



	Autumn		Spring		Summer	
Unit	<b>The Mysterious Maya (7 weeks)</b>	<b>World War 2 - Bombs, Blitz and Buildings (7 weeks)</b>	<b>22 degrees north - Bizarre Biomes! (7 weeks)</b>	<b>What's so Great about Britain? (5 weeks)</b>	<b>SATs/ And here we are - Britain Since 1948 (6 weeks)</b>	<b>Residential How do I get there? (7 and half weeks)</b>
English The Write Stuff	Mexican restaurant (restaurant review) and Mayan Sacrifice (diary entry)  <b>Grammar:</b> Short sentences, Relative clause, colon, Simile Prepositional phrase, Relative clause, Exclamations, Passive voice/ complex sentence, Questions, Alliteration, Personification, Metaphor, Adverbs Time, Hyphenated, Exclamations, Precise verb, Adjectives, Time adverbials, Simile, Repetition	<b>Star of Fear, Star of Hope - (Letter)</b> <b>A Christmas Carol - (Poetry)</b>  <b>Grammar SOFSOH and Scrooge:</b> Complex Sentence, Subordinate Conj, Superlative, Alliteration, Repetition, Adverbial Phrase, Complex Sentence, Precise Verb, Metaphor, Power of 3 '-ing' words, Colon Imagining, Metaphor, Simile, Pathetic Fallacy, Statistics, Alliteration, Rhetorical Question, Quote/ Inverted Commas, Semi-colon, Expanded noun-phrase, Relative Clause, Adverbial	<b>Grammar / Reading Alma - Literacy Shed video (missing poster, narrative)</b>  <b>Grammar Alma:</b> Multi-clause sentence with co-ordination beginning with a noun, adjectives, multi-clause sentences, short sentence, colon, repetition, precise verse, clause starting with -ing, parenthesis (dashes), similie, prepositional phrases, adverbials, metaphors, personification, onomatopoeia, ellipses, relative clause, subordination	<b>King Kong - Anthony Browne (Setting description)</b>  <b>Grammar King Kong:</b> Coordinating Conjunctions, Subordinating Conjunctions, Figurative Language, Expanded Noun Phrases, Synonyms, Antonyms, Adverbs, Preposition, Cohesion, Direct Speech, Subjunctive Form, Passive Verbs, Semi-colon, Colon, Dashes, Relative Clause, Clauses	<b>Holes by Louis Sachar (newspaper article, wanted poster)</b>  <b>Grammar Holes:</b> Subjunctive form, passive voice, parenthesis (commas, dashes and brackets), colon, fronted adverbials, inverted commas - speech, apostrophe for contraction, apostrophe for possession, adjectives, semi-colon to separate clauses, short and complex sentences expanded noun phrase, adverbs, capitalised proper nouns	<b>Everest by Sangma Francis and Lisa Fesk - Nonchron report</b>  <b>Grammar Everest:</b> Personification, Precise verbs, Metaphor, Relative Clause, Colon, Repetition, prepositions, Technical vocab, Fronted adverbial, adverb, Specific vocab, Personification, Fronted adverbial, Subordinating Conjunction, Adverbials, Explanation Noun Phrases
Reading	<b>Mayans</b> 2a words in context, 2b retrieve and record information, 2c summarise, 2d make inferences, 2e predict, 2f meaning as a whole 2g choice of words and phrases, 2h make comparisons	<b>Firework safety reading comprehension</b> 2a words in context, 2b retrieve and record information, 2c summarise, 2d make inferences, 2e predict, 2f meaning as a whole 2g choice of words and phrases, 2h make comparisons	Both fiction and non-fiction texts: 2a words in context, 2b retrieve and record information, 2c summarise, 2d make inferences, 2e predict, 2f meaning as a whole 2g choice of words