

# Latchmere Academy Trust

## Autumn 1

### English

#### Floodland by Marcus Sedgwick

##### **Reading:**

- To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- To predict what might happen from details stated and implied
- To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- To visualise a setting, based on information in a text
- To participate in discussions about books, building on their own and others' ideas and challenging views courteously
- To explain and discuss their understanding of what they have read
- To provide reasoned justifications for their views
- To consider a range of text types and the features appropriate for each

##### **Writing:**

- To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- To use a wide range of devices to build cohesion within and across paragraphs
- To further develop understanding of the concept of a sentence (subject, verb and object), and of what constitutes an accurate main clause
- To understand a range of punctuation, grammar and sentence structure features and to use them accurately in writing – e.g. parenthesis, subordinate clauses, co-ordinating conjunction, relative clauses, adverbs, adverbials
- To ensure the consistent and correct use of tense throughout a piece of writing
- To consider the key features appropriate for a diary entry, and to draft and publish a diary entry from a character's point of view
- To understand how to format a formal letter and to write with an appropriate level of formality through language and vocabulary choices
- To understand how to structure a written balanced argument and to draft a balanced argument which presents points of view objectively and creates a sense of cohesion for the reader
- To understand accurate punctuation for speech in writing and to draft a dialogue scene which enhances meaning through use of characters' small actions alongside their dialogue

### Geography

#### Richmond Park: a traffic study

- To describe and understand types of land use
- To interpret a range of sources of geographical information, including maps and diagrams
- To use fieldwork to observe, measure, record and present the human and physical features in a local area using a range of methods such as sketch maps, plans and graphs, and digital technologies
- To communicate geographical information in a variety of ways, including through maps and quantitative skills
- To use the 8 points of a compass, four and six-figure grid references, symbols and keys (including the use of OS maps)

### PSHE

#### Friendships

- To understand what friendship is and the characteristics of friendships, including mutual respect, honesty, loyalty, kindness, generosity and trust
- To participate in discussions around healthy friendships that are positive and welcoming towards others, and do not make others feel lonely or excluded
- To acknowledge that most friendships have ups and downs and discuss how to manage emotions associated with this
- To gain and develop an understanding of trust; considering who to trust and how to make the decision as to who is trustworthy
- To learn how one another manage conflict and to seek advice or help from others, if needed

#### Healthy Living

- To understand the importance of consuming a balanced diet and partaking in regular exercise
- To consider the characteristics of a poor diet
- To be aware of factors that can cause ill-health, such as smoking, alcohol-use and drug-taking
- To consider the impact of physical activity on the efficiency of the heart
- To make links between healthy living and the circulatory system

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Mathematics	Science
<p>To read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</p> <p>To round any whole number to a required degree of accuracy</p> <p>To identify common factors, common multiples and prime numbers</p> <p>To identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1 000 giving answers up to three decimal places</p> <p>To use common factors to simplify fractions; use common multiples to express fractions in the same denomination</p> <p>To use negative numbers in context, and calculate intervals across zero</p> <p>To solve addition and subtraction multi-step problems in contexts, deciding which operation and methods to use and why</p> <p>To multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p> <p>To divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context</p> <p>To solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</p> <p><i>Year 6 follow the White Rose Maths scheme of work.</i></p>	<p><b><u>Staying Alive: circulatory systems and impact of lifestyle on bodies</u></b></p> <p>To recognise parts of the circulatory system</p> <p>To describe the ways nutrients and water are transported within animals</p> <p>To understand the function of some of the parts of the circulatory system</p> <p>To understand the need for a healthy balanced diet</p> <p>To investigate some effects of exercise on the body</p> <p>To take measurements</p> <p>To present data in appropriate ways</p> <p>To use evidence to support or refute an assertion</p> <p>To explain the effect of drugs on the body</p> <p>To analyse data and suggest how it supports ideas about a healthy diet and lifestyle</p> <p><i>Year 6 follow the Switched On Science scheme of work.</i></p>
Computing	Art and Design
<p><b><u>iSafe</u></b></p> <p>To recognise the importance of protecting passwords</p> <p>To customise privacy settings for the online services</p> <p>Put in to practice what they have learnt about privacy and security</p> <p>Identify situations of bullying or harassment online</p> <p>Make good decisions and recognise seeking help is a strength</p> <p>Be aware of online tools for reporting abuse</p> <p><i>Latchmere follow the 'iCompute' computing scheme of work.</i></p>	<p><b><u>Drawing – making my voice heard</u></b></p> <p>From the Ancient Maya to modern-day street art, children look at how artists convey a message. Exploring imagery, symbols, expressive mark making, and 'chiaroscuro' children consider audience and impact to create powerful drawings to make their voices heard.</p> <p>To understand the qualities of different drawing media and evaluate their effectiveness for different tasks</p> <p>To understand the proportion of faces and how to use the grid method to draw accurately</p> <p><i>Latchmere follow the 'Kapow' scheme of work</i></p>
RE	PE
<p><b><u>Muslims</u></b></p> <p>The principle aim is to explore what people believe and what difference it makes to how they live.</p> <p>To identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an</p> <p>To describe ways in which Muslim sources of authority guide Muslim living</p> <p>To make connections between Muslim beliefs and Muslim ways of living in the UK today</p>	<p>Basketball and handball are invasion games. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils do this by maintaining possession and moving the ball to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p>

