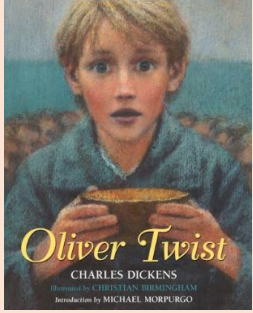
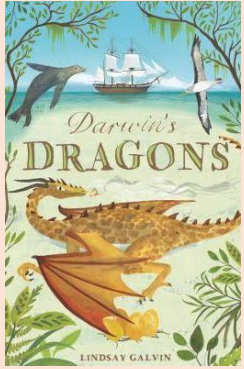
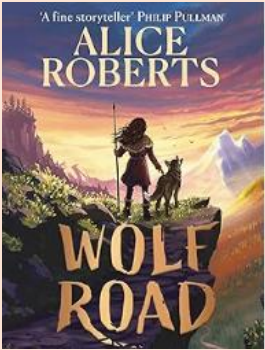
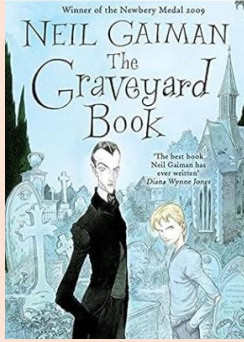
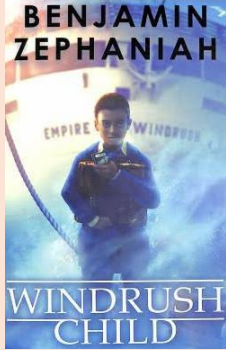
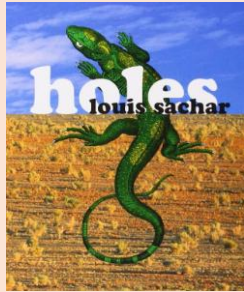
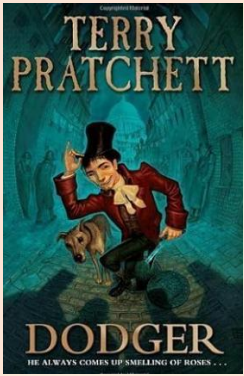
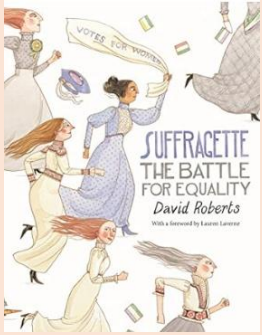
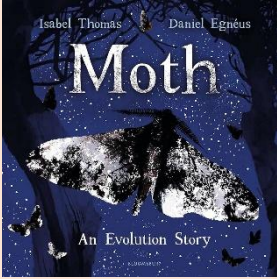

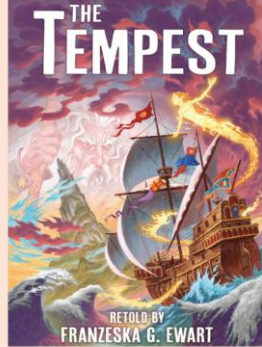



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>What was The British empire?</p> <p>What was the industrial revolution?</p> <p>How did the Industrial Revolution affect housing and lifestyle?</p>	<p>How did women fight for equality?</p> <p>What research methods can we use to investigate the Victorian era?</p>	<p>What was life like for the average miner in Cornwall?</p> <p>How did the decline in Cornish mining affect families in Cornwall?</p> <p>What was the Great Migration?</p> <p>What advances were made by Richard Trevithick and Humphry Davy. (Emily Hobs)</p>	<p>What was Victorian Cornwall like?</p> <p>What was Proboscis like in Victorian times?</p>	<p>What effects do empires leave?</p> <p>The Windrush – Multicultural Britain</p>	<p>Our journey together.</p>

<p>Key Text/s:</p>	<p>Oliver Twist – Charles Dickens (adapted by Leslie Baxter)</p> 	<p>Darwin's Dragons by Lindsay Galvin</p> 	<p>Wolf Road by Alice Roberts</p> 	<p>The Graveyard Book by Neil Gaiman</p> 	<p>Windrush Boy by Benjamin Zephaniah</p> 	<p>Holes by Louis Sachar</p> 
<p>Other texts – reading for pleasure/linked to our drivers.</p> <p>VIPERS *also a range of comprehensions including Grammarsaurus and SATs papers</p>	<p>Dodger by Terry Pratchett</p>  <p>Victorians Industrial Revolution The British Empire Light</p>	<p>Suffragette: The Battle for Equality by David Roberts</p>  <p>Darwin's Dragon's Discussion Text Suffragette Discussion Text Women's Suffrage Strong Powerful Women Evolution Christmas Suffragettes (5)</p>	<p>Moth: An Evolution Story by Isabel Thomas</p>  <p>Wolf Road Discussion Text Suffragette Biomes Conservation Classification Predictions - Fantasy</p>	<p>Ramayana: Divine Loophole by Sanjay Patel</p>  <p>The Graveyard Book Discussion Text 20th Century Music Rovers and Oceans Cyber Awareness Myths and Legends</p>	<p>The Tempest retold by Franzeska Ewart</p>  <p>Windrush Child Discussion Text Man Vs Nature Pride Everybody Different Everybody the Same The Tempest</p>	<p>The Final Year by Matt Goodfellow</p>  <p>Holes discussion Heart & Circulation Healthy Bodies The Future Food of the World P4C</p>

Writing units and outcomes	<p>Expectations: Letter formation Pencil grip Writing posture Baseline Assessment – to check for these.</p> 	<p>Recount: Diary</p>  <p>Final write: Opposing diaries – Suffragette vs Suffragist</p>	<p>Persuasion: Advert</p>  <p>(Link to Cornish diaspora)</p> <p>Final write: Visit (Victorian) Cornwall</p>	<p>Newspaper report: Arrival of the SS Windrush Children forced to ride the chimney of death. New creature discovered</p> <p>Final write: Cornwall and mass migration. Or a new discovery (animal/invention)</p>	<p>Explanation Text:</p>  <p>Final write: How has the culture of the Windrush generation influenced British life?</p>	<p>Discussion: Should Y6 SATs still continue? Is tourism a good thing? Are video games good for children?</p> <p>Final write: Was the British Empire a good thing? Should the British museum return items stolen from other countries?</p>
