



## TERM 1

### GRAMMATICAL AWARENESS

#### 1. To revise from Year 5:

- the different word classes – *prepositions, prepositional phrases etc*
- re expressing sentences in different order
- the construction of complex sentences
- the conventions of standard English
- adapting texts for particular readers and purposes

### SENTENCE STRUCTURE and PUNCTUATION

#### 2. To further investigate connecting words and phrases:

- collect examples from reading and thesauruses
- study how points are typically connected in different kinds of text
- classify useful examples for different kinds of text – for example, by position (*besides, nearby, by*); sequence (*firstly, secondly ...*); logic (*therefore, so, consequently*)
- identify connectives which have multiple purposes – for example *on, under, besides*

#### 3. To form complex sentences through (for example):

- using different connecting devices
- reading back complex sentences for clarity of meaning, and adjusting as necessary
- evaluating which links work best
- exploring how meaning is affected by the sequence and structure of clauses

#### 4. To revise and secure knowledge, understanding and use of more sophisticated punctuation marks:

- colon
- semi colon





	<p><b>of England to the time of Edward the Confessor</b></p>	<p><b>Chronological Understanding:</b></p> <ul style="list-style-type: none"> <li>• To say where a period of history fits on a timeline?</li> <li>• To place a specific event on a timeline by decade?</li> <li>• To place features of historical events and people from past societies and periods in a chronological framework?</li> </ul> <p><b>Knowledge and interpretation:</b></p> <ul style="list-style-type: none"> <li>• To summarise the main events from a specific period in history, explaining the order in which key events happened?</li> <li>• To summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?</li> <li>• To describe features of historical events and people from past societies and periods they have studied?</li> <li>• To recognise and describe differences and similarities/ changes and continuity between different periods of history?</li> </ul> <p><b>Historical Enquiry:</b></p> <ul style="list-style-type: none"> <li>• To be able to look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?</li> <li>• To identify and explain their understanding of propaganda?</li> <li>• To describe a key event from Britain's past using a range of evidence from different sources?</li> </ul>
<p><b>Geography</b></p>	<p><b>North America</b></p>	<p><b>North America</b></p>

<p><b>Autumn</b></p>		<ul style="list-style-type: none"> <li>• To describe the locality using the correct geographical language, maps, aerial photos, plans and web resource</li> <li>• To define geographical questions to guide their research.</li> <li>• To use a range of self selected resources to answer questions.</li> <li>• To map land use with their own criteria.</li> <li>• To accurately use a 4 figure grid reference.</li> <li>• To create sketch maps when carrying out a field study.</li> <li>• To give extended descriptions of the physical features of different places around the world.</li> <li>• To describe how some places are similar and some are different in relation to their human features.</li> <li>• To be able to recognise key symbols used on OS maps.</li> <li>• To analyse population data on two settlements and report on their findings.</li> <li>• To explain how the time zones work.</li> </ul>
<p><b>Art including focused artist Autumn</b></p>	<p><b>NEW YORK - SKYLINES</b></p>	<p>To represent and draw inspiration from the lines, shapes, colours, proportions and perspective found within a variety of city skylines, more independently developing and applying a range of techniques and single/mixed media</p>

<b>D and T</b>	<b>Vikings</b>	<b>Viking Longboats/shields/helmets</b>
<b>PE</b>	<p><b><u>Autumn</u></b> <b>Invasion Games</b></p> <p><b>Gymnastics</b></p> <p><b>Sports Hall</b> <b>Athletics</b></p>	<p>See lesson plans in Rawmarsh Scheme of Work for guidance – use basic games resources.</p> <ul style="list-style-type: none"> <li>- Skills/tactics taught through tag-rugby and football.</li> </ul> <p>Skills/tactics focus:</p> <ul style="list-style-type: none"> <li>- Attacking play (forward positioning, early release of pass, slow and fast breaks, support play, timing forward runs, creating space.)</li> <li>- Defending (loose or tight marking, cover and support, re-grouping.)</li> <li>- Possession Play (creating space for the pass, signalling, timing and placing the pass.)</li> </ul> <p>See lesson plans in Rawmarsh Scheme of Work for guidance.</p> <p>Skills focus:</p> <ul style="list-style-type: none"> <li>- Balances – transitions and sequences.</li> <li>- Symmetrical and asymmetrical shapes – floor patterns and apparatus.</li> <li>- ¼ turns and ¾ turns – floor work and apparatus.</li> <li>- Contrasting partner floor patterns.</li> <li>- Recording and analysis of work.</li> </ul> <p>Learn and practise activities based on Indoor athletics Competition.</p> <p>Skills focus:</p> <ul style="list-style-type: none"> <li>- Throwing – seated overhead, chest push, soft javelin, bean bag target, frisbee</li> </ul>