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To give evidence and examples to show how Muslims put their beliefs into practice

### Basketball

- To dribble with control under pressure
- To move into and create space to support a teammate
- To choose when to pass and when to dribble
- To use the appropriate defensive technique for the situation
- To develop shooting technique and make decisions about when to pass, dribble or shoot
- To apply principles, rules and tactics to a tournament

### Golf

- To explore and develop their accuracy of aiming at a target
- To develop their understanding of techniques to use over long and short distances
- To apply their skills and knowledge in a range of challenges working individually and with others in both co-operative and competitive environments
- To observe and recognise improvements for their own and others' skills.
- To work on their own and with others, as well as design their own course.

This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

*Latchmere follow the 'Getset4PE' scheme of work*

## Languages

### French

- To listen attentively to spoken language and show understanding by joining in and responding.
- To read carefully showing understanding of words phrases and simple writing
- To describe people, places, things and actions orally and in writing
- To understand basic grammar appropriate to the language
- To understand key features and patterns of the language

## Music

### Blues/Harvest Song

- To understand that a chord is the layering of several pitches played at the same time.
- To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.
- To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.
- To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down.
- To understand that a chord is the layering of several pitches played at the same time.
- To sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.

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## Autumn 2

### English

#### Twelfth Night

- To use relevant strategies to build vocabulary
- To increase their familiarity with fiction from our literary heritage
- To identify and discuss themes and conventions in and across a wide range of writing
- To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- To predict what might happen from details stated and implied
- To identify how language and structure contribute to meaning
- To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- To provide reasoned justifications for their views
- To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- When writing narratives, to consider how authors have developed characters and settings in what pupils have read, listened to or seen performed
- To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- To use further organisational and presentational devices to structure text and to guide the reader
- To assess the effectiveness of their own and others' writing
- To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
- To ensure the consistent and correct use of tense throughout a piece of writing
- To ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- To use dictionaries to check the spelling and meaning of words
- To spell some words with 'silent' letters
- To use further prefixes and suffixes and understand the guidance for adding them
- To proof-read for spelling and punctuation errors
- To use the perfect form of verbs to mark relationships of time and cause
- To use expanded noun phrases to convey complicated information concisely
- To use modal verbs or adverbs to indicate degrees of possibility
- To use commas to clarify meaning or avoid ambiguity in writing

### History

#### The British Empire

- To recognise the characteristic features of the periods and societies studied including ideas, beliefs, attitudes and experiences of men, women and children
- To appreciate the social, ethnic, cultural, religious diversity of the societies studied
- To identify and describe reasons for, and results of events and changes
- To note connections, contrasts and trends over time
- To understand both the long arc of development and the complexity of specific aspects of a topic under study
- To recognise the past can be interpreted in different ways, and give reasons for this
- To address and devise historically valid questions about change, cause, similarity and difference, and significance
- To understand how our knowledge of the past is constructed from a range of sources
- To communicate their knowledge and understanding in a variety of ways

### PHSE

#### Respectful Relationships

- To agree on a meaning of respect and discuss the idea that respect has to be earned
- To understand the importance of respecting others, despite differences in character
- To discuss ways in which relationships can be improved to ensure they are as respectful as they can be
- To discuss the vitality of manners and courtesy
- To understand the concept of self-respect and the connection between this and happiness
- To discuss the social expectations of respect in different contexts
- To understand the impact of bullying and the responsibility of bystanders
- To discuss the concept of stereotypes and to consider the negative connotations these can stimulate

#### First Aid

- To identify dangers in different contexts and understand how to remain safe yourself
- To gain a clear understanding of how to respond to an emergency and the importance of the emergency services
- To gain an understanding of basic first aid, for example treating minor injuries

