



Year 6 Curriculum Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	World War 2		Ancient Greeks		Early Islamic Civilisation	Year 6 production – music/drama focus
English	<u>Writing to entertain</u> Poetry (WWI poetry – Wilfred Owen) Narrative creating atmosphere (Stand By Me, Rose Blanche, Beyond the Lines) Letters from the lighthouse (reading as class book) The Christmas Truce – Sainsbury’s advert <u>Writing to inform</u> Biography Walter Tull/ Wilfred Owen <u>Writing to entertain (poetry)</u> Dulce Et Decorum Est by Wilfred Owen Who’s for the game? By Jessie Pope Remembrance poems The Jabberwocky by Lewis Carroll The Charge of the Light Brigade by Alfred Lord Tennyson (comprehension activity) Frederick Douglass by Robert Hayden In the Bleak Midwinter by Christina Rossetti		<u>Writing to entertain</u> Interweaving description, dialogue and action (Edward Scissorhands) Greek myths Ariadne and Arachne <u>Writing to inform</u> Newspaper reports (Edward Scissorhands) How have the Greeks influenced us today? <u>Writing to discuss</u> Role of Spartan and Athenian soldiers - Greek non-fiction texts <u>Writing to entertain (poetry)</u> Night by Lucy Maud Montgomery The Fish by Elizabeth Bishop		<u>Writing to inform</u> Non-chronological reports - Avatar <u>Writing to persuade</u> Persuasive leaflets - Avatar	<u>Writing to entertain</u> Playscripts <u>Writing to entertain (poetry)</u> The Full Stop Day by Mark Bird
Maths	<u>Place Value</u> Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.	<u>Fractions (A and B)</u> Use common factors to simplify fractions; use common multiples to express fractions in	<u>Ratio</u> Solve problems involving the relative sizes of two quantities where missing values can be found by using	<u>Perimeter, area and volume</u> Recognise that shapes with the same areas can have different	<u>Shape</u> Draw 2-D shapes using given dimensions and angles.	<u>Problem solving and investigations involving Year 6 curriculum</u>

	Round any whole number to a required degree of accuracy. Use negative numbers in context, and calculate intervals across zero. Solve number and practical problems that involve all of the above. <u>Four operations</u> Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. Perform mental calculations, including	the same denomination. Compare and order fractions, including fractions > 1. Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. Multiply simple pairs of proper fractions, writing the answer in its simplest form Divide proper fractions by whole numbers <u>Measure</u> <u>Converting units</u> Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger	integer multiplication and division facts. Solve problems involving the calculation of percentages and the use of percentages for comparison <u>Algebra</u> Use simple formulae. Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables. <u>Decimals and percentages</u> Associate a fraction with division and calculate decimal fraction equivalents. Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places Multiply one-digit numbers with up to two	perimeters and vice versa. Recognise when it is possible to use formulae for area and volume of shapes. Calculate the area of parallelograms and triangles. Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example mm³ and km³] <u>Statistics</u> Interpret and construct pie charts and line graphs and use these to solve problems. Calculate and interpret the mean as an average	Recognise, describe and build simple 3-D shapes, including making nets. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. <u>Position and direction</u> Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.	
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	with mixed operations and large numbers. Identify common factors, common multiples and prime numbers. Use their knowledge of the order of operations to carry out calculations involving the four operations. Solve problems involving addition, subtraction, multiplication and division. Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. Recognise and use squared and cubed numbers	unit, and vice versa, using decimal notation to up to three decimal places. Convert between miles and kilometres.	decimal places by whole numbers. Use written division methods in cases where the answer has up to two decimal places. Solve problems which require answers to be rounded to specified degrees of accuracy. Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.			
