



Compassion - Courage - Forgiveness – Respect - Thankfulness
Mistley Norman Church of England Primary School and Nursery



Socrates Year 5/6	Year A	Term Summer	Key Question What makes London special?	Overview heading Our area and the area of others
Trip/Visitor Year 6 residential to London Pioneer trip Sailing day		Hook/Theme Day Teacher to decide		Link to other topic/s Reception and Year 1 Summer term, Year A. What makes our area our area? Reception and Year 1 Autumn term, Year B. How can I be a good historian? Years 2, 3 and 4 Summer term, Year A. The Tudors, good or bad? Years 5 and 6 Summer term, Year A. What's, occurring in Mistley and Manningtree?
Subject		Objectives/Content		
Book links		Mary Poppins P L Travers The London Eye Mystery by Siobhan Dowd The Montgomery Murders Cora Harison My name is Victoria, by Lucy Worsley		
History		Skill concepts		
		Year 5	Year 6	
		<ul style="list-style-type: none"> • Investigate own lines of enquiry by posing questions to answer. • Order significant events, movements and dates on a timeline. • Choose reliable sources of information to find out about the past. • Give own reasons why changes may have occurred, backed up by evidence. • Describe how historical events studied affect/influence life today. 	<ul style="list-style-type: none"> • Investigate own lines of enquiry by posing questions to answer, and analyse these lines of enquiry. • Identify and compare changes within and across different periods. • Choose reliable sources of information to find out about the past. • Give own reasons why changes may have occurred, backed up by evidence. • Make links between some of the features of past societies. 	
		Substantive knowledge		
Year 5		Year 6		
London's development over time, with some suggested key questions/areas for study: Initial settling by the Romans – Why was Londinium built where it was? Boudicca's sack of the city – What message was Boudicca trying to send? Support from William the Conqueror – Did William the Conqueror “make” London? The Great Plague / Fire of London – Did the Great Fire save London?				



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Industrial revolution – How did the Industrial revolution scar the city? Modern regeneration / gentrification of areas					
Geography	Skill concepts				
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; background-color: #e6f2e6;">Year 5</td> <td style="width: 50%; background-color: #e6f2e6;">Year 6</td> </tr> <tr> <td style="background-color: #e6f2e6;"> <ul style="list-style-type: none"> Describe, understand and compare parts of the world studied by using key aspects of physical geography studied in previous years, including: climate zones, biomes and vegetation belts, rivers, mountains. Develop knowledge about London, its people, resources and natural and human environments. Have a curiosity and fascination about our capital city and its people that will remain with them for the rest of their lives. Use maps, photographs etc. to produce plans of the village or area to be visited, in the case of London. </td> <td style="background-color: #e6f2e6;"> <ul style="list-style-type: none"> Identify and describe how the physical features affect the human activity within a location. Understand the formation, transformation (eg. flooding of Holland in WW1, creation of the Docklands, restoration and gentrification of specific areas within the studied locale) and human use of landscapes and environments. Use four to six figure grid references, alongside compass and bearing guidance. </td> </tr> </table>	Year 5	Year 6	<ul style="list-style-type: none"> Describe, understand and compare parts of the world studied by using key aspects of physical geography studied in previous years, including: climate zones, biomes and vegetation belts, rivers, mountains. Develop knowledge about London, its people, resources and natural and human environments. Have a curiosity and fascination about our capital city and its people that will remain with them for the rest of their lives. Use maps, photographs etc. to produce plans of the village or area to be visited, in the case of London. 	<ul style="list-style-type: none"> Identify and describe how the physical features affect the human activity within a location. Understand the formation, transformation (eg. flooding of Holland in WW1, creation of the Docklands, restoration and gentrification of specific areas within the studied locale) and human use of landscapes and environments. Use four to six figure grid references, alongside compass and bearing guidance.
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Substantive knowledge					
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Science
Evolution and inheritance
Famous scientists