and phrases, 2h make comparisons	<b>King Kong by Anthony Browne</b> 2a words in context, 2b retrieve and record information, 2c summarise, 2d make inferences, 2e predict, 2f meaning as a whole 2g choice of words and phrases, 2h make comparisons	<b>Holes By Louis Sachar SATs Style</b> 2a words in context, 2b retrieve and record information, 2c summarise, 2d make inferences, 2e predict, 2f meaning as a whole 2g choice of words and phrases, 2h make comparisons	<b>Everest by Sangma Francis and Lisa Fesk</b> 2a words in context, 2b retrieve and record information, 2c summarise, 2d make inferences, 2e predict, 2f meaning as a whole 2g choice of words and phrases, 2h make comparisons
Maths	Place value, addition and subtraction,	Multiplication and division, area, perimeter and volume,	Fractions, converting units of measure, position and direction	Fractions, decimals, percentages, ratio, statistics	Algebra, arithmetic recap, decimals, shape	Themed project, consolidation and problem solving
Science Whole units but regular quizzes on previous learning	<b>Living Things and their habitats</b> *Describe how and why living things are classified into broad groups - recognise similarities and differences in observable features to decide how living things should be grouped e.g. a cat is mammal because it is warm blooded and gives birth to live young. (revisiting year 5 life cycles)  <b>DOES COLOUR AFFECT HOW WE TASTE THINGS?</b>	<b>Animals including Humans</b> *Identify and name main parts of human circulatory system, and describe their function - *Describe what heart, blood vessels and blood do, e.g. carry oxygen to all parts of the body. *Recognise impact of diet, exercise, drugs and lifestyle on the way bodies function e.g. *Suggest how their bodies are affected by substances and actions, e.g. that a high fat diet coupled with little exercise is likely to lead to obesity.	<b>Light</b> *Recognise that light appears to travel in straight lines *Explain that, to see, light travels from light sources, reflects from objects then to our eyes *Explain why shadows have the same shape as the objects that cast them	<b>Evolution and Inheritance</b> * Recognise fossils show how living things have changed over time e.g. explain that these have died out and others have taken their place. * Recognise living things produce offspring, but normally offspring are not identical to parents eg. that puppies vary from each other and from their parents. *Identify that living things adapt and that adaptation may lead to evolution - Describe examples of a living thing that	<b>Animals including Humans</b> *Describe how nutrients and water are transported within animals, including humans e.g. *Describe with aid of diagrams the route that water takes within animals, e.g. through the human body.  <b>*Quick weekly quizzes/retrieval practise from Animals including humans Y6</b>	<b>Electricity</b> *Understand effect of changing number and voltage of cells used in a circuit e.g. Explain how number and voltage of cells affects the lamp or buzzer * Compare and give reasons for variations in how components of a circuit function e.g. Explain the use of switches, how bulbs can be made brighter and buzzers made louder * Use recognised symbols when representing a simple circuit in a diagram e.g. Represent a