Science	<u>Classifying big and small animals</u> Describe how <u>animals</u> are classified into broad groups according to common observable characteristics and based on similarities and differences. Describe how <u>animals</u> are classified into broad groups according to common observable	<u>Light and reflection</u> Recognise that light appears to travel in straight lines. 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. I can explain that we see things because light	<u>Evolution and inheritance</u> I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. I can recognise that living things produce	<u>Circuits, batteries and switches</u> I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. I can compare and give reasons for variations in how	<u>Circulation and health</u> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in	<u>Are some sunglasses safer than others?</u>

	characteristics and based on similarities and differences. Describe how microorganisms are classified into broad groups according to common observable characteristics and based on similarities and differences. Give reasons for classifying plants and animals based on specific characteristics.	travels from light sources to our eyes or from light sources to objects and then to our eyes. I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	offspring of the same kind, but normally offspring vary and are not identical to their parents. I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. I can use recognised symbols when representing a simple circuit in a diagram.	which nutrients and water are transported within animals, including humans. Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood	
Computing	<u>Internet Safety</u> Know how to reduce the risks posed by using Social Media Know that hacking or misusing someone else's account is illegal. Recognise their own right to be protected from the inappropriate use of technology by others Know that search results can be manipulated Know how to validate information found through searches Know that some news is 'fake.'	<u>Scratch (Smoking Car and Splat)</u> Use variables, conditional sentences (when/then), external triggers and loops Explain how their program works Begin to identify bugs in programs written by others Use mathematical expressions when selecting instructions e.g. trigger winning when (If loops >5 then...) Know how to explain what a program might do and accurately predict the effect of changes	<u>Internet Safety refresher lesson</u> <u>Typing skills -Lucidpress (publisher)</u> insert, resize and move text box Take photo and upload images insert, resize and move image send image to back Change font size, orientation and style to suit theme Add and edit border to images or text boxes Change background colour Evaluate the effectiveness of own and others work	<u>Blogging</u> comment on use of blogs and opportunities they offer for communication to work collaboratively consider the effect upon the audience of changing the visual properties of the blog understand the use of commenting on blogs	<u>Internet Safety refresher lesson</u> <u>Data – Sheets</u> <u>Fruit tuck shop project</u> Collect and input data Use 'AND' and 'SUM' functions to make calculations Use formulae for efficiency Answer database questions based on the sales of items Choose the best graph type to fit purpose	<u>Scratch (Animated Stories)</u> As previous but use mathematical expressions when constructing conditionals eg trigger winning when (If loops >5 then...) Know how to explain what a program might do and accurately predict the effect of changes

			Explain why a specific tool has been chosen			
Geography	World War 2 Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? Make predictions and test simple hypotheses about people, places and geographical issues relating to WW2 Recognise geographical issues affecting people in different places and environments relating to WW2 Locate the world’s countries on a variety of maps relating to WW2, <u>Using</u> the position/ significance of latitude, longitude, equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic to describe the WW2 countries Name & locate the counties and cities of WW2 using maps of different scales. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features relating to WW2 How might the eight point compass and 6 figure grid references been used in WW2? .	Ancient Greeks Identify the position/ significance of latitude, longitude, equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic and time zones. Understand key aspects of: physical geography e.g. climate zones and time zones Give reasons for the impact of geographical influences/ effects on people, place or themes studied. Select a map for a specific purpose. Begin to use atlases to find out other information (e.g. temperature). Find and recognise places on maps of different scales.	Enough for Everyone Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? Make predictions and test simple hypotheses about people, places and geographical issues Recognise geographical issues affecting people in different places and environments. Describe the distribution of natural resources including energy, food, minerals & water in the continents & countries studied.	Early Islamic civilisation Locate the world’s countries on a variety of maps .Identify the position and significance of lines of longitude and latitude, equator, N&S hemispheres, Tropics of Cancer and Capricorn, Arctic and Antarctic. Understand geographical similarities and differences through the study of human and physical geography of a region. Describe in detail types of settlement, land use, economic activity including trade links.		

