

CAYTON
SCHOOL

MEDIUM TERM CURRICULUM PLAN YEAR 6 – AUTUMN 1



Learn from yesterday, seek today and aim for tomorrow

September 2023

History Driver: Islamic Civilizations

Key Enquiry: Why was the Islamic Civilization around AD900 known as the golden age?

History Driver

What I need the children to learn	Possible learning experiences
CIVILIZATIONS from 1000 years ago	
<ul style="list-style-type: none"> • <i>Choose one of:</i> • <i>Mayans</i> • <i>Islamic Civilizations</i> • <i>Benin Civilization</i> 	
<ul style="list-style-type: none"> • Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin • Know why they were considered an advanced society in relation to that period of time in Europe <p>Can I place events, people and changes of British, local and world history on a timeline using appropriate dates, chronological conventions and time periods? e.g. Ancient Rome (753 BCE - 476 CE).</p> <p>Can I plot the Ancient Islamic civilisation on a timeline and compare this with the other Ancient civilisations studied previously, showing how far back in time they truly were compared with each other and with us today?</p> <p>Can I study the Ancient Islamic civilisation in depth?</p> <p>Do I know about the impact that the Islamic civilization had on the wider world? Can I identify some similarities and differences between life in Baghdad and London in AD 900, explaining why Baghdad was such an important city in the Islamic Empire?</p> <p>Can I understand the significance of Muhammed and Abu Bakari and Ali?</p> <p>Can I understand why they were considered an advanced society in relation to that period of time in Europe?</p> <p>Can I learn about the impact on of early Islamic writing, art, technology, inventions on the wider world and about the different aspects of the House of Wisdom?</p> <p>Can I understand what hierarchal life was like for children, men and women both at home and in terms of society and culture?</p>	<p><i>Plot on a timeline</i> <i>Islamic Civilisation – role play, hot seating (life at the time), Writing focus on impact on the World</i> <i>Technology/ Invention comparisons, diagrams, drama</i></p>
Key Skills	

<p>Explore how the prophets ruled in the Ancient Islamic civilisations and compare this with other empires and civilisations.</p> <p>Compare the daily life including gender roles of men and women of other Ancient civilisations as well as with ours today.</p> <p>Key Vocabulary Mosque, House of Wisdom, Caliph (ruler), prophet</p>	
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Computing

What I need the children to learn	Possible learning experiences
Safe use	
<p><i>Pupils should be taught to:</i></p> <p><i>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</i></p>	<p>Please use the learning objectives from the icompute website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).</p>
<p><u>iSafe unit – Digital Literacy</u></p> <p>Lesson 1: iSecure</p> <ul style="list-style-type: none"> Recognise the importance of protecting passwords Know how to create passwords that are hard to guess <p>Lesson 2: iPrivate</p> <ul style="list-style-type: none"> Customise privacy settings for the online services Make decisions about information sharing <p>Lesson 3: iPlay</p> <ul style="list-style-type: none"> Put into practice what the children have learnt about privacy and security <p>Lesson 4: iKind</p> <ul style="list-style-type: none"> Identify situations of harassment or bullying online Learn specific ways to respond to bullying when you see it <p>Lesson 5: iUpstand</p> <ul style="list-style-type: none"> Learn there are different ways to intervene in a specific situation Choose how to respond from options that feel safe and appropriate <p>Lesson 6: iNice</p> <ul style="list-style-type: none"> Express feelings and opinions in positive, effective ways Respond to negativity in constructive and civil ways <p>Lesson 7: iTone</p> <ul style="list-style-type: none"> Make good decisions when choosing how and what to communicate Identify situations when it's better to wait to communicate face-to-face 	<p>https://www.icompute-uk.com/members-area/uks2/index.html and select Year 6 and then iSafe unit</p>

<ul style="list-style-type: none"> • Lesson 8: iGet Help • Recognise that seeking help for oneself or others is a sign of strength • Lesson 9: iReport • Be aware of online tools for reporting abuse 	

Art

What I need the children to learn	Possible learning experiences
Drawing, painting and sculpture	
<i>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i>	
<ul style="list-style-type: none"> • Use framework such as wire and moulds to provide stability and form • Combine all techniques taught in previous years • Create original pieces that show a range of influences and styles • Sketch and give details about the style of notable artists. • Show how their artist designer /architect has influenced society • Challenge** Study history of art movements from ancient to modernist • use a range of e-resources to create Art. • Print using relief or etching to create different patterns showing fine detail. 	<p>Design an Islamic artefact and translate plan to a 3D replica Create artefact using clay</p> <p>Islamic architects</p> <p>Print using designs inspired by Islam</p>

