Year 5/6	Autumn		Spring		Summer	
2021-2022	**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Focus	**Industrial Revolution** The Industrial Revolution brought the United Kingdom into an era of technology and productivity. It created wealth for many but social problems and poverty for others. Before the Revolution, most people lived in small villages and worked on farms or made crafts or clothes in their homes. During the Revolution, people moved away from their villages to work in mines or factories in the cities.	**Local Field Work** Geography fieldwork involves formulating an enquiry question, gathering data, analysing the results and reaching conclusions. Physical enquiries will look at natural landscapes, e.g. rivers or coasts and human enquiries will look at environments that are created by people, e.g. cities or tourist resorts.	**Civil Rights** Slavery was officially outlawed in America in 1865 but this was far from the end of it. It would take many years and a great struggle to see black Americans treated in the same way as white Americans. In the 1950s and 1960s the Civil Rights Movement – led by Martin Luther King Jr – challenged white supremacy and African Americans, along with many white people, began an unprecedented fight for equality that spanned two decades.	**Population** The human population is not spread evenly across the globe. Few people live in locations that are sparsely populated and densely populated places have many. As of February 2019, the total population of the world exceeds 7.71 billion people, and this number is continuing to grow each day. However, in some areas, growth is slowing or even declining.	**Twentieth Century Conflict** The 20th century was the most fatal in recorded history. The total number of deaths caused by or associated with its wars has been estimated at 187 million, the equivalent of more than 10% of the world's population in 1913. Military conflict took place during every year of the 20th Century and there were only short periods of time that the world was free of war.	**Slums** While the number of people living in the five biggest slums in the world amounts to 5.7 million, this is only just a drop in the ocean. Today, it is estimated that about 900 million people live in slums. But most experts agree that if you include different types of informal settlements, the number goes up to 1.6 billion – which represents 1/4 of the world's urban population. By 2030, it's estimated that 1 in 4 people on the planet will live in a slum or other informal settlement.

English Writing	Fiction: **Reports and Journalistic Writing** *Cogheart by Peter Bunzl* Non-Fiction: **Instructions and Explanations** *Wallace and Gromit: Cracking Contraptions (Haynes Manual)*	Fiction: **Classic Novels** **Significant Authors** Beowulf by Michael Morpurgo Non-Fiction: **Argument and Debate** **Non-Chronological Reports** *Are Humans Damaging the Atmosphere? by Catherine Chambers*	Fiction: **Classic Fiction** **Significant Authors** *Kensuke's Kingdom by Michael Morpurgo* Fiction: **Fantasy** *Chitty Chitty Bang Bang and the Race Against Time* *by Frank Cottrell Boyce*	Fiction: **Modern Classic Fiction** **Fantasy Stories** **Significant Authors** *Harry Potter and the Philosopher's Stone* *and other Harry Potter Books by J.K. Rowling*		Fiction: **Biographies and Autobiographies** *Charles Dickens: Scenes from an Extraordinary Life* *by Mick Manning and Brita Granström* Non-Fiction: **Reports and Journalistic Writing** *Tuesday by David Wiesner*
Guided Reading Class Book	**Fiction:** *Beowulf by Michael Morpurgo*	**Fiction:** *Kensuke's Kingdom by Michael Morpurgo*	**Fiction:** *A Series of Unfortunate Events by Lemony Snicket*	**Fiction:** *The Boy in the Striped Pyjamas by Jon Boyne*	**Fiction:** *Oranges in No Man's Land by Elizabeth Laird*	**Fiction:** *Wonder by R J Palacio*
Y5 Maths	**Power Maths** **Textbook A** Place Value within 100,000 Place value within 1,000,000 Addition and Subtraction	**Power Maths** **Textbook A** Graphs and tables Multiplication and Division (1) Measure – area and perimeter	**Power Maths** **Textbook B** Multiplication and Division (2) Fractions (1) Fractions (2)	**Power Maths** **Textbook B** Fractions (2) Fractions (3) Decimals and percentages	**Power Maths** **Textbook C** Decimals Geometry – properties of shape (1) Geometry – properties of shape (2)	**Power Maths** **Textbook C** Geometry – position and direction Measure – converting unites Measure – volume and capacity