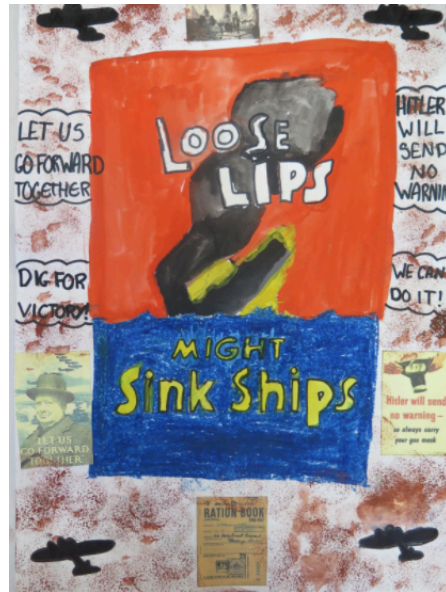
History	<u>WW2</u> <u>What impact did WW2 have on life in Britain, in particular Lower Kingswood?</u> Chronology: I can identify the time period WWII happened and where this fits within the chronology of the time periods I have studied. Chronology: I can use dates and historical terms to sequence periods of time. Events, people and changes: I can name and explain the role of the main leaders involved in WWII- Hitler, Chamberlin, Churchill, Mussolini Events, people and changes: I can name the main events during WWII (outbreak of WWII, Battle of Britain) Events, people and changes: I can name the changes that happened to Britain's jobs on the Home Front (in particular Lower Kingswood) during WWII Events, people and changes: I can name the main changes that happened to trade during WWII. Events, people and changes: I can name the main changes that happened to children in Lower Kingswood during WWII. Interpretation, enquiry and using sources: I can create historically valid questions when using sources (census and letters) Interpretation, enquiry and using sources: I can create a hypothesis based on sources and my knowledge of WWII. Interpretation, enquiry and using sources: I can begin to give reasons for different interpretations of the past. Cause and consequence: I can describe why the Women's Land Army was created and the impact of this.	<u>Ancient Greece</u> <u>Can we thank the Ancient Greeks for anything in our lives today?</u> Significant figures: Alexander the Great, Aesop, Archimedes Chronology: I can identify the time period Ancient Greeks happened and where this fits within the chronology of the time periods I have studied. Events, People and Changes: I can name and explain the advances in technology during the Ancient Greek period. Similarities and differences: I can explore the differences in trade across the Ancient Greek time period and compare this to WWII. Interpretations, enquiry and sources: I can recognise our knowledge of the past is constructed from a range of sources. Causes and consequences: I can recognise and make connections between the rise of Ancient Greece and what happened as a result. Communication: I can hypothesise what an artefact was used for using knowledge of the period to give justification for my answer. Communication: I can identify key aspects of Ancient Greek life, including the impact of cultural and religious changes, creating questions to find out more.	<u>Early Islamic Civilisation</u> <u>Did Early Islamic civilisation invent it all first?</u> Continuity and change: What has changed between two points in history, or conversely, what has stayed the same. Similarities and differences between Vikings(Y4) and Early Islamic people: Use them to make connections, draw contrasts, and frame historically-valid questions. Chronology: I can use relevant vocabulary, chronology and dates for all the time periods I have studied at KPS. Chronology: I know where the Early Islamic Civilisation era happens on a time line and I can give an example of what else was happening in the world at the same time. Events, people and changes: I can explain what has happened in respect to trade between (900AD) Early Islamic Civilisation and (1945AD) World War II or conversely what has stayed the same. Interpretation of sources: I can recognise there may be some reasons for contrasting arguments and interpretations of the past (the fall of Baghdad). Interpretations, enquiry and sources: I can evaluate sources and make simple inferences. Causes and consequences: I can recognise and make connections between why the building of Baghdad happened and what happened as a result.
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	Cause and consequence: I can explain why the Axis bombed major cities in Britain and the consequence of this. Cause and consequence: I can explain why children were at risk in the major cities in Britain and what happened as a result of this. Similarities and differences: I can explain the differences between a child living during WWII and Anglo-Saxon times. Similarities and differences: I can explain the differences in trade between WWII and now. Similarities and differences: I can explain the differences and similarities between jobs during WWII and now. Significance: I can explain the significance of different events on the 'Home Front' during WWII. Communication: I can use a wide range of historical vocabulary. Communication: I can respond to historical questions and hypothesises using my knowledge and some sources to help me.	Communication: I can choose the most appropriate way of communicating different historical findings	Communication: I can use a wide range of sources as a basis for research to answer questions about Early Islamic trade and to test hypotheses. Communication: I can hypothesise what an artefact was used for using knowledge of the period to give justification for my answer. Communication: I can identify key aspects of Early Islamic Life, including the impact of cultural and religious changes, creating questions to find out more.
