

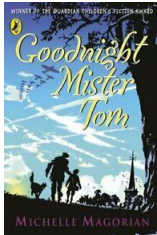
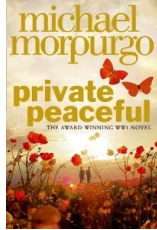
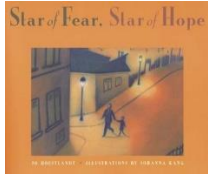


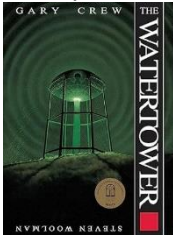
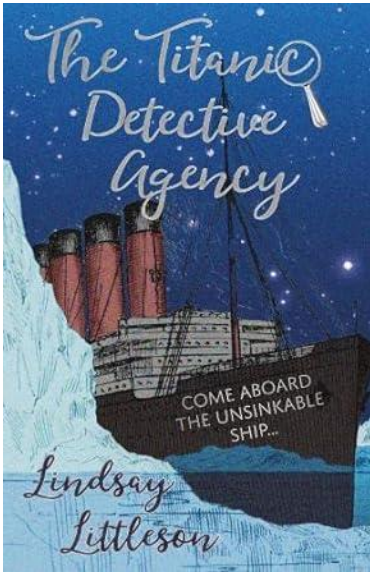


Guilden Sutton Church of England Primary School

Love and Justice for All

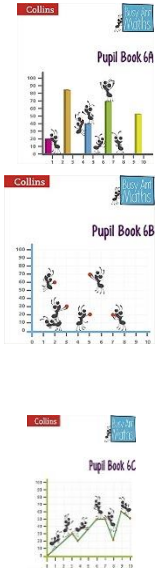
Year 6 Curriculum Progression Map

Our Christian Values: **WISDOM, JUSTICE, COMPASSION, LOVE, FORGIVENESS, FRIENDSHIP**

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Text	<p>Goodnight Mister Tom Michelle Magorian</p>  <p>Private Peaceful Michael Morpurgo</p> 	<p>Star of Fear, Star of Hope Jo Hoestlandt</p> 	<p>Kensuke's Kingdom Plastic Planet Georgia Amson-Bradshaw</p>  <p>Greta's Story Greta Thunberg</p> 	<p>The Watertower Gary Crew</p> 	<p>The Titanic Detective Agency Lindsay Littleson</p> 	
Focused genres	<ul style="list-style-type: none"> • Short story • Biography 	<ul style="list-style-type: none"> • Narrative - flashback • Newspaper report • Poetry (repeating lines) 	<ul style="list-style-type: none"> • Information text • Persuasive speech • Non-chronological report 	<ul style="list-style-type: none"> • Narrative – fiction • Poetry (rhyming couplets) 	<ul style="list-style-type: none"> • Narrative – short story • Non-chronological report • Newspaper report • Persuasive letter • Poetry (narrative poem) 	

Other genres	<ul style="list-style-type: none"> • Diary entry 	<ul style="list-style-type: none"> • Letter home from the trenches 	<ul style="list-style-type: none"> • Descriptive setting 	<ul style="list-style-type: none"> • Narrative – different viewpoint • Diary entry 	<ul style="list-style-type: none"> • Viewpoint writing • Letter (fiction) from a character 	
SPaG	<ul style="list-style-type: none"> • Use a dictionary to check the meanings of words • Use a thesaurus • Punctuate direct and indirect speech • Use and identify active and passive verbs • Use and identify relative clauses • Use and identify modal verbs • Use and identify expanded noun phrases • Use and identify antonyms (opposites) • Use and identify synonyms (words with a similar meaning) • Punctuate bullet points 		<ul style="list-style-type: none"> • Use and identify the perfect form of verbs • Use brackets, dashes and commas for parenthesis • Use semicolons, colons and dashes as boundaries between independent clauses • Use a colon to introduce a list • Identify the subjunctive form (subjunctive mood) • Use and identify the present progressive 		<ul style="list-style-type: none"> • Revision of all SPaG features 	
Spelling	Pathways to Spell					
<ul style="list-style-type: none"> • Word list – years 5 and 6 • Adding -ed, -ing, -er, -est, -en to words with more than one syllable (Y3/4) • Adding suffixes beginning with vowel letters to words ending in -fer 	<ul style="list-style-type: none"> • Word list – years 5 and 6 • Endings which sound like /ʃəs/ spelt -cious and -tious • Use of the hyphen • Homophones and other words that are often confused 	<ul style="list-style-type: none"> • Word list – years 5 and 6 • Words with the /i:/ sound spelt ei after c • Words with ‘silent’ letters (i.e. whose presence cannot be predicted from the pronunciation of the word) Contractions 	<ul style="list-style-type: none"> • Word list – years 5 and 6 • Converting nouns or adjectives into verbs using suffixes: -ate, -ise, -ify • Words ending in -able/-ably and -ible/-ibly • Homophones and other words that are often confused • Personal spelling log 	<ul style="list-style-type: none"> • Word list – years 5 and 6 • Words ending in -ant, -ance/-ancy • Words ending in -ent, -ence/-ency • Use of the hyphen 	<ul style="list-style-type: none"> • Word list – years 5 and 6 • Homophones and other words that are often confused • Personal spelling log 	