Skill concepts	
Year 5	Year 6
<ul style="list-style-type: none"> Can they explore the work of well-known naturalists and animal behaviourists? (David Attenborough and Jane Goodall) Can they observe their local environment and draw conclusions about life-cycles, e.g. plants in the vegetable garden or flower border? Can they compare the life cycles of plants and animals in their local environment with the life cycles of those around the world, e.g. rainforests? Can they report and present findings from enquiries through written explanations and conclusions? Can they use a graph to answer scientific questions? Can they find a pattern from the data and explain what it 	<ul style="list-style-type: none"> Can they readily group animals into reptiles, fish, amphibians, birds and mammals? Can they sub divide their original groupings and explain their divisions? Can they group animals into vertebrates and invertebrates? Can they find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification? Can they talk about the work of Charles Darwin, Mary Anning and Alfred Wallace? Can they analyse the advantages and disadvantages of specific adaptations, such as being on two rather than four feet?



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	<p>shows?</p> <ul style="list-style-type: none"> • Can they link what they have found out to other science? • Can they suggest how to improve their work and say why they think this? 	<ul style="list-style-type: none"> • Can they find a pattern from their data and explain what it shows? Can they use a graph to answer scientific questions? • Can they link what they have found out to other science? • Can they suggest how to improve their work and say why they think this? • Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models? • Can they report findings from investigations through written explanations and conclusions? • Can they identify scientific evidence that has been used to support to refute ideas or arguments? • Can they report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations? • Can they draw conclusions from their work? • Can they link their conclusions to other scientific knowledge?
	Substantive knowledge	
	<p>Year 5</p> <ul style="list-style-type: none"> • Can they recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago? • Can they describe the differences in the life cycles of a mammal, amphibians, insects and a bird? Can they describe the life cycles of common plants? • Can they recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents? • Can they identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution? • Can they give reasons why offspring are not identical to each other or to their parents? Can they explain the process of evolution and describe the evidence for this? 	<p>Year 6</p> <ul style="list-style-type: none"> • Can they begin to understand what is meant by DNA? • Can they describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including microorganisms, plants and animals based on specific characteristics? • Can they explain why classification is important? • Can they explain how some living things adapt to survive in extreme conditions? • Can they explain how they could improve their way of working?

Art Observational drawing – landscapes Artist study – Stephen Wiltshire	Skill concepts	
	Year 5 <ul style="list-style-type: none"> Collect information, sketches and resources and present ideas imaginatively in a sketch book. Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix colour, shades and tones with confidence building on previous knowledge. Start to develop their own style using tonal contrast and mixed media. Use complimentary and contrasting colours for effect. 	Year 6 <ul style="list-style-type: none"> Discuss and explain the progress seen within the sketch book. Draw for a sustained period of time over a number of sessions working on one piece. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix colour, shades and tones with confidence building on previous knowledge.
	Substantive knowledge	
	Year 5 Artist study: Stephen Wiltshire <ul style="list-style-type: none"> Attempt to use Stephen’s media and technique. Recognise the art of key artists and begin to place them in key movements or historical events. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history. 	Year 6 Artist study: Stephen Wiltshire <ul style="list-style-type: none"> Recognise why Stephen sees the world the way he does, and predict why his chosen media and focus for drawing are as they are. Discuss and explain the progress seen within the sketch book. Discuss and review own and others’ work, expressing thoughts and feelings explaining their views. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history.
DT	Skill concepts	
Project 1: Create a working model of Tower Bridge Project 2: British Bake Off inspired cooking	Year 5 <ul style="list-style-type: none"> Start to generate, develop, model and communicate their ideas Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. 	Year 6 <ul style="list-style-type: none"> Generate, develop, model and communicate their ideas Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. Accurately apply a range of finishing techniques, including those from art and design.