	<p>Non Chronological Report</p>  <p>Final write: Famous Victorians</p>	<p>Narrative: setting description</p>  <p>Final write: Suspense – Victorian Street in London</p>	<p>Narrative: Characterising Speech – extracts from stories that show formal and informal characters</p> <p>Final write: Victorian upper class vs lower class</p>	<p>Persuasion-Speech/Letter: Rousing speeches – Winston Churchill, Martin Luther King Jr</p> <p>Final write: Rama persuading the animals to fight for him.</p>	<p>Narrative: Playscripts (Sherlock Holmes and The Tempest) to narrative and narrative to playscripts</p> <p>Final write: The Windrush playscript and narrative.</p>	<p>Instructions:</p>  <p>Final write: How to survive Year 6.</p> <p>Poetry – The Final Year</p>
Grammar	<p>PVPG: What is a sentence? Nouns – common, proper, abstract, collective. Verbs – 'to be' and action Singular and plural Coordinating conjunctions Clauses – single and multi clause, commas Subject and verb agreement.</p> <p>NCR: parenthesis, subordinating conjunctions (when, whilst, before, after) Passive (NEW), adverbials, expanded noun phrases.</p>	<p>Recount: Formal and informal language Short sentences Imperative and modal verbs New: Subjunctive Form Similes</p> <p>Narrative: Apostrophes Short sentences Relative clause Inverted commas. Colons Semi-colons Hyphens Similes Personification</p>	<p>Persuasion: Advert: Modal verbs, Adverbials for possibility Hyphens Fact and opinion Emotive language Alliteration and assonance Rhetorical questions New: Subjunctive Form Repetition for effect</p> <p>Narrative: Characterising Speech Standard and non-standard English Formal and information. Inverted commas Ellipses for effect</p>	<p>Newspaper report: Parenthesis Fact and opinion Direct and indirect speech Puns Alliteration Assonance. Correct tenses throughout Expanded noun phrases.</p> <p>Persuasion: Persuasive Speech Repetition for effect Subordination Emotive language</p>	<p>Explanation: Details – parenthesis Formal language Technical vocabulary Passive Semi-colons, colons, dash Expanded noun phrases Subordination (because, if, as...) Relative clauses.</p> <p>Narrative: Drama Parentheses for stage directions and actions Details (precise) (Combine elements from previous narratives – formal/informal etc)</p>	<p>Discussion: Fronted adverbials Prepositional phrases Emotive language Varied sentence length Formal Coordinating and subordinating conjunctions</p> <p>Instructions: Imperative verbs Parenthesis Modal verbs Varied sentence structures Formal Details (precise)</p>

Maths	Daily Fluency Recap of previous learning	Daily Fluency Recap of previous learning	Daily Fluency Recap of previous learning	Daily Fluency Recap of previous learning	Daily Fluency Recap of previous learning	Daily Fluency Recap of previous learning
	Place Value 4- operations	Number – fractions Number - decimals	Measures Problem solving using 4 ops, fractions and decimals	Percentage Ratio Algebra	Area and perimeter Volume Angles Geometry	Position and movement Graphs averages

<p style="text-align: center;">History</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>What was the British Empire? How did it affect the industrial revolution?</p> <p>How did the industrial revolution change the lives and communities within Cornwall?</p> <p>How did housing and homes change within Victorian Britain? Why?</p>	<p>Local historical figure: Richard Trevithick Emily Stackhouse</p> <p>Was their equality in Victorian society?</p> <p>What was the difference between suffragettes and suffragists?</p> <p>What is diaspora? Why did many Cornish people emigrate during this time? What effect did it have?</p> <p>National Archives Lessons:. What was life like for black people in Victorian Britain? Discuss the merits of the evidence whether it is a primary or secondary and if it is secondary, how it is given merit by primary examples.</p> <p>Black Victorians - How much can documents reveal about the lives of Black people in Victorian Britain? Hard Labour - What was life like for a Victorian child criminal?