Y6 Maths	Power Maths Textbook A	Power Maths Textbook A	Power Maths Textbook B	Power Maths Textbook B	Power Maths Textbook C	Power Maths Textbook C
	Place Value within 10,000,000	Fractions (1)	Decimals	Measure – imperial and metric measures	Geometry – properties of shape	Problem Solving
	Four Operations (1)	Fractions (2)	Percentages	Measure – perimeter, area and volume	Statistics	
	Four Operations (2)	(Geometry – position and direction	Algebra	Ratio and proportion		
Science **Y6 Content**	Rising Star - Switched On ' Staying Alive'	Rising Star - Switched On ' Classifying Critters'	Rising Star - Switched On ' Let it Shine'	Rising Star - Switched On 'We're Evolving'	Rising Star - Switched On 'Electrifying'	Rising Star - Switched On ' We are Dinosaur Hunters'
	I can take and record measurements.	I can decide on the best way to present evidence.	I can represent and report on findings.	I can collect and present data in a variety of ways.	I can present findings and conclusions.	I can make accurate measurements.
	I can present data in appropriate ways.	I can interpret observations and use them to develop explanations.	I can take accurate measurements.	I can develop research skills and interpret data.	I can plan how to investigate an idea by managing variables.	I can record and interpret results.
	I can use evidence to support or refute an assertion.		I can identify and manage variables in an investigation.	I can recognise that observations can be used to support ideas.	I can use results to make predictions and suggest further tests to conduct.	I can use results to make predictions.
	I can analyse data.		I can present findings and conclusions from experiments.			I can make accurate observations.
			I can use secondary sources to answer questions.			I can present and evaluate the findings from their enquiries.
			I can make observations and raise further questions to investigate.			I can make detailed observations.
						I can decide if I agree with other people's results and ideas.

						I can explain what my observations show. I can say how good my evidence is and whether it needs more research.
History	**Industrial Revolution** Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (Historical enquiry) Construct informed responses that involve thoughtful selection and organisation of relevant historical information. (Historical enquiry) Understand how our knowledge of the past is constructed from a range of sources. (Historical enquiry) Make confident use of a variety of sources for independent research. (Historical enquiry) Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and		**Civil Rights** Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (Historical enquiry) Construct informed responses that involve thoughtful selection and organisation of relevant historical information. (Historical enquiry) Understand how our knowledge of the past is constructed from a range of sources. (Historical enquiry) Make confident use of a variety of sources for independent research. (Historical enquiry) Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and		**Twentieth Century Conflict** Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (Historical enquiry) Construct informed responses that involve thoughtful selection and organisation of relevant historical information. (Historical enquiry) Understand how our knowledge of the past is constructed from a range of sources. (Historical enquiry) Make confident use of a variety of sources for independent research. (Historical enquiry) Describe a chronologically secure knowledge and understanding of British, local and world history,	

	across the periods he/she studies. (Understanding of events, people and changes) Note connections, contrasts and trends over time and show developing appropriate use of historical terms. (Understanding of events, people and changes) Describe a local history study. (Understanding of events, people and changes) Use evidence to support arguments. (Understanding of events, people and changes)		across the periods he/she studies. (Understanding of events, people and changes) Note connections, contrasts and trends over time and show developing appropriate use of historical terms. (Understanding of events, people and changes) Use evidence to support arguments. (Understanding of events, people and changes)		establishing clear narratives within and across the periods he/she studies. (Understanding of events, people and changes) Note connections, contrasts and trends over time and show developing appropriate use of historical terms. (Understanding of events, people and changes) Describe a local history study. (Understanding of events, people and changes) Use evidence to support arguments. (Understanding of events, people and changes)	
Geography		**Local Fieldwork** Make more detailed fieldwork sketches/diagrams. (Geographical skills and fieldwork) Draw accurate maps with more complex keys. (Geographical skills and fieldwork)		**Population** Know and describe where a variety of places are in relation to physical and human features. (Locational knowledge) Know location of: capital cities of countries of British Isles and U.K.,		**Slums** Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc. (Geographical skills and fieldwork) Demonstrate knowledge of features about places around him/her and beyond the UK. (Locational knowledge)

		Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features. (Geographical skills and fieldwork) Use four figure grid references. (Geographical skills and fieldwork) Make plans and maps using symbols and keys. (Geographical skills and fieldwork) Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (Geographical skills and fieldwork) Use maps, charts etc. to support decision making about the location of places e.g. new bypass.		seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent. (Locational knowledge) Know about the wider context of places e.g. county, region and country. (Locational knowledge) 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. (Human and physical geography) Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc. (Geographical skills and fieldwork)		Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features. (Geographical skills and fieldwork) Recognise that people have differing quality of life living in different locations and environments. (Locational knowledge) Describe how people have been affected by changes in the environment. (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. (Human and physical geography) Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc. (Geographical skills and fieldwork)