	<ul style="list-style-type: none"> Words containing the letter-string ough 	<ul style="list-style-type: none"> Personal spelling log 				
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	Busy Ant Maths	Busy Ant Maths	Busy Ant Maths
	<p>Unit 1</p> <ul style="list-style-type: none"> Number and Place Value Addition and Subtraction Properties of Shape <p>Unit 2</p> <ul style="list-style-type: none"> Multiplication and Division Fractions Position and Direction <p>Unit 3</p> <ul style="list-style-type: none"> Addition and Subtraction Decimals Measurement (length) <p>Unit 4</p> <ul style="list-style-type: none"> Multiplication and Division Fractions (including decimals and percentages) Measurement – Time 	<p>Unit 5</p> <ul style="list-style-type: none"> Addition, Subtraction, Multiplication and Division including Number and Place Value Algebra Properties of shape <p>Unit 6</p> <ul style="list-style-type: none"> Multiplication and Division Multiplication and Division including Decimals Measurement (mass) <p>Unit 7</p> <ul style="list-style-type: none"> Fractions Ratio and Proportion Statistics <p>Unit 8</p> <ul style="list-style-type: none"> Multiplication and Division Multiplication and division including Decimals Measurement (perimeter and area) 	<p>Unit 9</p> <ul style="list-style-type: none"> Addition and Subtraction, Multiplication and Division Algebra Geometry – Properties of Shape <p>Unit 10</p> <ul style="list-style-type: none"> Multiplication and Division (including Decimals) Fractions Measurement (volume and capacity) <p>Unit 11</p> <ul style="list-style-type: none"> Addition, Subtraction, Multiplication and Division Ratio and Proportion Position and Direction <p>Unit 12</p> <ul style="list-style-type: none"> Multiplication and Division (including Decimals) Fractions (including decimals and percentages) Statistics

Key Vocabulary

Number and place value: millions, ten millions

Addition and subtraction: see previous years



Multiplication and division: multi-digit numbers, long division







Fractions, decimals and percentages: see previous years

Ratio and proportion: relative size, missing values, integer multiplication, percentages, scale factor, unequal sharing & grouping


Algebra: formulae, linear number sequences, algebraically, equation, unknowns, combinations, variables

Measurement: conversion, miles, formulae, parallelograms, triangles, feet, cubic metre, cubic millimetre, cubic kilometre, gallons, stones, ounces

	Geometry: radius, diameter, circumference, dimensions, four quadrants, co-ordinate planes Statistics: pie chart, mean					
	Busy Ant Maths Year 6 Medium Term Plan					
Cross-curricular Mathematics	Measure out Anderson Shelters- scale Timeline Tallying Build Anderson Shelters Children in Need- business plan – pricing and profit, change when handling money		Coordinates Grid references  Collecting data Graphs		Graphs- temperature and rainfall  Time zones Price and plan holiday- flight times, currency, dates Café Project – scaled drawings with seating plan, pricing a menu, hourly rates of wages for different age groups, working hours	
Science	Animals including Humans <i>Line of scientific enquiry examples:</i> <i>Fair testing: Can I investigate whether running or jogging has the greatest effect on our heart rate?</i> <i>Identifying and classifying: Can I identify the parts of the circulatory system?</i> <i>Observation over time: Can I keep a note of how much exercise I do in a week?</i> <i>Pattern seeking: Can I observe whether a narrow</i>	Living Things and their Habitats: Micro organisms <ul style="list-style-type: none"> Understand that microorganisms are made up of viruses, bacteria, moulds and yeast; and that sometimes dust mite and phytoplankton are also microorganisms Understand that they cannot be seen with the naked eye and live in the air, in and on our bodies, on objects around 	Living Things and their Habitats <i>Line of scientific enquiry examples:</i> <i>Fair testing: Can I find out how light/temperature affects how quickly mould grows?</i> <i>Identifying and classifying: Can I use a classification key to identify animals?</i> <i>Observation over time: Can I find out what happens to raspberries if left on the windowsill for two weeks?</i> <i>Pattern seeking: Can I find out where most invertebrates</i>	Evolution and Inheritance <i>Line of scientific enquiry examples:</i> <i>Fair testing: Can I investigate which beak size and shape is best for catching ground insects?</i> <i>Identifying and classifying: Can I identify different types of fossil formation?</i> <i>Observation over time: Can I recognise how animals and plants have adapted to their environment?</i> <i>Pattern seeking: Can I see a pattern in the variation of moth that survives?</i> <i>Research: Can I research into the importance Charles Darwin’s findings?</i>	Light <i>Line of scientific enquiry examples:</i> <i>Fair testing: Can I investigate whether light always travels in straight lines?</i> <i>Identifying and classifying: Can I group materials and objects according to how well they reflect light?</i> <i>Observation over time: Can I observe how a shadow changes over a day?</i> <i>Pattern seeking: Can I find out whether shadows always take the same shape as the objects causing them?</i> <i>Research: Can I find out how Humphrey Davy</i>	Electricity <i>Line of scientific enquiry examples:</i> <i>Fair testing: Can I investigate how the voltage of the batteries in a circuit affects the brightness of the lamp/volume of a buzzer?</i> <i>Identifying and classifying: Can I group circuit components into those that are essential and those that are not?</i> <i>Observation over time: Can I describe how the brightness of a bulb changes as the battery runs out?</i>

