

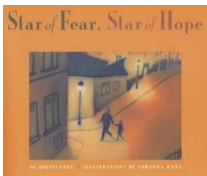
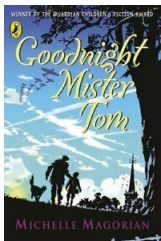


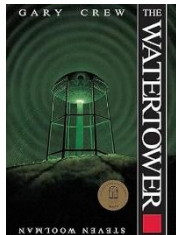



Guilden Sutton Church of England Primary School

Love and Justice for All

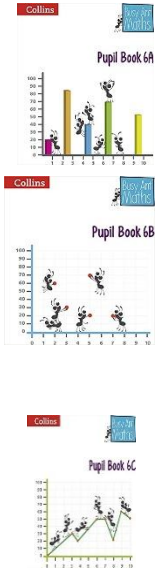


Year 6 Curriculum Progression Map


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>Star of Fear, Star of Hope Jo Hoestlandt</p> 	<p>Goodnight Mr Tom Michelle Magorian</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"> Narrative – Short flashback story with dialogue 	<ul style="list-style-type: none"> Narrative – Short story Non-fiction - Newspaper report 	<ul style="list-style-type: none"> Narrative- Setting description Non-fiction - Persuasive and 	<ul style="list-style-type: none"> Narrative – Character study with dialogue 	<ul style="list-style-type: none"> Narrative – short story with dialogue Non-fiction- Non-chronological report Newspaper report Balanced argument Poetry - narrative poem 	

	<ul style="list-style-type: none">• Non-fiction – Instructions	<ul style="list-style-type: none">• Poetry - narrative poem	informative speech. Non-chronological report <ul style="list-style-type: none">• Poetry – Free Verse		
SPaG	<ul style="list-style-type: none">• Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.• Use verb tenses consistently and correctly throughout their writing.• Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately.• In narratives, describe settings, characters and atmosphere.• Integrate dialogue in narratives to convey character and advance the action.• Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.• Use paragraphs to develop and expand some ideas; descriptions, themes or events in depth.• Use a range of organisational and presentational devices to guide the reader.• Use the range of punctuation taught at key stage 2 mostly correctly	<ul style="list-style-type: none">• Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.• Use verb tenses consistently and correctly throughout their writing.• Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately.• In narratives, describe settings, characters and atmosphere.• Integrate dialogue in narratives to convey character and advance the action.• Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.• Use paragraphs to develop and expand some ideas; descriptions, themes or events in depth.• Use a range of organisational and presentational devices to guide the reader.• Use the range of punctuation taught at key stage 2 mostly correctly• Spell correctly many words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary• Maintain legibility in joined handwriting when writing at speed.• Evaluate and edit writing according to purpose considering the effectiveness of	<ul style="list-style-type: none">• Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.• Use verb tenses consistently and correctly throughout their writing.• Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately.• In narratives, describe settings, characters and atmosphere.• Integrate dialogue in narratives to convey character and advance the action.• Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.• Use paragraphs to develop and expand some ideas; descriptions, themes or events in depth.• Use a range of organisational and presentational devices to guide the reader.• Use the range of punctuation taught at key stage 2 mostly correctly• Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary• Maintain legibility in joined handwriting when writing at speed.• Evaluate and edit writing according to purpose considering the effectiveness of		


