



JOHN EMMERSON BATTY PRIMARY SCHOOL

YEAR 6 SCHEMES OF WORK

English

TERM	AUTUMN		SPRING		SUMMER	
YEAR	1 8wks	2 7 wks	1 6 wks	2 5 wks	1 7 wks	2 6 wks
6	<p><u>NARRATIVE</u> - STORIES WITH HISTORICAL SETTINGS</p> <p><u>RECOUNT</u> (AUTO/BIOGRAPHY)</p> <p><u>POETRY</u> - NARRATIVE</p> <p>(THEMED WEEK)</p>	<p><u>INSTRUCTIONS</u> - HOW TO MAKE SOMETHING</p> <p><u>PERSUASION</u> - A SPEECH</p> <p>STORIES BY SAME AUTHOR</p>	<p><u>TRADITIONAL TALE, MYTH/LEGEND</u></p> <p><u>EXPLANATION</u> - HOW SOMETHING WORKS/HAPPENS</p> <p>(THEMED WEEK)</p>	<p><u>REPORT</u> - LEAFLET/SUBJECT/ TOPIC BASED</p> <p><u>RECOUNT</u> - FACTUAL STORY (JOURNALISTIC STYLE)</p> <p><u>AUTHORS</u> - OLDER LITERATURE</p>	<p><u>ASSESSMENT WEEK</u></p> <p><u>NARRATIVE</u> - GHOST</p> <p><u>ARGUMENT</u> - BALANCED</p>	<p>(THEMED WEEK)</p> <p><u>PLAYSCRIPT</u></p> <p><u>GUIDE</u> - HOW TO LOOK AFTER SOMETHING</p> <p><u>POETRY</u> - PERFORMANCE</p>

John Emmerson Batty Primary School - English Scheme - Y6

		WRITING					
SPOKEN WORD	READING	TRANSCRIPTION	GRAMMAR/ PUNCTUATION/ VOCABULARY	WRITING	SPELLING/WORD	HANDWRITING	COMPOSITION SENTENCE TYPES
<p>* listen and respond appropriately to adults and their peers</p> <p>* ask relevant questions to extend their understanding and knowledge</p> <p>* use relevant strategies to build their vocabulary</p> <p>* articulate and justify answers, arguments and opinions</p> <p>* give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>* maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>* use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>* speak audibly and fluently with an increasing command of Standard English</p> <p>* participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>* gain, maintain and monitor the interest of the listener(s)</p> <p>* consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>* select and use appropriate registers for effective communication.</p>	<ul style="list-style-type: none"> Be able to apply their growing knowledge of root word, prefixes and suffixes, as listed in English Appendix 1, both to read aloud and understand the meaning. Be able to read and discuss a wide range of fiction, poetry, plays, non-fiction / reference books/texts. Be able to read books that are structured in varied ways and for different purposes. Be able to recommend books they have read to their peers, giving valid reasons for their choices. Be able to identify and discuss themes and conventions in and across a wide range of writing. Be able to make comparisons within and across books. Be able to learn poetry by heart. Be able to prepare poems and plays to read aloud and perform these showing understanding through intonation, tone and volume so that the meaning is clear to the audience. Be able to check that the books/sentences/words they read make sense to them, discuss their understanding and explore the meaning of the word in context. Be able to ask questions of the text they read to improve their understanding. Be able to draw inference such as inferring characters' feelings, thoughts and motives from their actions, and justify inference with evidence from text. Be able to predict what might happen from details stated or implied. Be able to identify how language, structure and presentation contribute to meaning. Be able to discuss, describe and evaluate how authors use language, including figurative language, considering the impact on the reader. Be able to distinguish between a statement of fact or opinion. Be able to retrieve, record and present information from non-fiction texts. Be able to participate positively in discussion about books that are read to them and those that they read for themselves, building on their own and others ideas and challenge views courteously. Provide reasoned justification for their views based on evidence from the text. 	<ul style="list-style-type: none"> To understand the difference between and appropriately use vocabulary of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover, ask for - request, go in - enter] To understand and be able to apply their knowledge of how words are related by meaning as synonyms and antonyms [for example, big, large, little] Maintain being able to write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> a) choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters b) choosing the writing implement that is best suited for a task. Use a range of punctuation, almost always correctly - including commas to mark phrases and clauses, brackets, dashes, exclamation marks and question marks. Including capitals for proper nouns (85% plus accuracy) Be able to independently within compositions accurately use inverted commas and other punctuation [including commas to separate clauses] to effectively use directed speech within a narrative dialogue and non-fiction e.g. news article. (90% accuracy of all related punctuation) To use apostrophes accurately to mark possession (including for plurals) and for a wider range of contractions. (90% + accuracy) To be able to use semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up.] To be able to correctly use a colon to introduce a list and use of bullet points and semi-colons within list. To be able to use hyphens to avoid ambiguity [for example, man eating shark verses man-eating shark or recover versus re-cover] Be able to use the passive voice within compositions to affect the presentation of information in a sentence. [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)] Active = SVO Passive OV (subject often implied) To be able to use a verb + 'ing' , 'Not' verb + 'ing' , after verb + ing and before verb + ing opener within writing. To be able to accurately use relative clauses beginning with 'who', 'which', 'where', 'when', 'whose' and 'that' or an omitted pronoun. (90% plus accuracy) To be able to use different structures as appropriate for informal speech and formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of the subjunctive form such as: If I were or Were they to (very formal)] Tense choices consistent, appropriate and correct (above 95% accuracy) including within the use of modals to express prediction, possibility and permission e.g. should, might, could, would. Subject verb agreement almost always accurate when using singular and plural. (90% plus accuracy) To employ a variety of sentence types within everyday writing using a wide range of conjunctions, adverbs and prepositions to create complex sentences with subordinate clauses correctly demarcated with commas. [(4 plus) examples within independent compositions. To be able to use three part sentence where 2 subordinate clauses are used. Overall organisation (with openers and closing) is supported by paragraphing which ensure coherent development and control of the content across the vast majority of the text. To be able to link ideas across paragraphs using a wide range of cohesive devices such as: repetition of word or phrase, grammatical connections [For example, the use of adverbials such as 'on the other hand', 'in contrast' or 'as a consequence' and the ellipsis. In independent compositions a couple of paragraphs or sections are extended and developed in some depth around a topic, main point, event or idea e.g. with explanation, contrast, additional detail. To be able to independently use a range of layout devices [for example, headings, sub-headings, columns, bullets or tables] to structure text. Precise word choices, and/or varied stylistic features [e.g. alliteration, metaphor, similes, puns, emotive phrases] support purpose and effect(HLV5 10 - 12) Purpose of writing is clear and generally maintained with some effective selection and placing of content to inform /engage the reader. Writing generally demonstrates establishment and control of view point with some development of opinion, attitude, position or stance. Content is balanced and controlled with some effective selection and ordering of text to engage the reader e.g. placement of significant idea/event for emphasis; reflective comment; opinion; dialogue 	<p>Grammar</p> <ul style="list-style-type: none"> Homophones and other words that are often confused Antonyms Synonyms Passive verb Active verb Adverbials Subjunctive forms Perfect form of verbs for time and cause Expanded nouns phrases for complex information Modal verbs/adverbs to indicate possibility e.g. could, should Formal/informal language differences <p>Terminology</p> <ul style="list-style-type: none"> Subject Object Active Passive Synonym Antonym Ellipsis Hyphen Colon Semi colon Bullet points Perfect form <p>Punctuation</p> <ul style="list-style-type: none"> Use of the hyphen Apostrophe of omission - contractions Possessive apostrophe with plural words Colon to start a list followed by correct use of commas Brackets (for extra information). Don't allow weak use of brackets e.g. one or two words. Semi-colon Ellipsis Bullets Dash (Once taught, be careful of the children going crazy!) 	<ul style="list-style-type: none"> Words containing the letter-string ough Adding suffixes beginning with vowel letters to words ending in fer Endings -cious or -tious Words ending in -ant, -ance/-ancy, -ent, -ence/-ency Words ending in -able, -ible, ably and ibly Words with 'silent' letters Words with the /i:/ sound spelt ei after c Contractions Possessive apostrophe with plural words Adding suffixes beginning with vowel letters to words of more than one syllable Words ending in -cial, tial Use of hyphen to join prefixes to root words e.g. co-ordinate, re-enter 	<ul style="list-style-type: none"> write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. 	<ul style="list-style-type: none"> Revision of 'after, before, if, when,' subordinate clauses Revision of 'as and while/whilst, although' subordinate clauses - 2 events happening at the same time/simultaneous y. 'ing' clause - INSTEAD OF AND/AND THEN/THEN Not + ing clause After + ing Before + ing Relative clauses using two comas and including: which/who/whose/ whoever List with a colon Question tags 'Once' to start subordinating clause in complex sentence. Passive voice. Active voice = subject - verb - object Passive voice = Object is moved to the beginning of the sentence. Expanded nouns phrases for complex information 	