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<p>Ensure the process below is followed:</p> <ol style="list-style-type: none"> 1. Teacher provides a design brief 2. Research 3. Design 4. Make 5. Evaluate 	<ul style="list-style-type: none"> • Draw up a specification for their design link with mathematics and Science, including the use of cams and pulleys • With growing confidence select appropriate materials, tools and techniques. • Incorporate some form of mechanical or electrical components into designs, as appropriate. • Evaluate quality of design while designing and making. • Evaluate ideas and finished product against specification, considering purpose and appearance. • Evaluate and discuss existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose. • Understand and choose which process to use for a given recipe. • Measure resources accurately and calculate ratios of ingredients to scale up or down from a recipe. • Understand correct storage and handling of ingredients, using knowledge of micro-organisms. 	<ul style="list-style-type: none"> • Plan the order of their work, choosing appropriate materials, tools and techniques. • Confidently select appropriate tools, materials, components and techniques and use them. • Construct products using permanent joining techniques. • Understand how mechanical systems such as cams or pulleys or gears create movement • Evaluate quality of design while designing and making; is it fit for purpose? • Evaluate ideas and finished product against specification, stating if it's fit for purpose. • Test and evaluate final product; explain what would improve it and the effect different resources may have had. • Design own recipe for different dishes, savoury or sweet, which will use a heat source. • Refine recipes, including ingredients, methods, cooking times and temperatures. • Understand correct storage and handling of ingredients, using knowledge of micro-organisms.
<p>Music Charanga units:</p> <ul style="list-style-type: none"> • Dancing in the street • Reflect, rewind, replay 	<p>Skill concepts</p>	
	<p>Year 5</p> <ul style="list-style-type: none"> • Maintain their part whilst others are performing their part. • Analyse and compare features from a wide range of music. • Discern and distinguish layers of sound and understand their combined effect. • Suggest improvements to their own or others' work. • Choose the most appropriate tempo for a piece of music. • Identify and begin to evaluate the features within different pieces of music. • Contrast the work of established composers. 	<p>Year 6</p> <ul style="list-style-type: none"> • Begin to sing a harmony part. • Begin to perform using notations. • Take the lead or solo in a performance. • Provide rhythmic support. Perform parts from memory. • Evaluate differences in live and recorded performances. • Refine and improve their work. • Compare and contrast the impact that different composers from different times will have had on the people of the time. • Analyse features within different pieces of music.
	<p>Substantive knowledge</p> <ul style="list-style-type: none"> • Identify cyclic patterns – verse and chorus, coda. • Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary. • Recognise how different dimensions of music are combined and used expressively in many different types of music. 	<ul style="list-style-type: none"> • Recognise that different forms of notation serve different purposes. • Evaluate how the venue, occasion and purpose affects the way a piece of music is created.