	Use dates and a wide range of historical terms when sequencing events and periods of time. Develop chronologically secure knowledge of the events and periods of time studied. Analyse links and contrasts within and across different periods of time including short-term and long-term time scales. Regularly address and sometimes devise historically valid questions and hypotheses. Give some reasons for contrasting arguments and interpretations of the past. Describe the impact of historical events and changes. Recognise that some events, people and changes are judged as more significant than others. Acknowledge contrasting evidence and opinions when discussing and debating historical issues. Use appropriate vocabulary when discussing, describing and explaining historical events. Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. Choose the most appropriate way of communicating different historical findings		
DT	<u>Textiles - Peg dolls/Sock puppets</u> Know that a 3D textiles product can be made from a combination of fabric shapes. Know that textiles	<u>Food - Bread making</u>	<u>Electrical systems - More complex switches and circuits – moveable vehicle</u>

	can be joined with a combination of stitching techniques eg back stitch, running stitch, blanket stitch.		Understand how more complex electrical circuits and components can be used to create functional products.
	Communicate their ideas through detailed labelled drawings. Develop different design ideas and choose a specification. Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways. Plan the order of their work, choosing appropriate materials, tools and techniques Select appropriate tools, materials, components and techniques. Assemble components make working models Use tools safely and accurately. Construct products using permanent joining techniques. Make modifications as they go along. Pin, sew and stitch materials together create a product. Achieve a quality product. Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests. Record their evaluations using drawings with labels.	Know that recipes can be adapted to change the appearance, taste, texture and aroma. Know that different foods contain different substances - nutrients, water and fibre - that are needed for health. Understand the need for correct storage. Measure accurately. Work out ratios in recipes. Know that food is grown, reared and caught in the UK, Europe and the wider world. Know that seasons may affect the food available. Understand how food is processed into ingredients that can be eaten or used in cooking. Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.	Communicate their ideas through detailed labelled drawings. Develop different design ideas and choose a specification. Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways. Plan the order of their work, choosing appropriate materials, tools and techniques. Select appropriate tools, materials, components and techniques. Assemble components make working models Use tools safely and accurately. Construct products using permanent joining techniques. Make modifications as they go along. Pin, sew and stitch materials together create a product. Achieve a quality product. Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests. Record their evaluations using drawings with labels.
Art & design	WWII Propaganda posters <i>Design and make propaganda poster collages</i> Knowledge of Artists - Propaganda poster designers Use the work of designers to replicate ideas or inspire their own work. Exploring and developing ideas	Greek pots <i>Clay coil pots, painted and decorated with Greek inspired patterns</i> Knowledge of Crafts Makers - Ancient Greek potters Use the work of crafts makers to replicate ideas or inspire their own work. Exploring and developing ideas	Light and Dark Paintings (chiaroscuro) <i>Portrait paintings using chiaroscuro</i> Knowledge of Artists – Rembrandt and Joseph Wright of Derby Use the work of artists to replicate ideas or inspire their own work. Exploring and developing ideas

	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Drawing and mark making- *Demonstrate a wide variety of ways to make different marks with dry and wet media. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. Introduce perspective, fore/back and middle ground. Investigate proportions Show total qualities using cross-hatching, pointillism, sidestrokes, use of rubber to draw/highlight. Collage- Show an awareness of the potential of the uses of material. Use different techniques, colours and textures etc when designing and making pieces of work. To be expressive and analytical to adapt, extend and justify their work. Evaluating and developing work Select and develop ideas confidently, using suitable materials confidently. Improve quality of sketchbook with mixed media work and annotations. Select own images and starting points for work.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Drawing and mark making- Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. Introduce perspective, fore/back and middle ground. Investigate proportions Show total qualities using cross-hatching, pointillism, sidestrokes, use of rubber to draw/highlight. Sculpture / 3D form - Develop skills in using clay including slabs, coils, slips, etc. Create sculpture and constructions with increasing independence. Painting - Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition). Evaluating and developing work	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Drawing and mark making- *Demonstrate a wide variety of ways to make different marks with dry and wet media. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. Introduce perspective, fore/back and middle ground. Investigate proportions Show total qualities using cross-hatching, pointillism, sidestrokes, use of rubber to draw/highlight. Painting - Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition). Evaluating and developing work Select and develop ideas confidently, using suitable materials confidently.
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Develop artistic/visual vocabulary when talking about own work and that of others.
 Begin to explore possibilities, using and combining different styles and techniques.
 Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
 Adapt their work according to their views and describe how they might develop it further.



Select and develop ideas confidently, using suitable materials confidently.
 Improve quality of sketchbook with mixed media work and annotations.