	*Quick weekly quizzes from year 5 science weekly*	<b>WHAT SPORT MAKES YOU SWEAT THE MOST</b> *Quick weekly quizzes/retrieval practise from Animals including humans Y6 and Y5 Living things and habitats*	<b>HAMILTON TRUST CRIME LAB INVESTIGATION</b> *Quick weekly quizzes/retrieval practise from Y5 Earth and Space*	has adapted to live in a particular habitat and evolved as a result, e.g. a polar bear or cactus. <b>BERRY SQUISHING</b> *Quick weekly quizzes/retrieval practise from Animals including humans Y6 and Y5 Living things and habitats and materials*		circuit that has been constructed using symbols. <b>HAMILTON TRUST CELEBRATIONS</b> *Quick weekly quizzes/retrieval practise from Animals including humans Y5 Forces*
<b>Working Scientifically</b> *Plan scientific enquiries to answer questions, controlling variables where necessary *Takes Measurements - Considers how by modifying instrument or technique, measurements can be improved *Record data and results of increasing complexity. Eg use line graphs to display complex data *Use test results to make predictions to set up further comparative and fair tests - Use evidence to suggest further comparative or fair tests that would develop the investigation, e.g. in the design of rear view mirrors for cars. *Report and present findings from enquiries - In conclusions, indicate how trustworthy they are, e.g. in relating brightness of bulb to voltage supplied. *Identify scientific evidence that has been used to support or refute ideas or arguments - eg. e.g. selective breeding to produce animals or plants with desirable characteristics. <b>Growing and looking after class plants</b>						
<b>Unit</b>	<b>The Mysterious Maya</b>	<b>World War 2 - Bombs, Blitz and Buildings</b>	<b>22 degrees north - Bizarre Biomes!</b>	<b>What's so Great about Britain?</b>	<b>SATs/ And here we are - Britain Since 1948</b>	<b>Residential How do I get there?</b>
<b>Geography</b>	*Retrieval practise- Locate Mexico on a map and discuss tropics, time zones etc.	*Retrieval practise- Locate key places involved in WW2 on a map	Cuba, Mexico, Mauritania, India, China <b>Enquiry &amp; Investigation</b> *Analyse information from a range of sources and make conclusions <b>Human and Physical Geography</b> *Describe and understand climate zones, biomes and vegetation belts and the water cycle.	<b>Following Directions and Maps</b> *Use a range of maps to plan the quickest route and find alternative routes <b>Enquiry &amp; Investigation</b> *Analyse information from a range of sources and make conclusions <b>Following Directions and Maps</b> *Use digital/computer napping to locate places in the KS2 poS <b>Human and Physical Geography</b> *Describe and understand economic activity and the distribution of natural resources <b>Locational Knowledge</b> *Understand how the geography of the UK has changed over time. <b>Map Making</b> *Make own thematic map based on own data		<b>Following Directions and Maps</b> *Locate places in an OS map using a 6 figure grid reference *Use a range of maps to plan the quickest route and find alternative routes *Read the scale on contour lines on an OS map
	Where in the World continuous discussion and Map plotting linked to history/news/holidays etc.		Where in the World continuous discussion and Map plotting linked to history/news/holidays etc.		Where in the World continuous discussion and Map plotting linked to history/news/holidays etc.	
<b>History</b>	<b>Historical Enquiry</b> *Suggest reasons for conflicting historical accounts *Analyse sources of information for accuracy, usefulness and relevance <b>Historical Understanding</b>	<b>Historical Enquiry</b> *Suggest reasons for conflicting historical accounts *Analyse sources of information for accuracy, usefulness and relevance <b>Historical Understanding</b>			<b>Historical Enquiry</b> *Suggest reasons for conflicting historical accounts *Analyse sources of information for accuracy, usefulness and relevance <b>Historical Understanding</b>	