John E. Batty

KS2 Word Level Learning Scheme

This document outlines the progression for the teaching of word level objectives in KS2

Year 6				
Week	New / Revision	Statutory Requirement	Rules and guidelines (non-statutory)	Example words (non-statutory)
1	Y3/4 Revision	Words with the /k/ sound spelt ch (Greek in origin)		Words with the /k/ sound spelt ch (Greek in origin)
1	Y3/4 Revision	Words with the /ʃ/ sound spelt ch (mostly French in origin)		chef, chalet, machine, brochure
1	Y3/4 Revision	Words with the /s/ sound spelt sc (Latin in origin)		science, scene, discipline, fascinate, crescent
1	Y3/4 Revision	Words with the /eɪ/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey
2	Y3/4 Revision	Prefixes	<p>Most prefixes are added to the beginning of root words without any changes in spelling, but see in– below.</p> <p>Like un–, the prefixes dis– and mis– have negative meanings.</p> <p>The prefix in– can mean both ‘not’ and ‘in’/‘into’. In the words given here it means ‘not’.</p> <p>Before a root word starting with l, in– becomes il</p> <p>Before a root word starting with m or p, in– becomes im–.</p> <p>Before a root word starting with r, in– becomes ir–.</p>	dis–, mis–, in– disappoint, disagree, disobey misbehave, mislead, misspell (mis + spell) inactive, incorrect illegal, illegible immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible
3	Y3/4 Revision	Prefixes	<p>Most prefixes are added to the beginning of root words without any changes in spelling</p> <p>re– means ‘again’ or ‘back’.</p> <p>sub– means ‘under’.</p> <p>inter– means ‘between’ or ‘among’.</p> <p>super– means ‘above’.</p> <p>anti– means ‘against’.</p> <p>auto– means ‘self’ or ‘own’.</p>	re–: redo, refresh, return, reappear, redecorate sub–: subdivide, subheading, submarine, submerge inter–: interact, intercity, international, interrelated (inter + related) super–: supermarket, superman, superstar anti–: antiseptic, anti-clockwise, antidote auto–: automatic, autograph
4	Y3/4 Revision	The suffix –ation	The suffix –ation is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
4	Y3/4 Revision	Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as –sion .	division, invasion, confusion, decision, collision, television