	<p><i>blood vessel restricts blood flow?</i></p> <p>Research: <i>Can I research the amount of sugar in cereals?</i></p> <ul style="list-style-type: none"> Identify and name the main features of the human circulatory system describe the function of the heart, blood vessels and blood Understand how the exchange of gases occurs in the alveoli in the lungs Understand how nutrients and water are absorbed into the small intestine  Be able to explain the positive impact of regular exercise on the human body 	<p>us and in water</p> <ul style="list-style-type: none"> List the helpful and harmful microbes 	<p><i>are found in our school grounds?</i></p> <p>Research: <i>Can I research the different functions of microorganisms?</i></p> <ul style="list-style-type: none"> Classify into three broad groups Understand the eight levels of classification and at each level the number of living things in a group gets smaller group Explain what a taxonomist is  Classify further into vertebrates and invertebrates and identify characteristics Use classification keys to identify animals and plants in their immediate environments. <p>Carl Linnaeus – taxonomy/ naming organisms</p>	<ul style="list-style-type: none"> Explain that evolution is a gradual process and where different kinds of living organisms have developed from earlier forms of millions of years Understand that fossils are remains that help scientists with identification  Explain that animals and plants produce offspring which is similar but not identical to them Explain that there is variation between parents and their offspring and within a species as well Understand that adaptive traits are characteristics that are influenced by the environment such as climate and food; and that inherited traits are from parents  Explain what is a good habitat and list the different environments around the world  Explain how living things adapt to their environment 	<p><i>made miners' lamps safe?</i></p> <ul style="list-style-type: none"> Understand what light is, the way it travels in straight lines and how we use it to be able to see objects Explain the law of reflection and the angle of incidence and refraction  Explain how shadows are formed and how they can be elongated and or shortened Be able to explain the vocabulary related to the topic of light <p>Humphry Davy – invented the miner's safety lamp</p> <p>Year 3 -Light</p>	<p>Pattern seeking: <i>How does brightness of bulb change as the battery runs out?</i></p> <p>Research: <i>Can I find out how major discoveries affected our understanding and use of electricity?</i></p> <ul style="list-style-type: none"> Understand the workings of a series circuit and what happens when the circuit is broken Explain why the brightness of a bulb becomes dimmer if more batteries are added Be able to recognise and draw the components of a circuit Understand what will make a bulb brighter/dimmer and a buzzer louder/quieter Be able to explain the key vocabulary related to electricity <p>Michael Faraday – produce an electric current</p>
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	<ul style="list-style-type: none"> Understand that drugs, alcohol and tobacco have negative effects on the body. <p>William Harvey – circulation of blood/Galen – arteries carry blood</p> <p>Marie Maynard-Daly – pioneering research into blood and cholesterol</p> <p>Animals including Humans - all previous years</p>		<p>Year 4 - Living Things and their Habitats</p>	<p>Charles Darwin – theory of natural selection</p> <p>Rosemary Grant – evolutionary biologist</p> <p>Y2 Y3 and Y5: reproduction and lifecycles</p> <p>Y1 and Y3 fossils</p>		<p>Year 4 - Electricity</p>
<p>Key Vocabulary</p> <p>Living Things in their Habitats – characteristics, classify, taxonomist, key, vertebrates, fish, amphibians, reptiles, birds, mammals, warm-blooded, cold-blooded, invertebrates, insects, spiders, snails, worms, flowering, non-flowering, mosses, ferns, conifers,</p> <p>Animals Including Humans – heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, cycle, circulatory system, diet, drugs, lifestyle, pulmonary, alveoli, gas exchange, villi, nutrients, kidneys, liver, drug, alcohol</p> <p>Microorganisms – bacteria, microorganism, microscope, microbes, species, penicillium, antibiotics, fungi, mould, virus, bacterium</p> <p>Evolution and Inheritance - offspring, sexual reproduction, variations, characteristics, adapted, adaptation, adaptive traits, inherited traits, inheritance, species, evolve, evolution, environment, habitat, natural selection, fossil, preserved</p> <p>Electricity –electricity, electrical appliance/device, mains, plug, electrical circuit, complete circuit, component, cell, battery, positive, negative, connect/connections, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal, symbol, generate, renewable, non-renewable, circuit diagram, circuit symbol, voltage, current, amps, cell, resistance, electrons, series circuit</p> <p>Light - straight lines, light rays, light source, reflection, incident ray, reflected ray, the law of reflection, refraction, visible spectrum, prism</p>						
<p>Working Scientifically</p>	<ul style="list-style-type: none"> Plan different kinds of fair experiments Recognise why controlling variables is important and explain how to do this Take accurate measurements using scientific equipment Take repeated measurements when appropriate 					

	<ul style="list-style-type: none"> • Draw conclusions from results and describe causal relationships in these • Present findings in a written report with an introduction, conclusion and results • Present findings in an oral presentation • Identify scientific evidence that has been used to support or refute ideas or arguments <p>Record data using:</p> <ul style="list-style-type: none"> • Labelled scientific diagrams • Classification keys • Tables • Bar charts 		
<p>Geography</p>		<p>My World</p> <ul style="list-style-type: none"> • Explain the causes of climate change and the impact of these • Outline how climate change can be prevented • Be able to list the different climate zones and biomes around the World • Understand the importance of the Paris Agreement and ‘Fridays for Future’ (School Strikes – Greta Thunberg) Malala Y5 • Write a case study on the Australian bushfires and on Reykjavik, Iceland as a Sustainable City • Discuss the impact of some key people who have played a major role in helping prevent climate change • Record data in line graphs for projected rising sea levels • Be able to explain and use key vocabulary related to this topic <p>COP∞ – Global Warming</p> <p>Visit to Chester Zoo.</p>	<p>Mapping skills</p> <ul style="list-style-type: none"> • Draw a map of the World with no resources and label the 7 continents, 5 oceans, some of the major seas, equator, hemispheres and tropics • Using an atlas, to consolidate understanding of the lines of longitude and latitude, and understand their purpose • Look at Ordnance Survey Maps, including  some of the local area. Discuss: scale, direction, symbols, grids, contour lines. Understand how different scaled maps are used for different activities • Read and use 4 and 6 figure grid references to locate places on a map • Draw own maps on a grid. Label grids, and using symbols, create map of own choice. Write some questions on finding and using grid references, direction, scale and contours <p>South America</p> <ul style="list-style-type: none"> • To Locate the continent of South America in the World

