



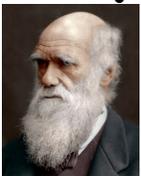
Pupils can:

- Write a non-fiction text about an extinct animal.
- Writing a narrative in the style of Rudyard Kipling's 'Just So Stories'
- Develop strategies for debate through speaking and listening activities and write a discussion text based on a key issue related to evolution.
- Plan, draft, evaluate and edit writing for different audiences and purposes including writing to inform, to describe and to discuss.
- Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Assess the effectiveness of their own and others' writing
- Proof-read for spelling and punctuation errors

GPS

Pupils can:

- Use the forms a/an correctly.
- Use Standard English forms for verbs (e.g. we were instead of we was)
- Express time, place and cause using: conjunctions/ adverbs/ prepositions
- Use the present perfect form of verbs instead of the simple past.
- Use inverted commas and other punctuation to indicate direct speech.
- Know the grammatical difference between plural and possessive -s
- Know and use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.
- Use fronted adverbials and use of comma afterwards.
- Appropriately choose pronouns or noun within and across sentences to aid cohesion and avoid repetition.



English - Shared Reading—Just So Stories by Rudyard Kipling

Pupils can:

- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Provide reasoned justifications for their views
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
- Predicting what might happen from details stated and implied
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Science

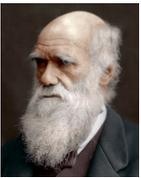
Evolution- The process by which living things can gradually change over time.

Pupils can:

- Explain the scientific concept of inheritance
- Demonstrate understanding of the scientific meaning of adaptation
- Identify the key ideas of the theory of evolution
- Identify evidence for evolution from fossil records
- Understand how human beings have evolved
- Explain how adaptations can result in both advantages and disadvantages
- Explain how human intervention affects evolution

Key Vocabulary

Adapt, Identical, Adaptation, Inheritance, Advantages, Natural Selection, Breed, Off-spring, Characteristics, Palaeontologist, Conditions, Palaeontology, Cross-Breed, Sedimentary, Disadvantages, Similarities, Environment, Variation, Evolution, Vary, Extinct, Fossils.



Maths

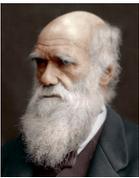
Pupils can:

- Read, write, order and compare numbers up to 10, 000 000 and determine the value of each.
- Round any number to any degree of accuracy.
- Use negative numbers in context.
- Use negative numbers and calculate intervals across zero.
- Perform mental calculations, including with mixed operations and large numbers.
- Multiply and divide by multiples of 10.
- Identify common factors, common multiples and prime numbers.
- Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication.
- Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions or by rounding as appropriate for the context.
- Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.
- Use their knowledge of the order of operations to carry out calculations involving the four operations.
- Solve problems involving addition, subtraction, multiplication and division.
- Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.
- Problem solving / reasoning style questions

Key Vocabulary

Place value, integers, negative, multiples, factors, prime numbers, divide, multiply, addition, subtraction, problems solving, reasoning.





**Computing**

**Code** - Computer code or program code is the set of instructions forming a computer program which is executed by a computer.

**Pupils can:**

- Select, use and combine a variety of software, including evaluating and presenting data and information.
- Use logical reasoning to explain how some simple algorithms work.
- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems
- Solve problems by decomposing them into smaller parts.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

**Key Vocabulary**

Code, Kodu, create, world, home, tools, object, path, setting, move camera, brush, menu, objects, character, when, do, programme, adding objects, decode, debug

**RE**

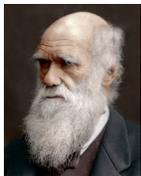
**Cosmology** - Cosmology is the branch of astronomy that deals with the origin, structure, evolution and space-time relationships of the universe

**Pupils can:**

- Identify what type of text some Christians say Genesis 1 is, and it's purpose.
- Show an awareness of the Theories of Cosmology and Evolution
- Make clear connections between Genesis 1 and Christian belief about God as Creator.
- Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.
- Show understanding of why many Christians find science and faith go together.

**Key Vocabulary**

Origins of the universe, cosmology, big bang, evolution, awe and wonder, complementary



**HRE**

**Relationship** - The relationship between two people or groups is the way in which they feel and behave towards each other.

**Pupils can:**

- Respond appropriately to a wider range of feelings in others
- Understand about different types of relationships (friends, families, couples, marriage, civil partnership)
- Understand what constitutes a positive, healthy relationship
- recognise when a relationship is unhealthy
- Understand committed loving relationships (including marriage and civil partnership)
- Know that marriage, arranged marriage and civil partnership is between two people who willingly agree
- Know that to force anyone into marriage (forced marriage) is illegal
- Know about the importance speaking out about forced marriage
- Know about the consequences of their actions on themselves and others

**Key Vocabulary**

Feelings, empathy, friendships, families, couples, positive relationships, unhealthy relationships, pressure, civil partnerships, marriage, forced marriage

**Art**

**Sculpture** - the creation of artistic objects in three dimensions—length, width, and height.

**Pupils can:**

- Discuss and tell you about the artist Barbara Hepworth
- Plan a soap sculpture design and have their final design to show.

**Key Vocabulary**

Landscape, nature, sculptor, carve, sculpture, abstract art, Modernism

**Music**

**Happy** - Pharrell Williams released in 2013

**Pupils can:**

- Perform (individually/small groups) to show understanding of performance.
- Complete summary of unit and self-evaluation.

**Key Vocabulary**

Pulse, rhythm, a capella, appraising, arrangement, back beat, backing, balance, composing, dynamics, groove, melody, pitch, performance, ostinato, texture, timbre

**PE - Indoor Athletics**

**Recovery** - allowing your body to recover from intense physical exercise

**Pupils can:**

- Improve running techniques
- Develop running jump and hop, skip and jump
- Record and evaluate peers performance using correct vocabulary

**Key Vocabulary**

Run, jump, relay, skip pulse, recover, pace

**Games - Tag Rugby and Netball**

**Invasion Game** - are team games in which the purpose is to invade the opponent's territory while scoring points and keeping the opposing team's points to a minimum, and all within a defined time period.

**Pupils can:**

- Show confidence in using ball skills in various ways, and can link these together effectively e.g. dribbling, bouncing, passing
- Keep possession of balls during games situations.
- Consistently use skills with co-ordination, control and fluency.
- Apply knowledge of skills for attacking and defending.

**Key Vocabulary**

dribbling, bouncing, kicking co-ordination, control and fluency. running, jumping, throwing and catching tactics , defense, attack