		(Geographical skills and fieldwork) Plan the steps and strategies for an enquiry. (Geographical skills and fieldwork) Explore features on OS maps using 6 figure grid references. (Geographical skills and fieldwork) Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world. (Geographical skills and fieldwork) Measure straight line distances using the appropriate scale. (Geographical skills and fieldwork)			Know about the wider context of places e.g. county, region and country. (Locational knowledge) Recognise the different shapes of countries. (Locational knowledge)

			Use fieldwork instruments e.g. camera, rain gauge. (Geographical skills and fieldwork)			
Computing **Teach Computing** **<mark>Y5</mark> Content**	**Computing systems and networks – Sharing information** In this unit, learners will develop their understanding of computer systems and how information is transferred between systems and devices. Learners will consider small-scale systems as well as large-scale systems. They will explain the input, output, and process aspects of a variety of different real-world systems. Learners will also take part in a collaborative online project with other class members and develop their skills in working together online.		**Creating Media – Video Editing** This unit gives learners the opportunity to learn how to create short videos in groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Active learning is encouraged through guided questions and by working in small groups to investigate the use of devices and software. Learners are guided with step-by-step support to take their idea from conception to completion. At the teacher's discretion, the use of green screen can be incorporated into this unit. At the conclusion of the unit, learners have the opportunity to reflect on and assess their progress in creating a video.		**Programming A – Selection in physical computing** In this unit, learners will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. Learners will be introduced to a microcontroller (Crumble controller) and learn how to connect and program components (including output devices- LEDs and motors) through the application of their existing programming knowledge. Learners are introduced to conditions as a means of controlling the flow of actions and make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the if, then structure).	
Design Technology **<mark>Y6</mark> Content**		**Create a Christmas Cam Toy** Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products. (Processes) Use his/her knowledge of famous designs to further explain the effectiveness of		**Designing and Creating in 3D a House of the Future** Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products. (Processes)		**Designing and Making a Healthy Oat Bar with Packaging** Confidently plan a series of healthy meals based on the principles of a healthy and varied diet. (Cooking and Nutrition)

		existing products and products he/she have made. (Processes)

Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design. (Processes)

Use technical knowledge accurate skills to problem solve during the making process. (Processes)

Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities. (Processes)

Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately. (Processes) | | Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she have made. (Processes)

Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design. (Processes)

Apply his/her understanding of computing to program, monitor and control his/her product. (Processes

Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities. (Processes) | | Use information on food labels to inform choices. (Cooking and Nutrition)

Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her.

(Cooking and Nutrition) |
| **Art**

Y6 Content | **Exploring the Work of Lowry in Pastels, Charcoal and Watercolour**

Adapt his/her own final work following feedback or discussion based on their preparatory ideas. (Learning) | | **Exploring Civil Rights Through the Work of Henry Moore and Sculpture**

Adapt his/her own final work following feedback or discussion based on their preparatory ideas. (Learning) | | **Conflict Art: Looking at the Poems of Wilfred Owen and 3D Sketching**

Adapt his/her own final work following feedback or discussion based on their preparatory ideas. (Learning) | |

	Select ideas based on first hand observations, experience or imagination and develop these through open ended research. (Learning) Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds. (Techniques) Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices. (Techniques)		Refine his/her use of learnt techniques. (Learning) Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts. (Learning) Produce intricate patterns and textures in a malleable media. (Techniques)		Explain and justify preferences towards different styles and artists. (Learning) Begin to develop an awareness of composition, scale and proportion in their work. (Techniques) Use simple perspective in their work using a single focal point and horizon. (Techniques)	
Music **Y6 Content**		**To Create a World Music Book on a Country.** **To Create the Backing Track for Facebook Videos with a Focus on Glockenspiel Melody.** Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets		**To use electronic music formats and create their own work using Bandlab** Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Appropriately discuss the dimensions of music and recognise them in music heard Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.		**To improvise music around a given set of notes on different instruments.** Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets. Sing as part of an ensemble with full confidence and precision. Improvise and compose music for a range of purposes using