			<ul style="list-style-type: none"> • Name the 12 countries that make up South America and the position of these • Locate and name the capital cities for the 12 countries • Understand what the physical and human features of a country are • Understand trade and imports and exports from South America • Using the physical and human geographical features, carry out an in- depth study of one of the countries within South America. This could include – maps, diagrams, graphs, tables, pictures and written explanations • Comparing geographical similarities and differences Chester to Caracas (Venezuela)
<p>Key Vocabulary Longitude, latitude, hemisphere, compass points, ordnance survey, grid reference, scale, contour line, relief, continent, biome, climate change, carbon, fossil fuels, deforestation, greenhouse gasses, carbon footprint, climate zone, global warming.</p>			
<p>History</p>	<p>Britain at War.</p> <ul style="list-style-type: none"> • To identify themes and trends of war through time • To discuss the validity of The Battle of Hastings as a reliable source • To understand the causes of The English Civil War and its lasting effects • To compare and contrast The Suffragette Movement with other wars and identify the common themes (equality and wanting a voice) • The causes and aftermath of WW1 • Identifying trends and themes through these battles and wars listed above • Causes – why did WW2 begin and when 		

	<ul style="list-style-type: none"> To research into the Allies v Axis and their Leaders Complete and use time lines of the major events and their impact Why did the Blitz occur and where/ why were other cities targeted? Identify themes and trends of how life British life changed at home for women and children What is propaganda and give some examples that were used <p><i>Lead Remembrance Service based on independent research about a family member & Visit to Imperial War Museum to study sources and artefacts.</i></p>		
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Key Vocabulary

Specific-treaty, tyrant, violated, seize, invasion, abort, conflict, fatality, holocaust, rationing, blitz, evacuate, allied forces, the blitz, propaganda, rationing, Bayeux Tapestry, Edward the Confessor, Normandy, Cavaliers, Roundheads, gunpowder, galleons, suffrage, Suffragist, Suffragette
General-BCE, CE, AD, timeline, century, millennium, era, chronological, archaeologist, historian, source, artefact, evidence, reliability, achievements, concurrent, global history, British history, comparisons, first hand evidence, second hand evidence, biased, significance.

Religious Education	<p>Christian Community</p> <ul style="list-style-type: none"> Understand what a value is Understand what the value of love is Demonstrate how we show love in school, at home and in the community 	<p>Humanism</p> <ul style="list-style-type: none"> Understand the belief that human beings are special and that human life is valuable Understand that there is the absence of belief in God Discuss how humans can find their own happiness 	<p>Creation</p> <ul style="list-style-type: none"> Understand that Christians believe that God created the World Compare and contrast different theories to the beginning of the World Compare and contrast the different poetic 	<p>Salvation</p> <ul style="list-style-type: none"> Recognise that Christians understand that they have been rescued by God Compare and contrast the key features in different types of churches: a cathedral and a non-conformist church Reflect on their visit to St John's and use information to help them to build up a 	<p>Hinduism</p> <ul style="list-style-type: none"> Understand why Hindus celebrate Diwali Explain what can be learnt from the story of Rama and Sita Understand that Hindus believe in one God called Brahman, the supreme spirit who is in everything and 	<p>Islam</p> <ul style="list-style-type: none"> Discuss what is already known about Islam Explain what Ramadan is Explain hoe Eid is celebrated Understand what Halal is Explain how Muslim family life show their belief in the Qur'an
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	<ul style="list-style-type: none"> • Discuss and demonstrate how Christians show love for God • Recall two previous greatest commandments • Illustrate what the World might be like if everyone lived with no anger or killing • How might this possible? • Debate whether Sundays should be kept as special days to honour God <p>Year 1 and Year 5 – Christian Community</p>	<ul style="list-style-type: none"> • Illustrate the Golden Rule that humanists follow • Recognise the Happy Human as a symbol of Humanism • Recognise that Humanists mark key moments in life • Understand that there is an absence of good or persuasive evidence for an afterlife • Understand that Humanism is a philosophy • Recognise that Humanism exists around the World • Understand the Humanist values and be able to discuss these 	<p>language in the Genesis accounts of creation</p> <ul style="list-style-type: none"> • Show understanding why many Christians find science and faith go together <p>Year 2 and Year 4 – Creation</p>	<p>picture of some of the beliefs and practices in Christianity</p> <p>Year 1, Year 3 and Year 4 – Salvation</p>	<p>from who all life flows</p> <ul style="list-style-type: none"> • Understand that all Hindus have their own ideas about God • Reflect on the idea of good and evil <p>Hinduism workshop (Mock Hinduism festival and wedding)</p> <p>Year 5 – Hinduism</p>	<ul style="list-style-type: none"> • Explain how modern Muslims follow their faith today • Discuss how we can tackle Islamophobia • Discuss whether the media show Islam in a balanced way • Discuss how Mo Salah shows his belief in his actions <p>Year 1 and Year 3 – Islam</p>
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Humanism Visitor
to enrich and
consolidate
learning.