4	Y3/4 Revision	Words with endings sounding like /ʒə/ or /tʃə/	The ending sounding like /ʒə/ is always spelt –sure . The ending sounding like /tʃə/ is often spelt –ture , but check that the word is not a root word ending in (t)ch with an er ending, e.g. <i>teacher, catcher, richer, stretcher</i> .	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure
5	Y3/4 Revision	Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)		league, tongue, antique, unique
5	Y3/4 Revision	The suffix –ous	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. –our is changed to –or before –ous is added. A final ‘e’ must be kept if the /dʒ/ sound of ‘g’ is to be kept. If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e .	poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous
6	Y3/4 Revision	Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	Strictly speaking, the endings are –ion and –ian . Clues about whether to put t, s, ss or c before these endings often come from the last letter or letters of the root word. –tion is the most common spelling. It is used if the root word ends in t (invent) or te (hesitate). –ssion is used if the root word ends in ss or –mit . –sion is used if the root word ends in d or se . Exceptions: attend – attention, intend – intention –cian is used if the root word ends in c or cs .	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician
7/8	Y3/4 Revision	Words with endings sounding like /ʒə/ or /tʃə/	The ending sounding like /ʒə/ is always spelt –sure . The ending sounding like /tʃə/ is often spelt –ture , but check that the word is not a root word ending in (t)ch with an er ending, e.g. <i>teacher, catcher, richer, stretcher</i> .	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure
8/9	Y2 Revision	Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can’t – cannot</i>). <i>It’s</i> means <i>it is</i> (e.g. <i>It’s</i> raining) or sometimes <i>it has</i> (e.g. <i>It’s</i> been raining), but <i>it’s</i> is never used for the possessive.	can’t, didn’t, hasn’t, couldn’t, it’s, I’ll etc
8/9	Y3/4 Revision	Possessive apostrophe with plural words	Revise use of possessive apostrophe with singular words first. The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s , but <i>is</i> added if the plural does not end in –s (i.e. is an irregular plural – e.g. <i>children’s</i>).	girls’, boys’, babies’, children’s, men’s, mice’s (Note: singular proper nouns ending in an s use the ‘s suffix e.g. Cyprus’s population.)
10	Y3/4 Revision	Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed. Include: ing, –ed, –er, –est	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
11	Y5/6 Revision	Words containing the letter-string ough	ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough

				through thorough, borough plough
12	Y5/6 Revision	Adding suffixes beginning with vowel letters to words ending in <i>fer</i>	The <i>r</i> is doubled if the <i>-fer</i> is still stressed when the ending is added. The <i>r</i> is not doubled if the <i>-fer</i> is no longer stressed.	referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference
12	Y5/6 Revision	Endings which sound like /ʃəs/ spelt -cious or -tious	Not many common words end like this. If the root word ends in -ce , the /ʃ/ sound is usually spelt as c – e.g. <i>vice – vicious, grace – gracious, space – spacious, malice – malicious</i> . Exception: <i>anxious</i>	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious
12	Y5/6 Revision	Endings which sound like /ʃəl/	-cial is common after a vowel letter and -tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to <i>finance, commerce</i> and <i>province</i>).	official, special, artificial, partial, confidential, essential
13/ 14	Y5/6 Revision	Words ending in -ant, -ance/-ancy, -ent, -ence/-ency	Use -ant and -ance/-ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; -ation endings are often a clue. Use -ent and -ence/-ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu , or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidelines don't help. These words just have to be learnt.	observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence
14/ 15	Y5/6 Revision	Words ending in -able and -ible	The -able ending is far more common than the -ible ending. As with -ant and -ance/-ancy , the -able ending is used if there is a related word ending in -ation . If the -able ending is added to a word ending in -ce or -ge , the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in <i>cap</i> and <i>gap</i>) before the a of the -able ending. The -able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in -ation . The first five examples opposite are obvious; in <i>reliable</i> , the complete word <i>rely</i> is heard, but the y changes to i in accordance with the rule. The -ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word <i>can</i> be heard (e.g. <i>sensible</i>).	adorable (adoration), applicable (application), considerable (consideration), tolerable (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible, horrible,
16/ 17	Y5/6 Revision	Use of the hyphen	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.	co-ordinate, re-enter, co-operate, co-own
16/ 17	Y5/6 Revision	Words with the /i:/ sound spelt <i>ei</i> after <i>c</i>	The 'i before e except after c' rule applies to words where the sound spelt by <i>ei</i> is /i:/. Exceptions: <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).	deceive, conceive, receive, perceive, ceiling
16/ 17	Y5/6 Revision	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i> , there was a /k/ sound before the /n/, and the <i>gh</i> used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i> .	doubt, island, lamb, solemn, thistle, knight