		Sing as part of an ensemble with full confidence and precision. Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression. Listen with attention to detail and recall sounds with increasing aural memory and accuracy.		Develop a deeper understanding of the history and context of music Listen with attention to detail and recall sounds with increasing aural memory and accuracy.		the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory and accuracy.
PSHE and SMSC <mark>Y6</mark> **Content**	**Me and My Relationships** To work collaboratively towards shared goals. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise when and how to ask for help and use basic techniques for resisting pressure to do	**Valuing Difference** That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010). To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help. To appreciate the range of national, regional, religious and ethnic	**Keeping Myself Safe** Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. Strategies for keeping physically and emotionally safe including road safety (including cycle safety - the Bikeability programme) and safety in the environment (including rail, water and fire safety). What is meant by the term 'habit' and why habits can be hard to change. Which, why and how, commonly available substances and drugs (including alcohol,	**Rights and Responsibilities** To explore and critique how the media present information. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. To examine critically what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others. About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.	**Being My Best** What positively and negatively affects their physical, mental and emotional health. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use	**RSE** **Year 5 Growing and Changing** **Year 6 Growing and Changing (See SCARF)**

something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong. To recognise and respond appropriately to a wider range of feelings in others. That marriage is a commitment freely entered into by both people; that no one should marry if they don't absolutely want to do so, or are not making this decision freely for themselves. That forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others.	identities in the United Kingdom. About the difference between, and the terms associated with, sex, gender identity and sexual orientation. To listen and respond respectfully to a wide range of people; to feel confident to raise their own concerns; to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view. To recognise different types of relationships, including those between acquaintances, friends, relatives and families. To recognise and challenge stereotypes.	nicotine in tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others. How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.	To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT). To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities. That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. Why and how rules and laws that protect them and	this as an opportunity to build resilience. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong.	

				others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.		
	To judge what kind of physical contact is acceptable or unacceptable and how to respond. About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers. Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. Strategies for keeping physically and emotionally safe including road safety (including cycle safety - the Bikeability programme) and safety in the environment (including rail, water and fire safety).					

	Why do Hindus want to be good?	What does it mean to be a Muslim in Britain today?	Why is the Torah so important to Jewish people?	What matters most to Humanists and to Christians?	Why do some people believe in God and some people not?	How does faith help people when life gets hard?
RE **Y6 Content**	I can explain the key concepts of Hinduism. I can understand the Hindu belief of reincarnation. I can understand the Hindu concept of karma. I can consider how Hindu beliefs impact how they live. I can research the life of Gandhi. I can answer the question: Why do Hindus want to be good?	I can learn facts about Muslims in Britain today. I can understand the meaning of the Five Pillars. I can create Islamic art, using geometric patterns. I can understand Hajj. I can understand the Qu'ran. I can understand the architecture of a mosque.	I can recognise different Jewish communities. I can state what Jews believe about God. I can understand messages in the Torah. I can learn about the significance of the Torah. I can understand Jewish Kosher. I can understand Jewish law.	I can explain the difference between good and bad actions. I can understand the meaning of a conscience. I can define what a Humanist is. I can consider what values matter most to Christians. I can consider the importance of different values and give my own opinion. I can explore the agreements and disagreements about values between Humanists and Christians.	I can recognise how many people believe in God. I can question if God is real. I can question why people believe in God. I can explore the debate around science and God. I can consider how beliefs affect actions. I can explore the Big Question: Is God real?	I can begin to explore what happens after we die. I can consider the existence of a soul. I can explore the concept of judgement by a higher being. I can explore Christian and Muslim views on life after death. I can compare Christian, Muslim and Hindu views on life after death. I can consider Humanist's views on death.
PE	**Hockey** Analyse, modify and refine skills and techniques and how these are applied. When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others.	**Netball** Analyse, modify and refine skills and techniques and how these are applied. When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others.	**Dance** When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others. Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy.	**Gymnastics** Analyse, modify and refine skills and techniques and how these are applied. Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy.	**OAA and Athletics** Perform a drop kick. Perform a basketball dribble. Analyse, modify and refine skills and techniques and how these are applied.	**Rounders/ Swimming Top Ups** Strike a ball with a range of bats for accuracy and distance. Analyse, modify and refine skills and techniques and how these are applied. Have a reasonable knowledge of the water safety code.

Spanish **Y5** Content	Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language.	Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation. Learn a song or poem using the written text for support.	Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank. Adapt sentences to form negative sentences and begin to form questions.	Identify different ways to spell key sounds, and select the correct spelling of a familiar word. Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun. Know how to conjugate some high frequency verbs.	Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words. Take part in conversations and express simple opinions giving reasons.	Adapt known complex sentences to reflect a variation in meaning. Begin to use intonation to differentiate between sentence types. Create a short piece for presentation to an audience. Use a wide range of adjectives to describe people and things, and use different verbs to describe actions.
Curriculum Enrichment Activity	**Industrial Revolution**	**Local Field Work**	**Civil Rights**	**Population**	**Twentieth Century Conflict**	**Slums**
	Exeter Woollen Trail	**Eden Project**	**Theatre Trip?**	**Exeter Museum**	**Electricity Workshop**	**Exeter Cathedral and University**