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RE	<u>HINDU (SANATAN) DHARMA: What helps Hindus to worship?</u> -Sanatan Dharma' as a way of life -Brahman present in all things & represented in many forms esp. Trimurti -Key deities and avatars of Hinduism and their place in Hindu worship Skills: - Understand and explain how concepts/beliefs resonate in their own life and in the life of a believer and how this impacts on the way they and a believer chooses to live their life -Consistently use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers	<u>For Christians, what difference does it make to belong to God's Kingdom?</u> - Command to 'act justly, love mercy, walk humbly' – what does this mean? • Lord's Prayer – on earth/ in heaven • Christians' beliefs about life after death Skills: - Describe, connect and explain different features of religion and worldviews in terms of celebration, worship, pilgrimage and the rituals which mark important points in life -	<u>How is God three and yet one?</u> - Holy Spirit is God at work in the world • Holy Spirit in relationship with Father & Son • Trinity in baptism of Jesus, creation & Christians' experience • How does this compare with other religions? Skills: - Use reasoning and examples to express confidently insights into their own and others' views on questions about the meaning and purpose of life and the search for truth. - Understand and explain how concepts/beliefs resonate in their own life and in the life of a believer and how this impacts on the way they and a believer chooses to live their life.	<u>What do Christians believe about the Messiah and why is it good news?</u> -Jesus as fulfilment of OT prophecies in his birth, life and death • Link with story of Simeon in the temple • What Jesus said about himself • Links to 'I AM' statements in John's Gospel Skills: Understand and explain how concepts/beliefs resonate in their own life and in the life of a believer and how this impacts on the way they and a believer chooses to live their life -Consistently use correct religious and philosophical vocabulary in	<u>What is the Buddhist way of life?</u> -Story of Buddha's enlightenment • Buddhists follow dhamma (teachings) to avoid bad karma & escape cycle of samsara • Eightfold Path as the way to enlightenment esp. meditation Skills: - Understand and explain how concepts/beliefs resonate in their own life and in the life of a believer and how this impacts on the way they and a believer chooses to live their life. - Describe, connect and explain different features of religion and worldviews in terms of celebration, worship, pilgrimage and the rituals which mark important points in life. Consider the challenges and impact of belonging to a religion today with reference to our own and other people's views on human nature and	<u>How did it all begin?</u> -What are the different beliefs about what happened? • Are there common threads across religions? • Can you believe in both God and science? • Is it important to know how the world began? Skills: - Use reasoning and examples to express confidently insights into their own and others' views on questions about the meaning and purpose of life and the search for truth. - Describe, connect and explain different features of religion and worldviews in terms of celebration, worship, pilgrimage and the rituals which mark important points in life
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PSHE	<u>RELATIONSHIPS</u> RESPECT (School Value) I can identify my goals for this year, understand my fears and worries about the future and know how to express them I know that there are universal rights for all children but for many children these rights are not met I understand that my actions affect other people locally and globally I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities I understand how an individual's behaviour can impact on a group I understand how democracy and having a voice benefits the school community Kindness (School Value) I understand there are different perceptions about what normal means I understand how being different could affect someone's life I can explain some of the ways in which one person or a group can have power over another		<u>LIVING IN THE WIDER WORLD</u> Friendship (school value) Prejudice and the difference from discrimination Tolerance of others that are different physically, ethnically, personality How views can be influenced by the media (advertising, reality TV, gossip, reviews) Sharing things online-the rules and laws associated with this. Diffusing conflict/respecting different points of view How to challenge/respond to anti-social behaviour The consequences of crime Rich and poor nations Risks associated with money (fraud, debt, gambling) Enterprise-what does it mean? Independence (School Value)		<u>HEALTHY BODIES, HEALTHY MINDS</u> Determination (school value) Physical and emotional changes during puberty. What is love? Where do babies come from? Managing uncomfortable feelings-stress and anxiety SATS Relaxation techniques Basic first aid (head injuries and other basic injuries) Red Cross Basic first aid- choking Basic first aid-Asthma Making an efficient 999 call Drugs-legal and illegal Smoking and vaping risks Alcohol and its limits Moving on/transition strategies to help Enthusiasm (school value)	

	I know some of the reasons why people use bullying behaviours I can give examples of people with disabilities who lead amazing lives I can explain ways in which difference can be a source of conflict and a cause for celebration					