</p>	<p>Mining in Cornwall.</p> <p>What is migration and why did the Industrial Revolution cause; migration within the UK? Migration away from the UK?</p> <p>Cornish History Study: What was lifelike before the industrial revolution? Examine the cause and effect of the Industrial Revolution. What was the impact of the Industrial Revolution on Cornwall?</p>	<p>How did Victorian Cornwall compare to other places in the UK?</p> <p>How did Victorian Probus compare to other places during the era and what are some of the differences to modern day?</p>	<p>What is an empire and what empires have we studied at Probus?</p> <p>What was the Windrush?</p>	<p>Review the History learned – Look at all periods of history studied at Probus School.</p> <p>Review when the civilisations appeared and children can begin to compare periods of time and civilisations (e.g. Stone Henge was built 1000 years before the ancient Egyptian pyramids. When the pyramid of Giza was being built, there were still woolly mammoths. We are closer in time to the T-Rex than a T-Rex was to a stegosaurus.)</p> <p>Review the differences and similarities with houses.</p> <p>Review major achievements.</p>
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<p>Geography</p>	<p>What geographical factors lead to the industrialisation of Cornwall?</p> <p>Cornwall's unique geology</p> <p>Human and Physical Geography - describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>4 and 6 Grid references – Geography field trip to Bodmin Moor.</p> <p>Contours on a map.</p> <p>Map reading skills.</p>	<p>The United Kingdom = What is the UK and how have people affected the UK's landscape? Compare and contrast the different countries in the UK. Identify where I live in the UK and locate the UK's major cities. Identify physical characteristics of the UK. Understand how people have affected the UK's landscape. Describe and explain the sorts of industries in which people in the UK work. Understand the different types of energy sources used in the UK. Evaluate the advantages and disadvantages of wind energy.</p> <p>Locational Knowledge - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>South America: Rio and South East Brazil</p> <p>Locate South America on a world map and identify a range of its physical and human features. Locate the countries and capital cities of South America. Compare key facts about Brazil with your country. Use photographs and information texts to imagine what daily life in Rio might be like. Identify how my life is linked to Rio and the South East of Brazil. Identify the pros and cons of hosting the Olympic Games.</p> <p>Locational Knowledge -locate the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries and cities - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - identify the position and significance of the Equator -identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Place Knowledge - understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America</p>
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<p style="text-align: center;">Science</p>	<p>Light Recognise that light appears to travel in straight lines.</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p> <p><i>Ogden Trust – Light Timeline</i></p>	<p>Electricity Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p> <p>Working Scientifically Take measurements to improve accuracy – using a lux light measuring app. Label diagrams</p> <p>Changing variables to test a prediction.</p> <p><i>PSST- Standing on the Shoulders of Giants- Michael Faraday (Wind Power)</i></p>	<p>Living Things and their Habitats.</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p><i>PSST- "I can explain"- habitat pictures</i></p>	<p>Evolution and Inheritance</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. (Link to Spring 1)</p> <p><i>PSST- Standing on the Shoulders of Giants- Charles Darwin (The Evolution of Evolution)</i></p>	<p>Animals including Humans</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Is the transplanting body parts from other humans and animals ethical in our society?</p> <p><i>PSST- Standing on the Shoulder of Giants- Santorio Santorio (The journey of a pulse meter)</i></p>	