	<ul style="list-style-type: none">• Spell correctly some words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary• Maintain legibility in joined handwriting when writing at speed.• Evaluate and edit writing according to purpose considering the effectiveness of word choice, grammar and punctuation, including use of tense, subject-verb agreement and register.	word choice, grammar and punctuation, including use of tense, subject-verb agreement and register.	word choice, grammar and punctuation, including use of tense, subject-verb agreement and register.			
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• Words containing the letter-string ough	<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• Personal spelling log	<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
Maths	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
<p>Key Vocabulary</p> <p>Number and place value: millions, ten millions</p> <p>Addition and subtraction: see previous years</p> <p>Multiplication and division: multi-digit numbers, long division</p> <p>Fractions, decimals and percentages: see previous years</p> <p>Ratio and proportion: relative size, missing values, integer multiplication, percentages, scale factor, unequal sharing & grouping</p> <p>Algebra: formulae, linear number sequences, algebraically, equation, unknowns, combinations, variables</p> <p>Measurement: conversion, miles, formulae, parallelograms, triangles, feet, cubic metre, cubic millimetre, cubic kilometre, gallons, stones, ounces</p> <p>Geometry: radius, diameter, circumference, dimensions, four quadrants, co-ordinate planes</p> <p>Statistics: pie chart, mean</p>			
<p>Busy Ant Maths Year 6 Medium Term Plans</p>			
<p>Cross-curricular Mathematics</p>	<p>Measure out Anderson Shelters- scale Timeline</p>	<p>Coordinates Grid references </p>	<p>Graphs- temperature and rainfall Time zones </p>

	Tallying Build Anderson Shelters Children in Need- business plan – pricing and profit, change when handling money		Collecting data Graphs		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:</i> Can I investigate whether running or jogging has the greatest effect on our heart rate? <i>Identifying and classifying:</i> Can I identify the parts of the circulatory system? <i>Observation over time:</i> Can I keep a note of how much exercise I do in a week? <i>Pattern seeking:</i> Can I observe whether a narrow blood vessel restricts blood flow? <i>Research:</i> Can I research the	Living Things and their Habitats <i>Line of scientific enquiry examples:</i> <i>Fair testing:</i> Can I find out how light/temperature affects how quickly mould grows? <i>Identifying and classifying:</i> Can I use a classification key to identify animals? <i>Observation over time:</i> Can I find out what happens to raspberries if left on the windowsill for two weeks? <i>Pattern seeking:</i> Can I find out where most invertebrates are found in our school grounds? <i>Research:</i> Can I research the different functions of microorganisms? <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. 	Evolution and Inheritance <i>Line of scientific enquiry examples:</i> <i>Fair testing:</i> Can I investigate which beak size and shape is best for catching ground insects? <i>Identifying and classifying:</i> Can I identify different types of fossil formation? <i>Observation over time:</i> Can I recognise how animals and plants have adapted to their environment? <i>Pattern seeking:</i> Can I see a pattern in the variation of moth that survives? <i>Research:</i> Can I research into the importance Charles Darwin's findings? <ul style="list-style-type: none"> Explain that evolution is a gradual process and where different kinds of living organisms have 	Light <i>Line of scientific enquiry examples:</i> <i>Fair testing:</i> Can I investigate how shadows can be elongated or shortened? Can I investigate whether light always travels in straight lines? <i>Identifying and classifying:</i> Can I group materials and objects according to how well they reflect light? <i>Pattern seeking:</i> Can I find out whether shadows always take the same shape as the objects causing them? <i>Research:</i> Can I find out how Humphrey Davy made miners' lamps safe? Can I find out what contributions Patricia Bath made to eye health?	Electricity <i>Line of scientific enquiry examples:</i> <i>Fair testing:</i> Can I investigate how the number of the cells in a circuit affects the brightness of the lamp/volume of a buzzer? <i>Identifying and classifying:</i> Can I group circuit components into those that are essential and those that are not? <i>Observation over time:</i> Can I describe how the brightness of a bulb changes as the battery runs out? <i>Pattern seeking:</i> How does brightness of bulb/volume of a buzzer change as more components are added to a circuit?

	<p><i>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 Understand that drugs, alcohol and tobacco have negative 	<p>Micro organisms</p> <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 us and in water List the helpful and harmful microbes <p>Carl Linnaeus – taxonomy/ naming organisms</p> <p>Year 4 - Living Things and their Habitats</p>	<p>developed from earlier forms of millions of years</p> <ul style="list-style-type: none"> 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>Charles Darwin – theory of natural selection</p> <p>Rosemary Grant – evolutionary biologist</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>Patricia Bath – cataract surgery</p> <p>Year 3 -Light</p>	<p><i>Research: 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> <p>Year 4 - Electricity</p>
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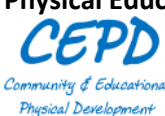

