



The Creative Learning Journey

UKS2 Autumn 1 Beeches - What a Disaster!



UNDERSTANDING THE WORLD

Location knowledge UKS2
 • **ge56** I can talk about the human and physical characteristics of some of the geographical regions of the UK

• **ge57** I can identify key topographical features of the UK (e.g. hills, coastal features, rivers, mountain ranges etc)

• **ge58** I can identify patterns of land-use and describe how these shape the landscape

• **ge59** I know how and why human and physical features in the landscape change over time (e.g. river courses or patterns of settlement)

Human and physical geography UKS2

• **ge64** I understand physical geography in relation to rivers, mountains, volcanoes and earthquakes

• **ge66** I understand human geography in relation to types of settlement and land-use

Geographical skills and fieldwork UKS2

• **ge70** I can use a variety of paper-based and digital resources to locate and identify places and features around the world

• **ge72** I can use four and six figure grid references

• **ge73** I understand keys and the symbols on an O.S. map

• **ge74** I have done a local study which included the digital collection and presentation of data as well as drawing sketch maps and plans to support my observations

LITERACY

Reading - word reading UKS2

• **e200** apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Reading - comprehension UKS2

• **e201** maintain positive attitudes to reading and understanding of what they read by:

• **e202** continuing to read and discuss an increasingly wide range of fiction, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

• **e203** recommending books that they have read to their peers, giving reasons for their choices

• **e204** increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

• **e205** identifying and discussing themes and conventions in and across a wide range of writing

• **e206** making comparisons within and across books

• **e207** checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

• **e208** asking questions to improve their understanding

• **e209** drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

• **e210** predicting what might happen from details stated and implied

• **e211** summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

• **e212** identifying how language, structure and presentation contribute to meaning

• **e213** discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

• **e214** distinguish between statements of fact and opinion

• **e215** retrieve, record and present information from non-fiction

• **e216** participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

• **e217** explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

• **e218** provide reasoned justifications for their views.

Writing - transcription - Spelling UKS2

• **e219** use further prefixes and suffixes and understand the guidance for adding them

• **e220** spell some words with 'silent' letters (for example, knight, psalm, solemn)

• **e221** continue to distinguish between homophones and other words which are often confused

• **e222** use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1

• **e223** use dictionaries to check the spelling and meaning of words

• **e224** use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

• **e225** use a thesaurus.

Writing - handwriting and presentation UKS2

• **e226** write legibly, fluently and with increasing speed by:

• **e227** choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

Writing - composition UKS2

• **e228** identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

• **e229** noting and developing initial ideas, drawing on reading and research where necessary

• **e230** selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

• **e231** in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

• **e232** using a wide range of devices to build cohesion within and across paragraphs

• **e233** using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)

• **e234** assessing the effectiveness of their own and others' writing

• **e235** proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

• **e236** ensuring the consistent and correct use of tense throughout a piece of writing

• **e237** ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

• **e238** proof-read for spelling and punctuation errors

• **e239** perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing - vocabulary, grammar and punctuation UKS2

• **e240** using passive verbs to affect the presentation of information in a sentence

• **e241** using the perfect form of verbs to mark relationships of time and cause

• **e242** using expanded noun phrases to convey complicated information concisely

• **e243** using modal verbs or adverbs to indicate degrees of possibility

• **e244** using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

• **e245** learning the grammar for years 5 and 6 in English Appendix 2

• **e246** using commas to clarify meaning or avoid ambiguity in writing

• **e247** using brackets, dashes or commas to indicate parenthesis

• **e248** using semi-colons, colons or dashes to mark boundaries between independent clauses

• **e249** using a colon to introduce a list

• **e250** punctuating bullet points consistently

• **e251** use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

COMMUNICATION AND LANGUAGE

UKS2

• **fl1** I can understand what is being said to me and respond correctly

• **fl2** I can spell and pronounce the words correctly in the songs and poems I know

• **fl3** I can have a conversation including asking and answering questions

• **fl4** I can speak in grammatically correct sentences

• **fl5** I can pronounce words correctly so that I am understood

• **fl6** I can read simple passages with understanding

• **fl7** I can speak and write about everyday life

• **fl8** I know that some words are governed by gender

LAW
6 School Rules
Class charters
RRSA
Fire Service
Police Talks
Behaviour
rewards,
celebrated
in Thursday and
Friday assemblies
Reading awards