Music

Charanga Music Scheme - <https://charanga.com/site/>

What I need the children to learn	Possible learning experiences
Unit 1 – Happy	
Listening and Appraise Music (Musicianship)	
<i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>	
<i>Develop an understanding of the history of music.</i>	
<ul style="list-style-type: none"> • Talk about feelings created by the music. • Justify a personal opinion with reference to Musical Elements. 	
Singing and Voice	
<ul style="list-style-type: none"> • <i>Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression</i> 	
<ul style="list-style-type: none"> • Rehearse and learn songs from memory and/or with notation. • Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. 	Video with QR qrcode monkey website

• Notation	
• <i>Use and understand staff and other musical notations</i>	
• Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.	
• Playing Instruments	
• <i>Play and perform in solo and ensemble contexts and playing musical instruments with increasing accuracy, fluency, control and expression</i>	
• Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E _b major, D minor and F minor. Play a melody following staff notation written on one staff and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).	Glockenspiels and bars as a whole class
• Improvising	
• <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i>	
• Explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, B _b , C, D G, A, B, C, D F, G, A, C, D	
• Composing	
• <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i>	
• Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.	Use Charanga with pupil logins to experiment with the notation maker.
• Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment.	
• Create a simple chord progression.	
• Performing	
<i>Listen with attention to detail and recall sounds with increasing aural memory</i>	
<i>Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression</i>	
• Create, rehearse and present a holistic performance for a specific event, for an unknown audience.	Performance to parents to celebrate unit. Videos to send out on Class Dojo.
• Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.	
• Vocabulary	
• Style	
• Indicators	

<ul style="list-style-type: none"> • Melody • Compose • Improvise • Cover • Pulse • Rhythm • Pitch • Tempo • Dynamics • Timbre • Texture • Structure • Dimensions of music • Neo Soul • Producer • Groove • Motown • Hook • Riff • Solo • Blues • Jazz • Improvise/improvisation, • By ear • Melody • Solo • Ostinato • Phrases • Unison • Urban Gospel • Civil rights • Gender equality • Unison • Harmony 	
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Physical Education – Follow Real P.E. and supplement with NC P.E. experiences

What I need the children to learn	Possible learning experiences
Athletics	
<i>use running, jumping, throwing and catching in isolation and in combination</i>	
<ul style="list-style-type: none"> • demonstrate stamina and increase strength 	
Competitive Games	
<i>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</i>	
<ul style="list-style-type: none"> • agree and explain rules to others • work as a team and communicate a plan • lead others in a game situation when the need arises 	
Gymnastics	
<i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i>	Real Gym x1 session – Personal Unit
<ul style="list-style-type: none"> • combine own work with that of others • sequences to specific timings 	Apply cognitive skills from Real PE 1 Routines to music – balances and holds
Dance	
<i>perform dances using a range of movement patterns</i>	
<ul style="list-style-type: none"> • develop sequences in a specific style • choose own music and style 	

Outdoor and Adventurous Activity	
<i>take part in outdoor and adventurous activity challenges both individually and within a team</i>	
<ul style="list-style-type: none"> plan a route and a series of clues for someone else plan with others, taking account of safety and danger 	
Evaluate	
<i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>	
<ul style="list-style-type: none"> know which sports they are good at and find out how to improve further 	
Real P.E.	
<p>Unit 1 Cognitive</p> <ul style="list-style-type: none"> I have a clear idea of how to develop my own and others work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents 	X 6 weeks Unit 1
Nigel Carson Sessions	

PSHE (Autumn 1 and Autumn 2)

What I need the children to learn	Possible learning experiences
Being Me In My World	Resource links from: Jigsaw
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Know how to set goals for the year ahead Understand what fears and worries are Know about children's universal rights (United Nations Convention on the Rights of the Child) Know about the lives of children in other parts of the world Know that personal choices can affect others locally and globally Understand that their own choices result in different consequences and rewards Understand how democracy and having a voice benefits the school community Understand how to contribute towards the democratic process <p><u>Social and Emotional Skills</u></p> <ul style="list-style-type: none"> Be able to make others feel welcomed and valued Know own wants and needs Be able to compare their life with the lives of those less fortunate Demonstrate empathy and understanding towards others 	<p>In this Puzzle (unit) the children discuss their year ahead, they learnt to set goals and discuss their fears and worries about the future. The class learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. They talk about their choices and actions and how these can have far-reaching effects, locally and globally. The children talk about their own behaviour and how their choices can result in rewards and consequences and how these feel. They talk about how an individual's behaviour and the impact it can have on a group. They also talk about democracy, how it benefits the school and how they can contribute towards it. They establish the Jigsaw Charter and set up their PSHE Book.</p> <p><u>Key vocabulary:</u> Goals, Worries, Fears, Value, Welcome, Choice, Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Rights, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Choices,</p>