Key Vocabulary

Christian Community – marriage, covenant, value, Sabbath, honour, Christian, commandment.

Humanism – Humanist, Humanism, humanity, atheism, agnostic, science, evidence, evolution, golden rule, happy human, celebrant, curiosity, human rights, natural selection, the big bang, compassion, respect, dignity.

Creation – creation, evolution, big bang theory, origin, universe, metaphors, Venn diagram, Genesis, science.

Salvation – Salvation, baptistry, pulpit, chancel, nave, order of service, minister, Bishop, symbolism, vestements, salvation, forgiveness, sin, reconciliation.

Hinduism – Rama, Sita, Divali, Avatar, Vishnu, Brahma, Brahman, Shiva, Trimurti.

Islam – Five Pillars, Qur’an, Ramadan, Eid, Halal, Madrasah, Ummah, Akhlaq, Islamophobia.

[Year 6 RE Medium Term Plans](#)

Physical Education



Swimming

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively
- Perform safe self-rescue in different water-based situations

Aims and objectives for the end of KS2

Invasion games

- Perform different passing techniques needed for the specific sporting activities
- Progressive play – overload, attack vs defence with attacking overload (3v2, 2v1)
- Understand the impact possession has on a game
- Develop self-led warm-ups
- Understanding and implementing rules needed for the specific sporting activities

Gymnastics

- Improve the quality of transfer from one move to another
- Feedback on how performances can be improved or adapted
- Use contrasting actions, shapes, balances and dynamics in routines

Strength and Fitness

- Understanding of the muscular system
- Understanding of the skeletal system
- How to improve strength and endurance
- Knowledge of isometric and plyometric exercises
- Body tension and control
- Flexion and extension of different muscles

Net games


- Using tactics against an opponent to successfully win a point
- Use forehand, backhand, serve and volley in competitive situations


Athletics

- Running over bigger distances – pacing, continuous training
- Understand and perform triple jump
- Be able to hurdle
- Develop power when throwing a javelin



Striking and fielding games


- Tactical awareness – finding space, fielding positions
- Improve consistency in catching
- Link skills to competitive situations

Min-y-don - Outdoor and Adventure activities such as orienteering and raft buning 


	<ul style="list-style-type: none"> The benefit marking plays in invasions games – defensive stactics 	<p>Dance</p> <p>Rock ‘n’ Roll</p> <ul style="list-style-type: none"> Ponies – steps broken down, improved and continued Lifts – partner work, coordination when combining with other steps Turns – partner work, coordination when combining with other steps <p>Zumba</p> <ul style="list-style-type: none"> Pop – step tap, turns, scoops, elevation Flamenco – march, La Palmas, side travel, foot forward Bhangra – bounce and shrug, knee lift <p>Musical Theatre</p> <ul style="list-style-type: none"> Create routines with a theme Spatial awareness Use elements learnt in all previous year groups 	
<p>Key Vocabulary Underarm, jump, land, pass, catch, roll, balance, run, jog, teams, attack, defend, space, coordination, long barrier, chest pass, bounce pass, spatial awareness, possession, space, body tension, pace, sequence, marking, control, endurance, canon, unison, individual flair and style, transitions between movements</p>			
<p>Art</p>	<p>Focus Artist: Henry Moore Focus Skills: Sculpture</p> <ul style="list-style-type: none"> Research Henry Moore and how his sculptures relate to WW2 Develop and imaginatively extend ideas from starting points Annotate sketches to explain and elaborate ideas with confidence Recognise sculptural forms in the environment and use these as inspiration for their own work Create original sculptures using clay and wire following the chosen medium’s required method 	<p>Focus Artist: Jill Pelto COP∞ Focus Skill: Collage</p>  <ul style="list-style-type: none"> Research Jill Pelto and discuss the significance of climate change to her work Work with a partner to research and represent chosen climate change data in the form of a collage Use collage as a means of extending work from initial ideas Independently select a range of media to produce a collaged image (climate change representation) 	<p>Focus Artist: Takashi Murakami Focus Skill: Painting – Colour</p> <ul style="list-style-type: none"> Select colour to express feelings Discuss harmonious and contrasting colours and their placement on the colour wheel Work in a sustained and independent way, developing own style Purposefully control the types of marks, brushstrokes used to create desired effect Use colours and brushstrokes to create atmosphere and light effects Create a Murakami inspired piece, focussing on colour choice