	<p>effects on the body.</p> <p>William Harvey – circulation of blood/Galen – arteries carry blood</p> <p>Marie Maynard-Daly – pioneering research into blood and cholesterol</p> <p>Animals including Humans - all previous years</p>		<p>Y2 Y3 and Y5: reproduction and lifecycles</p> <p>Y1 and Y3 fossils</p>		
	<p><u>Key Vocabulary</u></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>				
Working Scientifically	<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 • 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 		
Geography		<p>My World – Climate Change</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 • Explain how to lower their own carbon footprint • 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 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>Fieldwork opportunities to plan and carry out an eco-friendly, green journey around Guilden Sutton.</p>	<p>South America</p> <ul style="list-style-type: none"> • To Locate the continent of South America in the World and describe its geographical features • Name the 12 countries that make up South America and the position of these • Understand what the physical and human features of a country are and identify these within South America • Understand trade and imports and exports from South America • Using the physical and human geographical features, carry out a study of one Caracas (Venezuela) and compare its geographical similarities and differences to Chester (England) <p>Mapping Skills</p> <ul style="list-style-type: none"> • 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.  <p>Understand how different scaled maps are used for different activities</p> <ul style="list-style-type: none"> • 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 questions on finding and using grid references, direction, scale and contours
	<u>Key Vocabulary</u> 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.		
History	Britain at War. <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? • 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 		

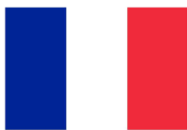
	Lead Remembrance Service based on independent research about a family member & Visit to Imperial War Museum to study sources and artefacts.					
	Key Vocabulary Specific- treaty, tyrant, violated, seize, invasion, abort, conflict, fatality, holocaust, rationing, blitz, evacuate, allied forces, the blitz, 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	What does it mean to be anti-racist? What does it mean to live in a religiously diverse world? <ul style="list-style-type: none"> Discuss my individual identity and characteristics and appreciate the range of diversity in the UK. Understand the basic of how religious diversity originated in the UK with simple examples. Talk about religions around the 	How is Christmas celebrated around the world? <ul style="list-style-type: none"> Describe different ways in which Christmas is celebrated by Christians around the world. Some celebrations are connected to beliefs but other are secular; not all celebrations are linked to the nativity story. Christmas celebrations provide answers to questions 	How do Sikhs worship? <ul style="list-style-type: none"> Explain how Sikhs believe in all pathways leading to God. Describe the founder of Sikhi, Guru Nanak and recall key events in his life. Describe what happens in the Gurdwara (e.g., welcoming a new baby, Khanda, Langar, Guru Granth Sahib, prayer hall, 4 doors) Describe how the Guru Granth Sahib is treated with respect. 	Loss, Death and Christian Hope <ul style="list-style-type: none"> Give children an opportunity to ask questions, and discuss feelings about loss, death and heaven. Give children an opportunity to express their ideas and perceptions of loss, death, heaven and eternal life. Give pupils time to think about and respond to the key questions in a safe, loving environment. Develop the children's understanding of Christian hope and the promise of eternal life with God. Develop pupil's understanding and 	Science & Belief <ul style="list-style-type: none"> To explore whether the Big Bang Theory disproves the Genesis accounts of creation. To compare the views of the afterlife across a selection of religious worldviews to Christianity To compare Humanist views to the Christian view of how the world began. To explain why Humanists feel that science is a process which allows claims to be tested. To discuss if 	Equality & Justice <ul style="list-style-type: none"> To define the terms equality, justice and fairness and discuss examples from different world views To explain how Humanists and others believe that what we share is greater than that which divides us To discuss our local, wider and global societies and the inequalities which exist. To discuss how prejudice, discrimination can be spread on social media