<ul style="list-style-type: none"> • Can demonstrate attributes of a positive role model • Can take positive action to help others • Be able to contribute towards a group task • Know what effective group work is • Know how to regulate my emotions <p>Please use the learning objectives from the Jigsaw website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).</p>	<p>Behaviour, Responsibilities, Rewards, Consequences, Empathise, Learning Charter, Obstacles, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud.</p> <p>See the link below.</p>
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<https://jigsawlivescemsuk.blob.core.windows.net/umbraco-media/lzebuhe/07-ages-10-11-jigsaw-skills-and-knowledge-progression-for-parents.pdf>

Religious Education

For this unit there is 8 hours of classroom ideas on RE Today. Please use you log in details to access this. There is planning and Idea on how to make the LC challenges more pupil friendly. Such Can I

What I need the children to learn	Possible learning experiences
U2.5	
<p>Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs (B1). • Give two reasons why a Christian believes in God and one why an atheist does not (A3). <p>Expected:</p> <ul style="list-style-type: none"> • Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). • Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). • Express thoughtful ideas about the impact of believing or not believing in God on someone’s life (B1). • Present different views on why people believe in God or not, including their own ideas (C1). 	<ul style="list-style-type: none"> • Find out about how many people in the world and in your local area believe in God – using global statistics and the 2011 UK census. Ask pupils why they think so many people believe in God. Collect these reasons. Find out about how many do not believe. Learn the words ‘theist’ (believes in God), agnostic (cannot say if God exists or not) and atheist (believes there is no god). • Set up an enquiry to explore the key question. Ask pupils to raise questions about the existence and nature of God. Focus on Christian ideas of God, in order to make this more manageable. Start by clarifying what Christians believe God is like. Build on learning from Key Question L2.1, and explore some of the names of God and metaphors for God in the Bible (e.g. God as Father, Spirit, Son, eternal, almighty, holy, shepherd, rock, fortress, light). If this God exists, what difference would ‘he’ make to the way people live? Make links with prior learning

<p>Exceeding:</p> <ul style="list-style-type: none"> • Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently (B3). • Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples (C1). 	<p>about the Bible and its 'big story' (Key Question L2.2).</p> <ul style="list-style-type: none"> • Explore some reasons why people do or do not believe in God. Consider some of the main reasons. These include: family background – many people believe (or don't believe) because of their home background; religious experience – many people say they have experienced a sense of 'the presence of God' or had prayer answered; many would argue that the universe, the Earth and life are extraordinary and are best explained as the result of an all-powerful Creator. Many people who do not believe in God point to the existence of terrible suffering as a key reason. Some argue that there is no need to use a Creator to explain the existence of the universe and life. • Consider ways in which Christians read the Genesis account of creation. Explore why some Christians read it literally; explore how lots of Christians read it as expressing some truths about God and human beings without reading it literally. Find out about Christians who are also scientists (e.g. Jennifer Wiseman, John Polkinghorne, Denis Alexander). • Invite some Christians, agnostics and atheists in to answer questions about why they do or do not believe in God.
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Foreign Languages

What I need the children to learn	Possible learning experiences
<p style="text-align: center;">Listening</p> <p><i>Listen attentively to spoken language and show understanding by joining in and responding</i> <i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i> <i>Appreciate stories, songs, poems and rhymes in the language</i></p>	<p>Language Angels</p> <p>Autumn 1 – At School Teaching Type: Progressive Unit Objective: To discuss what subjects you like and do not like at school and give a reason why in French. By the end of this unit we will be able to: • Name the subjects we study in school in French with the correct definite article/determiner. • Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. • Start to tell the time by learning how to say time by the hour. • Say at what time we study certain subjects at school.</p>
<ul style="list-style-type: none"> • Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered. <p style="text-align: center;">Speaking</p>	

Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
Speak in sentences, using familiar vocabulary, phrases and basic language structures
Present ideas and information orally to a range of audiences
Describe people, places, things and actions orally and in writing

- Learn to recall previously learnt language and recycle/ incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.