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Art	Drawing and Sketching <u>Shadow Puppets</u> Explore how traditional and contemporary artists use cutouts and shadow puppets LINK to Science unit (Light)		Local Art Studies <u>Activism</u> Explore how artists use their skills to speak on behalf of communities. Make art about things you care about. Ocean pollution Protecting Cornwall	Working with 3D Dimensions Art / DT <u>Take a Seat</u> Explore how craftspeople and designers bring personality to their work.	Surfaces and Colour <u>2D Drawing to 3D Making</u> Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.	
D/T		Materials for purpose - Construction electrical systems and cogs.				Food Technology – design and make a 2-course meal based on understanding of a healthy lifestyle.
Music	“Happy” Motown		Classroom Jazz	A New Year Carol	Music in me	Class end of year musical.
MFL - French	Á l'école (At school) • Repeat and recognise the vocabulary for school subjects. • Say what subjects they like and dislike at school. • Say why they like/ dislike certain school subjects. • Tell the time (on the hour) in French. • Say what time they study certain subjects at school.	Le week-end (The weekend) • Ask what the time is in French. • Tell the time accurately in French. • Learn how to say what they do at the weekend in French. • Learn to integrate connectives into their work. • Present an account of what they do and at what time at the weekend.	Les Vikings (Vikings) Name the key periods in Ancient Britain, chronologically in French. • Describe themselves physically by pretending to be a member of a fictitious Viking family. • Use more exciting adjectives in their sentences, becoming increasingly more confident and accurate using correct adjectival agreement. • Use two	Le Seconde Guerre Mondiale (World War II) • Group/order unknown vocabulary to help decode texts in French. • Improve listening and reading skills. • Name the countries and languages involved in WW2. • Say what the differences were in city and country life during the war. • Learn to integrate all their new and	. Manger et bouger (Healthy lifestyle) • Name and recognise 10 foods and drinks that are considered good for your health. • Name and recognise 10 foods and drinks that are considered bad for your health. • Say what activities they do to keep in shape during the week. • Say in general what they do to keep a healthy lifestyle.	Moi dans le monde (Me in the world) • About the many countries in the Francophone world. • About different festivals (religious and non-religious) around the world. • That we are different and yet all the same. • That we can all help to protect our planet. • How to use “à” (when

			irregular high frequency verbs 'être' (to be) and 'avoir' (to have) more fluently. <ul style="list-style-type: none"> Describe their typical daily routine as either/both a Viking man and/or Viking woman using 1st person singular (I...), with an opportunity to move to third person singular. Recognise and start to understand commonly used reflexive verbs and pronouns 	previous language writing a letter.	<ul style="list-style-type: none"> Learn to make a healthy recipe in French. 	talking about living in a city) and "en/au/aux" (when talking about living in a country).