LAW
6 School Rules
Class charters
RRSA
Fire Service
Police Talks
Behaviour
rewards,
celebrated
in Thursday and
Friday assemblies
Reading awards

INDIVIDUAL
LIBERTY
Responses to pupil
questionnaire
Lunchtime book club
Class Council
Sports Council
Mentorship and
'Revision Rally'
Programme
Extra Curricular
clubs

MUTUAL RESPECT
AND
TOLERANCE
RE Curriculum
RRSA - focus of
Monday and
Tuesday assemblies.
ISA - links
with a school in
Kenya.
Show Racism
the Red Card
Sign Squad
Guide Dogs
French

UKS2 Autumn 1 Beeches - What a Disaster!

PE

Year Six children to participate in weekly swimming lessons.

PE lessons are in line with the Thomas Hepburn Sporting Calendar. This half term children will look at Sports Hall Athletics and Rowing.

PSHE

Week 1: Rights Respecting agenda in the form of Class Charters, weekly assemblies, Class Charters

R.E.

Week 1: What are the five pillars of Islam?

Week 2: What is Shahadah and why is it important to Muslims?

Week 3: Can I write instructions for Wudu?

Week 4: Can I explain how the principle of Zakah is used to help the poor?

Week 5: Can I write a diary entry relating to Sawm?

Week 6: Can I write a recount in role as a pilgrim to Mecca?

Week 7: Can I explain how Muslims pray?

Maths:

Week 2: Place Value, Addition, Subtraction

Week 3: Multiplication

Week 4: Division

Week 5: Adding and Subtracting decimals

Week 6: Percentages, numbers amounts, money etc.

Week 7: Perimeter and Area

Applying methods ongoing

IT:

Week 2: E-safety - remind children of safe and appropriate behaviour online.

Week 3: Write a recount (postcard) using purple mash
Extra: create a book review for display

Week 4: Purple Mash - data logging, use Tellagami to create news broadcasts.

Extra: Scratch programming

Week 5: Scratch programming

Week 6: Scratch programming

Week 7: Scratch programming

Weeks 1 & 2: Recounts - basic skills ongoing.

Week 3 - 5: narrative story - word class to be covered in first sections of lesson.

Week 6 - 7: balanced arguments.

Grammar sessions informed from baseline tests in week 1

French

Week 1: Can I learn the names in French for common pets?

Week 2: Can I understand and answer questions about pets?

Week 3: Can I conduct a survey of pet ownership?

Week 4: Can I understand the plural forms of animals?

Week 5: Can I conduct a survey of pet ownership?

Week 6: Can I revise masculine/feminine?

Week 7: Can I ask and answer questions about my name, age and pets?

UKS2 Autumn 1 Beeches - What a Disaster! - Stage Coverage

UNDERSTANDING THE WORLD

Location knowledge UKS2

- **ge56** name and locate geographical regions and their identifying human and physical characteristics
- **ge57** name and locate key topographical features (including hills, mountains, coasts and rivers)
- **ge58** name and locate land-use patterns
- **ge59** name human and physical characteristics and understand how some of these aspects have changed over time

Human and physical geography UKS2

- **ge64** rivers, mountains, volcanoes and earthquakes
- **ge66** human geography, including: types of settlement and land use

Geographical skills and fieldwork UKS2

- **ge70** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- **ge72** use four and six-figure grid references
- **ge73** symbols and key (including the use of Ordnance Survey maps)
- **ge74** use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

MATHEMATICS AND COMPUTING

Number - number and place value UKS2

- **m210** read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- **m211** round any whole number to a required degree of accuracy
- **m212** use negative numbers in context, and calculate intervals across zero
- **m213** solve number and practical problems that involve all of the above.