	<ul style="list-style-type: none"> • Research abstract and semi-abstract pieces like Moore’s and discuss their symbolism and meaning • Shape, form, model and join with confidence. • Compare ideas, methods and approaches to their own and others’ work and say what they think and feel about it • Adapt work according to their views and describe how they might develop it further 	<p>Focus Skill: Drawing Focus Artist: Stephen Wiltshire</p> <ul style="list-style-type: none"> • Select appropriate media and techniques to achieve a specific outcome • Develop their own style • Draw for a sustained period of time over a number of sessions • Create a cityscape with attention to detail • Use tone in drawings to achieve depth • Develop drawing with perspective and focal points • Adapt drawings according to evaluations and discuss further developments 	<p>Focus Artist: Child-led research Focus Skill: Mixed Media - Carnival Masks</p> <ul style="list-style-type: none"> • Children will independently research and create their own Carnival masks, choosing from a wide variety of materials • They will use their knowledge of collage, painting and drawing to design and then create their mask
<p>Key Vocabulary Collage – tissue, layers, organic shapes, geometric shapes, background, objective art, abstract art, bold Sculpture – bend, shape, twist, braid, join, clay, coil, score, slip, slab Drawing – style, cityscape, detail, tone, depth, perspective, focal points Painting – colour, harmonious colours, contrasting colours, brush strokes</p>			
<p>Design Technology</p>	<p>3D- models related to War topic – Structure</p> <ul style="list-style-type: none"> • Can I design and build a replica 3D model using the historical knowledge I have learnt? • Can I select the appropriate materials for my lifelike model? • Can I safely use cutting tools and cohesive devices when building my model? • Can I explain why I used the materials that I have chosen? • Can I think about the scale of the different features when planning my design? <p>Designer: Sir Jonathan Ive</p>	<p>Vegetable dishes – Food</p> <ul style="list-style-type: none"> • Can I make a vegetable soup that is nutritious and tasty? • Can I design and develop a product to meet a design brief? • Can I select the appropriate equipment and use this carefully? • Can I explain why I used the vegetables that I have chosen? • Can I evaluate my ideas against the design criteria and consider improvements to my work? <p>Chef: Nadiya Hussain</p>	<p>Electricity game – Electronics</p> <ul style="list-style-type: none"> • Can I research current electrical games? • Can I make links to science circuits learning? • Can I make an electronic circuit to use in my game? • Can I design and develop a product to meet a design brief? • Can I evaluate my design against the design criteria? <p>Designer: Caroline Haslett</p>
<p>Key Vocabulary Design, evaluate, research, prototype, material, construct, structure, joining, technique, scale, model, scale, size, nutritious, recipe, vegetarian, electronic, circuit, logo, theme, brand, current, battery, buzzer, switch, voltage, conductor</p>			

<p>Music</p> 	<p>Charanga</p> <ul style="list-style-type: none"> • Happy • Pop/Neo Soul • Being happy! <p>Key vocabulary: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo.</p>	<p>Charanga</p> <ul style="list-style-type: none"> • Classroom Jazz 2 • Bacharach and Blues • Jazz, improvisation and composition <p>Key vocabulary: Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo.</p>	<p>Charanga</p> <ul style="list-style-type: none"> • A New Year Carol • Classical or Urban Gospel • Benjamin Britten’s music and cover versions <p>Key vocabulary: Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, Urban Gospel.</p>	<p>Charanga</p> <ul style="list-style-type: none"> • You’ve Got a Friend • 70s Ballard/Pop • The music of Carole King <p>Key vocabulary: Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony.</p>	<p>Charanga</p> <ul style="list-style-type: none"> • Music and Me • Create your own music inspired by your identity and women in the music industry <p>Key vocabulary: Gender, racism, rap, lyrics, turntablist, Djing, producer, Electronic and Acoustic music.</p>	<p>Charanga</p> <ul style="list-style-type: none"> • Reflect, Rewind and Replay • Classical <p>The history of music, look back and consolidate your learning, learn some of the language of music</p>
<p>Music Year 6 – Knowledge and Skills</p>						
<p>Computing</p> 	<p>Online safety</p> <ul style="list-style-type: none"> • To know that a ‘digital footprint’ means the information that exists on the internet as a result of a person’s online activity. • To know what steps are required to capture bullying content as evidence. • To understand that it is important to manage personal passwords effectively. 		<p>Data Handling – Big data 1</p> <ul style="list-style-type: none"> • To know that data contained within barcodes and QR codes can be used by computers. • To know that Radio Frequency Identification (RFID) is a more private way of transmitting data. • To know that data is often encrypted so that even if it is stolen it is not useful to the thief. <p>Creating media – History of computers</p> <ul style="list-style-type: none"> • To understand how computers have changed and the impact this has had on the modern world 		<p>Programming – Intro to Python</p> <ul style="list-style-type: none"> • To know that there are text-based programming languages such as Logo and Python. • To know that nested loops are loops inside of loops. 	