18	Y5/6 New Learning	Homophones and other words that are often confused	<p>In these pairs of words, nouns end –ce and verbs end –se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c.</p> <p>aisle: a gangway between seats (in a church, train, plane) isle: an island</p> <p>aloud: out loud allowed: permitted</p> <p>affect: usually a verb (e.g. The weather may affect our plans.) effect: usually a noun (e.g. It may have an effect on our plans.). If a verb, it means ‘bring about’ (e.g. He will effect changes in the running of the business.).</p>	<p>advice/advise device/devise licence/license practice/practise prophecy/prophesy</p> <p>eligible: suitable to be chosen or elected illegible: not legible (i.e. unreadable)</p> <p>eliminate: get rid of/exclude illuminate: light up</p>
19	Y5/6 New Learning	Homophones and other words that are often confused	<p>altar: a table-like piece of furniture in a church alter: to change</p> <p>ascent: the act of ascending (going up) assent: to agree/agreement (verb and noun)</p> <p>bridal: to do with a bride at a wedding bridle: reins etc. for controlling a horse</p>	<p>farther: further father: a male parent</p> <p>guessed: past tense of the verb guess guest: visitor</p> <p>heard: past tense of the verb hear herd: a group of animals</p> <p>led: past tense of the verb lead lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead)</p> <p>morning: before noon mourning: grieving for someone who has died</p>
20	Y5/6 Review of Word List	Assessment of Children’s Knowledge of Year 5 and 6 Word Lists	Time for revision for remaining weeks prior to KS2 SATs – focussing on areas of strength and weaknesses.	Time for revision for remaining weeks prior to KS2 SATs – focussing on areas of strength and weaknesses.
21 - 40	Y5/6 Review of Word List	Assessment of Children’s Knowledge of Year 5 and 6 Word Lists	Time for revision for remaining weeks prior to KS2 SATs – focussing on areas of strength and weaknesses.	Time for revision for remaining weeks prior to KS2 SATs – focussing on areas of strength and weaknesses.

JEB Mathematics Scheme of Work – Year 6

Year 6						
Number System	Number - Addition, Subtraction, Multiplications and Division	Number - Fractions/Decimals/Percentages and Ratio	Algebra	Measurement	Statistics	Geometry
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • read, write, order and compare numbers up to 10 000 000 and determine the value of each digit • round any whole number to a required degree of accuracy • use negative numbers in context, and calculate intervals across zero • solve number and practical problems that involve all of the above. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • divide numbers up to 4 digits by a two-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 • 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 • perform mental calculations, including with mixed operations and large numbers • identify common factors, common multiples and prime numbers • use their knowledge of the order of operations to carry out calculations involving the four operations • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use common factors to simplify fractions; use common multiples to express fractions in the same denomination • compare and order fractions, including fractions > 1 • add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] • divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$] • associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] • identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places • multiply one-digit numbers with up to two decimal places by whole numbers • use written division methods in cases where the answer has up to two decimal places • solve problems which require answers to be rounded to specified degrees of accuracy • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. • solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts • solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison • solve problems involving similar shapes where the scale factor is known or can be found • solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use simple formulae • generate and describe linear number sequences • express missing number problems algebraically • find pairs of numbers that satisfy an equation with two unknowns • enumerate possibilities of combinations of two variables. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate • use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places • convert between miles and kilometres • recognise that shapes with the same areas can have different perimeters and vice versa • recognise when it is possible to use formulae for area and volume of shapes • calculate the area of parallelograms and triangles • calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³]. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • interpret and construct pie charts and line graphs and use these to solve problems • calculate and interpret the mean as an average. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • draw 2-D shapes using given dimensions and angles • recognise, describe and build simple 3-D shapes, including making nets • compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons • illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius • recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Year 6

Wk	Term 1a	Wk	Term 1b
1	Number and Place Value	1	Addition, Subtraction - including decimals
2	Addition and Subtraction, Round and order Decimals	2	Multiplication (including decimals), Division by 10/100/1000
3	Properties of Shapes	3	Draw with accuracy, Convert units of length - including miles to kilometres and vice versa
4	Multiplication	4	Common Multiples, Dividing by U/11/12
5	Factors, Multiples, Fractions	5	Fractions with division, Equivalences of Fractions, Percentages and Decimals
6	Coordinates, Translation/Reflection of shapes	6	Conversion of time, Average Speed
7	Assessments	7	Assessments

Wk	Term 2a	Wk	Term 2b
1	Negative Numbers, BODMAS order of operations	1	Pie Charts, Line Graphs, Mean as an average
2	Algebra, Formula, Linear Equations	2	Measurement - Mass
3	Properties of Shapes including drawing angles, finding missing angles	3	Area, Perimeter, properties of circles
4	Add/Subtract/Multiply/Divide Fractions	4	Measurement - Capacity, volume
5	Ratio, Proportion	5	Long Multiplication/Long Division
6	Assessments	6	Assessments

Wk	Term 3a	Wk	Term 3b
1	Further Revision to meet the needs to individual groups of children - Areas identified from previous assessments	1	BODMAS challenge, number puzzles, curious questions
2		2	Divisibility tests, review multiplication/division of whole/decimal numbers
3		3	Review Fractions, Decimals, Percentages
4	Assessments - SATs	4	Using and plotting coordinates to locate and translate shapes
5	Multiplication including decimals	5	Formula, Linear Sequences, Algebra Problems
6	Division including decimals	6	(TRANSITION TO SECONDARY SCHOOL)
7		7	(TRANSITION TO SECONDARY SCHOOL)