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RHSE	Skill concepts and substantive knowledge
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<p>CORAM units: Keeping myself safe Growing and changing Y5 then Y6 units.</p> <p>Plus specific sessions on sexual education – 3rd and 4th of July</p>	<p>Year 5</p> <ul style="list-style-type: none"> • Demonstrate strategies to deal with both face-to-face and online bullying; • Demonstrate strategies and skills for supporting others who are bullied; • Recognise and describe the difference between online and face-to-face bullying. • Reflect on what information they share offline and online; • Recognise that people aren't always who they say they are online; • Know how to protect personal information online. • Recognise which situations are risky; • Explore and share their views about decision making when faced with a risky situation; • Suggest what someone should do when faced with a risky situation. • Define what is meant by a dare; • Explain why someone might give a dare; • Suggest ways of standing up to someone who gives a dare. • Recognise that there are positive and negative risks; • Explain how to weigh up risk factors when making a decision; • Describe some of the possible outcomes of taking a risk. • Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; • Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. • Explain what a habit is, giving examples; • Describe why and how a habit can be hard to change. • Understand some of the complexities of categorising drugs; • Know that all medicines are drugs but not all drugs are medicines; • Understand ways in which medicines can be helpful or harmful and used safely or unsafely. • Understand the actual norms around smoking and the reasons for common misperceptions of these. 	<p>Year 6</p> <ul style="list-style-type: none"> • Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; • Understand and describe the ease with which something posted online can spread. • Identify strategies for keeping personal information safe online; • Describe safe and respectful behaviours when using communication technology. • Know that it is illegal to create and share sexual images of children under 18 years old; • Explore the risks of sharing photos and films of themselves with other people directly or online; • Know how to keep their information private online. • Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. • Explain how drugs can be categorised into different groups depending on their medical and legal context; • Demonstrate an understanding that drugs can have both medical and non-medical uses; • Explain in simple terms some of the laws that control drugs in this country. • Understand some of the basic laws in relation to drugs; • Explain why there are laws relating to drugs in this country. • Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; • Describe some of the effects and risks of drinking alcohol. • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; • Explain how these emotional needs impact on people's behaviour; • Suggest positive ways that people can get their emotional need met. • Understand that with independence comes responsibility
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	<ul style="list-style-type: none">• Use a range of words and phrases to describe the intensity of different feelings;• Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;• Explain strategies they can use to build resilience.• Identify people who can be trusted;• Describe strategies for dealing with situations in which they would feel uncomfortable.• Explain the difference between a safe and an unsafe secret;• Identify situations where someone might need to break a confidence in order to keep someone safe.• Identify some products that they may need during puberty and why;• Know what menstruation is and why it happens.• Know the correct words for the external sexual organs;• Discuss some of the myths associated with puberty.• Recognise how our body feels when we're relaxed;• List some of the ways our body feels when it is nervous or sad;• Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.• Explain how someone might feel when they are separated from someone or something they like;• Suggest ways to help someone who is separated from someone or something they like.	<ul style="list-style-type: none">• Explain how these emotional needs impact on people's behaviour;• Suggest positive ways that people can get their emotional needs met.• Understand that fame can be short-lived;• Recognise that photos can be changed to match society's view of perfect;• Identify qualities that people have, as well as their looks.• Define what is meant by the term stereotype;• Recognise how the media can sometimes reinforce gender stereotypes;• Recognise that people fall into a wide range of what is seen as normal;• Challenge stereotypical gender portrayals of people.• Understand the risks of sharing images online and how these are hard to control, once shared;• Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;• Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.• Recognise some of the changes they have experienced and their emotional responses to those changes;• Suggest positive strategies for dealing with change;• Identify people who can support someone who is dealing with a challenging time of change.• Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;• Suggest strategies that would help someone who felt challenged by the changes in puberty;• Understand what FGM is and that it is an illegal practice in this country;• Know where someone could get support if they were concerned about their own or another person's safety.• Identify the changes that happen through puberty to allow sexual reproduction to occur;• Know a variety of ways in which the sperm can fertilise the egg to create a baby;• Know the legal age of consent and what it means.
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		<ul style="list-style-type: none">• Explain how HIV affects the body's immune system;• Understand that HIV is difficult to transmit;• Know how a person can protect themselves from HI
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<p>Computing Purple Mash units Unit 5.7 – Concept Maps Unit 5.4 - Databases</p>	Skill concepts	
<p>RE Religion: Hinduism Theme: Beliefs and moral values Key question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? Religion: Christianity Theme: Beliefs and practices.</p>	Skill concepts and substantive knowledge	
<p>Year 5</p> <ul style="list-style-type: none"> • Explore instructions to control software or hardware with an input and using if... then... Commands. • Refine and extend a program • Collect and record information using spreadsheets and databases. • Carry out complex searches (e.g. using and/or; ≤ / ≥). • Solve problems and present answers using data tools. • Analyse information and question data. • Identify poor quality data. • Develop skills using transitions and hyperlinks to enhance the structure of presentations. Understand why linking directly places can be dangerous. • Discuss the importance of keeping an adult informed about what you're doing online, and how to report concerns. • Explore using the safe and responsible use of online communication tools e.g. blogs, messaging • Choose appropriate tools for communication and collaboration and use them responsibly. • Use effective strategies to search with appropriate search engines, including use of +, - and “ “ to narrow down searches. 	<p>Year 6</p> <ul style="list-style-type: none"> • Use the whole data process – generate, process, interpret, store, and present information – realising the need for accuracy and checking plausibility. • Identify and present results. • Collect information and media from a range of sources (considering copyright issues) into a presentation for a specific audience. • Use sound, images, text, transitions, hyperlinks and HTML code effectively in presentations. • Be proactive in managing own e-Safety, including explaining how to report issues that may arise. • Choose a secure password for age-appropriate websites. • Describe different services provided by the Internet and how information moves around the Internet. • Identify appropriate forms of online communication for different audiences. • Use search engines as part of an effective research strategy. • Credit resource owners of things that they have found on the internet. 	
<p>Year 5</p> <ul style="list-style-type: none"> • I can say how considering the outcomes of an action can affect how you choose to act. • I can describe a Hindu belief relating to life after death and begin to explain the impact of this on a Hindu's life. • I can start to see how belief in Karma could make a difference to how Hindus choose to live. • I can start to express my own views about life after death. • I can compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers' lives. 	<p>Year 6</p> <ul style="list-style-type: none"> • I can express my views on life after death and start to explain how these views may make a difference to how I live my life. • I can start to explain how beliefs about life after death make an impact on the ways Hindus choose to live their lives. • I can express an opinion on the Hindu belief in reincarnation with some reasoning. • I can explain why one way of showing commitment may not be better than another. 	