	<ul style="list-style-type: none"> To understand what it means to have a positive online reputation. To know some common online scams. <p>Computer systems and networks – Bletchley Park</p> <ul style="list-style-type: none"> To understand the importance of having a secure password and what "brute force hacking" is. To know that the first computers were created at Bletchley Park to crack the Enigma code to help the war effort in World War 2 	<ul style="list-style-type: none"> To research one of the computers that changed the world and present information about it to the class To design a computer of the future <p>Safer Internet Day</p>				
<p>Key Vocabulary</p> <p>Online safety - anonymity, antivirus, biometrics, block and report, digital personality, financial information, malware, personality, phishing, reliable source, reputation, scammers, screengrab, software updates, two factor authentication</p> <p>Computer systems and networks – Bletchley Park - acrostic code, brute force hacking, caesar cipher, chip and pin system, cipher, combination, contribute, convince, date shift cipher, hero, Nth Letter Cipher, Pig Latin, Pigpen cipher, present, scrambled, secret, technological advancement, trial and error</p> <p>Data Handling – Big data 1 - barcode, brand, chips, commuter, contactless, encrypted, infrared, MagicBand, proximity, QR scanner, RFID, systems/data analyst, transmission</p> <p>Creating media – History of computers - background noise, FX, gigabyte, hardware, kilobytes, megabyte, memory storage, overlay, processor, radio play, Raspberry Pi, reverb, sound, terrabytes, touch screen, track, trackpad</p> <p>Programming – Intro to Python - indentation, random, remix, shape</p>						
 <p>French</p>	<p>Class rules in French Lessons.</p> <p>Revisions: Greetings</p> <p>Le cahier de français (French book): Prénom, nom de famille, le drapeau français. Les verbes et les questions: Quel est ton prénom?</p>	<p>Culture: Halloween /All saints /Toussaint Recall all previous Recall verbe avoir (to have) + body parts + new. + new Song: des os il en faut Use of bilingual dictionary.</p> <p>Culture: 11 Nov/</p>	<p>Happy new year/ Bonne année</p> <p>Culture/ 6 Jan: l'Épiphanie Les rois mages / la galette des rois Voc. La recette. + Video</p> <p>& Recall Toys</p> <p>Song/Chanson: Vent frais....</p>	<p>[Culture: Recall Mardi gras (Shrove Tuesday) Carnival, Crêpes]</p> <p>Rooms of house: Picture of a house/ paper work. Use bi-lingual dictionary. Sentence building: Describe house: <u>eg:</u> Ma maison est petite et blanche. Il y a 3 chambres.... Sentence building:</p>	<p>Culture/ 1 Mai: Recall Fête du travail (Muguet)+ life cycle of a plant.</p> <p>Culture/ 8 Mai: Victoire de 1945 Recall previous work + new song : “la Marseillaise” (French hymn)</p> <p>Daily routine.</p>	<p>Culture/ 19 june: Fête des pères (Father’s Day) Recall voc, song.</p> <p>Culture/ 21 Juin: Fête de la musique (Music Day) Recall all songs, instruments and styles voc.</p> <p>Initiation to Spanish: Simple greetings</p>

	<p>Mon prenom est... + Motto: Liberte, Egalite, Fraternite. + video</p> <p>Class instructions</p> <p>Date: Days of the week /Months /seasons</p> <p>L'alphabet/ Review phonics/Table</p> <p>Vocabulary</p> <p>Numbers 1-100</p> <p>Colours</p> <p>Grammar points</p> <p>Locate France, Paris... * This is France/ Localise in France: Lyon, Dijon, Marseille, Toulouse... Paris + Recall poem weather/comptine : Quel temps fait il? + Directions Nord, Sud, Est, Ouest... a cote, en face etc...</p>	<p>+ new Poem. Use bi-lingual dictionary. + L'Armistice video</p> <p>Review numbers. Multiples of 10:10-100 Numbers up to 500</p> <p>Recall Christmas + Recall previous voc, songs ... Merry Christmas/Joyeux Noël</p>	<p>Numbers up to 1000+</p> <p>Recall Culture/ 2 Feb: la chandeleur (Candlemas)/ Crêpes/pancakes... Review recette Recall Verbe manger (to eat)</p> <p>Places in town: Verbe etre (to be) Verbe aller (to go) + Review transport to go to various places. Sentence building: eg: je vais a la piscine en velo...</p>	<p>(+ verbes: regarder/laver/parler/jouer/manger/regarder/dormir...) Put the verb in the right room. eg: by pairs discuss/write what family member does... in which room. Ex: Ma soeur joue dans la chambre.</p> <p>Culture/20 March/ Francophonie day! French spoken in the world. Map/Video/text.</p> <p>Culture/Fête des mères (Mother day) (different date in France: 29th May). Review Voc. Gram: Recall mon, ma, mes , learn all possessive/ determiners) Song: ma famille</p> <p>Recall la maison/le jardin: Culture/mid April: Joyeuses Paques (Easter) Recall voc Song: Frère Jacques</p>	<p>La vie d'un ecolier in France</p> <p>Review School subjects/timetable</p> <p>What is the time? (work in pairs/ind white board.) Draw a clock and draw the time I say. Say/read/write... In pairs: Quelle heure est il? Il est.... + Les verbes et les questions</p> <p>Classroom objects. (+ Words labels in class) Paper work/ word search/ Gram: - Recall all Possessives: ma, mon, son, tes... - colours adjectives and agreement/colours</p>	<p>Colours Numbers up to 10 Days of the week</p> <p>Initiation to Italian: Simple greetings Colours Numbers up to 10 Days of the week</p> <p>Culture/ Bastille day - 14 Juillet / song: La marseillaise. Gram: Recall Questions words: Qui, Quand, Ou... Game: Tresure hunt? (La chasse aux tresors)/ recall directions, voc....</p>
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	<p>Songs</p> <p>Happy birthday / Joyeux anniversaire Song/Chanson: Quel âge as-tu? J'ai... Ans. When is your birthday? Quand est ton anniversaire? Mon anniversaire est le</p> <p>Happy holidays / Bonnes vacances</p> <p>Classroom instructions: Faites un cercle, Asseyez-vous, Levez- vous, Levez la main, Chut taisez-vous, Regardez, Ecoutez, Oui, Non, S'il vous plait, Chantez, Comptez... + Excusez moi, Pardon, Écrivez, Dessinez, Coloriez, Découpez, Pliez, Coller, Distribuez, Ouvrez, Fermez, Rangez , Répétez, Croisez les bras.</p> <p>Date: day, number, month.</p> <p>Various Grammar points: Gender nouns: Masculine/feminine, Simple Plural, Adjectives agreement and words order, Definite (le,la,les) & Indefinite (un,une,des) articles, Possessives, Partitive articles (du/de/des), Formal and unformal (tu/vous), Learning how to ask questions... Negative form (ne....pas), Prepositions of places: en, au, a la, aux, dans, Conjugation of simple verbs and simple pronouns: Etre, Avoir, Etre, Aller, Manger, Habiter, Jouer, Faire...</p> <p>Use of bilingual dictionary.</p> <p>French Phonics/Graphemes</p> <p>Sentence building: Present tense simple verbs and simple pronouns: Etre, Avoir, Aimer, Aller, Manger, Habiter, Jouer, Faire.</p>					
<p>PSHE/Sex and Relationships/Safeguarding</p> 	<p>Me and My Relationships</p> <p>Solve the Friendship Problem</p> <ul style="list-style-type: none"> Recognise some of the challenges that arise from friendships; Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach 	<p>Valuing Difference</p> <p>Advertising Friendship</p> <ul style="list-style-type: none"> Explain the difference between a friend and an acquaintance Describe qualities of a strong, positive friendship Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative) <p>Ok to be Different</p>	<p>Keeping Safe</p> <p>It's a Puzzle</p> <ul style="list-style-type: none"> Identify strategies for keeping personal information safe online Describe safe behaviours when using communication technology <p>To share or not to share?</p> <ul style="list-style-type: none"> Know that it is illegal to create and share sexual images of children under 18 years old 	<p>Rights and Respect</p> <p>Fakebook Friends</p> <ul style="list-style-type: none"> Know the legal age (and reason behind these) for having a social media account Understand why people don't tell the truth and often post only the good bits about themselves, online Recognise that people's lives are much more balanced in real life, with positives and negatives <p>Democracy in Britain 1</p> <p>Recognise reasons for rules and laws; consequences of not</p>	<p>Being My Best</p> <p>What's the Risk (2)</p> <ul style="list-style-type: none"> Recognise what risk is Explain how a risk can be reduced Understand risks related to growing up and explain the need to be aware of these Assess a risk to help keep themselves safe 	<p>Growing and Changing</p> <p>I look great!</p> <ul style="list-style-type: none"> Understand that fame can be short-lived Recognise that photos can be changed to match society's view of perfect Identify qualities that people have, as well as their looks <p>Media Manipulation</p> <ul style="list-style-type: none"> Define what is meant by the term stereotype Recognise how the media can