	<p>*Use and understand abstract terms such as Empire, civilisation, parliament and peasantry</p> <p><b>Periods in History</b></p> <p>*Discuss the impact and causes of historical changes in world history and influences on British society at the time</p>	<p>*Make links between events and changes; giving reasons for them and explaining the result</p> <p><b>Periods in History</b></p> <p>*Discuss the impact and causes of historical changes in Britain</p> <p>Examine periods in world history and influences on British society at the time</p>			<p>*Make links between events and changes; giving reasons for them and explaining the result</p> <p><b>Periods in History</b></p> <p>*Discuss the impact and causes of historical changes in Britain</p> <p>Examine periods in world history and influences on British society at the time</p>	
	On this day_ Key Historical Dates		On this day_ Key Historical Dates		On this day_ Key Historical Dates	
<b>RE</b>	<p>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</p>	<p>U2.8 What difference does it make to believe in ahimsa, grace and Ummah?</p>	<p>U2.7 What matters most to Christians and Humanists?</p>	<p>U2.9 What can be done to reduce racism? Can religion help?</p>	<p>U2.3 What do religions say to us when life gets hard?</p>	<p>U2.3 What do religions say to us when life gets hard?</p>
	<p><b>Religious Enquiry</b></p> <p>*Explain how religious sources are used to provide answers to ultimate questions and ethical issues.</p> <p>*Ask, and suggest answers to, questions of values and commitments, relating them to their own and others' lives.</p> <p>*Raise questions that cause wonder and take part in a discussion exploring beliefs and ideas.</p>			<p><b>Religious Knowledge</b></p> <p>*Suggest possible reasons for similarities and differences within different religions.</p> <p>*Recognise diversity in forms of religious, spiritual and moral expression, within and between religions.</p>		
<b>Computing</b>	<p><b>Digital Literacy</b></p> <p><b>Online Safety</b></p> <p><a href="http://www.digital-literacy.org.uk/">http://www.digital-literacy.org.uk/</a></p> <p>*Identify a range of ways to report concerns about content and contact</p> <p>*Evaluate Digital content discerningly</p>	<p><b>Computer Science</b></p> <p><b>Programming: Games Design</b></p> <p>*Work with variables</p> <p>*Use selection and repetition in programs</p> <p>*Simulate physical systems</p>	<p><b>Digital literacy</b></p> <p><b>Computer networks - PurpleMash Unit 6.6</b></p> <p>*understand the opportunities computer networks offer for collaboration</p>	<p><b>Information Technology - Presentation using PowerPoint and Excel</b></p> <p>*Analyse and evaluate information and data</p> <p>*Design and Create systems that accomplish given goals</p>	<p><b>Filming using iMovie on iPad</b></p> <p>Link to DT:</p> <p>*Use a computer program to control products, e.g. using a program which would allow them to program a delay or use of a sensor - MAKEY MAKEY Yumo.</p>	<p><b>Computer Science</b></p> <p><b>Programming: Model - link to geography</b></p> <p>*Work with variables</p> <p>*Use selection and repetition in programs</p> <p>*Simulate physical systems</p>
<b>Art</b>	<p><b>Make - Mayan masks/headress</b></p> <p><b>Collage - use a range of resources and textures to create a collage</b></p> <p><b>Clay - mould and manipulate clay to create a Mayan mask</b></p> <p>Evaluate</p> <p>*Evaluate existing products in relation to their purpose and audience</p>	<p><b>Rememberance Day Flander's Fields.</b></p> <p>With Pencil control perception of distance by using hard and soft lines to record detail in the distance, foreground and &amp; create shadow. <a href="#">An Art Lesson Plan on WW1/WW2 and Remembrance Day for KS2   Teaching Resources (tes.com)</a></p> <p><b>Christmas Cards Tree sewing</b></p> <p>*create own simple sewing pattern or printing block to use in design.</p>	<p><b>Capturing Conflict - Paul Nash</b></p> <p>*Create different effects using paint, e.g. wet paint to create a watercolour; texture by adding PVA or sawdust; using brushes in different ways with thickened paint.</p> <p><b>Mother's Day Cards - Art</b></p> <p>*Use Pastel/charcoal with increasing control e.g. can use blending and overlaying colours to create soft backgrounds, using fingers to smudge</p>	<p><b>Amazed by Architecture - Zaha Hadid</b></p> <p><b>Salford / Greater Manchester</b></p> <p>*Use stylistic features of well-known architects in their 3D work and explain how theirs is similar/different</p> <p>*Explore impact of well-known architects' work on society at the time</p>	<p><b>The Explosion of Pop Art- Andy Warhol</b></p> <p><b>Art in Context</b></p> <p>*Explore impact of well-known artists work on society at the time.</p> <p><b>Drawing</b></p> <p>*Use Pastel/Charcoal with increasing control</p> <p>*Use pens to record minute detail</p>	<p><b>Sculpture</b></p> <p>*Using all old test papers as Paper Mache - make bugs to sell on Enterprise Day - link Bees to Manchester Working Bees and The anniversary of the MEN Attack.</p> <p>*Produce labelled diagrams for 3D work</p> <p>*Make a 3D sculpture using a range of joining methods, e.g. gluing, stitching, weaving, tying.</p> <p><a href="#">Art for Small Hands: Papier Mâché - Bugs</a></p> <p><b>Father's Day Cards</b></p>
<b>DT</b>	<p><b>Make - Mayan Printing Pattern</b></p> <p>*create own simple sewing pattern or printing block to use in design.</p> <p>Evaluate</p>	<p><b>Make - Frame Structures</b></p> <p><b>Air Raid Shelters Design</b></p> <p>*Create a prototype and an exploded diagram of a design</p>	<p><b>Make Samosas</b></p> <p><b>Cooking and nutrition</b></p> <p>*Understands what different affects food types have on the boyd, e.g. the impact of too</p>		<p><b>Make - More Complex Switches - an alarm to protect a valuable artefact</b></p> <p>*Include an electrical circuit that produces more than one outcome, e.g. light and sound.</p>	