John Emmerson Batty Primary School
Long Term Plan/Scheme of Work

Science

Skills and Processes
KS1
KS2

1	Asking simple questions Asking relevant questions (Y3/4)
2	Observing closely using simple equipment Setting up simple, practical enquiries, comparative and fair tests (Y3/4) Planning enquiries, including recognising and controlling variables where necessary (Y5/6)
3	Performing simple tests Making systematic and careful observations, taking accurate measurements using standard units with a range of equipment (take repeated readings where appropriate - Y5/6)
4	Identifying and classifying Gathering, recording, classifying and presenting data in a variety of ways
5	Using observations and ideas to suggest answers to questions Record findings using simple scientific vocabulary, drawings, diagrams, keys, bar charts and tables (Classification keys, scatter, bar and line graphs Y5/6)
6	Gather and record data to help answer questions Y2 Report on findings from enquiries - oral/written explanations, displays/presentation of results and conclusions (explanations involving casual relationships Y5/6)
7	Using results to draw simple conclusions and suggest improvements, new questions and predictions for setting up other tests (Y3/4) Using test results to make predictions to set up other comparatives and fair tests (Y5/6)
8	Identifying differences, similarities or changes related to simple scientific ideas and processes (Y3/4) Use simple models to describe scientific ideas (Y5/6)
9	Using straightforward scientific evidence to answer questions to support findings (Y3/4) Identifying scientific evidence that has been used to support or contradict ideas or arguments (Y5/6)

Skills & Processes involved - Indicated by **term** or **C** for continuous

Year	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b	1	2	3	4	5	6	7	8	9	
6	<p>Evolution</p> <p>Recognise and understand the story of creation</p> <p>Living things have changed over time and fossils provide information about living things</p> <p>Living things produce offspring of the same kind,</p> <p>Begin to learn about DNA and genes</p> <p>How animals and plants are adapted to suit their environment</p>	<p>Animals and Living things: Habitats</p> <p>Recognise and understand the theory of classification and the term 'taxonomy'</p> <ul style="list-style-type: none"> Recognise that living things are grouped into different kingdoms and explain the six different kingdoms of the living world Living things can be found in a variety of habitats and 	<p>Electricity</p> <p>Construct circuits that match a given description, from a conventional circuit diagram</p> <p>Examine a circuit diagram and explain how know whether it will work</p> <p>Decide how to investigate changes to circuits when different devices are added, or some of the wire is made thinner than the connecting wire</p>	<p>Animals including Humans</p> <p>Revision</p> <p>Foods that provide energy for activity, contain large amounts of sugar and fat</p> <p>Fruit and vegetables are vital to maintain good health</p> <p>Ways in which nutrients and water are transported within animals, including humans</p> <p>Internal organs including skeletal,</p>	<p>Revision</p> <ul style="list-style-type: none"> Earth, Sun and Moon Forces Stages of the human life cycle Healthy lifestyle for humans Water Cycle Circuits Magnets Light/Shadow Solids, liquids and gases Changing state 	<p>Light and How We See Things</p> <p>Light travels from a light source in straight lines</p> <p>Can see a light source when light from it enters their eyes.</p> <p>Light travels from a light source and can be blocked by an opaque object.</p> <p>Differences between shadows and reflections.</p> <p>Mirrors can reflect light and change the</p>		C	T 2a 2b 3a 3b	T 2a 2b 3a 3b	C	T 1b 2a 2b 3a 3b	C	2b 3a	T 1a 1b 2a 3a 3b	T 1a 1b

	<p>Adaptation may lead to evolution.</p> <p>How did Charles Darwin and Alfred Wallace develop ideas on evolution</p> <p>Understand the theory of natural selection</p> <p>Find out about the work of palaeontologists such as Mary Anning</p>	<p>understand the variety of habitats</p> <ul style="list-style-type: none"> ▪ Identify living things from different habitats and understand invertebrates and invertebrates ▪ Group animals explain why they are in each group 	<p>Understand how to stay safe when working with and using electricity</p>	<p>muscular and digestive</p> <p>Heart acts as a pump for blood, functions of arteries and veins</p> <p>Links between heartbeat and pulse rate</p> <p>Word 'drug' means, that drugs can help and harm</p> <p>Consider possible effects of smoking</p>		<p>direction in which a light beam is travelling.</p>									
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John Emmerson Batty Primary School
Long Term Plan/Scheme of Work

History

Skills and Processes
KS1
KS2

1	To develop an awareness of the past using common words and phrases relating to the passing of time.
2	To know where the people and events they study fit within a chronological framework.
3	To identify similarities and differences between ways of life in different periods.
4	To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
5	To understand some of the ways in which we find out about the past and identify different ways in which it is represented.
6	To develop chronologically secure knowledge and understanding of British, local and world history.
7	To regularly address and sometimes devise historically valid questions about change, cause, similarity and differences, and significance.
8	To understand how our knowledge of the past is constructed from a range of sources.
9	To note connections, contrasts, and trends over time and develop the appropriate use of historical terms.