Reading/ Writing

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
Read carefully and show understanding of words, phrases and simple writing
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
Describe people, places, things and actions in writing

- Be able to tackle unknown language with increased accuracy by applying knowledge, including awareness of accents, silent letters. Decode unknown language using bilingual dictionaries.
- Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/ conjunctions, adjectives and possessive adjectives (a presentation or description of a typical school day including subjects, time and opinions).

Grammar

Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

- Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/ conjunctions and more confident with full verb conjunction – both regular and irregular (to go/ to do/ to have/ to be).

Cayton Creation

A Series of Unfortunate Events role play and freeze frames

Cayton Conclusion

Ancient Islamic Civilisation pots

English

What I need the children to learn	Possible learning experiences
<p style="text-align: center;">Whole Class Reading</p> <p><i>Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension. When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.</i></p>	
<ul style="list-style-type: none"> • Can I read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues? • Can I read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues? • At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. • Can I summarise the main ideas drawn from more than one paragraph, identifying key details to support this? • Can I read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions? • Can I recognise more complex themes in what I read (such as loss or heroism)? • Can I explain and discuss my understanding of what I have read, including through formal presentations and debates maintaining a focus on the topic and using notes where necessary? • Can I listen to guidance and feedback on the quality of my explanations and contributions to discussions and to make improvements when participating in discussions? • 	<p>Non-chronological report: Early hospitals, libraries (House of Wisdom), trade links.</p> <p>Autumn 1 Why was the Islamic Civilization around AD900 known as the golden age? Purpose: Non-chronological report on the House of Wisdom (or other link to history) Audience: Children</p> <p>Reading Spine/Class Novel- The Hobbit by J.R.R Tolkien, A Series of Unfortunate Events by Lemony Snicket Purpose: Diary based on ASOUE Audience: Children</p>
<p style="text-align: center;">Text and Composition</p>	
<p><i>Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.</i></p>	

<ul style="list-style-type: none"> • Can I notedownanddevelop initial ideas, drawing on reading and research where necessary? • Can I use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)? • Can I use a wide range of devices to build cohesion within and across paragraphs? • Can I habitually proofread for spelling and punctuation errors? • Can I propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning? • Can I recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to my writing? • Can I write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what I have read as models for my own writing (including literary language, characterisation, structure, etc.)? • Can I distinguish between the language of speech and writing and to choose the appropriate level of formality? • Can I select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)? 	<p><u>Why was the Islamic Civilization around AD900 known as the golden age?</u></p> <p>Non-chronological report: Early hospitals, libraries (House of Wisdom), trade links.</p>
<p align="center">Grammar</p>	
<p><i>Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.</i></p>	
<ul style="list-style-type: none"> • Can I ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural? • Can I use the subjunctive form in formal writing? • Can I use the perfect form of verbs to mark relationships of time and cause? • Can I use the passive voice? • Can I use question tags in informal writing? • Can I use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity? • Can I recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points? 	<p><u>Why was the Islamic Civilization around AD900 known as the golden age?</u></p> <p>Non-chronological report: Early hospitals, libraries (House of Wisdom), trade links.</p>
<p align="center">Spellings and handwriting</p>	
<p><i>Teachers should continue to emphasis to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.</i></p> <p><i>Understanding the history of words and relationships between them can also help with spelling.</i></p>	
<ul style="list-style-type: none"> • Can I spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably)? 	<p><u>Why was the Islamic Civilization around AD900 known as the golden age?</u></p>

<ul style="list-style-type: none"> • Can I spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly)? • Can I spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize)? • Can I spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial)? • Can I spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential)? • Can I spell all of the Y5 and Y6 statutory spelling words correctly? • Can I use my knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance)? • Can I use my knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent)? • Can I spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference)? • Can I spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise)? • Can I spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own)? • Can I use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically? • Can I use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms? 	<p>Non-chronological report: Early hospitals, libraries (House of Wisdom), trade links.</p>
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Mathematics

What I need the children to learn	Possible learning experiences
<p>Refer to the White Rose SOL online</p> <p>https://whiterosemaths.com/resources/primary-resources/primary-sols/</p> <p>Number: Place Value</p> <p>Number: Addition, Subtraction, Multiplication and Division</p> <p>(May be completed in different order depending on gaps- see Covid catch-up)</p>	