	<p>Assertiveness</p> <ul style="list-style-type: none"> List some assertive behaviours Recognise peer influence and pressure Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure <p>Don't Force Me</p> <ul style="list-style-type: none"> Describe ways in which people show their commitment to each other Know the ages at which a person can marry, depending on whether their parents agree Understand that everyone has the right to be free to choose who and whether to marry 	<ul style="list-style-type: none"> Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences Suggest strategies for dealing with bullying, as a bystander Describe positive attributes of their peers 	<ul style="list-style-type: none"> Explore the risks of sharing photos and films of themselves with other people directly or online Know how to keep their information private online <p>Joe's Story (part 2)</p> <ul style="list-style-type: none"> Understand and give examples of conflicting emotions Understand and reflect on how independence and responsibility go together 	<p>adhering to rules and laws.</p>		<p>sometimes reinforce gender stereotypes</p> <ul style="list-style-type: none"> Recognise that people fall into a wide range of what is seen as normal Challenge stereotypical gender portrayals of people <p>Is this normal?</p> <ul style="list-style-type: none"> Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it Suggest strategies that would help someone who felt challenged by the changes in puberty Know where someone could get support if they were concerned about their own or another person's safety <p>Making babies</p> <ul style="list-style-type: none"> Identify the changes that happen through
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	<p>Acting Appropriately</p> <ul style="list-style-type: none"> • Recognise that some types of physical contact can produce strong negative feelings • Know that some inappropriate touch is also illegal 					<p>puberty to allow sexual reproduction to occur</p> <ul style="list-style-type: none"> • Know a variety of ways in which the sperm can fertilise the egg to create a baby • Know the legal age of consent and what it means
<p>Key Vocabulary</p> <p>Me and My Relationships – balanced friendship, respectful, assertive, peer pressure, marriage, civil partnership, forced marriage, illegal, appropriate, inappropriate.</p> <p>Valuing Difference – witness, bystander, unique, positive feedback, confidence, self-esteem, point of view, cultural norms, respect, disrespect, body language, empathy, relationships, friend, acquaintance.</p> <p>Keeping Safe – social media, parental consent, trolling, online safety, sharing, right to privacy, sharing online, permission, illegal, sexual images, independence, responsibility, conflicting emotions.</p> <p>Rights and Respect – social media, profile, image, online safety, sharing, democracy, election, candidate, voting, policies, House of Commons, constituencies.</p> <p>Being My Best – assessing risk, weigh up, dilemma, choices, influence.</p> <p>Growing and Changing – body image, self-esteem, manipulation, media manipulation, stereotype, gender stereotype, puberty, physical changes, emotional changes, rights, periods, mood swings, spots, voice deepening, period product, vulva, egg, ovaries, sperm, testicles, puberty, vagina, penis, orgasm, embryo, womb, sexual intercourse, consensual, condom, surrogacy, adoption, age of consent, infection, immune system, virus, sexual contact, condom, prejudice, illness, sexual activity, semen, vaginal fluids, vagina, womb.</p>						