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Mathematics	Science
<p><b>Fractions A/Fractions B/Units of measurement</b></p> <p>To simplify and find equivalent fractions            To compare and order fractions using a number line            To add and subtract fractions            To add and subtract mixed numbers            To multiply fractions by fractions            To multiply fractions by an integer            To divide a fraction by an integer            To calculate a fraction of an amount            To understand the range of metric measurements            To convert metric measurements            To calculate with metric measurements            To convert between miles and kilometres            To learn imperial measures still used today</p> <p><i>Year 6 follow the White Rose Maths scheme of work.</i></p>	<p><b>Let it shine: how light travels, production of shadows, reflection of light, coloured light</b></p> <p>To recognise that light appears to travel in straight lines            To explain how a shadow is formed            To explore how to change the size of a shadow            To represent and report on findings            To take accurate measurements            To identify and manage variables in an investigation            To apply the idea of how light travels to explain how we see things            To explore how light behaves at reflective surfaces            To present findings and conclusions from experiments            To use secondary sources to answer questions            To explore how light can be reflected and bent in various ways            To explore how white light can be split up            To make observations and raise further questions to investigate            To recognise that light is made up of more than one colour</p> <p><i>Year 6 follow the Switched On Science scheme of work.</i></p>
Computing	Art and Design
<p><b>iProgram</b></p> <p>To identify the various inputs that computer games can use            To program a computer game by sequencing conditional statements            To understand that programs are developed according to a plan            To program an algorithm according to a plan            To develop strategies for testing and debugging computer programs</p> <p><i>Latchmere follow the 'iCompute' computing scheme of work</i></p>	<p>Painting and mixed media: artist study</p> <p>Exploring a selection of paintings through art appreciation activities. Collecting ideas in sketchbooks and planning for a final piece after researching the life, techniques and artistic intentions of an artist that interests them.</p> <p><i>Latchmere follow the 'Kapow' scheme of work</i></p>
Design & Technology	PE
<p><b>Come Dine With Me</b></p> <p>Develop a three-course menu focused on three key ingredients, as part of a paired challenge to develop the best class recipes. Explore each key ingredient's farm to fork process.</p> <p>Find a suitable recipe for their course.            Record the relevant ingredients and equipment needed.            Follow a recipe, including using the correct quantities of each ingredient.            Write a recipe, explaining the process taken.            Explain where certain key foods come from before they appear on the supermarket shelf.</p> <p><i>Latchmere follow the 'Kapow' scheme of work</i></p>	<p><b>Tag rugby &amp; Gymnastics</b></p> <p>Pupils will continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They will learn to communicate, collaborate and compete with each other. They will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils will be taught the following through tag rugby and gymnastics:</p> <ul style="list-style-type: none"> <li>• play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul> <p><i>Latchmere follow the 'Getset4PE' scheme of work</i></p>

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Languages	Music
<p><b>French</b></p> <ul style="list-style-type: none"> <li>To explore the patterns and sounds of language through songs and rhymes and link the spelling sound and meaning of words</li> <li>To present ideas and information orally to a range of audiences</li> <li>To describe people, places, things and actions orally and in writing</li> <li>To understand basic grammar appropriate to the language</li> <li>To understand Key features and patterns of the language</li> </ul>	<p><b>Film music/Christmas songs</b></p> <ul style="list-style-type: none"> <li>To know that a film soundtrack includes the background music and any songs in a film.</li> <li>To understand that 'major' key signatures use note pitches that sound cheerful and upbeat whereas 'minor' key signatures use note pitches that can suggest sadness and tension.</li> <li>To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.</li> <li>To represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</li> <li>To use musical vocabulary correctly when describing and evaluating the features of a piece of music.</li> <li>To confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</li> <li>To improvise coherently and creatively within a given style, incorporating given features.</li> <li>To record their own composition using appropriate forms of notation and/or technology.</li> <li>To constructively critique their own and others' work, using musical vocabulary.</li> <li>To work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</li> <li>To perform with accuracy and fluency from graphic and staff notation and from their own notation.</li> </ul>
<b>RE</b>	
<p><b>Hindus</b></p> <ul style="list-style-type: none"> <li>The principle aim is to explore what people believe and what difference it makes to how they live.</li> <li>To identify and explain Hindu beliefs, using technical terms accurately</li> <li>To connect four Hindu aims of life and the four stages of life with beliefs</li> <li>To reflect on and articulate what impact belief in Karma might have on individuals and the world</li> <li>To give evidence and examples to show how Hindus put their beliefs into practice</li> </ul>	