Skills & Processes involved - Indicated by *term* or *C* for continuous

Year	Term 1	Term 2	Term 3	1	2	3	4	5	6	7	8	9
6 (A)	<p>Victorian Industrial Revolution and Victorian Childhood Queen Victoria and Victorian era, relationship with other periods in time, infer from portraits, compare and contrast sources, building of the railway, transport, industry, compare and contrast lives of poor and rich Victorian children, individuals who changed aspects of society</p>	<p>Mayans Mayan civilisation and contrasts with British history, place in chronology of time, how it was discovered, similarities and differences between Gods/beliefs and those of modern religions, how the civilisation was organised: clothes, homes, food, jobs, hierarchy</p>	<p>Anglo Saxons Understand continuity and change, concepts of settlements, Anglo Saxon settlers and the history of these islands as a coherent, chronological narrative, how Britain has been influenced by the wider world, invasions, impact upon history, oral traditions for storytelling, runic alphabet</p>						C	C	C	T2 T3
6 (B)	<p>Ancient Greece Understand civilisation, before Christ (BC), infer from images of buildings, religion, the gods and how they helped Greeks explain life around them, Greek navy/army, connections between past and modern day, Marathon, Athens and Sparta, Olympic Games, theatre, plays, sources</p>	<p>(Geography Themed Topic)</p>	<p>Post Britain - since 1945 - Cultural Change Life pre-1945, changes since, appropriateness of sources, place in modern chronology, industry, technology, homes, childhood, health, music, art, transport, impact of developments, on modern life, significant people who have made impact since 1945 in a variety of areas, family member study</p>						T1 T3	T1 T3	T1 T3	T1 T3



John Emmerson Batty Primary School
Long Term Plan/Scheme of Work

Geography

Skills and Processes

1	Interpret a range of geographical information including maps: diagrams, globes and aerial photographs.
2	Collect analyse and communicate with a range of data gathered through fieldwork.
3	Develop knowledge of the locations of globally significant places, both terrestrial and marine.
4	Understand the processes that give rise to key physical and human features.
5	Understand the key physical and human features of the world and how these are interdependent and change over time.
6	Locate globally significant places including their defining physical and human characteristics.
7	Communicate geographical information through numerical and quantitative skills and writing in length

Skills & Processes involved - Indicated by *term* or *C* for continuous

Year	Term 1	Term 2	Term 3	1	2	3	4	5	6	7
6 (A)	<p>Victorian Industrial Revolution Locate countries and continents, accurately name and locate cities within UK, compare maps from different times in history, suggest reasons for changes</p>	<p>The Mayans Locate North and South America, identify equator, Northern Hemisphere, Southern Hemisphere, Tropics of Capricorn and Cancer, major cities of modern Mesoamerica, location of Mayan tribes, biomes, land height and climate, man-made features, comparisons in physical and human features between Redcar and region of South America</p>	<p>Anglo Saxons How Britain has influenced wider world, human geography including types of settlements and place names, digital maps to locate settlements, key explorers of the past and their influences</p>	C	T1	T2 T3	C	C	T1 T3	T2
6 (B)	<p>Greece (History Linked) Geographical similarities and differences in human and physical between contrasting localities, locate Greece and Ancient Greece, city states, climate, land height, landmark of Greece</p>	<p>Rivers and Mountains Identify and sequence key aspects of The Water Cycle, human uses of water as part of the cycle, journey of rivers, investigations, geographical features of streams and rivers, locate route of local river, what people use rivers for</p>	<p>The Commonwealth (History Linked) Creation of the Commonwealth, identify and locate member countries, development of multicultural society through human geography</p>	C	T2	C	C	C	C	T2

Computing

Year	Programming	Data	Understanding Technology	Using technology effectively	Keeping Safe
6	<p>Unit 1: Lego Mindstorms Introduction to Mindstorms software.</p> <p>Investigate programming simple movements for the Robot.</p> <p>Use Lego League competition table to set short tasks to be solved and completed using the robot.</p> <p>Unit 2: Scratch The Ghosty woods Use external triggers and infinite loops to control sprites.</p> <p>Use Action Script in 2DIY to change variables.</p> <p>Create and edit variables</p> <p>Use conditional statements</p> <p>Evaluate the effectiveness of their game and debug if required.</p>	<p>Create data collection forms and enter data from these accurately.</p> <p>Know how to check for and spot inaccurate data.</p> <p>Know which formulas to use when I want to change my spreadsheet model. (including: SUM(_:_), =(_*_))</p> <p>Make graphs from the calculations on my spreadsheet.</p> <p>Sort and filter information.</p> <p>Understand that changing the numerical data effects a calculation.</p> <p>Use formula in a spreadsheet to present and analyse information (Class Party planning, design and cost new classroom)</p>	<p>Blogging Register for a blog: selecting a url and navigate to their blog once it is created.</p> <p>Alter the theme and appearance of their blog, adding background images etc.</p> <p>Create a new post, save it as a draft and publish it.</p> <p>Embed photos, hyperlinks and videos into posts.</p> <p>Reorganise posts and remove posts they no longer want.</p> <p>Like/follow other blogs and build up their blog content over the year.</p>	<p>Unit 1: Animation Plan a multi-scene animation including characters, scenes, camera angles and special effects.</p> <p>Use stop-go animation software with an external camera to shoot the animation frames.</p> <p>Adjust the number of photographs taken and the playback rate to improve the quality of the animation.</p> <p>Publish their animation and use a movie editing package to edit/refine and add titles.</p> <p>Unit 2: Video (iMovie on i-pads) Storyboard and capture videos for a purpose.</p> <p>Plan for the use of special effects/transitions to enhance their video.</p> <p>Trim, arrange and edit audio levels of video to improve the quality of their outcome.</p> <p>Add titles, credits, transitions, special effects.</p> <p>Export their video in different formats for different purposes .</p>	<p>Cræete own class rules for online use.</p> <p>Password creation and checker.</p> <p>Find <i>report</i> and <i>flag</i> buttons in commonly used sites and name sources of help (Childline, Cybermentors, etc)</p> <p>'click-CEOP' button and explain to parents what it is for.</p> <p>Discuss scenarios involving online risk.</p> <p>State the source of information found on the internet.</p> <p>Act as a role model for younger pupils, including promoting <i>Sid's Top Tips</i> and SMART rules</p>