Number - addition, subtraction, multiplication and division UKS2

- **m214** multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- **m215** 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
- **m216** 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
- **m217** perform mental calculations, including with mixed operations and large numbers
- **m219** use their knowledge of the order of operations to carry out calculations involving the four operations
- **m220** solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- **m221** solve problems involving addition, subtraction, multiplication and division
- **m222** use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

Number - fractions (including decimals and percentages) UKS2

- **m229** 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
- **m230** multiply one-digit numbers with up to two decimal places by whole numbers
- **m231** use written division methods in cases where the answer has up to two decimal places
- **m232** solve problems which require answers to be rounded to specified degrees of accuracy

Measurement UKS2

- **m246** recognise that shapes with the same areas can have different perimeters and vice versa
- **m248** calculate the area of parallelograms and triangles

UKS2

- **co31** design, write and debug programs, controlling or simulating physical systems
- **co32** solve problems by decomposing them into smaller parts
- **co33** use sequence in programs
- **co35** use repetition in programs
- **co37** use various forms of input
- **co41** use search technologies effectively
- **co42** be discerning in evaluating digital content
- **co43** appreciate how results are selected and ranked
- **co46** use technology safely, respectfully and responsibly
- **co47** recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

PHYSICAL EDUCATION

UKS2

- **pe11** use running, jumping, throwing and catching in isolation
- **pe11.1** use running, jumping, throwing and catching in combination
- **pe13** develop flexibility, strength, technique, control and balance, for example through athletics
- **pe16** compare their performances with previous ones.
- **pe16.1** demonstrate improvement
- **pe16.2** demonstrate their personal best.

Swimming and water safety UKS2

- **pe17** swim competently, confidently and proficiently over a distance of at least 25 metres
- **pe17.1** use a range of strokes effectively such as front crawl, backstroke and breaststroke
- **pe17.2** perform safe self-rescue in different water-based situations.

LITERACY

Reading - word reading UKS2

- **e200** apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Reading - comprehension UKS2

- **e201** maintain positive attitudes to reading and understanding of what they read by:
- **e202** continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- **e203** reading books that are structured in different ways and reading for a range of purposes
- **e204** increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- **e205** recommending books that they have read to their peers, giving reasons for their choices
- **e206** identifying and discussing themes and conventions in and across a wide range of writing
- **e207** making comparisons within and across books
- **e211** checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- **e212** asking questions to improve their understanding
- **e213** drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- **e214** predicting what might happen from details stated and implied
- **e215** summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- **e216** identifying how language, structure and presentation contribute to meaning
- **e217** discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- **e218** distinguish between statements of fact and opinion
- **e219** retrieve, record and present information from non-fiction
- **e220** participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- **e221** explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- **e222** provide reasoned justifications for their views.

Writing - transcription - Spelling UKS2

- **e223** use further prefixes and suffixes and understand the guidance for adding them
- **e224** spell some words with 'silent' letters [for example, knight, psalm, solemn]
- **e225** continue to distinguish between homophones and other words which are often confused
- **e226** use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- **e227** use dictionaries to check the spelling and meaning of words
- **e228** use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- **e229** use a thesaurus.

Writing - handwriting and presentation UKS2

- **e230** write legibly, fluently and with increasing speed by:
- **e231** choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

Writing - composition UKS2

- **e234** identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- **e235** noting and developing initial ideas, drawing on reading and research where necessary

COMMUNICATION AND LANGUAGE

UKS2

- **fl1** listen attentively to spoken language and show understanding by joining in and responding
- **fl2.1** link the spelling, sound and meaning of words
- **fl3** engage in conversations; ask and answer questions
- **fl4** peak in sentences, using familiar vocabulary, phrases and basic language structures
- **fl5** develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- **fl7** read carefully and show understanding of words, phrases and simple writing
- **fl11** describe people, places, things and actions orally and in writing
- **fl12** understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms

PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens UKS2

- **pa33** Be able to lead discussions and debates about wider issues (aware of different roles, rights and responsibilities).

RE - Learning From Religion UKS2

- **rf29** Reflect on what it means to belong to a faith community and develop ways of communicating others' responses.
- **rf30** Reflect on the level of commitment needed to belong to a religion.
- **rf31** Understand how commitment to a religion is shown.
- **rf32** Discuss and express their own and others' religious beliefs, including wonder.

Learning About Religion UKS2

- **ra34** Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.
- **ra35** Describe the practices and ways of life in religions and understand how these stem from beliefs and teachings.
- **ra39** Consider the meaning of a range of forms of religious expression and understand why they are important.
- **ra40** Understand the importance of religious expression.
- **ra41** Make connections between forms of religious expression.
- **ra42** Describe religious and other responses to ethical and ultimate questions.

PSED Preparing to play an active role as citizens UKS2

- **pa40** Adapt different roles, rights and responsibilities during discussions and debates about wider issues.