	<p>world and where different religions originated.</p> <ul style="list-style-type: none"> • Explain about discrimination and stereotypes. • Question cultural identity and how this is part of an individual's identity. • Discuss values showing empathy for views which are different to my own. • Explain what the golden rule of religion means to me. • Explain how a faith community may celebrate the birth of a child. 	<p>about Christian beliefs about Jesus.</p> <ul style="list-style-type: none"> • Make links between the story, belief and action. • Describe and give reasons for similarities and differences between Christmas celebrations around the world. • Describe and show understanding of why Christmas is such an important time for Christians. • Discuss the distinctive Christian beliefs highlighted by Christmas celebrations. • Ask relevant 	<ul style="list-style-type: none"> • Discuss how Sikhs worship in Gurdwaras around the world. • To know who is Guru Nanak and how did he become a teacher and leader • To know that Sikhs respect but do not worship Gurus • To understand how Sikhs demonstrate their views on equality and sharing. • To find out more about the birth and life of Guru Nanak and how a festival is based on his birthday each year. 	<p>knowledge of how people of faith mark the end of life.</p> <ul style="list-style-type: none"> • Develop pupil's understanding of Muslim, Hindu and Buddhist beliefs about death and life after death. • Develop understanding of Humanist beliefs about death. 	<p>Christian spiritual experience can co-exist alongside scientific principles.</p>	<ul style="list-style-type: none"> • To discuss how a range of world views teach about care of the environment • To discuss how people can work together in unity to make the world a better place • To give two examples of how changemakers from different world views are making a fairer world.
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		questions using religious vocabulary.				
Key Vocabulary Diversity – diversity, culture, worldviews, identity, origins, values, influences, respect, stereotypes, discrimination, empathy. Christianity – Christmas, Incarnation, secular, Saint Nicholas, Advent, life, death, heaven, eternal life, funeral, reincarnation, hope Sikhi – Sikhi, Sikh, Guru Granth Sahib, Gurdwara, Guru Nanak, Langar, 5Ks, Punjabi, Nam Karan, Wahegur, Kanda, Science and Belief- Christian, Humanist, Genesus, evolution, afterlife, heaven, reincarnation, science, Big Bang, Creation, Spirituality Equality and Justice – Equality, justice, fairness, United Nations Declaration of Human Rights, Equality Act, prejudice, discrimination, racism.						
Physical Education 	Swimming <ul style="list-style-type: none">Swim competently, confidently and proficiently over a distance of at least 25 metresUse a range of strokes effectivelyPerform safe self-rescue in different water-based situations <i>Aims and objectives for the end of KS2</i> Invasion games <ul style="list-style-type: none">Perform different passing techniques needed for the specific sporting activitiesProgressive play – overload, attack vs defence with attacking overload (3v2, 2v1)Understand the impact possession has on a gameDevelop self-led warm-upsUnderstanding and implementing rules needed for the specific sporting activitiesThe benefit marking plays in invasions games – defensive stactics	Gymnastics <ul style="list-style-type: none">Improve the quality of transfer from one move to anotherFeedback on how performances can be improved or adaptedUse contrasting actions, shapes, balances and dynamics in routines Strength and Fitness <ul style="list-style-type: none">Understanding of the muscular systemUnderstanding of the skeletal systemHow to improve strength and enduranceKnowledge of isometric and plyometric exercisesBody tension and controlFlexion and extension of different muscles Net games <ul style="list-style-type: none">Using tactics against an opponent to successfully win a pointUse forehand, backhand, serve and volley in competitive situations Dance Rock ‘n’ Roll	Athletics <ul style="list-style-type: none">Running over bigger distances – pacing, continuous trainingUnderstand and perform triple jumpBe able to hurdleDevelop power when throwing a javelin Striking and fielding games <ul style="list-style-type: none">Tactical awareness – finding space, fielding positionsImprove consistency in catchingLink skills to competitive situations  Min-y-don - Outdoor and Adventure activities such as orienteering and raft buninging			

		<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><u>Key Vocabulary</u></p> <p>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>		
Art	<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 • Research abstract and semi-abstract pieces like Moore's and 	<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 Skill: Drawing Focus Artist: Stephen Wiltshire</p>	<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 <p>Focus Artist: Child-led research Focus Skill: Mixed Media - Carnival Masks</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>	<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>	<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>	<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>	<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>	<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>
Music Year 6 – Knowledge and Skills						
Computing 	Online safety <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.• To understand what it means to have a positive online reputation.	Data Handling – Big data 1 <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		Programming – Intro to Python <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.		