	<p>*Evaluate existing products in relation to their purpose and audience</p>	<p>*Can build frameworks using a range of materials, e.g. wood, card, corrugated plastic, choosing the most appropriate joint for the design</p> <p>*Select the most appropriate way to join or secure materials within their design including using a screwdriver with accuracy.</p> <p>Evaluate</p> <p>*Evaluate existing products in relation to their purpose and audience</p> <p>*Explore the impact of well-known designers and inventors and how their products helped shape the world.</p>	<p>much sugar. (recap Science Autumn 1)</p> <p>*Select the appropriate tools to make a savoury dish</p>		<p>Complete in Computing time:</p> <p>*Use a computer program to control products, e.g. using a program which would allow them to program a delay or use of a sensor - MAKEY MAKEY Yumo.</p> <p>Evaluate</p> <p>*Evaluate existing products in relation to their purpose and audience</p>	
<b>Music</b>	Charanga - How Does Music Bring Us Together?[]	Charanaga - How Does Music Connect Us With The Past?	Charanga - How Does Music Make The World A Better Place? and WW2 Songs - battle soundscape	Charanga - How Does Music Teach Us About Our Community?	Charanga - How Does Music Shape Our Way Of Life?	Charanga - How Does Music Connect Us With The Environment?[]Leavers Performance
	<p><b>Composing -</b></p> <p>*Understand when to use varying volumes, pitch and expression in voice to portray an idea or mood.</p> <p>*Starting to interpret musical notation, e.g. Crochet = 1 beat, minim = 2 beats.</p> <p>*Reflect on own composition's dynamics, tempo and timbre.</p> <p>*Compose a soundscape (a performance that creates the experience of an acoustic environment e.g. weather).</p>			<p><b>Listening and Context</b></p> <p>*Begin to explore reasons for composers' tempo choices.</p> <p>*Compare pieces thinking about texture, structure, timbre and dynamics.</p> <p>*Evaluate others' work thinking about texture, structure, timbre and dynamics.</p> <p>*Explain how the music of the past reflected the society of the time.</p>		<p><b>Performing</b></p> <p>*Take part in three-part harmonies and descants.</p> <p>*Lead a group in performance</p>
<b>Indoor P-E</b>	<p><b>Gymnastics</b></p> <p>*Lead others in a stretching routine to prepare for gymnastics.</p> <p>*Perform a range of balances with a high level of control and accuracy. - Planche, Frog, Y Balance and T Balance</p> <p>*Create sequences that have changes of speed and level.</p> <p>*Select the most appropriate ways to travel from one balance to another.</p>	<p><b>Kinball</b></p> <p>*In a game, select the most appropriate person to pass to and the style of pass to use</p> <p>*Help other members of team to find space within a team game.</p> <p>*Use a range of attacking and defending skills when playing a team game</p>	<p><b>Dance - dances from around the world - learn - choreograph own.</b></p> <p>*Choose own dance steps and movements and then develop them into a routine.</p> <p>*Choreograph short routines to portray a particular mood or style.</p> <p>*Explore different styles of dance and develop short routines in those styles.</p>	<p><b>Benchball</b></p> <p>*In a game, select the most appropriate person to pass to and the style of pass to use</p> <p>*Help other members of team to find space within a team game.</p> <p>*Use a range of attacking and defending skills when playing a team game</p>	<p><b>Dance Teacher</b></p> <p>*Choose own dance steps and movements and then develop them into a routine.</p> <p>*Choreograph short routines to portray a particular mood or style.</p> <p>*Explore different styles of dance and develop short routines in those styles.</p>	<p><b>Gymnastics</b></p> <p>*Lead others in a stretching routine to prepare for gymnastics.</p> <p>*Perform a range of balances with a high level of control and accuracy. - Planche, Frog, Y Balance and T Balance</p> <p>*Create sequences that have changes of speed and level.</p> <p>*Select the most appropriate ways to travel from one balance to another.</p>
	<b>Outdoor P-E</b>	<p><b>Games - Pok-a-Tok</b></p> <p>*In a game, select the most appropriate person to pass to and the style of pass to use</p> <p>*Help other members of team to find space within a team game.</p>	<p><b>Games - Lacrosse</b></p> <p>*In a game, select the most appropriate person to pass to and the style of pass to use</p> <p>*Help other members of team to find space within a team game.</p>	<p><b>Games - Basketball</b></p> <p>*In a game, select the most appropriate person to pass to and the style of pass to use</p> <p>*Help other members of team to find space within a team game.</p>	<p><b>Games - Netball</b></p> <p>*In a game, select the most appropriate person to pass to and the style of pass to use</p> <p>*Help other members of team to find space within a team game.</p>	<p><b>Athletics</b></p> <p>*Run longer distances knowing when to use a sprint</p> <p>*Use toe and heel to spin and throw a discus and shot put.</p>

