + Whats matters most to Humanists?   + What matters to Christians?   + What matters most to Jewish people?   + What matters most to Muslims?   + What does matter most? |
|  | **Year 5** | **Year 6** | **Year 8** |
| **French** | * Musical instruments and opinions * Hobbies * Opinions * ER verbs present tense | * Paris * How you travel * Things you do there * How to order in a café * ER verbs * Verb aller | * Household chores * Daily routine * Present, Passé compose and near future tenses |
| **Spanish** | * Present tense of regular verb ending in –AR * Opinions – likes / dislike / love/ mad about / hate in the first and second person of singular * Likes / dislike / love/ I am mad about / I hate following by infinitive verbs | * Means of transports * Verb Ir (to go) in the present tense * Places to go / visit * Things we do according to the weather * Opinions – likes / dislike / love/ mad about / hate | * Household chores * Daily routine * Present, Passé compose and near future tenses |
| **Art** | * Clay - dragons eye model * Acrylic paint, artist Vincent Van Gogh | * Exploring work by Picasso * Lino cutting and printing | * Clay - Masks * College |
| **DT** | * Catapults and siege weapons. * Construction techniques and reinforcement. * Selecting materials and tools. * Simple mechanisms. * Isometric sketching. | * Three-wheeled vehicles (engineering and managing forces) * Testing - recording. * Electronics. | * Land Yachts. * Textiles, hand sewing, sewing machines and patterns. * Engineering and managing aerodynamics. * Electric circuits. Soldering. |

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| **Computing** | * Desktop Publishing * Podcasting | * Yearbook Creation * Sequencing Music * Programming | * Programming for Hardware |
| **Physical Education** | In P.E. we will be covering the following:  Athletics  In Games we will be covering the following:  Cricket | In P.E. we will be covering the following:  Athletics  In Games we will be covering the following:  Cricket | In P.E. we will be covering the following:  Athletics  In Games we will be covering the following:  Cricket |
| **Swimming** | * Aquatic skills to develop their swimming technique in all 4 strokes. * Submersion * Floatation. * Rotation * Sculling * Diving * Starts and Turns * Endurance swimming * Swimming for speed-gala practice | * Aquatic skills to develop their swimming technique in all 4 strokes. * Submersion * Floatation. * Rotation * Sculling * Diving * Starts and Turns * Endurance swimming * Swimming for speed-gala practice | * Aquatic skills to develop their swimming technique in all 4 strokes. * Submersion * Floatation. * Rotation * Sculling * Diving * Starts and Turns * Endurance swimming * Swimming for speed-gala practice |
| **Drama** | * Script work * Responding to a stimulus * Group devising * Performing to a small audience * Reflecting and evaluating performance | * Preparation for Summer Production - Oliver Jr * Script work * Stage, prop and costume management * Lighting and sound management * Characterisation | * Preparation for Leavers’ Performance * Showcase of personal talents * Shakespeare – Macbeth (continuation) * Script work * Characterisation |
| **Music** | * Beethoven and the Classical era – Developing pupils’ knowledge of famous Classical composers including Beethoven and Mozart through listening, learning about their lives and composition and performance work. * Journey Into Space - Looking at music inspired by Space through listening, appraising and composition work. * Video game compositions. | * Performance - Preparation for the Senior Production. * Music in Film – pupils look at and analyse some famous film music by various composers. * Pupils learn to create arrangements of famous film themes in groups. * Pupils compose own film themes based on certain genres. | * Learning about the history of jazz and the subsequent genres that developed from this music through listening, appraising and composition work. * Working towards their Leavers’ Assembly performances. |