 <p>John Emmerson Batty Primary Long Term Plan</p> <p>Art and Design</p>		Skills and Processes	1	Drawing							
			2	Painting							
			3	Sculpture							
			4	Evaluate							
			5	Analyse							
			6	Great artists, craft maker, architects or designers							
			7	Other Techniques i.e. Printing, Collage, Textiles							
		Skills and Processes involved - Indicated by term or C for continuous									
Year	Term 1	Term 2	Term 3	1	2	3	4	5	6	7	
6 (A)	Drawing - Quilling / Decoupage /Silhouettes Painting - Artist study (Turner)	Mayan patterns / collage / weaving / fabric sculpture	Drawings / sculpture (Anglo Saxon jewellery) Painting - illuminated lettering	1, 2 & 3	1 & 3	2 & 3	C	C	1	1, 2 & 3	
6 (B)	Sculpture - clay Greek pots, Papier mache vases Textiles - Greek God quilt Famous architects -use of Greek architecture - columns - Sir Robert Smirke	Drawing & Painting - Famous artists - Claude Monet - Linked to Rivers/Water topics Digital art - David Hockney Linked to Rivers/Water topic	Drawing & Painting, digital art (i-pads) - Famous artists - Andy Warhol Drawing 3D objects - pastels	C	C	1	C	C	C	1	

 <p>John Emmerson Batty Primary Long Term Plan</p> <p>Design & Technology</p>		Skills and Processes	1	Structures						
			2	Textiles						
			3	Mechanical systems						
			4	Cooking and Nutrition						
			5	Electrical Systems (KS2)						
			6	Pneumatics (KS2)						
		Skills and Processes involved - Indicated by term or C for continuous								
Year	Term 1	Term 2	Term 3	1	2	3	4	5	6	
6 (A)	Food - Victorian pasties - boiling, cutting, frying, baking	Textiles - Mayan Bags - designing, cutting, stitching	Structures - Anglo Saxon housing/huts	3	2		1			
6 (B)	Famous architects -use of Greek architecture - columns - Sir Robert Smirke	Structures - Bridges - research, design, test	Electrical/mechanical systems - Solar powered cars	1 2		3		3		

 <p>John Emmerson Batty Primary School Long Term Plan/Scheme of Work</p> <p>Physical Education (PE)</p>	Skills and Processes		1	Physical Skills (Skills covered progressively throughout the curriculum)			
			2	Thinking Skills (Focus on Gymnastics, Dance, Athletics, OAA)			
			3	Social Skills (Focus on Team Games)			
			4	Healthy Skills (Skills covered progressively throughout the curriculum)			
			Skills & Processes involved - Indicated by term or C for continuous				
Year	Term 1	Term 2	Term 3	1	2	3	4
6	<u>Tag Rugby</u> (Sending, receiving, tactics, attack, defend) <u>Gymnastics</u> (Sequencing, control, balance, rolling)	<u>Dance</u> (Country Dancing - rhythm, timing, stamina) <u>Netball</u> (Throwing, catching, speed, stamina, turning, tactics)	<u>Kwik-Cricket</u> (throwing, catching, bowling, batting, reaction timing, tactics) <u>Athletics</u> (speed, throwing, jumping, running)	C	C	C	C

 <p>John Emmerson Batty Primary School Long Term Plan/Scheme of Work</p> <p>PSHE and Citizenship</p>	Skills and Processes		1	Intrapersonal		
			2	Interpersonal		
			3	Enquiry		
			Skills & Processes involved - Indicated by term or C for continuous			
Year	Term 1	Term 2	Term 3	1	2	3
6	<ul style="list-style-type: none"> Class Charter SEAL- New beginnings (4 weeks) SEAL- Getting on and Falling Out (2 weeks) Internet Safety (Computing linked) Anti-bullying week Healthy lifestyles 	<ul style="list-style-type: none"> SEAL- Going for Goals SEAL- Good to be Me Drugs Education Healthy Diets Prejudice, discrimination (RE linked) Community (RE linked) 	<ul style="list-style-type: none"> SEAL- Relationships (Inc. secrets) SEAL- Changes Heartstart Lucinda and Godfrey - 'Puberty' - Part 2 School Nurse visit regarding puberty, periods, personal hygiene etc. 	C	C	C

 <p>John Emmerson Batty Primary School Long Term Plan/Scheme of Work</p> <p>Religious Education (RE)</p>	Skills and Processes		1	Learning about Religion - AT1	
			2	Learning about Religion - AT2	
			Skills & Processes involved - Indicated by term or C for continuous		
Year	Term 1	Term 2	Term 3	1	2
6	<p>Why is the Buddha important for Buddhists? (Belief, Teachings/ Authority, Impact of Faith, 5-6 weeks)</p> <p>How do Buddhist beliefs affect the way Buddhists live their lives? (Belief, Teachings/ Authority, Impact of Faith, 5-6 weeks)</p> <p>Christmas What do the gospels tell us about the birth of Jesus? (Teachings/Authority, 3 weeks)</p>	<p>How do religions respond to prejudice and discrimination? (Belief, Impact of Faith, 7-8 weeks)</p> <p>Easter Why are Good Friday and Easter Day the most important days for Christians? (Belief, 3 weeks)</p>	<p>How and why do some religious people inspire others? (Teachings/ Authority, Impact of faith, 5-6 weeks)</p> <p>What do religions say about the environment? (Belief, Teachings/Authority, Impact of faith, 5-6 weeks)</p>	C	C