	*Use a range of attacking and defending skills when playing a team game	*Use a range of attacking and defending skills when playing a team game	*Use a range of attacking and defending skills when playing a team game	*Use a range of attacking and defending skills when playing a team game		*Evaluate own and the team's performance and suggest improvements
						Daily Mile
PHSE	<p><b>Relationships</b> Families and Friendships Attraction to others; romantic relationships; civil partnership and marriage *Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); committed loving relationships; marriage. *Acceptable and unacceptable physical touch; personal boundaries and the right to privacy. *Listening to others; raise concerns and challenge. What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying.</p> <p>*Images in the media and reality and how this can affect mental wellbeing.</p>	<p><b>Relationships</b> Recognising and managing pressure; consent in different situations - Expressing opinions and respecting other points of view, including discussing topical issues *Explain and understand the need to respect the differing ideas of a range of people in society Understand that rules and laws differ in different parts of the world. *Show respect to people around them and, if necessary, constructively challenge their point of view *Discuss and debate health and wellbeing issues. Human rights; the rights of the child; cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the media and what they forward to others. *How resources are allocated; effect of this on individuals; communities and environment.</p>	<p><b>Living in the Wider World</b> Valuing diversity; challenging discrimination and stereo-types Evaluating media sources; sharing things online *Explain how the media can have positive and negative impacts upon health including dental health *Understand reasons why the media may present information in different ways *Recognise and challenge stereotypes *Confidentiality and when to break confidence; managing dares.</p>	<p><b>Living in the Wider World</b> Influences and attitudes to money; money and financial risks *Initial understanding of how to become a critical consumer</p>	<p><b>Health and Wellbeing</b> What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online Human reproduction and birth; increasing independence; managing transition *Recognising what they are good at; setting goals; identify internal reproductive organs in males and females; human reproduction *Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out (including FGM); Where to get advice and help. *Images in the media and reality and how this can affect mental wellbeing.</p>	<p><b>Health and Wellbeing</b> Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media Enterprise; setting up an enterprise. what it takes to set up an enterprise *About what enterprise means for work and society *Explain how the media can have positive and negative impacts upon health including dental health *Understand reasons why the media may present information in different ways *Assess risks in different situations and explain how to manage them responsibly *Understand when and how to help others if they feel they are at risk</p>
	<p><b>Living in the Wider World -</b> *fulfils their responsibilities at school in different contexts, e.g. the playground, the classroom, diner hall *Show respect to people around them and, if necessary, constructively challenge their point of view</p>					
MFL	What's the Time? French Places in Our Schools - Tour of Our School	Then and Now, Places in Town, Christmas	That's a Date, Find the Difference	Guide for Tourists Café Conundrum	Café Song Regional Food	Choosing an Ice-Cream Monter un Cafe
	<p><b>Reading</b> *Identify examples of basic grammatical rules in the chosen language e.g. feminine, masculine. *Read a variety of fiction and non-fiction and glean information from them.</p>		<p><b>Speaking &amp; Listening</b> *Tell simple stories in the language. *Participate in a conversation, where they can ask questions, respond to others and seek help. *Prepare a short presentation to describe people, places, things or actions. *Generate questions about the topics covered. *Make themselves understood with little or no difficulty in a range of topics.</p>		<p><b>Writing</b> *Adapt recalled phrases to create new sentences and express ideas clearly. *Demonstrate an understanding of basic grammatical rules for the language in written work.</p>	
Enterprise activity		Cauliflower Cards				Enterprise Day

<b>Trips and/or visitors</b>	Maya or Living things and Habitats	Evacuation Day	Tatton Park	The Moss	Princes Park Orienteering	Residential Crocky Trail
<b>Parental Involvement</b>		Parents Evenings Evacuation Letters		Online Safety talk given by pupils	Parents Evenings	Sports Day Leavers Assembly

Basic skills recall lessons every day in fluent in 15

Times table practise and recall

Time and days of the weeks, months of the year key facts

4 calculations mental recall plus written calculations

Measurement key facts and conversions

Roman Numerals Date