 French	<ul style="list-style-type: none">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 classTo 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>Class rules in French Lessons.</p> <p><u>Revisions:</u></p> <p>Greetings</p> <p>Le cahier de français (French book): Prénom, nom de famille, le drapeau français. Les verbes et les questions: Quel est ton prenom? Mon prenom est...</p>	<p>Culture:</p> <p>Halloween /All Saints Day /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/ + new Poem.</p>	<p>Happy New Year/ Bonne année</p> <p>Culture/ 6 Jan: l'Épiphanie Les rois mages / la galette des rois Vocab. 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 bilingual dictionary. Sentence building: Describe house: <u>eg:</u> Ma maison est petite et blanche. Il y a 3 chambres.... Sentence building: (+ verbes: regarder/laver/parler/jou</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 national anthem)</p> <p>Daily routine. La vie d’un ecolier in France</p>	<p>Culture/ 19 June: Fête des pères (Father’s Day) Recall vocab, song.</p> <p>Culture/ 21 juin: Fête de la Musique (Music Day) Recall all songs, instruments and styles vocab.</p> <p>Culture/ La Fête Nationale - 14 juillet / song: La Marseillaise.</p>

<p>+ 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>Vocababulary</p> <p>Numbers 1-100</p> <p>Colours</p> <p>Grammar points</p> <p>Locate France, Paris... * This is France/ Locate in France: Lyon, Dijon, Marseille, Toulouse... Paris + Recall poem weather/comptin e : Quel temps fait il? + Directions Nord, Sud, Est, Ouest... à côté de, en face etc....</p> <p>Songs</p>	<p>Use bilingual dictionary. + L'Armistice video</p> <p>Review numbers. Multiples of 10:10-100 Numbers up to 500</p> <p>Recall Christmas + Recall previous vocab, 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 être (to be) Verbe aller (to go) + Review transport to go to various places. Sentence building: eg: je vais à la piscine en velo...</p>	<p>er/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 (Mothers Day) (different date in France: 29th May). Review Vocab. Gram: Recall mon, ma, mes , learn all possessive/ determiners) Song: ma famille</p> <p>Recall la maison/le jardin: Culture/mid April: Joyeuses Pâques (Easter) Recall vocab Song: Frère Jacques</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>Gram: Recall Questions words: Qui, Quand, Ou...</p> <p>Game: Tresure hunt? (La chasse aux tresors)/ recall directions, vocab....</p>
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	<p>Happy birthday / Joyeux anniversaire 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, Colouriez, Découpez, Pliez, Coller, Distribuez, Ouvrez, Fermez, Rangez , Répétez, Croisez les bras.</p> <p>Date: day, number, month.</p> <p>Various Grammar points: Gender nouns: Masculinee/femininee, 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, à la, aux, dans, Conjugation of simple verbs and simple pronouns: Être, Avoir, Être, 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: Être, 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>Assertiveness</p>	<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 sometimes

	<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 <p>Acting Appropriately</p>	<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 	adhering to rules and laws.		<p>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 puberty to allow
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	<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>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
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Key Vocabulary

Me and My Relationships – balanced friendship, respectful, assertive, peer pressure, marriage, civil partnership, forced marriage, illegal, appropriate, inappropriate.

Valuing Difference – witness, bystander, unique, positive feedback, confidence, self-esteem, point of view, cultural norms, respect, disrespect, body language, empathy, relationships, friend, acquaintance.

Keeping Safe – social media, parental consent, trolling, online safety, sharing, right to privacy, sharing online, permission, illegal, sexual images, independence, responsibility, conflicting emotions.

Rights and Respect – social media, profile, image, online safety, sharing, democracy, election, candidate, voting, policies, House of Commons, constituencies.

Being My Best – assessing risk, weigh up, dilemma, choices, influence.

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.