Music	Sing expressively, with attention to breathing and phrasing; Respond to leader or conductor; Develop confidence as a soloist; Rehearse and learn songs from memory and/or with notation. Learn to play one or more melodic instrumental parts, by ear and from notation - tuned instruments; Identify the names of the pitched notes on a stave: C, D, E, F, G, A, B, C; Identify Stave and symbols on the stave, treble clef, time signature, bar and barlines; Identify major and minor chords; Copy simple melodies by ear or from reading notation; Recognise by ear and notation: Semibreves, minims, crotchets, quavers and their rests; Copy simple rhythm patterns created from semibreves, minims, crotchets, quavers and rests;		Recognise ensembles, strings, woodwind, brass, percussion and groups of other instruments; Identify instruments by ear and through a range of media; Use music technology, if available, to capture, change and combine sounds; Create music in response to music and video stimulus; Recognize different music styles, musicians and composers; Learn to play one or more melodic instrumental parts, by ear and from notation - Ukelele.	Sing three parts in a song, with and without an accompaniment; Play and improvise using a Pentatonic scale on C; Perform from memory or with notation, with confidence and accuracy; Identify and explain the following structural terms: verse, chorus, bridge, repeat signs, chorus, final chorus, improvisation, Rehearse and enjoy the opportunity to share what has been learned in the lesson; Reflect on the performance and how well it suited the occasion.		
PE	<u>Games: Netball</u> I can create and use space to help my team. I can pass, receive and shoot the ball with increasing control under pressure. I can select the appropriate action for	<u>Dance - Stamp Clap, Bhagara</u> I can choreograph a dance and work safely using a prop. I can lead a small group through a short warm-up routine. I can perform dances confidently and	<u>Athletics: indoor athletics</u> I can compete within the rules showing fair play and honesty. I can help others to improve their technique using key teaching points.	<u>Dance: Waiting for... 70s Disco</u> I can choreograph a dance and work safely using a prop. I can lead a small group through a short warm-up routine.	<u>Athletics</u> I can compete within the rules showing fair play and honesty. I can help others to improve their technique using key teaching points. I can identify my own and others' strengths	<u>Handball</u> I am confident to lead others and can contribute appropriate ideas to group work. I can confidently apply defensive skills individually and as a team to gain

	the situation and make this decision quickly. I can use marking, and/or interception to improve my defence. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. <u>Fitness:</u> I can change my running technique to adapt to different distances. I can collect, record and analyse scores to identify areas where I have made the most improvement. I can work with others to organise, manage and record information at a station. I	fluently with accuracy and good timing. I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. I can use appropriate language to evaluate and refine my own and others' work. I can use feedback provided to improve the quality of my work. I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances. <u>Games: Tag Rugby</u> I can create and use space to help my team. I can pass and receive the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly.	I can identify my own and others' strengths and areas for development and can suggest ways to improve. I can perform jumps for distance using good technique. I can select and apply the best pace for a running event. I can show accuracy and good technique when throwing for distance. I understand that there are different areas of fitness and how this helps me in different activities. I use different strategies to persevere to achieve my personal best. <u>Gym:</u> I can combine and perform gymnastic actions, shapes and balances with control and fluency. I can create and perform sequences using compositional devices to improve the quality.	I can perform dances confidently and fluently with accuracy and good timing. I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. I can use appropriate language to evaluate and refine my own and others' work. I can use feedback provided to improve the quality of my work. I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances. <u>Games: Volleyball</u> I am confident to make decisions when refereeing.	and areas for development and can suggest ways to improve. I can perform jumps for distance using good technique. I can select and apply the best pace for a running event. I can show accuracy and good technique when throwing for distance. I understand that there are different areas of fitness and how this helps me in different activities. I use different strategies to persevere to achieve my personal best. <u>Cricket</u> I can select the appropriate action for the situation. I can strike a bowled ball with increasing consistency and accuracy. I can use a wider range of fielding skills with increasing control under pressure. I can use the rules of the game consistently to play fairly.	possession, deny space and stop goals. I can create and use space to help my team to maintain possession and create scoring opportunities. I can perform a range of skills with control and can select the appropriate action for the situation under pressure. I can work in collaboration with others to self-manage games so that they run smoothly. I recognise my own and others' strengths and areas for development and can suggest ways to improve. I use the rules of the game honestly and consistently when playing and refereeing. <u>Tennis</u> I can select the appropriate action for the situation and make this decision quickly. I can use a wider range of skills with increasing control under pressure.