RE	U2.6 - Kingdom of God Christianity For Christians, what kind of King was Jesus?	U2.3 Incarnation Christianity Why do Christians believe Jesus was the Messiah?	U2.7 - Hinduism Why do Hindus want to be good?	U2.2 - Creation/Fall Christianity Creationism and science: conflicting or complimentary?	U2.11- Why do some people believe in God and some people not?	U2.10 - What matters to most Humanists and Christians?
PSHE	Being Me	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE	Gymnastics Part 1 Handball	Gymnastics Part 2 Dance	Netball Rugby	OAA Golf	Tennis Fitness	Athletics Rounders
Computing	Computing systems and networks – Communication and Collaboration Link to PSHE – communicating effectively with others.	Creating media – 3D modelling Link to DT and shape in maths – design and create things for a fairground.	Programming A - Variables in games Link to science / geography/ PSHE– children create their own game linked to the environment.	Creating media - Webpage creation Link to foundation subjects – children create a website to show knowledge of <u>previous</u> learning.	Data and information - Introduction to spreadsheets -link to maths (mean, data, tables) -link to science - BPM	Programming - Sensing movement Link to science and PE – creating a step counter.

<p>Driver 1 To promote and celebrate diversity within the school culture and beyond. An “all welcome” ethos with strong consideration for exposure to images and role models which expand the pupils experience and challenge stereotypes.</p>	<p>Black History Month – Awareness</p> <p>British Empire – the beginning of a diverse UK.</p> <p>Emily Stackhouse – lived in Probus during the Victorian times (botanist)</p>	<p>National Archives session = Black Victorians (awareness of diversity in Victorian Britain).</p>	<p>Women and ethnic minorities in the world of computing.</p>	<p>British Science Week to include STEM ambassadors visiting the school (local experts).</p>		
<p>Driver 2 To promote mental health for all with an emphasis on outdoor learning and immersion in natural environment.</p>	<p>Walking around Probus – our local community – linked to Victorian topic.</p>	<p>Developing observational skills in the outdoor environment (using magnifying glasses and microscopes).</p>	<p>Visiting the allotment.</p>	<p>Developing allotment</p>	<p>Walking around Probus – visiting the church.</p> <p>Linked to healthy body, healthy mind and the circulatory system – children will be outside for regular walks in and around the school area.</p>	
<p>Driver 3 To ensure exposure for all to events and learning with high cultural capital, especially for the pupil premium cohort.</p>	<p>Reception buddy time developing leadership skills</p> <p>Ambassador roles throughout school</p> <p>Rotary Club writing and speech competitions during the year.</p>	<p>Christmas events leading reception sharing in the buddy role</p> <p>Aspiring futures project</p> <p>National archives workshops</p>	<p>Visit to Wheal Martyn</p> <p>Lego League engineering challenge and presentations at competition</p> <p>Aspiring futures project</p> <p>World Earth Day</p>	<p>Y6 Residential – River Dart</p> <p>Curate the museum space in school</p>	<p>Visit from a medical expert to talk through the human body (circulatory system).</p>	<p>Year 6 drama production.</p>