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<p>Key question: What is the best way for a Christian to show commitment to God?</p>	<ul style="list-style-type: none"> • I can express my own views about Hindu beliefs and whether they make sense to me or not. • I can express why showing commitment to something may be a good thing. • I can describe some of the ways that Christians choose to show commitment to God and am starting to understand that they may do this in different ways. • I can start to understand there are different degrees of commitment and that's up to individual Christians. • I can show an understanding of why people show commitment in different ways. • I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others. • I can explain why I think some ways of showing commitment to God would be better than others for Christians. • Recognise and explain the impact of beliefs and ultimate questions on individuals and communities. • Explain how and why differences in belief are expressed. • Make informed responses to people's values and commitments (including religious ones) in the light of their learning. 	<ul style="list-style-type: none"> • I can explain why it is important to Christians to show their commitment to God and can describe different ways they choose to do this. • I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life. • Talk about some of the challenges offered by the variety of religions and beliefs in the contemporary world. • Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. • Make informed responses to people's values and commitments (including religious ones) in the light of their learning 		
<p>French Rigolo 2 Unit 5: En Vacances Unit 6: Chez Moi</p>	<p>Skill concepts</p> <table border="1" style="width: 100%;"> <tr> <td data-bbox="434 1114 1240 1404"> <p>Year 5</p> <ul style="list-style-type: none"> • Ask and answer simple questions and talk about their interests. • Prepare and practise conversations on familiar topics, speaking clearly with good pronunciation. • Use a wider range of sentence starters to begin to describe places and actions using a range of verbs and some simple adverbs. </td> <td data-bbox="1240 1114 2045 1404"> <p>Year 6</p> <ul style="list-style-type: none"> • Take part in simple conversations and express opinions. • Build on known structures to respond to what is said with some spontaneity. • Recount simple events, stories and information. • Speak with increasing confidence and fluency. • Discuss and ask questions with increasing accuracy of pronunciation and intonation. </td> </tr> </table>		<p>Year 5</p> <ul style="list-style-type: none"> • Ask and answer simple questions and talk about their interests. • Prepare and practise conversations on familiar topics, speaking clearly with good pronunciation. • Use a wider range of sentence starters to begin to describe places and actions using a range of verbs and some simple adverbs. 	<p>Year 6</p> <ul style="list-style-type: none"> • Take part in simple conversations and express opinions. • Build on known structures to respond to what is said with some spontaneity. • Recount simple events, stories and information. • Speak with increasing confidence and fluency. • Discuss and ask questions with increasing accuracy of pronunciation and intonation.
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	<ul style="list-style-type: none"> • Understand and express simple opinions. • Change elements in a sentence to create own. • Integrate new words into familiar structures to build sentences of varying length • Read and pronounce correctly sentences with some unknown words containing familiar letter strings. • Write a few short sentences with support using expressions which they have already learnt • Use a negative • Understands and uses the definite article correctly: le/la/l'/les Understand and use au/à la/à l' Use je vais + infinitive to talk about future plans. • Apply grammatical knowledge to make longer sentences • Use et to join ideas. • Write a few short sentences with support using expressions which they have already learnt- e.g. sending postcards 	<ul style="list-style-type: none"> • Understand and respond to spoken and written language from a variety of stories, songs, poems or passages. • Write at varying length for different purposes and audiences using a variety of grammatical structures that they have learnt. • Write sentences using a model, adapting and changing the vocabulary to express own meaning. • Write simple sentences from memory. • Use a negative. • Uses j'aime/je n'aime pas etc with an infinitive Uses des with plural words. • Apply grammatical knowledge to make longer sentences Use et and mais to link sentences together. • Use prepositions.
	<p>Substantive knowledge</p> <ul style="list-style-type: none"> • Understand that words do not always have a direct equivalent in own language. • Understand feminine and masculine forms e.g. le, l', la and un, une. 	<ul style="list-style-type: none"> • Understand feminine and masculine forms e.g. le, l', la and un, une. Use il y a + infinite article • Use c'est + adjective • Join sentences with et • Use 3rd person verbs • Manipulate language by changing an element in a sentence • Use and understand both the indefinite and definite article



History

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- ☐ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- ☐ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- ☐ gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- ☐ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- ☐ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- ☐ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.