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	encourage and motivate others to work to their best. I understand that there are different areas of fitness and how this helps me in different activities. I understand the different components of fitness and ways to test and develop them. I work to my maximum consistently when presented with challenges.	I can tag opponents individually and when working within a unit. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve.	I can lead a small group through a short warm-up routine. I can use appropriate language to evaluate and refine my own and others' work. I can work collaboratively with others to create a sequence. I understand how to work safely when learning a new skill. I understand what counter balance and counter tension is and can show examples with a partner.	I can select the appropriate action for the situation and make this decision quickly. I can use a wider range of skills with increasing control under pressure. I can use feedback provided to improve the quality of my work. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve.	I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand and can apply some tactics in the game as a batter, bowler and fielder.	I can use feedback provided to improve the quality of my work. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand that there are different areas of fitness and how this helps me in different activities. <u>Swimming</u> Catch up for those who can't swim 25m
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Languages	Progressive language unit School Subjects and Opinions	Intermediate language unit World War 2	Progressive language unit Healthy Lifestyles	Progressive language unit The Planets.	Progressive language unit The Weekend	Progressive language unit Me in the World
	Nouns. Articles, determiners High frequency verbs, first person Adjectival agreement Conjunctions and connectives Use of the negative form School survey. Present orally on school subjects and opinions. Extended listening exercise on school subjects, times and opinions. Match words to picture / sounds / phrases throughout the unit. Written presentations on school subjects and opinions. Opportunity to write an email about what you like and do not like at school. Definite articles with school subjects. First person singular of the verb 'to study'. Verb 'to go' in full. Formulating opinions and justifications.	Nouns. Articles, determiners High frequency verbs, first person Adjectival agreement Conjunctions and connectives Present orally on life as an evacuee. Extended listening task. Story reordering task. Write a letter home on life as an evacuee. Grouping target language nouns, adjectives and verbs. Introduction to past tense using 'I saw...'	Nouns. Articles, determiners High frequency verbs, first person Use of the negative form Conjunctions and connectives Healthy lifestyle diary to facilitate oral presentation on healthy lifestyles. Extended listening task. Extended reading task. Quantitative article "some"	Nouns. Articles, determiners High frequency verbs, first person Adjectival agreement Oral presentation on a planet/s. Extended listening task. Extended reading task. Create written piece on a planet/s. Rules of adjectival agreement with planets and particularly colours.	Nouns. Articles, determiners Present orally on what they do at the weekend using connectives and time. Listening exercise on weekend activities. Reading exercise. Written presentations on what they do at the weekend using connectives and time. Using connectives to create extended and more sophisticated sentences. Formulating a range of opinions and justifications	Nouns. Articles, determiners High frequency verbs, first person Conjunctions and connectives Opinions and justification Activities encouraging the children to say what they are called, where they live, where they are from and what their favourite feast day is. Plus what they do to protect the environment. Plenty of longer, more complex listening tasks. Plenty of extended reading tasks. Most lessons contain extended written task. Recycling, revision and consolidation of first person singular of high frequency verbs "I have...", "I am...", "I live...", "I am called..." Introduction to near future

	Listen and show understanding of more complex sentences containing familiar words and gist with unfamiliar words. Read the text of familiar rhymes and songs and identify patterns of language and link sound to spelling. Listen to and understand the main points and some detail from a short spoken passage. Notice and manipulate agreements, Engage in a short conversation using familiar questions and express opinions. Manipulate language to create and say sentence of own choice using familiar language. Manipulate language using a language scaffold to present their own ideas and information in more complex sentences Recognise the importance and significance of intonation. Follow a more complex text of a familiar song or story and read aloud; read and understand the gist of an unfamiliar text using familiar language. Read aloud with confidence, enjoyment and expression. Read and understand the main points and some detail from a short written passage. Match sound to sentences and paragraphs Apply knowledge of word order and sentence construction to support understanding of written text Listen to and identify words and short phrases. Communicate by answering a wider range of questions. Sort words according to sounds. Recognise negative statements. Recognise categories of words (e.g. colours) and word classes.					
Visits/ visitors		Henley Fort Royal armouries museum Leeds - virtual		Ancient Greek workshop	High Ashurst	