		<p>throw.</p> <ul style="list-style-type: none"> <li>- Jumping – Standing long jump (two feet), Triple Jump (hop, skip, jump), vertical jump, speed bounce.</li> <li>- Running – Sprinting, hurdles, relay (reaction time, running style, use of arms, posture, rhythm, technique, footwork)</li> </ul> <p>See Rawmarsh Scheme of Work Lesson Plans 1-8 for guidance.</p> <p>Skill focus, stimulus and accompaniment:</p> <ul style="list-style-type: none"> <li>- ‘recover and flight’ using different actions (jumping and landing) ROUGH AND TUMBLE; accompaniment – MUSIC</li> <li>- ‘recover and flight’ using different actions; ‘flight from hands’ – RED HOT; accompaniment – MUSIC.</li> <li>- ‘symmetrical and asymmetrical body shapes’; ORDER AND DISORDER; accompaniment – PERCUSSION.</li> <li>- Variety of actions and gestures; CATS; accompaniment – MUSIC (tracks from ‘Cats’ stage show).</li> </ul>
<p><b>RE Autumn</b></p>	<p><b>Life as a Journey</b></p>	<p><b>Life as a Journey</b></p> <ul style="list-style-type: none"> <li>• Discussion about journeys and the introduction of the idea of life being a journey</li> <li>• Mapping out their own journey so far, highlighting special events, people and rites of passage.</li> <li>• The journey of life as a Christian</li> <li>• Looking at the impact of faith on a believer’s life journey in comparison to a person of no faith.</li> </ul> <p>Researching Christian places of pilgrimage and why people visit these places. Explore the ‘Holy Land’, a place of pilgrimage for Christians, Jews and Muslims. Why do these believers want to go to the ‘Holy Land’? Investigate pilgrimage and rites of</p>

	<p><b>How do Christians prepare for Christmas?</b></p>	<p>passage celebrated by people of other world faiths. Particularly make reference to the Hajj (Islam), visiting the Wailing Wall (Judaism), visiting the Ganges (Hinduism) and the Golden Temple in Amritsar (Sikhism). These places of pilgrimage highlight similarities and distinct differences between the major world religions.</p> <p><b>How do Christians prepare for Christmas?</b></p> <ul style="list-style-type: none"> <li>• Discussions about preparing for Christmas;</li> <li>• The observance of Advent in Church;</li> <li>• The themes of the Advent wreath – The Prophets, John the Baptist, Mary and The People of God.</li> <li>• The story of John the Baptist.</li> <li>• Explore the two definitions of the Messiah to highlight the very distinctive beliefs between Jews and Christians.</li> </ul>
<p><b>Music</b></p>	<p><b>Ensemble- range of instruments</b></p>	<ul style="list-style-type: none"> <li>• Ensemble- range of instruments</li> </ul>
<p><b>PSHE</b></p>	<p><b>Smoking, Drugs and Alcohol</b></p>	<p><b>Smoking, Drugs and Alcohol</b></p> <ul style="list-style-type: none"> <li>• To increase pupils’ awareness of drugs, smoking and alcohol in society – what is socially normal</li> <li>• To know the school rules and laws related to drugs, smoking and alcohol use.</li> <li>• To understand that all drugs (medicines legal &amp; illegal) smoking (e-cigarettes) alcohol (non-alcoholic) have a serious effect on our health and have wider social implications.</li> <li>• To make pupils aware of the influence of the media on values and attitudes.</li> </ul>



		To understand the importance of evaluation and adaptation of individual features to enhance the overall product.
<b>MFL</b>	<b>Autumn 1</b>  <b>Autumn 2</b>	<p>This term the pupils will be taught:</p> <ul style="list-style-type: none"> <li>• Simple greetings</li> <li>• How to ask and answer simple questions about themselves</li> <li>• Simple classroom instructions</li> <li>• Colour adjectives</li> <li>• Classroom vocabulary</li> <li>• How social conventions are different in different countries</li> <li>• Where France is and famous landmarks in Paris</li> <li>• Why European Languages Day is celebrated each year</li> <li>• Simple finger rhymes in French</li> <li>• Numbers 1-10</li> <li>• Christmas vocabulary</li> <li>• Christmas traditions in France and how they are different to our Christmas traditions</li> </ul> <p>They will also:</p> <ul style="list-style-type: none"> <li>• Repeat words modelled by the teacher and show understanding of single words and phrases through physical response</li> <li>• Begin to recognise a familiar question and respond with a simple rehearsed response</li> <li>• Begin to identify individual sounds in words and pronounce accurately</li> <li>• Read and show understanding of familiar single words in French</li> <li>• Begin to learn strategies for memorising vocabulary</li> <li>• Write simple words, using a model</li> </ul>

		<ul style="list-style-type: none"><li>• Name objects and link words with a connective in a simple rehearsed statement</li><li>• Write simple short phrases/sentences, using a model.</li></ul>
--	--	--