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Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Subject Content

A history study - a depth study linked to one of the British areas of study listed above:

- ☐ a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- ☐ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

Geography

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims



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The national curriculum for geography aims to ensure that all pupils:

- ☒ develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- ☒ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- ☒ are competent in the geographical skills needed to:
 - ☒ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - ☒ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - ☒ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Pupils should be taught to:

Locational knowledge

- ☒ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Place knowledge

- ☒ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography - describe and understand key aspects of:



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- ☒ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- ☒ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- ☒ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- ☒ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- ☒ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Science

Purpose of study

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Aims

The national curriculum for science aims to ensure that all pupils:

- ☒ develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics
- ☒ develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them



are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

Scientific knowledge and conceptual understanding

The programmes of study describe a sequence of knowledge and concepts. While it is important that pupils make progress, it is also vitally important that they develop secure understanding of each key block of knowledge and concepts in order to progress to the next stage. Insecure, superficial understanding will not allow genuine progression: pupils may struggle at key points of transition (such as between primary and secondary school), build up serious misconceptions, and/or have significant difficulties in understanding higher-order content.

Pupils should be able to describe associated processes and key characteristics in common language, but they should also be familiar with, and use, technical terminology accurately and precisely. They should build up an extended specialist vocabulary. They should also apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data. The social and economic implications of science are important but, generally, they are taught most appropriately within the wider **Science 169**

school curriculum: teachers will wish to use different contexts to maximise their pupils' engagement with and motivation to study science.

The nature, processes and methods of science

'Working scientifically' specifies the understanding of the nature, processes and methods of science for each year group. It should not be taught as a separate strand. The notes and guidance give examples of how 'working scientifically' might be embedded within the content of biology, chemistry and physics, focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions. These types of scientific enquiry should include: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. Pupils should seek answers to questions through collecting, analysing and presenting data. 'Working scientifically' will be developed further at key stages 3 and 4, once pupils have built up sufficient understanding of science to engage meaningfully in more sophisticated discussion of experimental design and control.

Spoken language

The national curriculum for science reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their scientific vocabulary and articulating scientific



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concepts clearly and precisely. They must be assisted in making their thinking clear, both to themselves and others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

Subject Content

Pupils should be taught to:

- ☒ recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- ☒ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- ☒ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

All children will:

Build on what they learned about fossils in the topic on rocks in year 3, pupils should find out more about how living things on earth have changed over time. They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.

Children might:

work scientifically by: observing and raising questions about local animals and how they are adapted to their environment; comparing how some living things are adapted to survive in extreme conditions, for example, cactuses, penguins and camels. They might analyse the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.



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Art

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- ☒ produce creative work, exploring their ideas and recording their experiences
- ☒ become proficient in drawing, painting, sculpture and other art, craft and design techniques
- ☒ evaluate and analyse creative works using the language of art, craft and design
- ☒ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- ☒ to create sketch books to record their observations and use them to review and revisit ideas
- ☒ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- ☒ about great artists, architects and designers in history.



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Design and Technology

Purpose of study

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Aims

The national curriculum for design and technology aims to ensure that all pupils:

- ☐ develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- ☐ build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- ☐ critique, evaluate and test their ideas and products and the work of others
- ☐ understand and apply the principles of nutrition and learn how to cook.

Through a variety of creative and practical activities, **pupils should be taught** the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- ☐ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- ☐ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- ☐ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- ☐ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- ☐ investigate and analyse a range of existing products



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- ☐ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- ☐ understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- ☐ apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- ☐ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- ☐ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- ☐ apply their understanding of computing to program, monitor and control their products.