John Emmerson Batty Primary School
Long Term Plan/Scheme of Work

Music

Skills and Processes

- | | |
|---|---|
| 1 | Listening and Appraising: Appreciation, evaluation, opinion and discussion, style indicators, musical history |
| 2 | Musical Activities: Singing, games, playing by ear, introducing and playing from notation |
| 3 | Creating and Exploring: Improvising with voices and instruments, composing, notating, writing down, graphic scoring. |
| 4 | Performing: Solo, ensemble |

Skills & Processes involved – Indicated by *term* or *C* for continuous

Year	Term 1	Term 2	Term 3	1	2	3	4
6	<ul style="list-style-type: none"> Improvising rhythmic and melodic ostinato Singing in harmony Learning about chords Performing music and dance Devising rhythmical actions to music Improvising descriptive music Playing rhythm cycles Singing call and response songs Combining songs and rhythm cycles 	<ul style="list-style-type: none"> Exploring expressive singing in a part-song Learning about song structure Learning to sing major and minor note patterns Developing a song cycle performance incorporating mixed media Developing rhythm skills. Creating rhythm patterns. Exploring rhythm through dance. Combining and structuring rhythms through dance. 	<ul style="list-style-type: none"> Singing with expression and sustained notes Performing complex song rhythms Learning to play a melody with chord accompaniment Playing instrumental parts to accompany a song Composing programme music Writing verses for a rap Developing a song performance Developing a song arrangement 	T2	C	T1/3	C



John Emmerson Batty Primary School
Long Term Plan/Scheme of Work

MFL - (French)
(Following the Catherine Cheater Scheme)

Skills and Processes

- | | |
|---|--|
| 1 | Understand and respond to spoken and written language from a variety of sources. |
| 2 | Speak with increasing confidence, finding ways of communicating what to say |
| 3 | Improve the accuracy of pronunciation and intonation. |
| 4 | Begin to write at varying length, using grammatical structures learnt |
| 5 | Demonstrate a growing vocabulary. |
| 6 | Develop an appreciation of a range of writing. |

Skills & Processes involved – Indicated by *term* or *C* for continuous

Year	Term 1	Term 2	Term 3	1	2	3	4	5	6
6	<p>Masculine nouns e.g. un abricot, un bison, un cerf, un chapeau, un château, un citron, un corbeau, un crabe, un crapaud, un dauphin, un drapeau, un écureuil, un pigeon, un garçon, un géranium, un guépard, un hanneton, un hérisson, un héron, un hibou, un kangourou, un koala, un marteau, un moineau, un poney, un requin, un seau, un serpent, un scorpion, un taureau, un train, un wapiti .</p> <p>Feminine nouns e.g. une autruche, une cerise, une cigale, une fleur, une fraise, une gazelle, une girafe, une groseille, une guêpe, une hirondelle, une myrtille, une orange, une prune, une puce, une taupe, une tortue.</p> <p>Verbs in the infinitive form : siffler ronfler se cacher se promener lire dormir</p> <p>Conjugated forms in the présent (present tense) : il/elle siffle ; ils/elles sifflent il/elle ronfle ; ils/elles ronflent il/elle se cache ; ils/elles se cachent il/elle se promène ; ils/elles se promènent il/elle lit ; ils/elles lisent il/elle dort ; ils/elles dorment il/elle lisait ; ils/elles lisaient il/elle dormait ; ils/elles dormaient</p>	<p>Conjugated forms in the passé composé (perfect tense): j'ai/ tu as/ il a/ elle a entendu j'ai/ tu as/ il a/ elle a vu</p> <p>Conjugated forms of aller as part of le futur proche (near future tense): je vais/ il va/ elle va + infinitive</p> <p>Adverbs of place/ sentence starters e.g. dans la rue dans les bois dans la forêt derrière un buisson</p> <p>Adverbs of time Aujourd'hui Hier Ce matin Cet après-midi Ce soir Le week-end dernier La semaine dernière À (+ clock time) Il y a une demi-heure Le week-end prochain La semaine prochaine Dans une demi-heure</p>	<p>Telling the time - analogue clock Quelle heure est-il ? Il est une heure, deux heures, trois heures, etc ... cinq, ... dix, ... et quart, ... vingt, ... vingt-cinq, ... et demie, ... moins vingt-cinq, ... moins vingt, ... moins le quart, ... moins dix, ... moins cinq. Il est midi, il est minuit... et demi.</p> <p>Relative pronoun qui (e.g. un cochon qui chante)</p> <p>Times Tables Revision of 2x, 3x, 5x, introduction of 10x, 4x, 6x</p> <p>Numbers 61 - 100 61 - 70 soixante et un, soixante-deux, soixante-trois, soixante-quatre, soixante-cinq, soixante-six, soixante-sept, soixante-huit, soixante-neuf, soixante-dix. 71 - 80 soixante et onze, soixante-douze, soixante-treize, soixante-quatorze, soixante-quinze, soixante-seize, soixante-dix-sept, soixante-dix-huit, soixante-dix-neuf, quatre-vingts.</p>	C	C	C	C	C	C